

# Digitalisierung in der Erwachsenenbildung

Strategische Partnerschaften aus der Erwachsenenbildung im Bereich Digitalisierung 2018-2020

# Table of contents

1. <a href="#">Building urban ecosystems for lifelong learning</a> .....	4
2. <a href="#">Online Educational Escape Rooms to Re-engage ESLs and NEETs</a> .....	7
3. <a href="#">Arguments Against Aggression - Strategies and Tools against Hate Speech in Face-to-Face Encounters and in Social Media</a> .....	9
4. <a href="#">How to make seniors' homes smarter</a> .....	12
5. <a href="#">education @home</a> .....	14
6. <a href="#">Empowering Digital Literacy in a Transforming World</a> .....	17
7. <a href="#">Digital Relationships</a> .....	19
8. <a href="#">Strategic Partnership for older people's inclusion into the digital world</a> .....	21
9. <a href="#">Eurbanities 2.0</a> .....	23
10. <a href="#">Digital Transformation in Adult Learning for Active Citizenship</a> .....	26
11. <a href="#">Training for digital stress competence in the form of a web-based app</a> .....	29
12. <a href="#">CONCRIT – Community Narration 4 Critical Thinking</a> .....	31
13. <a href="#">Shaping Digital Classes</a> .....	34
14. <a href="#">Curriculum guide of media and information literacy for adults</a> .....	36
15. <a href="#">Integrating Digital Education in Adult Language Teaching</a> .....	39
16. <a href="#">DigiMedia - Promoting digital literacy of teachers in adult education</a> .....	42
17. <a href="#">A TOOL KIT WITH EFFECTIVE OUTREACH AND MOTIVATIONAL STRATEGIES FOR UPGRADING THE KEY COMPETENCES OF MARGINALISED AND VULNERABLE LOW-SKILLED ADULTS (FOCUS ON WOMEN): ENSURING SOCIAL INCLUSION, ACCESS AND PARTICIPATION IN THE DIGITAL ERA</a> 45	45
18. <a href="#">Capacity development of cultural educators in the digital era</a> .....	47
19. <a href="#">Creating other study spaces</a> .....	50
20. <a href="#">Teaching Digital Competences</a> .....	53
21. <a href="#">art meets digital technology</a> .....	56
22. <a href="#">Learning Important Digital Skills</a> .....	59
23. <a href="#">Education+digital?!</a> .....	61
24. <a href="#">Virtual Mobilities for All</a> .....	63
25. <a href="#">MediaParents - Competence training for media education of parents in rural areas</a> .....	66
26. <a href="#">Remote Working Skills for All</a> .....	69
27. <a href="#">THINK SOCIAL: Promoting social entrepreneurial mindsets for a sustainable future.</a> .....	72
28. <a href="#">Bridge the Gap! Enhancing the social and digital participation of older people</a> .....	75
29. <a href="#">Successfully develop high-quality online trainings to older adults</a> .....	78
30. <a href="#">Digital entrepreneurship education for adults with different abilities</a> .....	80
31. <a href="#">Flip Edu Up</a> .....	83
32. <a href="#">Online Learning Platform against online Hate</a> .....	86
33. <a href="#">F2F2D and back - How to effectively transfer F2F language courses to online/distance form in a short time</a> .....	89
34. <a href="#">Adult Basic Education Digital Literacy</a> .....	92
35. <a href="#">AI Curriculum - AI in Adult Education</a> .....	95
36. <a href="#">SUPPORTING PARENTS TO DEAL WITH THE EXCESSIVE ONLINE TIME AND HABITS OF THEIR CHILDREN: A PREVENTION AND INTERVENTION PROGRAMME FOR ALL</a> .....	97
37. <a href="#">Integrated digital Training in Emergency Management</a> .....	100
38. <a href="#">DEVELOPMENT OF A TRAINING PROGRAM FOR IMPROVING DIGITAL HEALTH LITERACY OF</a>	

<a href="#">MIGRANTS</a> .....	103
39. <a href="#">Smart for Democracy and Diversity - Digital Education Concepts for Diversity and Democratic Participation</a> .....	106
40. <a href="#">Digitalisation Experts in Adult Education</a> .....	109
41. <a href="#">Promoting the integration of migrants at local level through digital skills</a> .....	112
42. <a href="#">Digital City Experts – making administrative staff drivers for the digital era</a> .....	115
43. <a href="#">My e-Start</a> .....	117
44. <a href="#">Digital Practices for Inclusive Programs</a> .....	119
45. <a href="#">Living Intangible Culture</a> .....	122
46. <a href="#">Gamification of eco-friendly habits in adult education</a> .....	125
47. <a href="#">Regulation of the work ability in small and micro enterprises through multimedia tools</a> .....	128
48. <a href="#">Discovering Digital Competences for Teachers</a> .....	131
49. <a href="#">UNICORN</a> .....	134
50. <a href="#">Boosting Contemporary Teaching Methods for Europe</a> .....	137
51. <a href="#">Creative digital transformation: Adapting local cultural, touristic and educational activities to a new virtual paradigm by creatively digitalising community offers</a> .....	140
52. <a href="#">CENTAUR - Supporting, mobilizing and empowering creative and cultural industry entrepreneurs and educators towards social change.</a> .....	143
53. <a href="#">DIGITALIZE - tools for Roma adults to use internet and promote education</a> .....	146
54. <a href="#">InCUBator for the resilience of the culture and crEative sectors</a> .....	149
55. <a href="#">Art, Digitality and Corona: Digital storytelling for people with little digital literacy – new e-learning approaches</a> .....	151
56. <a href="#">Digital Creative Minds</a> .....	153
57. <a href="#">Music and Drama - online and together</a> .....	156

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

## Project Title

# Building urban ecosystems for lifelong learning

## Project Coordinator

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## Project Information

**Identifier** 2018-1-DE02-KA204-005163  
**Start Date** Sep 1, 2018  
**End Date** May 31, 2021  
**EC Contribution** 254,913.5 EUR  
**Partners** Landeshauptstadt München/ Referat für Bildung und Sport/  
Pädagogisches Institut - Zentrum für Kommunales Bildungsmanagement/  
Internationale Bildungskooperationen (DE) , Pontydysgu SL (ES) , P & W  
PROJECT GMBH (DE) , CENTRUL NATIONAL DE POLITICI SI  
EVALUARE IN EDUCATIE (RO) , AINTEK SYMVOULOI  
EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS  
EKPAIDEFISI ANONYMI ETAIREIA (EL) , Nexus Europe Ireland Ltd (IE)  
**Topics** Rural development and urbanisation ; ICT - new technologies - digital  
competences ; Open and distance learning

## Project Summary

CONNECT is designed to facilitate access to upskilling pathways. The overall objectives of the project are a) to build and pilot an urban ecosystem of lifelong learning, that helps to leverage the educational impact of European learning cities and b) to develop a learner-centered approach to learning, which harnesses the assets of a city and transform them into a network of seamless pathways of learning experience. At the heart of CONNECT lies a digital learning hub, which by citizens can be used to set up personal learning projects and share their learning journey with the local community. The role of CONNECT is to build and facilitate access to networks that can support a person's learning goals and career development over a lifetime.

CONNECT builds on the assumption, that in a society where existing educational pathways no longer guarantee opportunity, and with a growing gap between the haves and the have-nots, networks can open up new entry points and pathways to opportunity in particular for those who are distant from learning or disadvantaged. Learners who have peers and mentors who share their interests, can make a better connection from learning outcomes to real world opportunities. Moreover, it has been demonstrated, that education works best when it connects with and builds on other initiatives, like community issues, and when it links learning to opportunity creation, like jobs and skills needed by the wider community. Last but not least the project aims at facilitating access to upskilling pathways by encouraging learners to develop a sense of ownership for their learning, along with a change of attitudes towards learning, so habits of lifelong learning can take route.

Moreover, CONNECT builds on the assumption that the outcomes and impact of adult education in the digital age can be significantly improved, when shifted from siloed to open learning architectures, from consumptive to participatory learning and, from institutions to learning in networks. The project supports this shift by encouraging adult educators to take on new roles, such as becoming facilitators of personal learning projects and brokers of learning within networks. CONNECT will guide adult educators on their way to the digital learning society, and equip them with the skills needed in order to guide and support the adult learners of the future. CONNECT in this sense extends and develops educators' competences on the effective use of ICT.

CONNECT supports the open education and innovative practices in a digital era by building city-wide digital platforms, that enable adult learners to set up personal learning projects based on their passions and interests; build connections with learning that appears across multiple contexts of the city; collect, mix and remix local learning resources and, with the help of peers and facilitators leverage their skills and competences; share learning outcomes with others, get feedback and ideas for improvement and gain recognition of their learning.

Ubiquitous technologies nowadays allow for learning anywhere and anytime, which causes a shift from education to learning in open learning architectures. Moreover, learning which was previously based on consumption of information now shifts to participatory learning. Learning happens best when it is rich in social connections, especially when it is peer-based and organized around learners' interests, enabling them to create as well as consume information. Finally, learning in institutions shifts to learning in networks. In the digital age, the fundamental operating and delivery systems are networks, not institutions, which are one node of many on a person's network of learning opportunities. People learn across institutions, so an entire learning network must be supported.

However, while the Internet over the past decades has put the focus on distance education and on collaboration among people that are geographically distributed, CONNECT seeks to bring again into the picture local issues, recognizing the critical role of technology-enhanced learning, supporting not only interactions with others around the world, but also and, perhaps more importantly, with people and organisations nearby.

CONNECT brings together 7 partners from 5 EU member states, who contribute to the project through profound expertise on learning cities and regions, community development, neighbourhood learning, local education management, lifelong learning development and technology-enhanced learning.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Online Educational Escape Rooms to Re-engage ESLs and NEETs

## Project Coordinator

**Organisation** Jugendförderverein Parchim/Lübz e.V.  
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## Project Information

**Identifier** 2018-1-DE02-KA204-005034  
**Start Date** Sep 3, 2018  
**End Date** Jan 2, 2021  
**EC Contribution** 257,548.5 EUR  
**Partners** Lancaster and Morecambe College (UK) , CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET (CY) , FUTURE IN PERSPECTIVE LIMITED (IE) , Centrum Kształcenia Edukator Sp. z o.o. (PL) , Hub Karelia Oy (FI) , AKLUB CENTRUM VZDELAVANI A PORADENSTVI (CZ) , Ustanova za obrazovanje odraslih Dante (HR)  
**Topics** Key Competences (incl. mathematics and literacy) - basic skills ; Early School Leaving / combating failure in education ; Inclusion - equity

## Project Summary

One difficulty with NEET as a categorisation is that it lumps together a wide range of individuals from diverse backgrounds and circumstances under one grouping and, in doing so, defines young people by what they are not, rather than who they are (Yates and Payne 2006; Spielhofer et al. 2009). In this project when the term NEET is used it specifically refers to young people with a previous negative educational experience, or early school-leavers, who have failed to complete formal education.

The share of young people between the ages of 20 and 34 years neither in employment nor in education and training in 2016 stood at 12.4% in DE; 21.3% in CY; 14.8% in UK; 18.5% in IE; 18.0% in PL; 15.0% in FI; 16.2% in CZ and 22.5% in HR. With a record number of NEETs following the financial and economic crisis, there have been concerns among policymakers that a whole generation of young people in the EU could remain out of the labour market for years to come. Research evidence suggests that young people can deal relatively well with short spells of unemployment. Longterm disengagement, however, is likely to have a scarring effect on future labour market participation as well as earnings over the life course and thus may lead to social exclusion for those affected.

The primary objective of the project is to design and develop a bespoke challenge-based educational intervention aimed at re-engaging NEETs and supporting them to build skills and competences to assist their reintegration to education or employment. Partners will initially focus on building trust and confidence which may have been broken by past negative experiences and on addressing motivational deficits that act as barriers to engagement. Once NEETs are re-engaged the online escape room challenges will focus on the development of market oriented key competences. For the adult education professionals who will ultimately be charged with delivering and sustaining this new intervention partners are proposing a comprehensive in-service training programme to support them in using these new resources but also developing key skills to enable them create new challenges in the future.

The online escape room challenges will use an embedded learning approach to re-engage NEETs in education and training. Resources will address the following 4 key competences:

- Digital competence
- Social and civic competence
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

Resources will be developed at 4 different levels, 2 resources per competence per level resulting in a suite of 32 escape room exercises being produced. The different levels will ensure that learners can engage with the tools developed regardless of prior educational history and that a sustainable educational experience for learners is provided allowing them to build their skills by advancing through available levels.

Link to project card: [Show project card](#)



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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Arguments Against Aggression - Strategies and Tools against Hate Speech in Face-to-Face Encounters and in Social Media

## Project Coordinator

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Website	<a href="http://www.media-k.eu">www.media-k.eu</a>

## Project Information

Identifier	2018-1-DE02-KA204-005060
Project Web Site	<a href="https://contra-aggression.eu/">https://contra-aggression.eu/</a>
Start Date	Nov 1, 2018
End Date	Feb 28, 2021
EC Contribution	272,315.59 EUR
Partners	Wissenschaftsinitiative Niederösterreich (WIN) (AT) , AKADIMAIKO DIADIKTYO (EL) , UNIVERSIDAD DE MALAGA (ES) , INTEGRA INSTITUT INSTITUT ZA RAZVOJ CLOVEKOVIH POTENCIALOV VELENJE (SI) , Stichting Hogeschool Utrecht (NL) , QUALED občianske zdruzenie pre kvalifikáciu a vzdelávanje (SK)
Topics	Migrants' issues ; EU Citizenship, EU awareness and Democracy ; Home and justice affairs (human rights & rule of law)

## Project Summary

The tone in communication becomes rougher. Fuelled by so-called social media, personal communication is also changing, becoming more aggressive and less tolerant both in face-to-face interaction and in messaging in social media. As digital platforms expand their reach ever further, they tighten their grip on the information we circulate and are exposed to. Fake news is thriving in this new media environment – presenting a threat to our democratic societies and providing a ground for a surge in openly hateful racist and xenophobic comments either in social media or in verbal encounters between citizens. Such comments are an attack on the rights of different ethnic, religious and/or national groups, in clear violation of the principles of equal human dignity and respect for the racial and cultural differences among human groups.

Hate words and hate crime are directly connected. Hate speech can also negatively influence matters as large as transnational migration and regional security and be seen as a precursor for further steps into radicalisation.

Citizens need therefore new skills and competences to be better prepared to deal with this phenomenon. This is especially true for all those who are working in public positions, e.g. civil servants, teachers, youth workers, persons in cultural institutions, or people working in public media. However, many of them have had their vocational education years ago and are unprepared to the changes in the way in which our democracy is endangered and which aspects of aggressive communication radicalisation pose a threat. Arguments Against Aggression project will raise their awareness and provide them with tools that help them to cope with hate speech and aggression and handle respective situations.

The general objective of Arguments Against Aggression project is to equip citizens with communication and argumentation skills that they can use in social media sites or real-life interactions whenever they are confronted with aggressive, racist or xenophobic messages, inequalities and gender violence. In this way, they will be able to transform unproductive shouting matches or passive-aggressive avoidance into actually productive conversations that should end with participants having a clearer understanding of each other's views, and build skills and motivation to take action against injustice.

In order to reach these objectives, the specific objectives of Arguments Against Aggression are

- to develop a Catalogue of the most common prejudices and possible answers and communication strategies that can increase the effectiveness of the arguments;
- to compile user-oriented Guide and Training Resources containing argumentation tools and strategies against various kinds of prejudice: refugees and migrants, political extremism, sexual orientation;
- to enable networking and exchange of experience through implementation of an e-Training platform for the access to all contents and training materials;
- to give immediate access to answer and communication strategies through development of mobile applications for smart phones;
- to achieve sustainability by providing access to the project's outputs for at least five years after the end of the project, i.e. until 2025.

The primary target groups for our project are adults who are working in public positions, e.g. civil servants who have contact with citizens, teachers, youth workers, persons in cultural institutions, or people working in public media.

The secondary target group are people working in refugee and migrant organisations, in the civil right movement

or in organisations against racism or similar fields. Stakeholders are the key actors in education and civil rights.

Arguments Against Aggression project will provide these target groups with information and training materials and best practice about effective tools and methods, in order to help them to cope with hate speech and in handling respective situations. They will be able to acquire skills and knowledge to apply interventions in a preventive stage, and to focus on self-esteem, empathy towards out-groups and managing negative emotions. In the end, this approach will reduce racism and xenophobia and combat the spread of hate speech and aggressive communication in social media.

The immediate impact, already during the project duration, will be the transfer of communication and argumentation skills to approx. 200 persons who are working with at least ten times more colleagues and to approx. 400 key actors. After having been involved in the testing phase, they will be able to inform their environment about the existence of our Catalogue, Guide and Training Resources. For the long-term impact we have estimated that in the countries of the partnership alone, more than 15.000 persons who are working in public positions with citizen contact, will be informed about the Catalogue, Guide and Training Resources and the e-training materials in their native languages.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

## Project Title

# How to make seniors' homes smarter

Good practice example



## Project Coordinator

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## Project Information

**Identifier** 2018-1-DE02-KA204-005182  
**Project Web Site** <https://www.smartyourhome-project.ili.eu>  
**Start Date** Oct 1, 2018  
**End Date** Jun 30, 2021  
**EC Contribution** 360,146.07 EUR  
**Partners** EUROCREA MERCHANT SRL (IT) , ASOCIACION EMPRESARIAL DE INVESTIGACION CENTRO TECNOLOGICO DEL MUEBLE Y LA MADERA DE LA REGION DE MURCIA (ES) , DUBLIN CITY UNIVERSITY (IE) , Agentia pentru Dezvoltare Regionala Nord-Est (RO)  
**Topics** New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Health and wellbeing

## Project Summary

SmartyourHome has two strong motivations, related to senior's needs: Seniors are mostly excluded from live long learning since specific, seniors' adapted training is only provided, if ever, in agglomerations. But seniors live everywhere. An inclusive online learning approach is needed, which is applied in this project: everyone who has access to the internet can benefit. Second: Smart home technologies and services can be of special benefit for seniors if deployed in a target group oriented way. This project links both motivations: Reliable smart home competences are brought to the seniors' reach. Objective is that seniors can benefit from smart home technologies for more comfortable, safer and healthier, empowered living which allows them to stay longer at home, as most seniors wish. They should be enabled to understand basic smart home principles and to start first installations. 120 seniors with basic ICT skills will be directly involved in the project, as learners and as tele-tutors. The number being limited due to the very innovative and early adopters' related approach will not hinder large numbers of seniors to be inspired from the project and to go forward in the same direction. Targeted communication channels and strategies are therefore essential for SmartyourHome.

Since publications are scarce in the field, a pre-study will be elaborated and published which make existing knowledge, competences and preferences of seniors more transparent. Based on it, three online and blended learning modules will be developed on basic smart home principles and hands-on which will be embedded in context of 360°, synchronous and asynchronous support, also by peers as tele-tutors. All developments will get feedback from seniors.

As a result, a tested, evaluated and adapted introduction into the extremely beneficial field of smart home for seniors will be available for free as open resource for all seniors at the end of the project. This will contribute to higher awareness of options and benefits related to affordable and accessible smart homes amongst seniors in general.

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# education @home



## Project Coordinator

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## Project Information

**Identifier** 2018-1-DE02-KA204-005033  
**Project Web Site** <https://youumme.eu/>  
**Start Date** Oct 1, 2018  
**End Date** Sep 30, 2020  
**EC Contribution** 209,139 EUR  
**Partners** UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE (BG) , OSTERREICHISCHE GESELLSCHAFT FÜR KINDERPHILOSOPHIE (AT) , EDUCOMMART SIMIO SINANTISIS EKPEDEVISIS KE DIMIOURGIAS ASTIKI MI KERDOSKOPIKI ETERIA (EL) , Stiftung Medien- und Onlinesucht (DE) , PCO - Poklicni center Obala (SI)  
**Topics** ICT - new technologies - digital competences

## Project Summary

Parents of all cultures are interested in ensuring that their children can develop well, learn successfully at school and grow up healthy.

Every year in Europe, over 3.7 million children are born into a densely populated media world, whose development involves an unstoppable media influence. From our point of view, this is the greatest challenge in the history of education, combined with a constant task of preventive debate.

The European Parliament is also aware of this; it has already called for 2012: "to exhaust all possibilities in protecting children in the digital world and to systematically train parents". Parents are therefore the direct target group in @home.

The need for European parental education with regard to their own media competence, but especially their media education, is growing across borders. Children and young people today are not only at home earlier and earlier in digital media and find more and more complex online worlds and possibilities. It should also be emphasised that, unlike in the real world, consumption is beyond parental control and parents today often have little media knowledge and media competence. Children quickly realise that they are superior to their parents in this area. A family problem develops in view of the failure of resigned parents to set limits and the increasing helplessness experienced, which as a permanent field of conflict has an impact on family life. Although this increasing need for parental education exists, the form of support that parents need seems to be changing. Parents' evenings at schools are declining and online seminar rooms are in demand. Why? There is no need to travel to school and additional childcare does not have to be financed and organised. Anonymity is given, which can be helpful especially for sensitive topics. Digital learning materials also have the advantage of being able to respond to the increasingly different prerequisites, experiences and interests of learners. With digital media learning can be made even more active and individual.

Parental education in Europe today should therefore increasingly take place freely, i.e. in non-institutionalised contexts and, since the possibility of learning with new media, also independently of time and place.

With the implementation of @home, involving politics, the community and parents themselves, we in a consortium of AT, BG, GR, SI and DE are facing this sustainable educational task with a double strategy, which on the one hand builds on the teaching of instrumental-qualifying skills, and on the other hand uses above all a critically reflected approach. The declared aim of "@home" is to combine both and integrate them into the social context of media education in the family.

The following results were achieved in the implementation:

1. systematic exploration as a needs analysis: what form of support do parents in Europe need, and on what issues?
2. a multilingual digital parents' consultation in the form of a web-based APP "You, Media and Me - YouMMe" in 7 languages including English with the following features:
  - 12 educational films to support the parents' own critically reflected handling of media
  - Working materials to teach basic skills. Originally, a monthly meeting of experts was also planned, which could not take place as planned due to the special situation during the Covid 19 pandemic. Instead, an additional "Dictionary" was created in which important terms of media education in the Länder were collected and explained to parents.
3. monthly question memory: frequently asked questions from parents, answered by the team
4. The originally planned five stakeholder round tables and the final symposium in Brussels could not take place as intended. They were partly conducted virtually, the final symposium was adapted and held as a hybrid event in Graz.

The research situation, the view and the experience in Europe are different, therefore we need transnational learning in professional exchange, in search of possible solutions. With the implementation of "@home" we are actively shaping the European cross-sectional topic: "Media Literacy Education" through interpersonal,

intercultural and social competences in Europe.

Since this educational topic is still very young due to rapid growth, we have a lot of catching up to do in Europe in the field of prevention. A political project advisory board under the direction of the patron Eckhart Pöls will open doors and ensure the transfer of all results in the project. In this way, we will ensure that this social education topic has a lasting effect on families.

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them



Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

## Project Title

# Empowering Digital Literacy in a Transforming World



## Project Coordinator

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## Project Information

**Identifier** 2018-1-DE02-KA204-005179

**Project Web Site** <http://digilit.weltgewandt-ev.de/>

**Start Date** Oct 1, 2018

**End Date** Aug 31, 2020

**EC Contribution** 52,341.6 EUR

**Partners** Centrul Judetean de Resurse si Asistenta Educationala Vrancea (RO) , Coopetic (FR) , ASOCIACION MALAGUENA DE EDUCACION Y FORMACION EUROPEA (A.M.E.F.E.) (ES)

**Topics** ICT - new technologies - digital competences ; EU Citizenship, EU awareness and Democracy ; Access for disadvantaged

## Project Summary

Digitalisation shapes European citizen's work and life, the economy, society and politics. It is both often mentioned but rarely understood. It encompasses a) technological change through 3D printing, roboters, artificial intelligence, algorithms, etc. b) social change through deindustrialisation, disruption, unemployment, the creation of jobs, new and ongoing skill requirements, other communication practices including cyber-mobbing, life styles and attitudes, c) political change in terms of 1. new ways of mobilisation, information and participation but also fake news, Hacker attacks and cyberwars; 2. a structural change of the public sphere due to social media, blogs and the shrinking influence of 'traditional' media (newspapers, tv), 3. the political strategy to frame the digitalisation by setting laws and rules, etc.

Digitalisation resp. the socio-economic and political transformation of the industrial and post-industrial societies is a European challenge. It can not be 'managed' by a state / society alone. As European countries are connected through the European Internal Market, there is a need to develop common strategies for analysing the developments, fostering critical understanding and strengthening digital competencies. This also matters adult education. Especially disadvantaged learners and parents are challenged by these radical changes. Educational offers shall focus on providing appropriate information reflecting the issues in a multi-perspective way. Moreover, digital learning does not only take place by better using the devices like smartphones or enjoying the 'Internet of Things'. It also requires a social context (seminars, workshops, etc.) for learning on digitalisation.

The project resulted in a wiki on the described three dimensions of digitalisation, see <http://digiwiki.weltgewandt-ev.de/>. It contains both information on various issues related to digitalisation and teaching inspirations for trainers to arrange a common "analog" learning on these topics. The wiki's contents were discussed during one 'real' transnational project meeting and through online exchanges. The didactical parts were applied and tested in two 5-day workshops (LTTA) and parts of them presented in local events. The workshops gave the opportunity of exchanging good practises in teaching on digitalisation for adult learners, for intensive networking and intercultural learning between partners with various professional backgrounds.

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# Digital Relationships

Good practice example



## Project Coordinator

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## Project Information

**Identifier** 2018-1-DE02-KA204-005029  
**Start Date** Sep 1, 2018  
**End Date** Aug 31, 2020  
**EC Contribution** 60,140.58 EUR  
**Partners** Sambucusforum vzw (BE) , UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE (BG) , Stiftung Medien- und Onlinesucht (DE) , ASOCIACION DE INNOVACION FORMACIONY EMPLEO PARA EL DESARROLLO SOSTENIBLE (ES) , FUNDACJA AUTOKREACJA (PL)  
**Topics** Intercultural/intergenerational education and (lifelong)learning ; ICT - new technologies - digital competences

## Project Summary

The increasingly digitalised world in which we live and in which our children move as "digital natives" poses ever new challenges for parents, but also for society as a whole. In recent years, a rapid technological development has taken place, which has led to the fact that the social life of many young people, and increasingly also of children, takes place online to a large extent. Grandparents skype with their grandchildren, family and class chats and friends in social networks make it possible to stay in constant contact, etc. Parents who come to our counselling services are often unable to understand the naturalness with which their children move around in social networks and chat groups, as well as the high value that these digital relationship tools have for their children. They are worried, have no strategies for action and run the risk of damaging contact with their children through simple prohibitions. At the same time, they are often not sufficiently aware of their role model function in this respect and do not reflect the digital parts of their own social relationships, or only to a limited extent. We wanted to find out to what extent and in what form digital relationships are lived in families and how this affects families. A further question was whether parents in other European countries feel the same way, how they deal with this challenge and what solutions they have found. Therefore, we exchanged ideas in the consortium, worked together on the topic and made our ideas and results available to as many parents, grandparents and people working with children in Europe as possible.

We have started with a research in the individual partner countries, which gives an overview of the current state of knowledge and research on the topic. Subsequently, each partner interviewed at least 5 families (traditional, patchwork families and single parents) in his or her country within the framework of partially standardised interviews, evaluated the interviews and presented the results to the other partners in a meeting. In social science research, this type of survey is used to investigate facts that are represented in subjective experience and to conduct basic research. Both conditions apply here, since digital relationships are a relatively new phenomenon and inductive conclusions can give a first impression of the facts. The results of the survey were summarised and published. This means that the survey alone reached at least 30 families in different countries (approx. 80-100 people), who in turn reported to befriended parents. By disseminating the results via various online platforms, the reach was greatly increased. Further dissemination will take place via the homepages and institutional events of the partners. The findings of the project have also been incorporated into the counselling and teaching activities of the partner organisations. Thus "DigiRe" has raised awareness of the topic, stimulated public discussion and further professionalised and interlinked the partner organisations.

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Strategic Partnership for older people's inclusion into the digital world



## Project Coordinator

Organisation	EureCons Förderagentur GmbH
Address	Parkstraße 1 , 86405 Meitingen , BAYERN , DE
Website	<a href="http://www.eurecons.com">www.eurecons.com</a>

## Project Information

Identifier	2018-1-DE02-KA204-005076
Project Web Site	<a href="https://www.spidw.eu/?page_id=41">https://www.spidw.eu/?page_id=41</a>
Start Date	Oct 1, 2018
End Date	Dec 31, 2020
EC Contribution	77,455.68 EUR
Partners	Aidlearn, Consultoria em Recursos Humanos Lda. (PT) , PRO-MED spolka z ograniczona odpowiedzialnoscia (PL) , Balkanska Agenciya za Ustoychivo Razvitie (BG) , Association for Intercultural Dialogue (RO) , Slovenska univerza za tretje zivljenjsko obdobje, zdruzenje za izobrazevanje in druzbeno vkljucenost (SI) , Spolupracou pre lepsiu budoucnost - Velky Meder (SK)
Topics	ICT - new technologies - digital competences ; Creativity and culture ; Inclusion - equity

## Project Summary

The Strategic Partnership for Older People's Inclusion into the Digital World (SPIDW) project was implemented in the period from 01/10/2018 to 31/12/2020 within the Erasmus + programme by seven partner organizations from Germany, Slovenia, Portugal, Bulgaria, Romania, Poland and Slovakia, which are very good aware that in the age of digitalisation, the development of ICT skills of older people has the great importance. The current pandemic situation that arose during the implementation of the project also pointed out that the education of seniors in the field of digital technologies is inevitable.

The main objectives of the project were to provide training for trainers by exchanging experiences and best practices based on modern digital tools in education of older adult, enable education providers and trainers to develop and strengthen their skills in international cooperation, share ideas, methods and best practices for developing the skills of seniors, especially in the field of ICT, to provide older people with opportunities to obtain and development of digital skills, implement successful educational activities with older people at local, regional and national level. The direct target group of project were experts of the partners' organisations, adult trainers, particularly for seniors, social workers but indirect benefit from results had also older people in post-professional phase of life.

Trainers from all partner organizations took part in three training activities in Germany, Slovenia (face to face) and Portugal (online) in order to improve their ICT skills and learn new digital methods and techniques, which they then passed on to their older students within the local training activities. The participants of trainings acquired competencies in the field of the City Games method, a biographical narrative method in the education of older adults, in the field of the application of SILVER blended learning, the implementation of digital storytelling and the preparation of films.

A total of 36 trainers took part in the training and 84 seniors took part in film preparation training. Within the project there were created 27 short films, including the experiences of older people from the pandemic period of COVID-19. Older people were involved in local training activities including also 362 people with fewer opportunities (in the partners countries). All in all 10742 persons were involved or got in touch with the SPIDW project.

More detailed information about the project and the results of the project can be found at

- the project website <https://www.spidw.eu/>
- the project Facebook page [https://www.facebook.com/SPIDW-1212175895601506?locale=de\\_DE](https://www.facebook.com/SPIDW-1212175895601506?locale=de_DE)
- in the e-book Including older people into the digital world [https://www.spidw.eu/wp-content/uploads/2020/12/SPIDW-E-book-21.12.2020\\_FINAL.pdf](https://www.spidw.eu/wp-content/uploads/2020/12/SPIDW-E-book-21.12.2020_FINAL.pdf)

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# Eurbanities 2.0

## Project Coordinator

**Organisation** COMPARATIVE RESEARCH NETWORK EV  
**Address** BELZIGER STRASSE 60 , 10823 BERLIN , BERLIN , DE  
**Website** [www.crnonline.de](http://www.crnonline.de)

## Project Information

**Identifier** 2019-1-DE02-KA204-006159  
**Start Date** Sep 1, 2019  
**End Date** Aug 31, 2022  
**EC Contribution** 299,380 EUR  
**Partners** EURO-NET (IT) , ASOCIATIA PENTRU TRANZITIA URBANA (RO) , CHANGEMAKER AB (SE) , STADTLABOR INNOVATIONEN FUR URBANELEBENSQUALITAT GMBH (AT) , UNIWERSYTET JAGIELLONSKI (PL) , Mine Vaganti NGO (IT)  
**Topics** ICT - new technologies - digital competences ; EU Citizenship, EU awareness and Democracy ; Civic engagement / responsible citizenship

## Project Summary

Eurbanities 2.0 aims at empowering citizens for being actively engaged in the development of equitable and sustainable European urban neighborhoods. We intend to transfer them knowledge on the tools and methods of citizen participation in urban planning and neighborhood development through the creation of a game based learning tool. Eurbanities 2.0 will rely on the most recent approach of urban participation considering citizens as the co-creators of their neighborhoods.

The main target groups of the project are:

1. Experienced trainers and educators in non formal adult education, working with disadvantaged citizens and learners;
2. Citizens living in disadvantaged neighborhoods or in marginal situation;
3. Activists and facilitators supporting people on the local level

The project will play an indirect effect on students, school kids in the frame of formal curriculum, and representatives of local authorities and stakeholders launching participatory processes.

Eurbanities 2.0 is the direct follow-up of the recently finished Eurbanities project. The consortium is thus based on an existing and experienced partnership, completed with 3 new members. The 7 partners represent the main expertise needed on gaming, citizen participation and teaching.

The main results of the project will be:

1-The creation of a complex pedagogical method and toolkit empowering citizens for actively participating in urban planning and acting as co-creators of their neighborhoods. The toolkit will contain:

- a) a handbook on Smart Practices with a theoretical introduction of the context, 10 smart practices on participatory planning and co-creation of neighborhoods, and a summary on the tools and methods of smart participatory planning;
- b) the Eurbanities 2.0 online game and
- c) the Eurbanities 2.0 curriculum embedding the game.

2- A strong and sustainable community of organizations committed to use and improve the method also after the project cycle.

3- The enlargement of the already existing Eurbanities platform.

4- A list of Policy Recommendations

5- A Project Sustainability Plan including and Action Plan for the long term use of the method.

The project implementation will be based on the critical design thinking method, an approach aiming at the critical and unbiased analysis of a given situation following the stages of design: observation/interaction, empathy, problem formulation, solution deduction, testing, alteration, and reiteration.

The main activities of the project will be organized into work packages and will cut the project into different phases, as follows:

- 1-Good practice analysis and a first part of the needs assessment will take place in the first year of the project, leading to the identification of the main tools, methods and scenarios of participatory planning;
- 2-The co-design of the main objectives, messages and elements of the game and the curriculum in the frame of a First Co-design Training Lab and Game Hackathon;
- 3-Production of the first prototypes of the game and the curriculum;
- 4-Testing of the two prototypes and co-creation of improvements in the frame of two Co-design Training Labs;
- 5-Creation of the final versions of the game and the curriculum embedding the game;



6-Presentation of the project's main outputs and testing of the game at 5 local multiplier events.

The activities will be centered around 8 transnational meetings including the kick-off and a Final meeting and three transnational Co-design Training Labs destined to learning and co-creation activities.

The project management will be implemented by the Lead Partner CRN, in close interaction with the entire partnership: each partner will be assigned to the co-ordination of specific work packages according to their competencies. The overall decisions and conflict management will be realised by the project Steering Committee with the contribution of the Board of External Experts.

Project dissemination will be a global task of all partners, to be managed in the frame of a distinct work package. Urbanities 2.0 method is foreseen to be used and improved far beyond the project cycle, based on the Project Sustainability Plan. Merged with the results of the first Urbanities project, the overall Urbanities learning method will cover the entire cycle of citizen participation in urban processes from the acknowledgement of the challenges, through community building, till participatory planning and engagement of the citizens as co-creators of their neighborhood.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# Digital Transformation in Adult Learning for Active Citizenship

## Project Coordinator

**Organisation** Arbeitskreis deutscher Bildungsstätten AdB e.V.

**Address** Mühlendamm 3 , 10178 Berlin , BERLIN , DE

**Website** [www.adb.de](http://www.adb.de)

## Project Information

**Identifier** 2019-1-DE02-KA204-006421

**Start Date** Sep 1, 2019

**End Date** Jul 31, 2022

**EC Contribution** 288,907 EUR

**Partners** Education Development Center (LV) , Partners Bulgaria Foundation (BG) , Rede Inducar, CRL (PT) , Democracy and Human Rights Education in Europe (BE) , CENTRO PER LA COOPERAZIONE INTERNAZIONALE (IT) , JAAN TONISSONI INSITUUT MTU (EE)

**Topics** Civic engagement / responsible citizenship ; ICT - new technologies - digital competences ; EU Citizenship, EU awareness and Democracy

## Project Summary

The digital transformation is challenging the European citizens in multiple ways: As employees (workspace 4.0). As learners (lifelong learning, self-competencies) As citizens (acting as conscious, self-responsible, democratic citizen). Digital transformation in its effects relates to vast aspects of peoples everyday life in a fast and more and more disturbing ways, thus is also is a force generating unconsciousness and needs to be reasoned about. Digital transformation is challenging as well the infrastructures in cities, states, big data/multiple databases, social networks. Digital competence should enable people to approach these challenges. Adult education for Active Citizenship has a crucial role to play as it supports learners to develop competences to engage and participate in society as democratic and confident citizens. However the field of AE has to deal increasingly with an audience/target group which is more and more in a position of exposed to the transformation while not being sufficiently equipped to understand digital transformation in its aspects to democracy, and society. Such to develop digital competence goes far beyond media literacy and critical thinking development but pre-requires also a field of Adult education which itself is confident and able to understand and develop learning concepts that adress the democratic challenges and dimensions relating to digital transformation in its full range. In particular Education for Democratic Citizenship and Human Rights Education have a potential which our project DIGIT-AL explores and aims to activate. In cross-sectoral collaboration we deliver two handbooks, an app and policy recommendations. The overall concept behind the project is to understand adult learning as a competency centered learning. Aiming to address the ability of adult learners to act consciously, self-responsible, aligned with their self-defined interests and self-explored needs, along democratic values and in cooperation with other citizens.

The project is exploring and presenting approaches, practices and tools 1) how to involve digital competence into adult education. 2) How to support adult learners in understanding digital transformation and co-creating it as digitally competent citizens. 3) Furthermore we focus as well on the digital competence of adult educators. 4) The findings will be fed back to developers of digital competence frameworks and learning, as well as to the policy level.

During the project we develop

- A handbook on digital transformation as a specific and transversal topic in adult education: this publication explores the horizon of digital transformation and its connection to the practice of Adult learning for democratic citizenship
- A handbook for educators: Digital competence: What is it? through what kind of approaches and practices adult learners might gain it and what kind of digital competence adult educators need to develop
- Policy Recommendations targeting at premises of competence frameworks, AE policies in Europe related to digital transformation and Adult learning for democratic citizenship.
- an App to support Adult educators in their learning settings with concrete and easy adaptable info and concepts for targeting digital transformation in their learning settings

A series of training activities tests and evaluates different concepts for educators to master digital transformation as a topic in their Adult learning settings. These trainings will involve a wider audience from the community of adult education practitioners and offer means to them to adapt suggested approaches and concepts into their educational work.

The project itself builds a bridge between AE practitioners in Europe and the world of digitalisation research, digital competence development and digital transformation: it mutually ENGAGES stakeholders and experts from both "spheres", CONNECTS existing concepts of digital competence development within the wider horizons of digital transformation and the grassroots sphere of Adult Education, as being the level working with the group of

citizens vastly affected by digital transformation. The project EMPOWERS adult educators and the field of adult education providers to better understand the transformative character of digitalisation to democracy and citizenship in all its different and difficult aspects, and supports them to develop adequate means and approaches to work with adult learners in an encouraging and positive way on these topics.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

## Project Title

# Training for digital stress competence in the form of a web-based app



## Project Coordinator

**Organisation** Stiftung Medien- und Onlinesucht  
**Address** Quellenweg 14 , 21339 Lüneburg , NIEDERSACHSEN , DE  
**Website** [www.stiftung-medienundonlinesucht.de](http://www.stiftung-medienundonlinesucht.de)

## Project Information

**Identifier** 2019-1-DE02-KA204-006117  
**Project Web Site** <http://digistress.eu>  
**Start Date** Oct 1, 2019  
**End Date** Sep 30, 2021  
**EC Contribution** 178,490.89 EUR  
**Partners** UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE (BG) , Systeme in Bewegung e.V. (DE) , PCO - Poklicni center Obala (SI) , Nabu Che (IT) , EDUCOMMART SIMIO SINANTISIS EKPEDEVISIS KE DIMIOURGIAS ASTIKI MI KERGOSKOPIKI ETERIA (EL)  
**Topics** Health and wellbeing ; ICT - new technologies - digital competences

## Project Summary

The project "Training for digital stress competence in the form of a web-based app (TRIGS)" is a partnership of six European partners in adult education that contributes to achieving the goals of Europe 2020 and ET 2020: The ability to be self-determined, vigilant and responsible towards one's own habits in dealing with digital media and to develop corresponding self-discipline is a declared goal.

Although in discussions with friends and acquaintances digital stress and increasingly existing (social) constraints are being discussed and complained about, there is only slow movement from the direction of research, politics and educational practice. The University of Mainz as well as the Hans Böckler foundation confirms this subjective impression with recent studies, which show that the daily use of digital content can be a source of stress in everyday life. Activity in social networks seems to create a particularly strong sense of commitment and social pressure to be immediately accessible at all times. The "Internet multitasking", in which activities are carried out simultaneously offline and online, is also regarded as a source of stress, according to the findings. A major European study by the YouGov opinion research institute shows that we are dealing here with problems that are of importance throughout Europe and will continue to occupy us for a long time. According to this study, subjectively perceived stress is increasing among 18-30 year-olds in Europe, who also report that they are experiencing direct or indirect consequences such as inner restlessness, depression and burnout.

Since social pressure and the fear of missing out was the most frequent reason given, why so many users are online all the time, it is necessary to start right here. The key to this is stress competence. It needs development and promotion. However, this is only possible if the individual has recognized how digitization affects him or her and how it influences his or her actions. This requires appropriate information and a well-structured training. This combination cannot be found in Europe. In a consortium consisting of IT, BG, GR, SI and DE, we take up this sustainable educational task with the involvement of policymakers and municipalities, adopting a two-pronged strategy: on the one hand, it is based on imparting instrumental skills and on the other hand, it is based on an active and reflective approach. The declared aim is to combine the two and integrate them into the context of adult education. The research situation and experience in Europe are different, which is why we need transnational learning in professional exchange. The professionalism of the cooperation is demonstrated by the result of "TRIGS" in the form of a multilingual (6 languages), web-based app for the promotion of digital stress competence with the following contents and features.

\*Self-reflection tools for the analysis of stress-relevant aspects

\*Exercises for the promotion of biopsychosocial stability

\*Questionnaire for change measurement and personal state assessment

\*interactive guideline for the promotion of self-discipline.

\*Direct intervention: change of skills, behaviour & conditions

\*analysis and insight: selective collection and evaluation of health-related information (e. g. symptom checker)

\*indirect intervention, promotion of self-efficacy: continuous collection and evaluation of learning-related information (e. g. learning of new skills, behaviour and conditions by means of digital diaries).

The app is tested in schools, companies and multi-generational houses with at least 100 adults of all ages in 5 countries and is used as an open educational resource. The development of the "TRIGS" app is an attractive response to a global problem and strengthens the pedagogical, political and self-responsibility of all generations in Europe in the self-determined use of digital media.

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# CONCRIT – Community Narration 4 Critical Thinking

## Project Coordinator

**Organisation** COMPARATIVE RESEARCH NETWORK EV  
**Address** BELZIGER STRASSE 60 , 10823 BERLIN , BERLIN , DE  
**Website** [www.crnonline.de](http://www.crnonline.de)

## Project Information

**Identifier** 2019-1-DE02-KA204-006140  
**Start Date** Sep 1, 2019  
**End Date** Aug 31, 2022  
**EC Contribution** 256,140 EUR  
**Partners** CARITAS DER ERZDIOZESE WIEN - HILFE IN NOT (AT) ,  
LABORATORIO PER LE POLITICHE SOCIALI-LABOS (IT) , Miejski  
Osrodek Pomocy Spoecznej w Gdyni (PL) , PEOPLE'S VOICE MEDIA  
(UK) , Senatsverwaltung für Bildung, Jugend und Familie (DE)  
**Topics** EU Citizenship, EU awareness and Democracy ; Civic engagement /  
responsible citizenship ; Access for disadvantaged

## Project Summary

The aim of CONCRIT is to work towards a socially cohesive Europe, which requires self-confident, fully informed and educated citizens. In Europe many small solutions exist isolated - or are created over and over again- without being connected. CONCRIT aspires to connect those needs.

In the initial assessment, the partners identified needs, which can be answered by a general learning path that should address challenges as lacking insight of how participation works, the general disenchantment of marginalised communities from politics and digital exclusion.

The educators seek learner driven tools, way to build a community and to de-construct discriminatory stereotypes.

The learners need digital learning tools/ methods which engage and work with different communities and developing storytelling and group narratives as a method for civic education.

The partners are:

Comparative Research Network, Germany (coordinator);

Berliner Senatsverwaltung für Bildung, Jugend und Familie, Germany;

Miejski Ośrodek Pomocy Społecznej w Gdyni, Poland;

Cartias der Erzdiözese Wien, Austria;

Peoples' Voice Media, UK

Laboratorio per le Politiche Sociali, Italy. T

The direct target groups of CONCRIT are adult educators, volunteers and community worker focused on civic education. The indirect are learners, members of the marginalised communities and on a deeper level all European citizen.

Community Narration utilizes personal stories and community narratives as an entry into the evaluation process. The process attempts to reduce hierarchies between the "consultant" (e.g. facilitators, educators, social workers) and the community involved.

The community narratives consist out of personal stories, however stories and narratives are intimately tied with one another. Each community has a unique set of narratives that are a source of growth, and a way for a community to creatively find its narratives.

Telling stories is an enjoyable and enriching experience and community members feel like becoming understood from the outside. Understanding personal and community narratives helps all stakeholders to better understand the community. This community narration could be easily used to teach and understand critical thinking.

The project will be combined out of 5 phases and will produce 3 intellectual outputs.

The input phase is a desktop-research on smart practices in teaching digital narration principles and media literacy. The results will be presented at Transnational Meetings and facilitators will be invited to test them in a peer-review lab.

During the Creation phase, the intellectual output will be created. The collected practices, methods and experiences are reviewed and used to co-design two learning paths.

During the adaption phase the partners will work with the general learning path and create the locally working adaptations. At the end of the phase all paths (1 general and 6 local) will be ready to be tested.

In the Testing and reflection phase 2 impact trainings will be organised, where the developed paths will be applied to local stakeholder.

In the sharing phase, the paths will be presented to the public in multiplier events. The reviewed smart practices will be published in a digital repository and in a series of multiplier events.

CONCRIT will create:

1. A training plan (learning path) on how to include digital storytelling and media literacy in broadly general civic education, which is flexible for various target groups and communities, which their specific challenges and



perspectives

2. A training plan (learning path) on how to adapt the previous path to the different situation. The path will contain 6 sample plans developed and tailored for the needs of the 6 partners plus instructions on how the paths might be altered and adapted.

3. A Digital repository/Map which will collect methods and tools of teaching digital literacy – available for any interested citizen in Europe.

Next to these we plan to deliver the following results:

1. Development of a sustainable strategic partnership for ongoing collaboration and sharing of smart practices

2. A website to support community narrators, organisations and facilitators.

3. A report on civic education methods to involve disadvantaged communities through media literacy

We expect that adult facilitators will gain a new tool to train and teach and empower the communities.

The general learning path will provide easy hands-on tools, providing innovative methods, which will motivate the learners to stay involved and feel empowered.

In the adapted learning paths, the learners will learn how to get involved, strengthen their awareness on social and political processes and make them aware of their rights as citizens.

Teaching approaches as critical thinking or the construction and de-construction of narratives strengthen the self-confidence of the learners. They will have a stronger personality and a strengthened sense for local, helping to fight back radicalization and exclusion.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# Shaping Digital Classes

## Project Coordinator

**Organisation** IBERIKA EDUCATION GROUP GGMBH  
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**Website** [www.iberika.de](http://www.iberika.de)  
**Contact** Jessica Borniger , +49304495650 , [jborniger@iberika.de](mailto:jborniger@iberika.de)

## Project Information

**Identifier** 2019-1-DE02-KA204-006258  
**Project Web Site** <http://shapingdigitalclasses.eu/>  
**Start Date** Nov 1, 2019  
**End Date** Jan 31, 2022  
**EC Contribution** 208,823 EUR  
**Partners** SYNERGASIA ENEGON POLITON (EL) , Instituto de Enseñanzas a Distancia de Andalucía (IEDA) (ES) , DANMAR COMPUTERS SP ZOO (PL) , DACORUM COUNCIL FOR VOLUNTARY SERVICE (UK)  
**Topics** New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Pedagogy and didactics

## Project Summary

The project's objective is to support the professional development of trainers and educators to expand and develop their digital skills for teaching. Furthermore, it aims to promote the digital competence frameworks published by the Commission and the informally acquired, yet accredited, skills amongst trainers. And last but not least, the project improves the quality of future learning opportunities in our educational system with special regards to language teachings for migrants.

The European Commission maintains that the first key factor that contributes to an improved education is the quality of teachers and of teaching. Teachers play a central role in the process of imparting skills, competences and knowledge. The better the teacher, the better the outcome.

Educators and trainers are facing new challenges every day in their classes. Innovation and digital technologies are some of the barriers they encounter. The European Commission defines innovative technologies as new and creative possibilities for teaching and learning approaches. Nevertheless, Europe is lagging behind in making use of these new technologies. This is greatly due to the low number of teachers, trainers and educators in Europe with funded digital competences.

There is an urgent need to promote educators' digital competences.

Shaping Digital Classes mainly focuses on raising awareness of the need to reflect on advantages of digital pedagogy in classes. Further, it emphasizes the need to visualize existing digital gaps in educators' competences. The project focuses on the development of educators' digital competences to utilize innovative digital trainings in their language classes. Research has revealed a high proliferation of the digital materials, online applications and materials available for trainers. Even so, the offer of trainings, manuals or instructions for proper usage is very limited. Shaping Digital Classes combats this contradictory tendency. It deliberately combines experiences and feedback from previous projects related to the creation, adaptation or description of digital materials for language learning. It achieves this through the promotion and understanding of the guidelines and frameworks newly published under the DigCompEdu Framework. Additionally the project builds on experiences gained through different face-to-face workshops offered to language teachers and trainers for improvement of their digital skills. It's goal is to respond to the urgent need for trainer coaching opportunities in the area of digital skills. This project creates free, open and easy-to-follow tutorials for language trainers. It provides the possibility for trainers with both limited digital competences and intermediate competences to participate in tutorials. These interactive courses cover topics of searching, selecting, using and creating own digital materials independent of one's previous digital skills, location and available time. Alongside this, Shaping Digital Classes offers badges and certificates for acquired skills improving not just their digital skills, but also offering them the possibility of professional development.

In conclusion, Shaping Digital Classes is an easy-to-use online platform for teachers. It guides educators through their digital competence assessment process. It contains video tutorials that explain how to find, use or adapt existing online materials for language courses and how to create new customized digital materials for classes.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# Curriculum guide of media and information literacy for adults

Good practice example



## Project Coordinator

Organisation	Medienkompetenz Team e.V.
Address	Sophienstraße 120 , 76135 Karlsruhe , BADEN-WÜRTTEMBERG , DE
Website	<a href="http://www.medienkompetenz.team">www.medienkompetenz.team</a>

## Project Information

Identifier	2019-1-DE02-KA204-006183
Project Web Site	<a href="http://www.cumila.eu">http://www.cumila.eu</a>
Start Date	Oct 1, 2019
End Date	Sep 30, 2021
EC Contribution	109,994 EUR
Partners	Akademie für politische Bildung und demokratiefördernde Maßnahmen (AT) , Centre for the innovation and development of education and technology, SL (ES)
Topics	ICT - new technologies - digital competences

## Project Summary

Digital media has become integral part of everyday life. Besides the many advantages and opportunities, the digital world carries risks and threats. In the age of fake news, disinformation and algorithms, it is essential to understand the operating principles and mechanisms of the internet and media.

The goal of this project is to develop a media and information literacy training curriculum for adults and especially for parents. The curriculum will define the requisite knowledge and competences to reach digital maturity. Adults should learn how to use the digital world in a self-determined and self dependent way.

There is already a lot of training material and practical exercises available. Within the project existing material from different sources will be collected, reviewed and merged into concrete knowledge building blocks. Furthermore, the curriculum will be built on the European Digital Competence Framework (DigCompEdu, DigComp 2.0).

The goal is, to develop a training plan which gives a guideline for educational institutions when they define their trainings and further educations. Offering trainings based on the curriculum will assure a comparable training across europe. Referring own training offers to the curriculum will be a quality feature.

The curriculum will be built in modules that will cover all the important topics related to digitalisation by focussing on various subjects, including but not limited to:

- Basic knowledge about the internet, the underlying business models and the opportunities and risks of the digital world
- Basic technical knowledge about handling and administration of technical devices
- Conscientious interaction with the internet, social media channels and own data
- Awareness about privacy and data protection, including conscientious interaction with the internet and social media channels
- Understanding the concept and impact of echo chambers and algorithms as well as how fake news and opinion making mechanisms are working

The partners planning to introduce the curriculum to more and more training providers during and the project and beyond. Long-time goal is to establish the curriculum as european reference framework when it comes to media and information literacy for adults and parents. Having such reference framework will ensure a comparable quality across Europe.

The results of the projects will be published on a website which give every interested organisation and institution the chance to contribute by providing feedback and sharing ideas.

The project consortium consists of 3 partners, with a strong experience in executing workshops and trainings for adults.

The partners of the project in a nutshell:

### #1 Medienkompetenz Team e.V., Germany (MKT)

The Medienkompetenz Team e.V. is a non-profit association located in Karlsruhe, Germany. Their goal is to raise the level of media literacy in general public - especially in terms of important main topics like privacy, data protection and promotion of all required competences of the digitalization. Today, MKT provides trainings, presentations and workshops for children and young people, students, teachers, parents and all interested

persons. We cover all topics related to digitalisation and digital transformation. MKT is working closely together with the municipality child and youth welfare office in Karlsruhe - which is also a member of our association.

#### #2 Akademie für Politische Bildung und demokratiefördernden Maßnahmen (PBA), Austria

The Akademie für Politische Bildung und demokratiefördernden Maßnahmen is a small non-profit association with civic education, equal opportunities for unemployed and employed persons of all ages, migrants and especially for women on the labor market and learning opportunities. Through a variety of educational opportunities for schools, businesses and public institutions, the PBA supports the personal and academic development of children, adults and disadvantaged people.

The aim of their activities is to promote civic education through targeted educational offers, international understanding and cooperation as well as through written, visual and auditory documentation and to support disadvantaged groups to participate in society.

#### #3 The Centre for the Innovation and Development of Education and Technology, (CIDET), Spain

CIDET is a training and consultancy company focused on adult learning and technology-enhanced education. CIDET is set in the city of Castellón (Spain) but works in cooperation with partners throughout the whole country and abroad. As a training, consultancy and ICT experts, the main strengths of CIDET are the expertise and knowledge acquired when developing and creating learning environments, courses, training activities and materials. In CIDET we always pursue continuous improvement (through evaluation and quality processes), innovation (research on pedagogy, but also ICT tools) and social impact (dissemination, change, exploitation).

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for adult education

### Project Title

# Integrating Digital Education in Adult Language Teaching

## Project Coordinator

**Organisation** VOLKSHOCHSCHULE IM LANDKREIS CHAM EV  
**Address** PFARRER SEIDL STRASSE 1 , 93413 CHAM , BAYERN , DE  
**Website** [www.vhs-cham.de](http://www.vhs-cham.de)

## Project Information

**Identifier** 2019-1-DE02-KA204-006523  
**Start Date** Oct 1, 2019  
**End Date** Mar 31, 2022  
**EC Contribution** 310,904 EUR  
**Partners** UNIVERSITA PER STRANIERI DI SIENA (IT) , UNIVERSIDAD DE EXTREMADURA (ES) , Akademia Humanistyczno-Ekonomiczna w Lodzi (PL) , SUD CONCEPT (FR) , Language Education And Partnerships LTD (UK) , INNOQUALITY SYSTEMS LIMITED (IE)  
**Topics** Teaching and learning of foreign languages ; ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

## Project Summary

What is a digitally competent language teacher in adult education? In Europe, there are rapidly changing demands for the profession of language teachers in adult education which require new or updated skills and a broader set of competences. The era of digitalization is involving the field of language teaching which means that the teachers have to improve their own digital competences in education to perform on a contemporary and competitive level and enhance the experience of their students, incl. migrants/refugees, literacy learners, senior people etc.

Apart from a European profile of a digitally competent language teacher, the project "Integrating Digital Education in Adult Language Teaching (IDEAL)" will develop a hands-on approach with examples and tools for language teachers on how to establish digital competence in language teaching in their daily practice. Additionally, an OER platform will provide video tutorials and additional information for language teachers all over Europe. An innovative character of the project consists in the development of project activities and outputs based on the Digital Competence Framework for Educators (DigCompEdu, 2017) and the updates of Common European Framework of Reference for Languages (CEFR, 2018).

The project consortium with partner organisations from Germany, France, Poland, United Kingdom, Spain and Italy, all of them involved in language teaching activities with adults, follows the project objectives:

- 1) to provide language teachers in adult education with all the skills and competences needed to deliver their high quality work in the digital era
- 2) to support the professionalisation of language teachers in adult education, in particular with regards to the rapidly changing demands in terms of digital competence for educators
- 3) to provide open education and innovative practices for language teachers in adult education

For this reason the project will deliver following planned activities and outputs:

- Mapping content for digitally competent language teachers with the development of an overall report containing information about current situation of language education policy and programmes in the context of digitalisation, the use of digital tools in teaching process, good practices for use of digital technologies to enhance innovate education and training etc. The report will be available in six main European languages (EN, DE, IT, ES, FR, PL)
- European profile of a digitally competent language teacher in adult education (in EN, DE, IT, ES, FR, PL) covering the requirements of DigCompEdu as well as CEFR with new descriptors and described in learning outcomes under the headings of knowledge, skills, responsibilities/autonomy. A self-assessment tool will also be part of the profile.
- Open educational resources for language teachers available in six main European languages and containing 120 innovative and good practices and video tutorials aimed to facilitate the practical implementation of the digital contents in learning environment.
- 1 Short-term joint staff training
- 6 Multiplier Events: Final Conferences in all project countries

The project is addressed to language teachers in adult education including those working with migrants, refugees, low-educated, seniors; literacy teachers for migrants; volunteers engaged in language teaching; adult and language education providers; language course planners/ teacher trainers; key stakeholders and decision-makers for language learning and digital education.

More than 210 language teachers will directly participate in the project by self-assessing their competences, describing their needs and best practice and/or getting trained and at least 6000 people working in language teaching or being stakeholders will be informed about the project.



The desired impact of IDEAL-project is to raise active participation of language teachers to strive towards becoming more digitally competent and make use of digital pedagogical approaches and methodologies, innovative tools and resources developed to effectively face the emerging trends in the education process. The innovative European profile will collate the knowledge, skills and responsibility/autonomy of a digitally competent language teacher. The availability of OER platform with innovative and good practices and videos in six main European languages (EN, DE, FR, ES, IT, PL) will ensure the transferability and sustainability of project outcomes upon completion of the project.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# DigiMedia - Promoting digital literacy of teachers in adult education

## Project Coordinator

**Organisation** Institut für Bildung und Medien der Gesellschaft für Pädagogik, Information und Medien e.V.

**Address** Gadebuscher Str. 12 , 12619 Berlin , BERLIN , DE

**Website** [www.gpi-online.de](http://www.gpi-online.de)

## Project Information

**Identifier** 2019-1-DE02-KA204-006493

**Project Web Site** <https://www.comenius-award.de/>

**Start Date** Oct 1, 2019

**End Date** Jul 31, 2022

**EC Contribution** 184,317 EUR

**Partners** itw - Institut für Aus- und Weiterbildung gGmbH (DE) , ipcenter.at GmbH (AT) , BITVISER (NL) , University research institute of applied communication (EL) , Proactive Consulting Kft. (HU) , Europäische Vereinigung für Bildung und Kommunikation / European Society for Education and Communication (ESEC) (AT) , EdUman - Educational management, Marko Ivanisin, s.p. (SI) , ERCI, Educational, Research & Consultancy Institute LTD (CY)

**Topics** Pedagogy and didactics ; ICT - new technologies - digital competences

## Project Summary

In various projects, the Institute for Education and Media has carried out research on the quality of digital educational media with its partners and developed differentiated quality criteria for the evaluation of educational media in connection with the implementation of the European media competition, Comenius-EduMedia-Award. It was found that the exploration, evaluation and dissemination of high-quality educational media is not enough to improve the learning outcomes. Obviously, high-quality educational media will only be fully effective if they are integrated into a didactically designed teaching and learning concept and teachers have acquired the necessary media skills. From a media didactic point of view, educational media have the enormous potential to make teaching and learning processes different, as media-supported teaching and learning arrangements, self-learning in learning, cooperative scenarios and flexible offers to individualize learning offers. This accommodates the diversity of teachers and learners.

(Kerres 2017). A key role in this process is the DIGITAL COMPETENCE of teachers, lecturers and trainers in the didactically relevant handling of digital media or with the digitization of teaching and learning environments and learning processes. The partnership therefore aims to promote the teaching, development and consolidation of adult educators' digital literacy through integration (methodological inclusion and practical use) and procedurally selected, exemplary digital educational media into media-based teaching and learning arrangements.

DIGITAL COMPETENCE is the scientific basis (Baacke1980, Bauer 2017, Swertz 2018): the interplay of abilities, skills and certainties with regard to differentiation and decision-making requirements, as well as didactic responsibility on the basis of structural, technical and factual media knowledge, aesthetic and Ethical media awareness, critical media analysis and didactically differentiated built, context-appropriate media design. The project sees itself in this sense as an enlargement of the knowledge and action contexts, but also as an enrichment of the perspectives and options of the didactic arrangements in the adult education context and thus as a promotion of the methodological and didactic quality of teaching competence in the context of currently increasing digitization of teaching and learning Learning cooperation in adult education. (see Baacke 1980, Bauer 2017).

DIGITAL COMPETENCE for adult education teachers

- secure knowledge of the quality of digital educational media and the ability to evaluate it (quality criteria),
- the ability to select suitable digital educational media from the oversupply for their own course design (database),
- to plan, design and implement own course concepts with digital education media and blended learning courses and
- The ability to engage with educators and learners to share experiences of using digital educational media and designing Blended Learning courses (WEB community).

In the project these proposals and results are summarized in the e-book "DIGITAL COMPETENCE", systematized and theoretically substantiated and disseminated via the WEB (WEBPORTAL).

The partnership will work on the following tasks and disseminate results in the "DigiMedia" project to promote the digital literacy of adult education teachers:

### 1. EVALUATION TOOL "QualiMedia" (O1)

for adult educators to evaluate digital educational media with quality criteria for identifying appropriate digital educational media.

2. Education Media Database "MediaData" (O2),  
with excellent and valued digital educational media from the European media competitions 2020 and 2021 and workshops in participating countries.

3. COURSE MODEL "DigiKomp" (O3),  
Exemplary online further education course with country-specific blended learning courses with digital educational media.

4. MEETING POINT "DigiMedia Community" (O4),  
WEB meeting point as European practice exchange from workshops and media competitions in an internet forum for teachers.

5. eBook "DigiKomp" DIGITAL COMPETENCE (O5),  
Basic practice perspectives, media assessment, exemplary digital educational media, media usage and media-based teaching and learning arrangements

On a responsive WEBPORTAL "DigiMedia" for exemplary digital educational media and media-based teaching and learning arrangements, all project results will be disseminated to promote the development of digital literacy.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# A TOOL KIT WITH EFFECTIVE OUTREACH AND MOTIVATIONAL STRATEGIES FOR UPGRADING THE KEY COMPETENCES OF MARGINALISED AND VULNERABLE LOW-SKILLED ADULTS (FOCUS ON WOMEN): ENSURING SOCIAL INCLUSION, ACCESS AND PARTICIPATION IN THE DIGITAL ERA

## Project Coordinator

**Organisation** GOTTFRIED WILHELM LEIBNIZ UNIVERSITAET HANNOVER  
**Address** Welfengarten 1 , 30167 HANNOVER , NIEDERSACHSEN , DE  
**Website** [www.uni-hannover.de](http://www.uni-hannover.de)

## Project Information

**Identifier** 2019-1-DE02-KA204-006474  
**Start Date** Oct 1, 2019  
**End Date** Apr 30, 2022  
**EC Contribution** 275,435 EUR  
**Partners** AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDFSI ANONYMI ETAIREIA (EL) , Associação Rede de Universidades da Terceira Idade (PT) , A1 Community Works Ltd (UK) , A & A Emphasys Interactive Solutions Ltd (CY) , Fundacja Mapa Pasji (PL)  
**Topics** ICT - new technologies - digital competences ; Access for disadvantaged ; New innovative curricula/educational methods/development of training courses

## Project Summary

In line with the European Agenda for Adult Learning priorities and the Council Recommendation on Upskilling Pathways, the project aims to develop a TOOL KIT with effective outreach strategies adopted in order to improve adult participation, promote the acquisition of key competences (literacy, financial, numeracy and digital competences) and enhance quality of opportunities provided. The idea of ADOPT A GRANNY, FABLABS, DIGITAL CHAMPIONS, ONE STOP SUPPORT CENTRE, MOBILE HUBS, ROLE MODELS and others will be tested, developed and assessed based on the needs of each partner country whereas at the end a series of MOTIVATIONAL PACKS with videos will be prepared to present each of this strategies with specific guidelines for further exploitation.

The renewed European Agenda for Adult Learning set specific priorities for 2015-2020, namely the "Supply and take-up priority calling for a significant increase in supply of high-quality adult learning provision, especially in literacy, numeracy and digital skills, and increase in take-up through effective outreach, guidance and motivation strategies which TARGET THE GROUPS MOST IN NEED".

The target groups are the groups of vulnerable, disadvantaged and marginalised adults (especially women) and the adult educators, social workers, trainers any professional working with these groups of adults.

The project is planned to be completed in 30 months based on a research cycle plan divided into 3 main interrelated stages showing development and continuation. The I.O.s are developed in a series of overlapping outputs phases incorporating research and analysis, design and development, testing and implementation and validation of project outputs.

Through the activities the consortium aims to provide the EU community with the ALL4INCLUSION MOTIVATIONAL TOOL KIT which is a COMPLETE READY TO IMPLEMENT KIT:

(1) to strengthen Adult educators profiles and as a result upgrading the quality of the adult learning provided and (2) to promote the acquisition and validation of key competences of disadvantaged adult learners (especially women) with digital, literacy, numeracy, financial and entrepreneurial skills to ensure access, participation and inclusion in the digitalised economy as active citizens, employees or employers.

By the end of the project the MOTIVATIONAL TOOL KIT will include:

- a collection of EFFECTIVE OUTREACH STRATEGIES adopted by various organisations in order to improve the participation of such as the DIGITAL CHAMPIONS, ONE STOP SUPPORT CENTRE, ADOPT A GRANNY, INTERNET CAFE FOR SENIORS, MOBILE HUBS, ROLE MODELS, EU KIDS AND MUMS accompanied with motivational pack-video
- MAPPING e-TOOL to record the provision of ADULT LEARNING opportunities in partner countries at the regional level using Google maps with main focus on the successful strategies for AL
- a TARGETED and VALIDATED USKILLING PATHWAY PROGRAMME

Partners from six different European Countries will work together aiming to increase the number of adults attending LLL.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Capacity development of cultural educators in the digital era

## Project Coordinator

**Organisation** MitOst e.V.  
**Address** Herzbergstraße 82-84 , 10365 Berlin , BERLIN , DE  
**Website** [www.mitost.org](http://www.mitost.org)

## Project Information

**Identifier** 2019-1-DE02-KA204-006439  
**Start Date** Dec 1, 2019  
**End Date** Aug 31, 2022  
**EC Contribution** 262,016 EUR  
**Partners** ASSOCIACAO DE ANTIGOS ALUNOS DA UNIVERSIDADE DE AVEIRO (PT) , Discovered Spaces (BG) , kultúrAktív Egyesület (HU) , RUSENSKA TAROVSKO INDUSTRIALNA KAMARA (BG) , HISA! DRUSTVO ZA LJUDI IN PROSTORE, SOCIALNO PODJETJE (SI) , TILLT AB (SVB) (SE) , Kulturanima (PL) , KULTURUNGDOM (SE)  
**Topics** Creativity and culture ; New innovative curricula/educational methods/development of training courses

## Project Summary

### Context

Professional exchange amongst cultural educators across Europe is essential to ensure sustainable existence and competitiveness in the fast changing European cultural landscape. Mobility within the European cultural sector has increased, which has raised environmental concerns as well as questions of access to mobility. Hence, resource-efficient modes of learning that allow participation with limited time and money are needed to complement face-to-face training and exchange activities. These modes of learning require open education and innovative digital practices in order to include those with limited traveling opportunities.

### Target Groups and their Needs

With cultural educators we mean both employed and self-employed professionals in the creative and cultural sector from all over Europe that regularly transmit their knowledge, knowhow and experiences to young professionals, peers or professionals. They can include arts educators as well as curators, cultural managers, etc. and be affiliated with the public sector or civil society.

With the consortium of partners we identified the following core topics of relevance to the different project partners and their networks relate to a) creating and sustaining collective impact in the field of culture, b) transcultural knowledge production and transfer, c) working with new migrants and marginalized groups in our communities, d) new forms of community and international collaboration and e) integration of artistic and social work, f) digital education in the creative and culture sector. Each of the consortium partners holds expertise in at least two of the topics and has been engaged in previous projects.

### Objectives

- To qualify at least 200 cultural educators in either of the following topics: a) creating and sustaining collective impact in the field of culture, b) transcultural knowledge production and transfer, c) working with new migrants and marginalized groups in our communities, d) new forms of community and international collaboration and e) integration of artistic and social work, f) digital education in the creative and culture sector
- To strengthen the relations and cooperation mechanisms between the consortium of partners
- To strategically disseminate knowledge digitally to at least 1000 further cultural educators throughout Europe
- To provide an open source toolkit for digital education in the creative and cultural sector

### Training Activities

3 educational events with 60 cultural educators each

C1 – Creating and sustaining collective impact in the field of culture

C4 – New forms of community and international collaboration

C6 – Digital education in the creative and culture sector

3 educational events with 20 cultural educators as participants each

C2 – Transcultural knowledge production and transfer

C 3 – Working with new migrants and marginalized groups in our communities

C 5 – Integration of artistic and social work

Series of webinars after each educational event to disseminate the results in the forms of lectures, digital peer-to-peer exchange and panels

Digital toolkit for conceiving, preparing, implementing and documenting international online learning to be disseminated at the end of the project



### Transnational necessity and necessity for long project duration

Through the set-up of the consortium of partners all European regions are covered and allow diverse perspectives to enter the project. All topics are concerns in the creative and cultural sector all over Europe. The consortium of partners estimates that the topics will remain concerns in the years to come. Hence, it is believed that cultural educators will only remain competitive and their work with societal relevance, if they continue the transnational exchange.

At the same time, the consortium of partners believes that the project will benefit from the long duration of 36 months as it will allow different cultural educators and the partner organizations to bring in their on-the-ground experiences from other projects into the training activities.

### Impact

This transnational project will thereby make a significant contribution to open education and innovative digital practices in the field of culture throughout Europe. It will thereby foster inclusion of less mobile cultural educators in transnational education activities.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

## Project Title

# Creating other study spaces

## Project Coordinator

**Organisation** Stadt Iserlohn

**Address** Schillerplatz 7 , 58636 Iserlohn , NORDRHEIN-WESTFALEN , DE

**Website** [www.iserlohn.de](http://www.iserlohn.de)

## Project Information

**Identifier** 2019-1-DE02-KA204-006118

**Start Date** Sep 1, 2019

**End Date** Aug 31, 2022

**EC Contribution** 109,445 EUR

**Partners** AYUNTAMIENTO DE CAUDETE (ES) , Stichting Werken & Leren (NL) , Mestna knjiznica Kranj (SI) , Municipality of Nyíregyháza City with County Rank (HU) , RBS-Center fir Altersfroen (LU) , BIBLIOTECA JUDETEANA OCTAVIAN GOGA - CLUJ (RO)

**Topics** ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

## Project Summary

The transnational project CROSS focusing on the changed basic conditions in adult education is carried out within the scope of ERASMUS+ as a Strategic Partnership for exchanging good practice, presents and interchanges examples of “best practice” as implemented by various providers of adult education. New concepts for cooperation between public libraries and facilities offering adult education are also presented, in which case the main focus is on the “Third Place” (Ray Oldenburg) approach. This approach is chosen to reach people which never use public libraries and/or facilities offering adult education to improve their knowledge or skills.

### Content and Objective:

The following altered social framework conditions constitute the content of the project:

- Demographic change and the shift in the circumstances of senior citizens are presenting a new challenge throughout Europe. This includes increasing educational activities for elderly persons in a life-long learning perspective (formal and informal learning) into old age.
- Individualisation processes allow people to learn very individually, not only in social groups and not only at one place (also people with low education background).
- Digitalisation, generally speaking, promotes co-existence as well as the combination of analogue and digital adult education opportunities. There are, for example, great differences in the digital equipment of both libraries and further education facilities.
- Migration: To enhance the integration of migrants, they should be introduced to extracurricular educational and learning options.

The direct target group consists of employees, managerial staff, decision makers responsible in libraries and facilities offering adult education. The indirect target group includes all customers of libraries and facilities offering adult education, especially seniors, people with educationally disadvantaged backgrounds and migrants. Corresponding with the target groups, the chosen programme priorities are “Supporting educators” and “Social inclusion”.

### “Third Place”:

The concept of a third place emphasises a distinction to the first location (at home) and the second location (at work). In our case, the third place is a third option for learning settings and/or communication as informal as possible. This encompasses, e.g., cafés, restaurants, pubs, bars, book-shops, sports clubs, neighbourhood centres and similar facilities from the private sector and/or from the world of clubs, associations or public social culture.

### Duration and Structure of Project:

The project runs from September 2019 until September 2021 (24 months). Local conferences are held at the project partners’ venues. The conferences are prepared by transnational project teams. Each conference has a different main focus, each of which is defined by all the project partners at a “kick-off meeting” in September 2019. After the individual conferences have been held, the project will be concluded in a final conference in September 2021. A steering committee is appointed for control and management purposes.

### Results of Project and Communication:

Results are local/regional-Third Place”-adult education-concepts (best/good practice) and a tool-box how to develop, establish and run such locations and/or concepts. These results are easily adaptable by other organisations. Therefore, the results and conference reports are provided on a website where they will be at least 5 years available to other national and international adult education facilities as well as to other interested parties. Further, results are promoted via the EPALÉ-website, by press releases and a summing-up brochure (when the

project ends).

Project communication sees externally a communication strategy and internally, e.g. exchanging documents as well as using Meistertask, a browser-based project and task management tool on the web.

Sustainability throughout the duration of the project is ensured by the participation of project partners from the European countries involved who are utilising the project results for long-term concepts in their local public libraries and training facilities for adult education e.g. by offering seminars to their own staff.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# Teaching Digital Competences

Good practice example



## Project Coordinator

**Organisation** KulturLife gGmbH  
**Address** Max-Giese-Str. 22 , 24116 Kiel , SCHLESWIG-HOLSTEIN , DE  
**Website** [www.kultur-life.de](http://www.kultur-life.de)

## Project Information

**Identifier** 2019-1-DE02-KA204-006083  
**Project Web Site** <http://kultur-life.de/projekte/tedicom/>  
**Start Date** Sep 1, 2019  
**End Date** Jun 30, 2021  
**EC Contribution** 41,763.58 EUR  
**Partners** DRUSTVO ZA RAZVIJANJE PROSTOVOLJNEGA DELA NOVO MESTO (SI) , Kansan Sivistystyön Liitto KSL ry (FI) , Bildungswerkstatt Nachhaltigkeit e.V. (DE) , Vilniaus "Zidinio" suaugusiuju gimnazija (LT) , Kvarnby folkhögskola (SE)  
**Topics** ICT - new technologies - digital competences ; Civic engagement / responsible citizenship ; EU Citizenship, EU awareness and Democracy

## Project Summary

TeDiCom stands for Teaching Digital Competences. It is a project that supports educators in adult education to understand and teach digital competences, in particular for activists in social initiatives.

### Context:

The need for an increased level of Digital Competences amongst European citizens has become increasingly relevant for European societies. Fake news campaigns, hate speech and automated bot campaigns threaten the democratic decision-making process. Democratic societies have shown themselves as particularly vulnerable to this new style of influencing. Even at the time of writing this text, activities to destabilise the European Union in the preparation of the European Parliament election, take place and threaten to increase the influence of anti-democratic or populist powers.

### Objectives:

TeDiCom strives to increase the resilience of democratic European societies to resist this new threat. It does so by empowering adult activists to have a better understanding of digital media and their risks and opportunities.

### Methodology:

Digital literacy has traditionally been understood as the individual's competence to express itself in a digital environment. In recent years, together with the rise of social media, it has become increasingly important to add new competences in order to react to new tendencies in the dissemination of information. At the Davos economic Forum in 2016, the term digital intelligence (DQ) was coined to describe the wide range of competences, which cover social, emotional and cognitive abilities. In a joint communication, the European commission has developed an action plan in December 2018 to fight disinformation. The fourth pillar of this plan calls for raising awareness and an improvement of societal resilience. This pillar will be strengthened by TeDiCom.

Adult education is particularly well placed, when it comes to the dissemination of these competences. The building of societal resilience in non-formal educational settings finds ways to reach those adult learners, who do not themselves perceive the demand for DQ. Many adults in our times grew up without the use of social media, and without having learned about the use of social media in the formal education environment.

### Participants:

In our consortium, we have a group of professionals in adult education dealing with adults, who have a message that they want to spread, and that are active users of social media as sending and receiving entities. Each of us has found his or her own ways to tackle the task of digital competences in his or her organisation. With the help of our German research partner we will transform our shared experience into a working concept. At the same time, we will learn about the underlying mechanics and functioning of information in the digital age, in particular regarding the use of social media.

### Impact:

TeDiCom will help the educators to conceptualise their existing training activities, evaluate and focus their impact to make them more relevant for the learners, more transferable for other educators and more useful for society .

### Activities:

During several transnational meetings, educators from the participating organisations will come together to exchange good practice examples from their own organisations and from other organisations within the network. Each partner will send up to two professionals, so that we will have a good dozen of experienced educators from different sectors of adult education. Each of the meetings will be prepared by the hosting organisation, that will show us, how they have dealt with the topic before, what they have achieved and what challenges they have faced. Over the project runtime, we will have learned about a large number of different approaches. Together with the conceptual framework, we will be able to evaluate, focus and potentially the existing practices. This information will be collected and feeds into a handbook of best practices, which can be used by other professionals.

The project culminates in a teacher training activity, to which further professionals from adult education will be

invited. Together with this wider group of professionals, we will test and evaluate the practical applicability and relevance of our training concept. This activity serves both to disseminate our newly gained competences and to improve our teacher training methodology.

Long-term perspective:

It is planned to continue our project after the end of TeDiCom with a new strategic partnership, that will develop widely usable training courses for professionals in adult education, based on our results. Already at the end of TeDiCom, though, the handbook will be published on the website of the participating organisations and made available to the interested audience. A dedicated project website will help to disseminate the innovative teacher training

Link to project card: [Show project card](#)

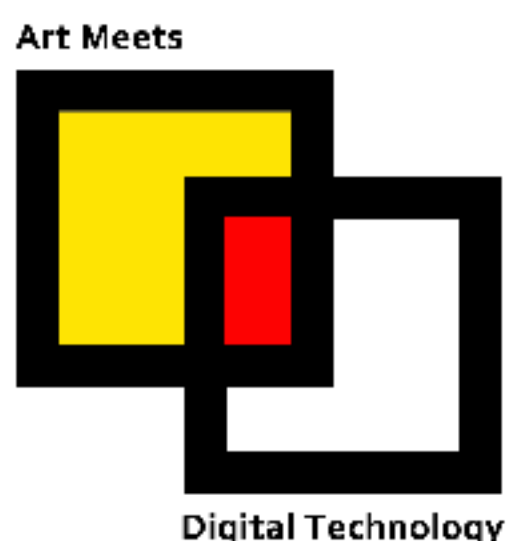
\* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

## Project Title

# art meets digital technology



## Project Coordinator

**Organisation** DIE ETAGE - Schule für die Darstellenden Künste e.V.  
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**Website** [www.dieetage.de](http://www.dieetage.de)

## Project Information

**Identifier** 2019-1-DE02-KA204-006127  
**Project Web Site** <https://www.dieetage.de/art-meets-digital-technology/>  
**Start Date** Sep 1, 2019  
**End Date** Aug 31, 2021  
**EC Contribution** 34,550 EUR  
**Partners** SMASHING TIMES THEATRE COMPANY LIMITED (IE) , SOROS INTERNATIONAL HOUSE (LT) , K MILIOS AND SIA OE (EL)  
**Topics** International cooperation, international relations, development cooperation ; ICT - new technologies - digital competences ; Creativity and culture



## Project Summary

Digital technology is at the core of significant change in many areas of our lives also in the creative sector made up of concrete and tangible pieces of art. Contemporary art is influenced by the rapid development in digital technology and by the progression in the introduction of new, more attractive and tougher materials that artists can work with. New forms such as net art, digital installation art, and virtual reality, swiftly had risen and became recognized artistic practices. Therefore the artists have to manage and work with these enormous variety of techniques, and they need to hone their skills and understand these techniques well in order to maximize the capabilities they offer.

While film, television, music, museum and gaming sectors have been fundamentally altered by the penetration of digital technology, there is a lack of expertise among artists related to the use of digital technologies and of understanding of how to apply it innovatively to support and sustain their activities. The fact that over 70% of European citizens engage in communication in a digital context can no longer be overlooked by the artists in order to reach their audiences. The audience turn to digital platforms to search for information, communicate, share, contribute to joint projects, shop or enjoy entertainment activities. So artists need to consider how to expand their action- sphere, sustain their work to achieve greater impact and audience by using digital technologies and the digital media, to disseminate and share the artworks with the community. Artists also as being entrepreneurs need to know who their audience is and where to get the resources – money, knowledge, partnership to generate sustainable revenues. E-commerce, fundraising, advertising, sponsoring, and branding are explored as potential revenue models. To be able to benefit from those models and sustain their work, artists need knowledge about the conception and structuring of the online presence, digital customer approach, and social media marketing channels. Modern creative industries of entertainment and advertising make large use of digital technologies, especially in the field of visual effects. Digital art includes new art experiences when it comes to exhibitions, plays, ballet and opera; virtual reality has become the main tool used to shape those experiences. Website that helps to publish and share 3D and virtual reality (VR) content online, computer graphic techniques have become mediums that are now enabling artists to revolutionize traditional art forms. It is, essentially, a new tool that will serve a variety of artistic needs to push the barriers of creation and imagination.

We, consortium partners want to exchange experience and practice how digital technology is affecting the art world, artists, circuses, variété/vaudeville, theaters; discuss about tools of digital technology and their usage, necessary settings and pathways to upskill artists= acrobats, dancers, painters, set designers, musical artists, mime artists, players...

We initiate a working group activity and adopt the identified themes to partners' organization /local/national art scene and create a practice-based itinerary. We discuss and explore the different perspectives as digital technology being a tool

- for the creative work
- also for sustain and revenue models for financing and sustainability for artists' business models;
- and which "new" skills are necessary to understand the techniques well in order to maximize the capabilities of artists. At the end a summary and conclusions will be presented.

A short term learning activity will be a tangible experience for „how to use VR, options to integrate VR“, to learn through (own) exploration. Project meetings, workshops in Vilnius, Athens, Dublin and Berlin, website, social media postings will help for information, awareness raising about project and its partners and activities.

## Impact

- 1) Awareness raising and animating a discussion about the project topic by involving relevant stakeholders
- 2) Getting sound information and possible practices about
  - digital technology affecting artists
  - digital formats audiences using
  - VR as being a tool for artists for their performances , entertainment and advertisement; necessary investments, knowledge for using VR
  - revenue models for financing like fundraising, crowd funding, digital branding, partnerships as well as instruments for the conception and structuring of the online presence, digital customer approach, social media marketing channels
  - identifying skills and competencies artist needs to cope with digital technology
- 3) Shaping new partnerships, collaborations, synergies
- 4) Diagnosing challenges, opportunities, limitations

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

## Project Title

# Learning Important Digital Skills

## Project Coordinator

**Organisation** VOLKSHOCHSCHULE SCHROBENHAUSEN EV  
**Address** LENBACHSTRASSE 22 , 86529 SCHROBENHAUSEN , BAYERN , DE  
**Website** <http://www.vhs-sob.de>

## Project Information

**Identifier** 2019-1-DE02-KA204-006342  
**Project Web Site** <http://lids.eaiu.org/>  
**Start Date** Sep 1, 2019  
**End Date** Aug 31, 2022  
**EC Contribution** 182,765 EUR  
**Partners** Izobrazevalni center Geoss d.o.o. (SI) , ASPEKT-MANAGEMENT I MEZHDUKULTURNI OTNOSHENIYA (BG) , CENTRO PROVINCIALE ISTRUZIONE ADULTI (IT) , UNIVERSIDADE DO PORTO (PT) , Zdruzenie za kreativnost, komunikacija, kolaboracija i kriticko razmislvanje 4K Skopje (MK) , CEPAGINER DE LOS RIOS (ES) , ERGASIA EKPAIDEFTIKI ANONYMI ETAIRIA (EL) , IMS Research & Development Center (CY)  
**Topics** Early School Leaving / combating failure in education ; ICT - new technologies - digital competences ; Cooperation between educational institutions and business

## Project Summary

"LIDS - Learning important digital skills" is a project, which intends to disseminate good practices at European level through the training of trainers, who can provide digital skills, particularly in the use of social networks applied to the world of work to disadvantaged adults. The main point is to find out, which "digital learning content" is important to learn for persons, who are underskilled. This list of digital skills will form the LIDS Curriculum.

As part of this project, all partners involved gain insights into how our European neighbours are working with online and face to face educational formats and how to use the many tools in their own lessons.

By participating, all participants will be part of a European know-how transfer in the field of digital teaching and learning approaches between the participating adult education centres and various educational institutions.

The professional development of those working in the adult education sector is a determining factor in the quality of learning.

The initial training procedures for staff working in the adult education sector are important and decisive for the future success of the educational action.

Through international mobility, the partnership and participants will be able to know different training, working methods and cultural conditions. They will transmit the new knowledge to a significant number of other stakeholders.

Comparison of different work or different education systems, combined with the specialist skills of training providers and European strategies, is the most suitable way to provide clarification answers.

TARGET GROUPS OF THE PROJECT LIDS are Educators in Adult Education Centres teaching disadvantaged adults, organizations for adult education and stakeholders for adult education, e.g. local authorities, companies, employment centres, policy makers, professionals and researchers.

RESULTS, EVENTS AND OUTCOME OF THE PROJECT "LIDS - Learning important digital skills" are

1. LIDS Manual as a digital book in WORD- and PDF-Format containing comparative studies in Europe on methods of approach and on necessary content of learning digital skills in the use of ICT for disadvantaged adults. LIDS will show in this manual a possible Curriculum for these necessary skills.
2. LIDS Training Course in PowerPoint-Format for organizations staff on how to relate and approach disadvantaged adults and help them to use digital tools applied to the way of work. Each partner develops one specific topic on the digital skills that should be learned.
3. LIDS Training Events aimed at adult educators and/or disadvantaged adults. Each partner performs this exercise in their own organization and documents the process through reports, photos, films, and surveys.
4. LIDS Transnational Project Meetings: The TPMs are significant parts of the project. That's why each country is visited twice to get to know the peculiarities better.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

## Project Title

# Education+digital?!

## Project Coordinator

**Organisation** HeurekaNet - Freies Institut für Bildung, Forschung und Innovation e.V.  
**Address** Windthorststr. 32 , 48143 Münster , NORDRHEIN-WESTFALEN , DE  
**Website** [www.heurekanet.de](http://www.heurekanet.de)

## Project Information

**Identifier** 2019-1-DE02-KA204-006227  
**Start Date** Sep 1, 2019  
**End Date** Aug 31, 2022  
**EC Contribution** 186,175 EUR  
**Partners** "Edukacyjne Centrum Integracji Miedzypokoleniowej HIPOKAMP" (PL) , Nevelok Haza Egyesulet (HU) , Burgenländische Volkshochschulen - Landesverband (AT) , Asociace odborniku v andragogice CR, z. s. (CZ) , Bildungswerk der Katholischen Arbeitnehmer-Bewegung (KAB) im Bistum Münster e.V. (DE) , Volkhochschule Bildungsinstitut (BE) , KVV Bildung (IT) , Telsiu svietimo centras (LT)  
**Topics** ICT - new technologies - digital competences ; Inclusion - equity ; Open and distance learning

## Project Summary

There is a consensus in education policy that people need digital skills in order to be able to cope with the demands of this rapidly changing every day life and working environment and to be able to reflexively cope with this digital change and in some cases even shape it. In all European countries and at the level of the European Union (European Commission, 2014), the development of appropriate professional competencies as well as the development of basic digital competencies for all citizens is therefore on the education policy agenda.

Adult education institutions are particularly challenged here. They have always focused not only on the preparation for certain demands of occupation and work, but in particular on the formation of a holistic personality who lives a successful life in a reflexive, self-determined and responsible way. Thus oriented, they are necessarily connected to a mediatized and increasingly digitized world of life and work. They continue to develop their offerings in terms of content and methodology and today - at different levels of implementation - use media and digital formats for competence assessment, knowledge transfer, learning process support and educational counselling. They are supported by the adult education associations, with national initiatives and offers or also with Europe-wide impulses, offers and aids on EPALE.

Without questioning the importance of these supporting activities for the development of the vocational pedagogical competence of employees in adult education institutions, some challenges and questions remain on the agenda of each adult education institution. These concern all dimensions of adult education work, starting with target-group-specific addressing and the suitability of digital formats for specific participants through to the ethical and legal framing of teaching and learning. The European area of lifelong learning, with its cultural and organisational diversity, offers a very appropriate forum for discussion and exchange of ideas, methods and practices of digital education and integration of digital media into teaching/learning processes.

This project of a strategic partnership in adult education with seven institutions from the eight European countries Austria, Belgium, Czech Republic, Germany, Hungary, Italy, Lithuania, and Poland focuses on the exchange of good practice. The primary objective of this project is to enable the exchange of ideas, methods and practices of digital education in a transnational network and thus strengthen their reflective professionalism. This process of exchange, critical discussion and reflection of existing approaches and practices will be thematically structured, recorded and disseminated in its main discussions and outcomes.

The impact can thus be described as the increase in experience and learning of the organisations and their pedagogical staff, which is reflected as far as possible in innovation in the institutions. In this context, innovation means the reflexive digitisation of educational organisations and educational offers in order to take older people or target groups with an unfavourable educational biography into the digital age.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# Virtual Mobilities for All

## Project Coordinator

**Organisation** Pädagogische Hochschule Freiburg  
**Address** Kunzenweg 21 , 79117 Freiburg , BADEN-WÜRTTEMBERG , DE  
**Website** [www.ph-freiburg.de](http://www.ph-freiburg.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007635  
**Start Date** Sep 1, 2020  
**End Date** Feb 28, 2023  
**EC Contribution** 261,065 EUR  
**Partners** SYNERGASIA ENEGON POLITON (EL) , Nexus Europe Ireland Ltd (IE) , PISTES SOLIDAIRES (FR) , Pontydysgu SL (ES) , CENTER FOR INTERCULTURAL DIALOGUE ASSOCIATION (MK)  
**Topics** Inclusion - equity ; New innovative curricula/educational methods/development of training courses ; Access for disadvantaged

## Project Summary

One of the most successful actions promoted by the Erasmus + programme is mobilities. The UK Erasmus + agency explains the benefits of the mobility programme for individuals: "Erasmus+ will help participants at all stages of their lives, from school through to adulthood, to pursue stimulating opportunities for learning across Europe, both inside and outside of the classroom. You will gain valuable life-skills and international experience to help you develop personally, professionally and academically and to succeed in today's world." Benefits for participants include to: develop personally, professionally and academically; gain new transferable skills and boost your employability; broaden your horizons – physically and mentally; develop cultural awareness and open-mindedness; enhance self-confidence and improve and gain language skills. Such is the success of the programme it is not unreasonable to say that to live and learn abroad is the dream of many adult learners and apprentices all over Europe.

But while it is feasible to encourage outward and inward adult learner's mobility among institutions, organisations, training providers and companies, the main limitations are the high costs, socio-economic, political and health-related issues. People facing mental and physical disabilities have very limited options to participate in mobility actions or are being excluded of a wide range of them as the hosting organizations are not capable of providing a safe and accessible environment for them.

Virtual Mobility (VM) has a great potential to dramatically reduce those barriers by adding the virtual component to mobility and to make mobilities accessible to all.

Erasmus+ Virtual Exchange is part of the Erasmus+ programme, providing an accessible, ground-breaking way for young people to engage in intercultural learning. Working with Youth Organisations the programme is open to any young person aged 18-30 residing in Europe and the Southern Mediterranean.

For Higher Education the EU has proposed incorporating virtual mobility in the physical classroom: post-lesson online forums, additional learning outcomes in terms of soft skills, creating new forms of mobility through distance learning tools: shared university pathways allowing mobile students to follow modules taught at other universities and Implementing an e-learning tutor:

However, the uptake of VM in Adult Education is still low and the possibilities of VM including Virtual Internships and placements unknown to many educators and learners. According to a report on the Erasmus+ Programme by the Inclusive Mobility Alliance "While the overall number of young people and students experiencing Erasmus+ exchanges are increasing rapidly, the number of students and young people with disabilities taking part in Erasmus+ has been almost stagnating over the past few years.

Participation in Mobilities by people with disabilities in Adult Education may be constrained by the many different kinds of organizations involved, the heterogeneity of adult education participants and the relative lack of use of technology in Adult education. The Mobilities4All project proposes through a range of activities to expand the reach and scope of the Erasmus+ programme through Virtual Mobilities, which are technology-enabled people-to-people dialogues sustained over a period of time. The potential use of technologies has been seen in the flowering of online activities by cultural and social groups in the COVID 19 crisis.

The aim is to support Adult Education organizations and those working with people with disabilities to promote VM. The main target group for the project are people with physical and mental disabilities participating in Adult Education but the concept of virtual mobilities has significant potential to be used by any learner in different educational areas such VET, School and Higher Education.



The objectives of the project are to develop and pilot:

- A framework of skills and competencies required by participants in virtual mobilities
- An online and hard copy Guidebook
- A Toolkit for Virtual Mobilities for hosting organisations and trainers including tools, software, hardware and methods
- A self-assessment tool based on the framework (IO1) that provides a personalised path for learners
- The development and organisation of a Massive Open Online Course (MOOC)
- Pilot testing of Virtual Mobilities and the production of a report on the pilots

The project brings together a new consortium of organisations including universities, NGOs, youth organisations and SMEs. They share a common mission for equal opportunities and open education and a common concern to support people with disabilities. They also have expertise in how digital technologies can be used to support VM. The project is coordinated by the University of Education, Freiburg and includes partners from Greece, North Macedonia, France, Ireland and Spain.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for adult education

### Project Title

# MediaParents - Competence training for media education of parents in rural areas

## Project Coordinator

**Organisation** "Generationen gehen gemeinsam" G3 e.V.  
**Address** An der Schraube 26 , 03238 Finsterwalde , BRANDENBURG , DE  
**Website** [www.gdrei-web.de](http://www.gdrei-web.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007551  
**Start Date** Sep 1, 2020  
**End Date** Aug 31, 2023  
**EC Contribution** 408,770 EUR  
**Partners** SCHOLA EMPIRICA ZS (CZ) , E&G Projekt Agentur GmbH (DE) , Österreichische Kulturvereinigung VHS Krems (AT) , ELDERBERRY AB (SE) , SKOLA DOKORAN - WIDE OPEN SCHOOL NO (SK) , MOMA EOOD (BG)  
**Topics** Intercultural/intergenerational education and (lifelong)learning ; New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences

## Project Summary

Media literacy is a central key competence in a society, where everyday life and the working world are significantly influenced by digitisation. Thus, competencies in the digital world are becoming a central prerequisite for social participation and they are absolutely necessary for a successful educational and professional career. Dealing with digital media is part of everyday life in European families today, also and especially in rural areas. Children are more and more likely to come into contact with digital media, whether by observing their parents or siblings when using them or because they themselves use them. However, the relevance of digital media use for a child or adolescent and the direction in which media use develops depends to a large extent on the parents' media education.

Adults often mistake fast and technical operating skills for extensive media literacy. However, children and adolescents need support above all in the selection of media content as well as in the processing and regulation of the period of use. Due to the location-independent and permanent access to digital content, parents have less opportunity to keep track of their children's content and usage times. There is therefore often great uncertainty with regard to the media education of their children.

A major goal of the project is therefore to enable parents to deal with the topic and to provide them with sufficient information. One way to support parents in their media education tasks is to offer themed and institutionally detached parents' evenings. In this way, media-pedagogical knowledge and practical handouts can be imparted in a way that is suitable for everyday use in home education and can be developed together in a common exchange.

Especially in rural regions across Europe, there is a lack of trained media educators. Parents and adults from different professional backgrounds, such as educational specialists or lecturers, can be the right partners in the future.

The following activities will be implemented to achieve the project objective:

1. Development of an advanced training concept for the realisation of topic-related and target group-oriented e-learning courses (adapted to different age groups of children) to qualify as MediaParent consultants in form of a curriculum.
2. Development of an e-learning platform with target group-specific courses on various media education topics to qualify as a MediaParent consultant. Such a digital course offer, open to everyone, is not yet available, especially for this type of region. Due to the international cooperation, this platform would gain an innovative character.
3. Establishment of a collection of practice-proven, topic-related and target-group-specific materials for preparation and follow-up as well as implementation of media-pedagogical parents' evenings. This collection of materials should relieve the "voluntary" consultants of time and work and so increase the willingness to hold a parents' evening.
4. A suitable and to the regional conditions' specific method for the evaluation of learning performance for future MediaParent consultants will be developed. The evaluation will be carried out through online-based test procedures. The participant will receive a certificate of participation as proof of acquired knowledge. As the competence assessment will be online-based, it is particularly suitable for rural areas.
5. Development of a database as a background for a dynamic map in the frontend, which serves to find MediaParent consultants in the surrounding area. In addition, registered MediaParent consultants can use the platform for exchange and networking amongst each other and across national borders.

Two planned conferences per partner country and an international training seminar are central elements of the dissemination of the project results. They are intended to reach parents and adults of all professional backgrounds, pedagogical professionals, social workers and lecturers as the direct target group. Support will be provided by stakeholders from the public and private education sector, such as kindergartens, schools, youth and social institutions or youth welfare offices, as well as representatives from politics and society.

All results can be used independently and transferred to other thematic fields as well as to other European regions.

With the international cooperation of partners from 5 European countries, important competences can be bundled and transferred. The necessity to carry out this project transnationally results from the fact that the problem of media literacy promotion of families is a general problem across all European countries. The digital networking through the Internet also increasingly requires transnational methods and strategies in the field of media education, which at the same time take into account the different national actualities.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Remote Working Skills for All

## Project Coordinator

**Organisation** HOCHSCHULE FUR ANGEWANDTE WISSENSCHAFTEN HAMBURG  
**Address** BERLINER TOR 5 , 20099 HAMBURG , HAMBURG , DE  
**Website** <http://www.haw-hamburg.de/>

## Project Information

**Identifier** 2020-1-DE02-KA204-007722  
**Project Web Site** <https://www.remskaproject.eu/>  
**Start Date** Sep 1, 2020  
**End Date** Aug 31, 2022  
**EC Contribution** 296,105 EUR  
**Partners** Innovela sprl (BE) , IAL Nazionale- Innovazione Apprendimento Lavoro s.r.l Impresa Sociale (IT) , CONFEDERATION OF LABOUR PODKREPA SDRUZHENIE (BG) , HELLENIC SOCIETY FOR THE PROMOTION OF RESEARCH AND DEVELOPMENT METHODOLOGIES ASTIKI ETAIRIA (EL) , Andragoski zavod Maribor - Ljudska univerza (SI) , Economic Policy Institute (BG)  
**Topics** Key Competences (incl. mathematics and literacy) - basic skills ; ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

## Project Summary

### BACKGROUND

The Covid-19 virus outbreak in late 2019 - early 2020 led to a surge of remote working, where the majority of EU workforce was compelled to work in an out-of-office setting; this comes to a sharp contrast compared to past years, where just 5-10% of EU employees have been working remotely, according to Eurostat. Nevertheless, such a rise in remote working has not been unprecedented; there has been a steady, yet minimal, increase through the years in the numbers of remote workers (esp. in the ICT sector), with a similar spike during the 2002-2003 SARS outbreak and other similar cases of business interruptions. The difference this time is that the increase in remote working due to the Covid-19 virus outbreak has been fuelled by more flexible and decentralised management practices, as well as more widely available technologies. One of the most pressing challenges that emerged has been the possibility of a lasting workplace change, where a greater part of the workforce works out of premises.

### NEEDS & CHALLENGES

The prospect of a remote work transition creates uncertainty and distress to workers all over Europe, as normal work patterns, modes of communication, and team dynamics will be disrupted; it is only a small share of the workforce that is already familiar with this mode of work. For most, there is an emerging substantial need to improve relevant soft and hard skills and competences, ranging from digital, social & communicating skills to setting up and running a home office and work routines, and maintaining a work-life balance and healthy lifestyle. This is even more significant for a) low-skilled individuals who lack the necessary digital and organisational skills, and b) those over the age of 55, who increasingly remain in the workforce.

### OBJECTIVES

The project aims to extend the supply of high quality learning opportunities that support and reinforce key competences for adults employed or looking for employment in an emerging remote working era. To that end, REMSKA objectives are to:

- Design an evidence-based course curriculum on remote working skills for adults.
- Develop flexible training delivery methods (e-book, MOOC) and innovative open access resources to support individuals in acquiring and developing remote working skills.
- Support self-assessment of key competences for the remote work era.
- Create and provide access to tools and guidelines addressing technological and organizational aspects of remote work.

### PROJECT PARTNERSHIP

The REMSKA partnership comprises 6 organisations from 6 European countries (DE, EL, SI, IT, BG, BE) with complementary skills from the worlds of higher (HAW) and adult education (AZM, IAL), workforce representation (PODKREPA), research (PROMEIA) and consulting (INNOVELA). The partnership will be further strengthened through the involvement of two key actors in the field of adult education, namely BIBB (DE) and ZLUS (SI), as associated partners.

### RESULTS

The REMSKA project is expected to have the following results:

- A set of evidence-based learning outcomes on remote working skills for adults.
- A curriculum structure (syllabus) as well as a pool of pedagogical resources including educational instructions, learning and assessment materials, as well as a trainer handbook and a learner e-book.
- A Massive Open Online Course comprising the project learning units and contextualised training and

assessment materials of the REMSKA course, in their online form, suitable for self-directed and blended training.

- A framework and set of tools for the facilitation of remote work including: a) a self-assessment tool on (prospective) workers' skills, readiness and attitudes towards working remotely, b) a best practice guide covering both technological and organizational aspects of remote work and a Statement of Support for the validation and endorsement of the REMSKA resources, and c) protocols, guidelines and checklists facilitating remote work practices and processes.

#### POST-PROJECT SUSTAINABILITY

- European adult education providers are anticipated to uptake the REMSKA learning units and material to update the content of their training offerings, in order to address existing occupational needs regarding skills and competences pertaining to remote work.

- Learners will access the REMSKA MOOC and e-book for non-formal self-directed learning, motivated by adult education providers, employers and other stakeholders, such as career counselling bodies, employment centers, employee's associations, and activities, to support continuing education.

- The best practice guide covering technological and organisational aspects of remote work will provide all interested parties with insights on how to improve their remote work practices and address the emerging occupational skill needs.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# THINK SOCIAL: Promoting social entrepreneurial mindsets for a sustainable future.

## Project Coordinator

**Organisation** CULTURE GOES EUROPE (CGE)- SOZIOKULTURELLE INITIATIVE ERFURT EV

**Address** PAUL-SCHNEIDER-STRASSE 11 , 99423 Weimar , THÜRINGEN , DE

**Website** [www.cge-erfurt.org](http://www.cge-erfurt.org)

## Project Information

**Identifier** 2020-1-DE02-KA204-007554

**Start Date** Oct 1, 2020

**End Date** Mar 31, 2023

**EC Contribution** 284,163 EUR

**Partners** AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDFSI ANONYMI ETAIREIA (EL) , DRAMBLYS (ES) , IWM Gesellschaft für internationale Wirtschaftsförderung und Management mbH (DE) , A & A Emphasys Interactive Solutions Ltd (CY) , Spectrum Research Centre CLG (IE) , ASSERTED KNOWLEDGE OMORRYTHMOS ETAIREIA (EL)

**Topics** ICT - new technologies - digital competences ; Migrants' issues ; Social entrepreneurship / social innovation



## Project Summary

The THINK SOCIAL project aims to encourage and enable disadvantaged groups of adults or adults with fewer opportunities, such as migrants, refugees, asylum seekers, low-skilled or low-qualified with a main focus on women to foster the social entrepreneurship idea and spirit in their local and at the EU level through the exchange of good practices and the adoption of innovative digital strategies.

The overall goal is to promote the social entrepreneurship mindset for adults in such a way as to become ambassadors and innovators of sustainable development and growth in their communities using environmental and cultural challenges. At the same time, through non-formal learning approaches, the project aims to raise awareness of and promote the solidarity dimension of social entrepreneurship policies and practices and young adults contribution to local development.

The THINK SOCIAL project complies with the 2019 European Green Deal announced by the European Commission, as it promotes a holistic way of promoting social and sustainable routes towards addressing unemployment among vulnerable adults.

The project promotes 3 main priorities:

- ADULT: Improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults
- HORIZONTAL: Environmental and climate goals:
- HORIZONTAL: Innovative practices in a digital era

Two are the main target groups:

- Vulnerable groups of adults or adults with fewer opportunities (aiming for young adults) such as refugees, migrants, asylum seekers, including low qualified, unemployed, low-skilled or low-qualified, with a main focus on women, thus addressing the issue of equality.
- Adult educators or social workers and trainers who have an interest in social entrepreneurship & local community development.

The project envisions to pilot-test the grassroots idea (outreach strategy) of setting up THINK CENTRES based on synergies to be created with other stakeholders at the local level in order to empower and equip the refugee/migrant adults especially women, with targeted social entrepreneurial skills in order to support their families and their local communities as well as to enhance the social economy of the participating countries and Europe's as a whole.

Social Entrepreneurship is an effective way to fight unemployment among vulnerable groups of adults, however policies, training and tools have not yet been developed to a level as to address the needs of low-skilled adults. Especially when different countries are faced with the same problem it is necessary to consider about common initiatives in order to deal with the problem. This is the reason why transnational cooperation is useful and necessary to be able to develop joint unemployment strategies especially for TCNs, which are applicable under different national conditions.

The partnership is comprised with 7 active organizations from 5 different EU countries: Germany represented by 2 NGOs, Cyprus, Ireland, Spain and Greece represented by 2 organisations. The organisations complement each other in terms of expertise and experience while having all a common interest to support adults with fewer opportunities and to ensure their inclusion and access in the labour market.

The consortium will develop 4 main outputs, organise 5 main Multiplier Events, a Blended Learning Mobility of Adult learners and 4 project meetings. The products range from digital tools such as a platform, a serious game for learning and targeted teaching material and upskilling programme.

The THINK SOCIAL project is expected to impact not only the target group of adults through helping them to

acquire entrepreneurial competences, digital skills and financial awareness to set up their own or with other small enterprises with a social impact, thus opening up their career orientation routes, but also adult educators/organisations to upgrade their services and learning opportunities.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Bridge the Gap! Enhancing the social and digital participation of older people

## Project Coordinator

**Organisation** ISIS Institut für Soziale Infrastruktur gemeinnützige GmbH  
**Address** KASSELER STRASSE 1A , 60486 FRANKFURT , HESSEN , DE  
**Website** [www.isis-sozialforschung.de](http://www.isis-sozialforschung.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007539  
**Project Web Site** <http://bridgethegap-project.eu/>  
**Start Date** Oct 1, 2020  
**End Date** Sep 30, 2022  
**EC Contribution** 263,276 EUR  
**Partners** AFEDEMY, ACADEMY ON AGE-FRIENDLY ENVIRONMENTS IN EUROPE BV (NL) , ASOCIACIJA SENJORU INICIATYVU CENTRAS (LT) , queraum. kultur- und sozialforschung | Giedenbacher Stadler-Vida OG (AT) , LUNARIA ASSOCIAZIONE DI PROMOZIONE SOCIALE (IT)  
**Topics** Intercultural/intergenerational education and (lifelong)learning ; Civic engagement / responsible citizenship ; ICT - new technologies - digital competences

## Project Summary

### Background

Digitisation and demographic changes are two major trends in Europe and beyond: The transformative power of digitisation is visible in almost every field of our society. It calls for new knowledge and skills to be able to fully participate in society. In a more structural perspective, we have to reduce the digital gap that divides certain groups (e.g. older people) from those with full access to the digital world. The worldwide Coronavirus crisis throws a light on the importance of ICT for staying in touch and participating in society. An “ageing Europe” has profound implications, not only for individuals, but also for the entire system (e.g. finances, health care). We have to find creative and sustainable ways to enable older people to live autonomously and to shape environments in such ways to support independence and social inclusion.

### Objectives

Our project BRIDGE THE GAP! links these two challenges: Older people are empowered and trained to explore, analyse and (re-)shape their neighbourhoods with the help of digital tools. Our main objectives are

- to train, empower and support older people to get active for their neighbourhoods, to bring forward their ideas for age-friendly environments and to master the digital tools they need to implement their ideas,
- to develop meaningful, supportive and highly accessible learning formats and materials,
- to raise awareness for the relevance of age-friendly environments and the political, social and digital participation of older citizens and inspire others (e.g. decision makers) to advocate these issues,
- to contribute to new images of ageing and
- to produce and disseminate sustainable outcomes and build strong networks for the participation of older citizens.

### Participants

In each partner country (Austria, Germany, Italy, Lithuania, Netherlands) a group of 12–20 (in total up to 100) older people is trained and empowered to implement their ideas (3–5 projects per country) with the help of digital tools. The low-threshold training settings also support the participation of older persons with little experience in formal trainings. These trainings are the test cases for our outputs (O2–O5). The learners actively contribute to these outputs, to the events – both at national/regional (E1–E5) and EU level (E6). Peer-to-peer elements, research (O1), the events and a comprehensive dissemination strategy involve many more older persons and stakeholders of various kinds.

### Activities, results and sustainability

#### Preparation, Research, BRIDGE THE GAP! Fact Sheet

The partners carry out research that covers the social and digital participation of older people, good practice examples in this field etc. The Fact Sheet (O1) not only summarizes the findings but is also a valuable dissemination tool for the project.

#### Development, Training Concept & Curriculum

We develop a framework curriculum as the basis for the five trainings. The curriculum innovatively combines the issues of age-friendly environments and digital literacy. The trainings are adapted flexibly to the contexts and the needs and interests of the participants.

### Trainings, Age-friendly environment projects, Multiplier Events

The trainings in the partner countries are not only test cases for the curriculum but also the basis of age-friendly environment projects brought forward by the older learners. At the national events (E1–E5), the project results are presented – with the active participation of the older learners/activists. The Online Multiplier Event (O6) puts the project issues on the EU agenda. Again, the older participants actively participate in this format.

### Production of sustainable and transferable outputs: Booklet, Training Kit, Digital Training

In addition to the Fact Sheet, we produce sustainable outputs that support stakeholders to advocate the issues at stake, namely the social and digital participation of older citizens:

The BRIDGE THE GAP! Booklet (O3) summarizes the project results and presents the age-friendly environment projects. It raises awareness for the social/digital participation of older people and addresses e.g. stakeholders, policy makers, and organisations working with/for older people.

The Training Kit (O4) includes the curriculum and tools and methods that have proven helpful in the trainings. It mainly addresses training providers, trainers and organisations working with/for older people.

The Digital Training (O5) gives an insight into the training, provides helpful background information and resources for practitioners in adult education and by older learners for autonomous distance learning.

These activities are not only flanked by a project management and quality assurance that ensure the smooth project implementation, but also by a comprehensive dissemination strategy based on a diverse range of tools (e.g. mailings, social media, website, PR) that support the distribution and sustainability of our results.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Successfully develop high-quality online trainings to older adults

## Project Coordinator

**Organisation** FRIEDRICH-ALEXANDER-UNIVERSITÄT ERLANGEN-NÜRNBERG

**Address** SCHLOSSPLATZ 4 , 91054 ERLANGEN , BAYERN , DE

**Website** [www.fau.de](http://www.fau.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007628

**Start Date** Dec 1, 2020

**End Date** May 31, 2023

**EC Contribution** 374,929 EUR

**Partners** Silver Thread Limited (IE) , FONDACIJA LALE (BG) ,  
Bundesarbeitsgemeinschaft der Senioren-Organisationen e.V. (DE) ,  
UNIVERSITAT JAUME I DE CASTELLON (ES)

**Topics** ICT - new technologies - digital competences ; Research and innovation ;  
New innovative curricula/educational methods/development of training  
courses

## Project Summary

The number of older people is rising in all European countries and the time people spend in retirement with good health conditions is also. At the same time, the interest and desire among older adults to participate in further education increases, too. In all European countries there are efforts to enable ageing well; still, many activities for seniors are designed with attendance and thus remain out of reach for several people, among others older adults with mobility restrictions, family commitments, or people from rural areas. Additionally, older people are mostly seen as recipients of activities but not actively involved when it comes to developing educational offers. Although the need for online learning opportunities is more and more recognized, education providers often do not know how to implement them in a way that meets best the needs of older learners. Experiences and systematic knowledge on the use of learning platforms by older adults are rare.

With regard to the above-mentioned points, SenGuide has two far-reaching objectives. On the one hand, the project aims at giving older people the opportunity to both engage in further education and share their knowledge and skills online. Seniors with basic or medium ICT skills shall be supported in creating their own multimedia enriched material in an e-learning platform and share these with other older people. Topics are not limited to IT but can contain everything that older adults would like to learn, e.g. history, handcraft skills, gardening, and philosophy. This approach is innovative as usually teachers and trainers are people of working age and not older adults themselves. On the other hand, the improvement of knowledge and further gain in experience about the use of learning management systems by older learners and older authors is intended. Up to now, there is hardly any (systematic) knowledge about which framework conditions are necessary, how the implementation can look like, and what success factors are. As transnational project, the promotion of interregional and European networking and cooperation among seniors is also aimed at.

The activities of the project will be centered on two main intellectual outputs, namely 1) Authoring training for the creation of digital content, 2) Guide for practitioners and facilitators in adult education. In the project 15 older adults will be trained to become authors of digital content in which they share their knowledge, skills, and experiences. Considerably more older adults will be directly involved in project activities through testing and evaluating the developed materials. In the survey implementation at least 85 older people are foreseen for participation. In addition to that, more than 130 practitioners and stakeholders from senior organizations and education institutions will be reached through multiplier events.

The project contributes to research, innovation and internationalization in adult education, strengthens cooperation between seniors, raises the level of key competences and skills, stresses active participation in a European society, increases opportunities for further development of older adults, and helps to give everyone the chance to participate in education activities. Strongly included is an emphasis on EU 2020 goals (improving the quality and efficiency of education and training, enhancing creativity and innovation at all levels of education and training, making lifelong learning a reality).

The project consortium consists of five organizations working with and for older adults and experienced in training and adult education. It is led by the Innovation in Learning Institute at the University of Erlangen-Nuremberg (Germany), and includes Silver Thread (Ireland), Jaume I University (Spain), Tulip Foundation (Bulgaria), and German National Association of Senior Citizens' Organizations (Germany).

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# Digital entrepreneurship education for adults with different abilities

## Project Coordinator

**Organisation** OUTREACH HANNOVER EV  
**Address** IHMEPASSAGE 2 , 30449 HANNOVER , DE  
**Website** outreach-hannover.de

## Project Information

**Identifier** 2020-1-DE02-KA204-007719  
**Start Date** Dec 1, 2020  
**End Date** Oct 31, 2022  
**EC Contribution** 282,603 EUR  
**Partners** Preduzeće za profesionalnu rehabilitaciju i zapošljavanje osoba sa invaliditetom ITECCION DOO PANČEVO (RS) , UDRUGA ZA UNAPRJEDENJE SUVREMENIH ZIVOTNIH VJESTINA OSTVARENJE (HR) , Fondazione Don Giovanni Zanandrea Onlus (IT) , YOUTH POWER/UNG KRAFT (SE) , CENTAR ZA NEFORMALNO OBRAZOVANJE I CELOZIVOTNO UCENJE UDRUZENJE (RS) , Wizard, obrt za savjetovanje (HR)  
**Topics** Entrepreneurial learning - entrepreneurship education ; ICT - new technologies - digital competences ; Disabilities - special needs



## Project Summary

Lately, we are witnessing high unemployment rates, especially for adults with disabilities who have difficulties in getting jobs and gathering relevant experience for their (future) careers. Self-employment and entrepreneurship has turned out to be a valuable option for careers' building. However, with the development of the IT sector, classic "offline" enterprises do not bring enough clients and profit and, thus, do not survive for long time. We believe that youth self-employment in digital entrepreneurship can reduce unemployment of adults with disabilities.

With this project, we are answering to the needs defined by institutions, as well as the needs of our own educators and beneficiaries. We are promoting digital entrepreneurship of adults with disabilities and quality empowerment of our adult educators to be able to organise quality (digital) entrepreneurship education of our beneficiaries. We are producing intellectual outputs that will serve as a quality knowledge management material for education of current and future adult educators for quality empowerment and mentoring of beneficiaries for digital entrepreneurship, as well as an online (e-learning) course for direct education of adults for digital entrepreneurship start-ups.

### Project objectives:

- Empower unemployed adults with disabilities for digital entrepreneurship start-up through development of inspiring, innovative and up-to-date handbook, as well as the online course.
- Empower our adult educators and improve knowledge management of our organisations in theory and practice for building competences of educators in digital entrepreneurship for adults with disabilities, through LTTA and innovative curriculum for educators' training and useful toolkit with workshops for beneficiaries.
- Exchange good practices and further develop quality strategic partnership among partners from 5 European countries with different realities in regards to employment and digital entrepreneurship.

We expect following direct participants / beneficiaries of our project:

- 14 staff / project managers and assistants;
- 18 teachers/trainers/researchers, technicians working on the intellectual outputs;
- 14 adult educators trained as trainers for other adult educators on our LTTA;
- 35 multipliers adult educators that will test the outputs with at least 140 youngsters on local level;
- 190 participants of the multiplier events;

### Project activities:

A1 – Project Management

M1 – Kick-off meeting

O1 – Handbook "Exploring Digital Entrepreneurship for adults with different abilities"

M2 – Second meeting

O2 – Curriculum "Empowering adult educators to encourage digital entrepreneurship start-ups among adults with different abilities"

O3 – Toolkit "Mentoring and supporting adults with different abilities for digital entrepreneurship start-up"

M3 – Third meeting

O4 – E-learning course "Digital entrepreneurship start-up course for adults with different abilities"

C1 - LTTA Training of trainers

E1, E2, E3, E4, E5 – Open conferences in SE, HR, RS, IT, DE

M4 – Evaluation meeting

With this project implementation, the organisations will be equipped with new educational approaches and tools that have a potential to be more effective when working with adults with disabilities and other fewer opportunities. The tools will be designed to address the specific circumstances and learning needs of the target group the partner organisations are working with; and will be piloted with a test group already during the project implementation. In addition, the online educational tool will have the potential to reach beneficiaries who are otherwise not involved in non-formal education activities. Thus, the project will enable the organisations to impact a larger number of adults with different abilities and will provide them with arsenal to achieve more with the work they are doing.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# Flip Edu Up

## Project Coordinator

**Organisation** HeurekaNet - Freies Institut für Bildung, Forschung und Innovation e.V.  
**Address** Windthorststr. 32 , 48143 Münster , NORDRHEIN-WESTFALEN , DE  
**Website** [www.heurekanet.de](http://www.heurekanet.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007531  
**Start Date** Dec 1, 2020  
**End Date** Nov 30, 2022  
**EC Contribution** 156,741 EUR  
**Partners** Mine Vaganti NGO (IT) , FUNDACJA INSTYTUT BADAN I INNOWACJI W EDUKACJI (PL) , CENTER ZA IZOBRAZEVANJE IN KULTURO TREBNJE JAVNI ZAVOD (SI) , DOREA EDUCATIONAL INSTITUTE WTF (CY)  
**Topics** New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Pedagogy and didactics

## Project Summary

Adult learning is a key part of the lifelong learning spectrum which includes formal, non-formal and informal learning activities undertaken by adults. Placing our efforts into lifelong learning is undoubtedly a necessary investment. Continuous investment in the upgrading of human resources in a methodical and innovative manner plays an integral part in the increase of national, European and Global productivity as well as healthy competitiveness in the market.

However, the results from the European Union (EU) labour force survey show that in 2018 the participation of adults in lifelong learning in the EU stood at 11.1 %, with a mere 0.2 percentage from 2017 thus indicating that there is still much to be done and improved.

“Flip Edu Up (FEU)” aims to modernise the adult education and vocational training system through Blended Learning via the main objectives listed below :

- Improve the teaching skills of adult educators/trainers
- Improve the digital skills of educators/trainers and adult learners
- Improve the capacity of adult educators to deliver high-quality courses using blended learning
- Support modernisation of educational training systems
- Help prepare education providers’ readiness, resiliency and efficiency when handling force majeure situations by equipping them with tools and mindset necessary to continue the learning process and progress
- Smoothen the transition from traditional classroom learning environments to online learning environments for situations where a hybrid/blended learning environment is not an option

The project will offer educators/trainers the opportunity to learn how to tailor the Blended Learning method’s models to suit the needs of their learners and as such be able to implement their own combination of models to reach their unique educational goals. The end goal is to assist educators in becoming expert designers of innovative learning environments.

The main outcomes of the project:

1) Guidelines “Methodology, Quality Assurance and Evaluation for Blended Learning Approach in adult education”

The guidelines aim to become a “manual” for adult education and vocational training organisations ,educators/trainers and other stakeholders in AE to refer to when integrating blended learning in their educational programmes when continuously striving to produce fruitful results.

2) E-platform – Community of innovators -whose multilingual e- courses and social learning area will enable autonomous learning by educators in partner countries and in Europe

The E-learning platform will consist of 2 main elements:

- i) Practical online courses for educators/trainer to access and receive support from the course creators when embarking on in the Blended Learning journey
- ii) Learning space (community of innovators), which will allow users to come together and learn from each other interactively.

The project will target European adult education centres and adult educators searching for support to improve their competences in teaching and digital skills in order to digitalise their teaching programmes and engage adult learners. The project expects to have 65 adult educators/trainers, 500 adult learners and 50 stakeholders directly involved in project activities.

**Project will:**

- Raise the awareness among target group and stakeholders on the importance of digital skills and new teaching approaches aimed at supporting adult educators' efforts to modernize our current adult education systems and increase adult learners engagement;
- Increase the capacity of target groups and stakeholders by providing them with new teaching methods, tools and guidelines needed to improve their learning offers, making them more relatable, motivating, inclusive and effective for learners of various backgrounds and learning styles;
- Increase the cooperation among stakeholders (e.g. adult educators and trainers, mentors, representatives from adult education institutions and associations, VET providers, adult policy makers, various public bodies) working towards the same goal i.e. modernisation of their learning offer and adult education systems as a whole.

The long-term plan is for educators/trainers to continue using the e-learning platform and community of innovators by attending courses and contributing with their ideas, knowledge, and tools. Doing so would continue to improve their teaching capacity and promote innovation in adult education systems in Europe. We also expect associated partners and Stakeholders to be motivated to create spin-off opportunities and developments based on the project's approach and outputs thus contributing further to the modernisation of adult education and training systems.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Online Learning Platform against online Hate

## Project Coordinator

**Organisation** Bund für Soziale Verteidigung e.V.

**Address** Schwarzer Weg 8 , D-32423 Minden , NORDRHEIN-WESTFALEN , DE

**Website** <https://soziale-verteidigung.de>

## Project Information

**Identifier** 2020-1-DE02-KA204-007552

**Start Date** Sep 1, 2020

**End Date** Aug 31, 2023

**EC Contribution** 382,927.5 EUR

**Partners** KUCA LJUDSKIH PRAVA ZAGREB UDRUGE (HR) , UNIVERSITA DEGLI STUDI DI FIRENZE (IT) , DIGITALNA INTELIGENCIA (SK)

**Topics** Civic engagement / responsible citizenship ; EU Citizenship, EU awareness and Democracy ; New innovative curricula/educational methods/development of training courses

## Project Summary

Four NGOs: BSV/LOVE-Storm (DE), DigiQ (SK), the University of Florence (IT) and the Human Rights House in Zagreb (CR) in association with the International Network Against Cyber Hate (INACH) and other partners in Austria, Bosnia and Herzegovina, Czechia, Serbia and Switzerland develop a ONLINE-LEARNING PLATFORM AGAINST ONLINE HATE and make it available to educators and learners in Europe.

In recent years much has been written and some has already been done about the problem of online hate. The wider public, media, civil society and all education sectors: everybody is well aware of the problem. Many people want to do something about it, but few react on online hate attacks, when they see it. Too many are shocked. They don't know what to do. They are afraid of being attacked too. They feel insecure and uncomfortable. They search for the one right answer... and then – before finding it - too many just scroll on, leaving the incident behind them and the attacked persons alone.

Civil courage could be a key factor:

- 1.) to support the targets of online hate,
- 2.) to mobilize the audience against hate and
- 3.) to stop the hate(r)

But civil courage needs more than knowledge and awareness, provided in many existing and necessary educational programs all over Europe. Civil courage requires skills and preparedness that can only be provided in interactive trainings via role plays, so that targets and witnesses of online hate can overcome their instinctive reactions (fear, freeze or fight) and react effectively.

The planned ONLINE-LEARNING PLATFORM AGAINST ONLINE HATE will develop three innovative outputs to strengthen civil courage and to develop practical skills against online hate:

- 1.) An ONLINE TRAINING ROOM, where trainers can lead role-plays of conflicts in online chats in a safe and realistic way. We will therefore adapt, test and reinvent the existing award-winning LOVE-Storm Online Training Room, giving it to group of trainers in nine European countries, CSOs and educational organizations all over Europe.
- 2.) A set of OPEN E-LEARNING RESOURCES against Online Hate will be developed or adapted from other open European projects and then optimized for search engines and online marketing in order to ensure that individual learners who “google” for solutions against online hate, will find answers at the Online Learning Platform and will be invited (drawn) into ever deeper learning experiences and training of skills against online hate
- 3.) A variety of OPEN TEACHING RESOURCES, including a trainers guide, a scenario editor to develop ones own role play scenarios and a marketplace for curricula for offline, online and blended learning courses and workshops.

Emphasis will be given to the scientific monitoring and evaluation of the Online Learning Platform, organized by the University of Florence (IT) to ensure that the impact of Online Training Room and Learning Platform are evaluated and will contribute to the further growth of knowledge and methodologies against online hate and digital conflict resolution.

Last but not least we aim to DISSEMINATE the Online Learning Platform all over Europe:

On national level groups of educators from different educational organizations will be trained to run workshops and webinars in Germany, Croatia, Italy and Slovakia. Beyond the 4 project countries, similar groups will be trained in Austria, Bosnia and Herzegovina, Czechia, Serbia and Switzerland.

Additionally we will address the anti-online hate community and the educational community in the project countries by active participation at their conferences, round tables, expert talks, online groups and activities and media.

Similarly we will use our memberships in European associations and networks to access them and the existing EPALE / Lifelong Learning / SALTO-YOUTH and other platforms to spread the project results to the educational sector.

The Online Learning Platform is developed to stay, develop and grow, to support and build the community. Educational organizations all over Europe are invited to use the Online Training Room and the Learning and Teaching Resources for their own educational programs, not just for the time of the ERASMUS+ Strategic Partnership, but for as long as educational programs against online hate will be needed.

Link to project card: [Show project card](#)



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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# F2F2D and back - How to effectively transfer F2F language courses to online/distance form in a short time

## Project Coordinator

**Organisation** FRIEDRICH-ALEXANDER-UNIVERSITÄT ERLANGEN-NÜRNBERG

**Address** SCHLOSSPLATZ 4 , 91054 ERLANGEN , BAYERN , DE

**Website** [www.fau.de](http://www.fau.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007590

**Start Date** Dec 1, 2020

**End Date** Nov 30, 2022

**EC Contribution** 257,803 EUR

**Partners** EUROPEAN CENTER FOR QUALITY OOD (BG) , PRISM IMPRESA SOCIALE S.R.L. (IT) , Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (PL) , Associazione INNOVAMENTIS (IT) , Jazykova skola s pravem statni jazykove zkousky PELICAN, s.r.o. (CZ)

**Topics** Teaching and learning of foreign languages ; Open and distance learning ; ICT - new technologies - digital competences

## Project Summary

The project reacts directly to the new security situation that emerged in Europe and other parts of the world due to a rapid spread of COVID-19 disease. As a necessary tool to fight its further uncontrolled spreading, severe limitations of free movement and contact of people have been set in most countries affected. As for March 2019, no medicine has been invented and put to regular use yet. Meanwhile, the disease has spread among all European countries and led to a closing of all education institutions in these countries for a regular use. One of the main implications of this development is a severe limitation of education processes, where regular courses and lessons had to be stopped for an indefinite period due to the fact that a teacher and students cannot meet each other and continue in the educational process. Some of the procedures can however be transformed to an online or distance learning mode, which enables the learning process to continue. Among the courses and lessons currently hit severely with a health crisis, language courses possess a special position. These courses are limited not only by the lack of direct contact with the teacher, but also with the lack of options to practice and train their language skills, get instant feedback in direct communication (dialogue, group conversation, etc.). So, the sole transfer of knowledge the students are expected to gather is not sufficient in these courses.

The goal of the project is to develop a conceptual framework for transformation of various types of courses into sufficient online/distance form. The concept is based on two premises:

- teacher will be developing distant support materials continuously during the standard run of courses
- students will use these tools to enhance their involvement in the course, repeat and deepen their knowledge and also to get familiar with distance educational tools their teacher is using
- in case of unpredictable absence of a student, distance/online learning tools can be used at least partially to get in touch with content of the lessons the student has missed
- in case of unpredictable absence of the teacher, students will be given links to online/distant supportive materials to keep the tempo of lessons (if they decide to use it; otherwise they can obviously ask for a standard lesson with another teacher or to combine both)
- in an extraordinary situation when the standard teaching/learning process is impossible to maintain, distance/online tools will be used by both teacher and students to keep up with the original schedule and get ready to achieve original goals of the course.

Within the project led by a consortium 6 partners from Germany, Czech Republic, Italy, Poland and Bulgaria, six intellectual outputs will be prepared:

- A comprehensive roadmap of types of language courses and its transfer needs to online/distant form
- Teacher guide to available tools and methods of transfer
- Step-by-step guide for transferring courses
- Self-assessment and assessment distant tools for students, teachers and facilitators
- Platform for distance/online education
- Course Guide for Teachers

The project is thus not simply a guide to use an online tool or to transfer a course with an online tool. Rather, it offers a matrix to find out the best possible combination of tools from a variety available for a particular course, enabling the teachers and facilitators to overcome the time burden and react

- quickly enough to not miss the students and time
- effectively, so with the selected combination of online/distance tools, the class can keep up with the original schedule
- with selecting relevant tools and methods that fit both teacher and students of a particular course

For times of standard language learning courses, the methodology will equip teachers and students with scenarios to develop distant and online support materials for language learning, which widens options to overcome absences or delays and be prepared for unexpected complications in the learning schedule.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for adult education

### Project Title

# Adult Basic Education Digital Literacy

## Project Coordinator

**Organisation** Niedersächsischer Bund für freie Erwachsenenbildung e.V.  
**Address** Bödekerstraße 18 , 30161 Hannover , NIEDERSACHSEN , DE  
**Website** [www.nbeb.de](http://www.nbeb.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007706  
**Project Web Site** <http://abedili.org/>  
**Start Date** Nov 1, 2020  
**End Date** Oct 31, 2022  
**EC Contribution** 299,947 EUR  
**Partners** Valo-valmennusyhdistys ry (FI) , Skola za osnovno obrazovanje odraslih (RS) , LJUDSKA UNIVERZA ORMOZ (SI) , Sportsko učilište PESG (HR) , ABF Göteborg Vuxenutbildning AB (SE) , NATIONAL ADULT LITERACY AGENCY (IE)  
**Topics** ICT - new technologies - digital competences ; Pedagogy and didactics ; Key Competences (incl. mathematics and literacy) - basic skills

## Project Summary

Across Europe 55 million people aged from 15 to 65 (technical report PIAAC, 2013) struggle with reading and writing and are, thus, unable to be a part of Global Village. Operating instructions, product packaging and package inserts - everyday life becomes a permanent challenge without sufficient reading and writing skills. People with reading and writing difficulties need a lot of strength and creativity to get along. They often develop sophisticated strategies so that their problem is no longer noticeable at school, at work, in a sports club, when shopping, when visiting a doctor and even among family and friends. As a result, they often feel excluded from social, cultural and political life.

The quick development of digital technologies, which get more complex from one year to another leaves also those behind who was actually supposed to use those technologies widely. Using online banking, health apps or finding and understanding information on the internet suddenly becomes a challenge. Neither reading, writing nor mastering digital applications works well with low literacy.

Adult basic education offers a variety of opportunities to cover the digital and literacy gaps. Nonetheless, there is a lot of catching up especially with regard to the implementation of digital formats in educational content and the inclusion of people's realities into didactic concepts.

The project ABEDiLi – Adult Basic Education Digital Literacy is aiming to enhance the digital skills of the literacy educators. ABEDiLi aims at enabling teachers and trainers to combine and balance the usage of analogue and digital media in their teaching, giving them the tools to transfer digitalisation conceptually and didactically into their classrooms.

The goal of this project is to empower adult basic educators, faced with seemingly endless array of choices offered by digitalisation processes, to identify useful options and concepts and to incorporate them into basic education and media education strategies. The two subject areas, basic skills and media literacy, will be linked to facilitate an innovative teaching design, which will enable adult educators to effectively implement digital media in their literacy classes. Media literacy as well as basic skills content is considered equal and complementary to teaching literacy and numeracy skills within the framework of the project.

ABEDiLi strives to empower the adult educators starting from the digital newcomer all the way along to digital pioneers.

By enabling teachers to utilise the possibilities offered through digitalisation processes, students will ultimately also benefit, as they will be able to increase their level of media literacy in a structured way.

To achieve this, versatile European experience, perspectives, and materials will be collected in the form of e-Pool, compared and analysed in order to develop an international “Train the Trainer (TtT)” concept as well as “Digital Educational Escape Room (DEER)”.

e-Pool is the first step that implies gathering, analysing, bringing into system and categories of all the used digital tools and materials by partner organisations. Partners will share their experience on intensive use of digital tools before and during Corona times with all their dis/advantages. E-Pool is created in Google Education Apps and the final product will be offered as OER.

In the second step two IOs will be developed almost simultaneously on the basis of the e-Pool results. They are:

- a) “Digital Educational Escape Room (DEER)” is an innovative teaching method with the consecutive 2-day training for educators. The participants will be able not only experience the DEER but also learn how to develop the one for their class' demands;
- b) “Train the Trainer” is the modular training concept in the form of blended learning where the adult basic trainers will be introduced into the notions and definitions of digital world, experience the digital tools themselves, work together on site and online in order to become successful multipliers. Course is aiming at facilitating the educator of the future with flexibility and methods knowledge while using digital tools in a rapidly changing and demanding

world.

The final step is designated to summing up all the conducted activities in the form of the Handbook. All the experience during the testing phases with their ups and downs will be considered and put into the guide for trainers of ABEDiLi.

The ABEDiLi's IOs will be developed in two dimensions: a) European Framework for the Digital Competence of Educators (DigCompEdu) as well as partners' practical experience. These will facilitate the creation of a concept that combines the best ideas from Europe and can be used without frontiers.

b) the "Framework for 21st Century Learning," i.e. using the four specific skills known as the "Four Cs": critical thinking, communication, collaboration, and creativity.

All the IOs of the project will be available as OER on EPALE and in Go

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# AI Curriculum - AI in Adult Education

## Project Coordinator

**Organisation** Studio2B GmbH  
**Address** Ringbahnstraße 34 , 12099 Berlin , BERLIN , DE  
**Website** [www.studio2b.de](http://www.studio2b.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007713  
**Start Date** Nov 1, 2020  
**End Date** Oct 31, 2022  
**EC Contribution** 290,111 EUR  
**Partners** LT Synergy Ltd (CY) , STATI GENERALI DELL INNOVAZIONE DIPROMOZIONE SOCIALE (IT) , emcra GmbH (DE) , STEP Institut, zavod za psihologijo dela in podjetnistvo (SI)  
**Topics** Key Competences (incl. mathematics and literacy) - basic skills ; ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

## Project Summary

Artificial Intelligence (AI) is swiftly shaping the discussion about the future of work and society on an international scale. As a result, governments of single countries as well as the European Union (EU) have passed an AI-Strategy. Business leaders have already recognized how fundamentally AI may change the processes of their companies.

However, disputes on the topic as well as the proactive shaping of AI has not reached the general public yet. Until now, the seemingly complex phenomenon AI, including its processes as well as chances and implementation of the technology, seem to be reserved for scientists, specialised experts and employers as well as students and companies that have a relation to the topic. Many other groups are not sufficiently informed. Scepticism or even fear towards the impact of AI on everyday lives at home and at work is common. The lack of knowledge about AI's basic functions, its impact as well as opportunities and risks is a major challenge, despite the fact that AI is already implemented in every-days living and working environments.

With the project „AI Curriculum for Adult Education“ (AIAE), a pan-European challenge is being addressed and above mentioned developments are being counteracted. As “Europe needs digitally smart people who are not only able to use but also to innovate and lead in using these technologies. Without it, Europe will not succeed in embracing this digital transformation. The acquisition of new skills is vital to keep pace with technological developments [...]” (European Commission (2016): A new skills agenda for Europe, p. 7).

With AIAE a curriculum for a basic AI course is being developed, aiming at adults that are employed or seek employment, and has a low threshold regarding its delivery. In order to take part, participants do not need to have any previous experience in the field of AI. Trainers in adult education strengthen their own digital skills and acquire knowledge within the topic of AI. When conducting the courses, they further function as multipliers and support course participants in developing their digital skills and gaining knowledge on the topic. This enables them to participate in public debates as well as shaping the implementation and usage of AI.

As part of the project, the following aims are defined,

- identify relevant subject areas,
- develop appropriate learning goals,
- conceptualise the curriculum for every topic,
- design the course structure,
- develop all teaching materials
- and train educational institutions from every member state represented in the project to use the curriculum.

The AI curriculum will be published online with a free license and can thus be used by all adult education institutions for further and advanced trainings.

Link to project card: [Show project card](#)



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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# SUPPORTING PARENTS TO DEAL WITH THE EXCESSIVE ONLINE TIME AND HABITS OF THEIR CHILDREN: A PREVENTION AND INTERVENTION PROGRAMME FOR ALL

## Project Coordinator

**Organisation** GOTTFRIED WILHELM LEIBNIZ UNIVERSITAET HANNOVER

**Address** Welfengarten 1 , 30167 HANNOVER , NIEDERSACHSEN , DE

**Website** [www.uni-hannover.de](http://www.uni-hannover.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007452

**Start Date** Nov 1, 2020

**End Date** Apr 30, 2023

**EC Contribution** 322,670 EUR

**Partners** RAZVOJNO IZOBRAZEVALNI CENTER NOVOMESTO (SI) , Udruga roditelja "Korak po korak" (HR) , THE NOTTINGHAM TRENT UNIVERSITY (UK) , ASSERTED KNOWLEDGE OMORRYTHMOS ETAIREIA (EL) , A & A Emphasys Interactive Solutions Ltd (CY) , Family and Childcare Center - branch in Skopje (MK)

**Topics** ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Health and wellbeing

## Project Summary

Have you ever been in a situation where your own daughter was begging you for attention while you were on-line sending emails or going through your FB? The STEPIn project is all about supporting parents to become role models for their children and motivators for using their time on-line in a sensible and constructive way while promoting the well-being of their children and the healthy life style of their families.

The project addresses the following priorities:

**ADULT EDUCATION:** Increasing the demand and take-up through effective outreach, guidance and motivation strategies

**HORIZONTAL:** Innovative practices in a digital era  
**HORIZONTAL:** Supporting educators, youth workers, educational leaders and supporting staff

Most parents having school children aged over 10, belong to another less-digital generation themselves, feel powerless to face these dangers, prevent their childrens' or even their own excessive exposure on the internet, protect them and deal with potential abusive behavior.

Apart from the above, parents themselves, as adults, face related problems. For adults-parents this becomes especially difficult if one considers that 40% of adults in EU have insufficient digital skills (Eurostat 2018) and even those possessing a real command of digital skills often lack the attitude to put them to full use: only 2% of the digitally competent can demonstrate critical thinking while searching for information online (EU,2017).

In addressing the above, the project will map out the current scene in all countries, record efforts to deal with Internet Abusing Behaviour/Addiction, as seen in children's and young people's (10-18yrs) attitudes, while proposing a series of actions: targeted upskilling programmes for parents/educators, delivered in an engaging social learning environment and build around the concept of learner motivation. Motivational workflows designed around the awarding of badges following the accomplishment of single mode or team challenges will immerse learners in a social learning context to help them achieve their screen reduction goals.

Furthermore, the project goes even further by exploiting the role of parents as **AMBASSADORS/ ROLE MODELS** catering for the well-being of their children while introducing healthy life style within their families. Motivational activities will be organized to encourage parents to reflect on their habits first by reducing their screen time and then to assess, identify, prevent or deal with their childrens' on-line behavior.

7 organisations from the UK, Cyprus, Greece, Germany, Macedonia, Slovenia and Croatia will work together in this challenging project complementing each other in terms of expertise and experience, but with a common aim: to support parents in order to be able to identify, prevent or deal with internet abusive behaviours while improving the well-being of their families.

4 main Intellectual Outputs will be produced: recording tool for good practices, peer review report, assessment tool for measuring and monitoring IAB, platform with help desk for parents, educational pack with learning material for adult educators and a strong awareness raising campaign.

5 multiplier events are planned to disseminate the products and results of the project.

It is expected that by the end of the project:

- Adult organisations will upgrade their tools and teaching resources
- Adult educators will strengthen their profiles in dealing with IAB issues
- Parents will be more prepared and aware of how to recognize symptoms and deal with their childrens' IAB
- Parents will be able to understand the triggering factors of IAB and prevent them

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Integrated digital Training in Emergency Management

## Project Coordinator

**Organisation** SAMARITAN INTERNATIONAL EV  
**Address** SULZBURGSTR 140 , 50937 KOLN , NORDRHEIN-WESTFALEN , DE  
**Website** <http://www.samaritan-international.eu>

## Project Information

**Identifier** 2020-1-DE02-KA204-007675  
**Start Date** Dec 31, 2020  
**End Date** Dec 30, 2022  
**EC Contribution** 164,872 EUR  
**Partners** Arbeiter-Samariter-Bund Österreichs (AT) , ASSOCIAZIONE PROVINCIALE DI SOCCORSO CROCE BIANCA-ONLUS (IT) , ASSOCIAZIONE NAZIONALE PUBBLICHE ASSISTENZE (IT) , ZDRUZENIE INSTITUT ZA RAZVOJ NA ZAEDNICATA (MK) , Asociácia samaritánov Slovenskej republiky (SK) , Srce - Udruga djece s teškoćama u razvoju, osoba s invaliditetom i njihovih obitelji (HR) , LIETUVOS SAMARIECIU BENDRIJA (LT) , ARBEITER-SAMARITER-BUND DEUTSCHLAND EV (DE)  
**Topics** New innovative curricula/educational methods/development of training courses ; Civic engagement / responsible citizenship

## Project Summary

Integrated digital Training in Emergency Management (I\_TEM) is a project to introduce digital learning methods into civil protection training, a sector that, at the moment, mostly uses classical classroom-based learning and practical exercises. Some of the presence-based learning is by necessity - practical exercises being the most obvious example. But sometimes opting for the conventional classroom is simply a pragmatic choice, as learners are present for practical exercises already. This is why we aim for a blended learning experience.

In the ongoing Covid-19 pandemic, we don't only argue for the usage of digital elements in training for the sake of the educational benefits the targeted and complementary usage of digital media can have on the educational outcomes. We also consider it a contribution to risk minimisation for the target group of learners, who are mostly volunteers. Even if crisis responders of all kinds usually will have to put themselves in harm's way to a certain extent as part of their work, there is no reason to already take a high personal risk during training. So usage of educational methods that at least reduce the time of personal contact are also a modest but important piece in protecting those who, in times of crisis, are helping and protecting the general population.

The primary objective of I\_TEM is therefore to introduce blended learning into civil protection training on a pilot basis. This will be done with a particular educational content that has been worked out in a previous EU-financed project that finished in 2016: The SAMETS guidelines, that deal with the special needs of particularly vulnerable groups of people (children, multicultural groups, the elderly, people with disabilities) should they find themselves in an emergency temporary shelter during an emergency. It is particularly suitable as it is a training that is already mostly classroom-based instead of exercised in the field and it is also particularly relevant to the current situation. A general update of the guidelines, with general lessons learned after four years as well as adaptations to emergency scenarios with infectious diseases, will of course also be made - after all, two of SAMETS' four target groups are also high-risk groups for Covid-19. The innovative intellectual output of the project will thus be an updated version of the SAMETS guidelines that has been adapted for blended learning. This updated version will be tested in two pilot trainings in the project.

The choice of SAMETS as educational content has another reason - I\_TEM will take steps to integrate the sectors of civil protection and social services when it comes to preparing and training for crises. This is a gap in emergency response that some of the project partners noticed in earlier emergencies, such as the 2016 Central Italy Earthquake, where care personnel were evacuated from the affected villages, leaving elderly people who stayed without essential services. The fact that elderly homes are a particular hotspot for infections all over Europe in the Covid-19 pandemic is another indicator that the two sectors could benefit from an improved mutual understanding. Joint work on updating SAMETS and adapting it to blended learning is a highly suitable context for both sectors to get to know each other and mutually recognise and value each other's expertise.

Therefore, the secondary objective of I\_TEM is to contribute to the inter-sector exchange and joint preparedness for emergencies of the civil protection sector and the social services sector. The project partners include organisations from each sector (some have activities in both) and the contributors to the primary objective as well as the participation in the pilot trainings will reflect this. Experts and learners from each group will be able to benefit from the expertise of the others, thereby updating SAMETS with knowledge and experience from both perspectives. While the details of the training will be determined within the project, we intend to integrate learners with extensive prior knowledge into teaching roles, thereby literally having the sectors teach each other relevant aspects of their work.

I\_TEM sees itself as an important first step and as a proof-of-concept that blended learning can be successfully

introduced into civil protection and that by integrating the social sector in this training, better inter-sector collaboration in emergencies can be achieved.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# DEVELOPMENT OF A TRAINING PROGRAM FOR IMPROVING DIGITAL HEALTH LITERACY OF MIGRANTS

## Project Coordinator

**Organisation** WESTFALISCHE HOCHSCHULE GELSENKIRCHEN, BOCHOLT,  
RECKLINGHAUSEN

**Address** NEIDENBURGER STRASSE 43 , 45877 GELSENKIRCHEN ,  
NORDRHEIN-WESTFALEN , DE

**Website** [www.w-hs.de](http://www.w-hs.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007679

**Start Date** Nov 1, 2020

**End Date** Oct 31, 2022

**EC Contribution** 298,625 EUR

**Partners** PROLEPSIS Civil Law Non Profit Organization of Preventive  
Environmental and Occupational Medicine (EL) , UNIVERSITAT DE  
VALENCIA (ES) , OXFAM ITALIA INTERCULTURA  
SOCIETA'COOPERATIVA SOCIALE DI TIPO A ONLUS (IT) ,  
COORDINA ORGANIZACIÓN DE EMPRESAS Y RECURSOS  
HUMANOS, S.L. (ES) , media k GmbH (DE) , AKADIMAIKO DIADIKTYO  
(EL)

**Topics** Migrants' issues ; ICT - new technologies - digital competences ; Health  
and wellbeing

## Project Summary

Migrants are vulnerable to serious health disparities, with many of them experiencing worse health outcomes. The access to social and health services is a primary indicator of the level of integration ([www.migranthealth.eu](http://www.migranthealth.eu))

These health risks demand effective strategies to empower migrants to recognize, minimize, and respond effectively to potential health problems in the host country ([www.ncbi.nlm.nih.gov/pubmed/18387773](http://www.ncbi.nlm.nih.gov/pubmed/18387773))

Digital Health Literacy (DHL) is the ability to seek, find, understand, and appraise health information from electronic sources and apply the knowledge gained to addressing or solving a health problem (Digital Health Literacy. WHO). Digitally health literate citizens are empowered to play a more active role in their health self management, resulting in improved prevention, adherence to a healthier lifestyle and better health outcomes (H2020 IC-Health). DHL involves the development of proper Digital Health Skills: Operational skills; Navigation skills; Information searching; Evaluating reliability; Determining relevance; Adding content; Protecting privacy (Van der Vaart & Drossaert.2017)

MIG-DHL is launched with the main objective of increasing the competences (attitudes, knowledge, skills) of Migrants for improving their DIGITAL HEALTH LITERACY

The project will have the next specific objectives:

- To aware Migrants about the importance of Digital Health Literacy
- To develop Digital Health Skills within the Migrants population and empower them to play a more active role in their health self-management, strengthening the aspects related with the prevention and treatment of COVID-19 and other similar situations.
- To train Health Professionals to be able to support the Migrants population
- To involve and train Migrants Peers to be able to support Newcomer Migrants

Through the execution of this Project the next results will be obtained;

- Co-Created Methodological Guide (I.O.1) will be developed, involving the direct participation of End Users, with the main objective of determining the key contents, methodologies and tools needed for creating and improving the critical competences of the Migrants population (including Newcomer Migrants and Migrants Peers) and Health Professionals on increasing Digital Health Literacy.
- Training Materials (I.O.2) addressed to the Migrants (including Newcomer Migrants and Migrants Peers) and Health Professionals on increasing Digital Health Literacy.
- Design of Practical Training Activities (I.O.3); They will be the core of the Training Program and they will enhance the practical training of the Migrants (including Newcomer Migrants and Migrants Peers) and Health Professionals on increasing Digital Health Literacy, including the optimal exploitation of aforementioned Training Materials through activities oriented to the specific needs of trainees.
- Development of a responsive e-Training Platform and Mobile Application (I.O.4), for supporting the implementation of the Training Methodology, including Training Materials, Workspace and link to applicable ICT Tools.

MIG-DHL will benefit a number of persons during the project lifetime:

- 100 persons will be trained, including Newcomer Migrants, Migrants Peers and Health Professionals (25 in Germany, Spain, Italy, Greece) through their participation in the validation actions of Training Materials, Designed Practical Training Activities and e-Training Platform.
- 2.000 persons including Newcomer Migrants and Health Professionals (500 in Germany, Spain, Italy and



Greece) will be aware through multiplier events and dissemination actions

After the project lifetime, and through the MIG-DHL Units, we estimate to create a multiplier effect achieving the next impact:

- 200 persons will be trained, including Newcomer Migrants, Migrants Peers and Health Professionals (50 in Germany, Spain, Italy and Greece) yearly during the 5 years after the completion of the project
- 2.000 persons including Newcomer Migrants and Health Professionals (500 in Germany, Spain, Italy and Greece) will be aware yearly during the 5 years after the completion through dissemination actions

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Smart for Democracy and Diversity - Digital Education Concepts for Diversity and Democratic Participation

## Project Coordinator

**Organisation** ISIS Institut für Soziale Infrastruktur gemeinnützige GmbH  
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**Website** [www.isis-sozialforschung.de](http://www.isis-sozialforschung.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007447  
**Start Date** Dec 1, 2020  
**End Date** Jul 31, 2023  
**EC Contribution** 385,040 EUR  
**Partners** AGE PLATFORM EUROPE (BE) , LUNARIA ASSOCIAZIONE DI PROMOZIONE SOCIALE (IT) , AFEDEMY, ACADEMY ON AGE-FRIENDLY ENVIRONMENTS IN EUROPE BV (NL) , Bildungsstätte Anne Frank (DE) , SHINE 2EUROPE, LDA (PT) , UNIVERZITA KARLOVA (CZ)  
**Topics** Civic engagement / responsible citizenship ; Romas and/or other minorities ; New innovative curricula/educational methods/development of training courses

## Project Summary

Democratic societies are based on the controversial and constructive discussion of issues. Civic education must address topics under discussion, work out fundamental differences of opinion and thus promote contradictions and critical thinking. Both learners and adult educators must become aware of their perception of social discourses and its impact on personal attitudes and actions. A conscious approach to one's own attitudes promotes emphatic and critical thinking, creates an understanding for marginalized positions, and strengthens the capability to reflect one's attitudes. By encouraging learners to develop their own assessment of issues, their self-determination is strengthened. Sound political positions and knowledge of debates and problems promote self-confident positioning in social issues. Through the low-threshold access of the SDD project, this is also achievable for people at lower educational levels.

In summary, the project intends to promote shared values, equality, social inclusion, diversity and non-discrimination through a digital learning approach. It aims at reducing disparities in accessing and engaging with educational offers that tackle discrimination, segregation and racism and support the integration of people with migrant background. The integrated project approach further aims to establish sustainable links between organizations active in education, the welfare sector and policy-making including the local and regional level.

External participants will be involved in all work phases: across countries 56-70 persons in narrative interviews on experiences with racist discrimination, 36-48 workshop participants concerned by discrimination for the design of the scenes of the game, 14 participants in a Blended Learning Mobility and at least 152 stakeholders from associations and policy-making in national and European multiplier events.

In order to achieve the project objectives, four Intellectual Outputs will be carried out. They form different components for an integrated training offer but can be also used independently from each other. A code of practice "Experiencing Hate Speech: Responses, Coping Strategies, and Interventions" is based on investigations in personal experiences of being a target of discrimination or hate speech. Experience reports, testimonials, frequently used allegations, argumentation patterns and forms of self-protection will be collected and edited as online publication. An interactive learning platform will have a learning game at its core that will be accompanied by a library and materials for adult educators and stakeholders at political level. The game can be used as a stand-alone outcome. But as its impacts can be increased when embedded in a workshop, a curriculum and trainer manual with instructions on how to make use of the game will be developed. Adult educators who are not yet experienced in applying digital media will be provided with adequate aids. The aforementioned IOs are of particular interest for policy-makers, lobby groups and associations in educational and socio-political fields. A brochure with recommendations on how to promote diversity and empathy for victims of racism and hate speech and to facilitate the usage of the game and the learning platform is considered important in order to sustain the outcomes.

All Intellectual Outputs will approach their topics from a person-centred perspective. The pro-active involvement of persons who have experienced racism and hate is part of the quality management. Dissemination activities will target policy-makers and associations at all relevant levels but pay special awareness to grass-root initiatives fostering the social inclusion of persons who are targeted by racist behaviour.

As a result of the educational offers of the SDD project, the learners will have developed empathy, understood the dynamics of discriminatory situations and reflected their own views. They will be able to adapt their own actions and know how to react and intervene in discriminatory situations. The game explicitly intends to reach learners who usually would not attend formal or non-formal civic education offers. Further impacts can be

envisaged for adult education institutions who will be provided with a high-quality training package for civic education as well as for stakeholders at political level. Impact on the broad public will include a strengthened awareness for the topic, supporting people to successfully cope with hate speech and protecting victims of discrimination.

Benefits in the long run will result from a contribution of the SDD game to promoting democracy and diversity. Persons who know and respect the rules for debates of critical topics can confidently advocate change. Knowledge about inequality, racism, sexism and other forms of discrimination as well as familiarity with strategies against these phenomena opens up the opportunity to work for more equality, democracy, participation and social inclusion.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Digitalisation Experts in Adult Education

## Project Coordinator

**Organisation** BLENDED LEARNING INSTITUTIONS COOPERATIVE  
**Address** BERTHEAUSTR 10 , 37075 GOTTINGEN , NIEDERSACHSEN , DE  
**Website** [www.reveal-eu.org](http://www.reveal-eu.org)

## Project Information

**Identifier** 2020-1-DE02-KA204-007676  
**Start Date** Nov 1, 2020  
**End Date** Oct 31, 2022  
**EC Contribution** 246,680 EUR  
**Partners** PLATform Opleiding, Onderwijs en Organisatie BV (PLATO) (NL) , APRICOT TRAINING MANAGEMENT LTD (UK) , STIFTELSEN KURSVERKSAMHETEN VID U-AUNIVERSITET (SE) , Centrum vzdelávania neziskových organizácií (SK) , Centro Libenter (IT) , Institut für angewandte Kulturforschung e.V. (DE)  
**Topics** Key Competences (incl. mathematics and literacy) - basic skills ; New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences

## Project Summary

In spring 2020 the globalised world has been severely hit by the pandemic spread of the Coronavirus. In particular, Adult Education and cVET institutions suffer from shutdowns and hampered direct learning opportunities. Not only the classic offers from Folkhighschools are affected by the crises. Also, large numbers of unemployed persons have been facing problems to participate in qualification courses for a longer period; as well as integration courses.

Neither public or private AE institutes nor the employment agencies are prepared for “alternative” online training methods. Online learning and collaboration was simply not foreseen as a standard working and learning mode in AE and cVET programmes.

In this situation, it turns out that for Adult Education institutions, digitalisation can be a key factor for success and maybe even for survival. Digitalisation and online collaboration in teaching and learning could be a means to buffer some of the negative effects.

Digitalisation plays an increasingly important role in all educational domains. However, there is a special responsibility and meaning in the Adult Education sector since it reaches citizens outside educational institutions in non-formal or even informal learning contexts, and those citizens who are particularly vulnerable regarding digitalisation and who need to acquire “digital literacy”.

Adult learners, independent from their age, need to develop knowledge, values and a wide range of critical thinking, communication and information management skills to cope with our digital societies.

This includes a large variety of knowledge, attitudes and complex skills (technological, cognitive, learning, social and emotional) which people need to function effectively in contemporary digital environments in order to create, adapt and share information and knowledge in multiple formats

In order to bring about these competences Adult Educators need expertise related to digital literacy and appropriate digital adult learning approaches to create innovative learning scenarios in which their target group acquire digital competences.

However, it is a challenge to set up learning pathways that facilitate the acquisition of relevant knowledge, skills and attitudes in this very heterogeneous field. Only singular attempts have been made to systematically include the development of these competences in Adult Education courses and/or modules.

The validation (here the assessment and documentation) of these competences requires an appropriate competence framework system to give evidence of students’ development, to connect them to existing certification systems and to offer a European wide validation approach.

DEAL will develop and pilot an approach to tackle this issue based on a long-term partnership of educational partners who have either worked in digital literacy and digital education projects or on competence oriented learning and validation of non-formal and informal learning.

Based on a robust stocktaking of the successful approaches deployed in digital literacy and digital education modules and courses, it will set up a framework of competences on digital literacy and digital education. It will make use of the LEVEL5 validation system which has been largely applied in previous EU-funded projects on the professionalisation of Adult Education personnel and which comes with a powerful digital learning environment.

A modular learning and training approach will be developed using high quality blended learning approaches combining face-to face, e-learning and practical learning on the job.

The learning and training offers will also be delivered on state-of-the-art learning technologies which will offer

contents, courses, e-portfolios and validation interfaces as open educational resources (OER).

The DEAL courses and modules will involve more than 20 professionals and at in the piloting more than 100 adult learners from adult education institutes from six EU member-states.

AE professionals will design, plan and deliver projects on digital literacy and digital education along an innovative blended learning concept based on transferrable study units that can be integrated in the offers of their home AE-institutes.

Competences will be validated and connected to European validation and certification instruments.

In this project experienced project partners work together in a new combination: 5 Adult education institutes (from DE, UK, IT, SE and SK) collaborate with CPD institutes for AE professionals (DE, NL) specialised on blended learning, digitalisation, learning technologies. The AE institutes represent different aspects of AE: the typical Folkhighschool portfolio and integration courses, andragogical approaches, health education and political education, cultural heritage and intercultural education. Hence the partners are covering a wide range of AE sectors and a large geographical scope.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Promoting the integration of migrants at local level through digital skills

## Project Coordinator

**Organisation** BK Consult GbmB  
**Address** Bergstraße 42 , 03099 Kolkwitz , BRANDENBURG , DE  
**Website** [www.bk-con.eu](http://www.bk-con.eu)

## Project Information

**Identifier** 2020-1-DE02-KA204-007682  
**Project Web Site** <https://www.digipathproject.eu>  
**Start Date** Nov 1, 2020  
**End Date** Oct 31, 2022  
**EC Contribution** 189,860 EUR  
**Partners** EUROGEO VZW (BE) , SYMPLEXIS (EL) , KOINOFELIS EPICHEIRISI IPIRESION DIMOY NEAPOLIS-SYKEON (K.E.Y.N.S) (EL) , SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED (CY) , Opinion & Action Services Ltd (CY)  
**Topics** Migrants' issues ; Inclusion - equity ; Civic engagement / responsible citizenship



## Project Summary

### CONTEXT

The strong rights framework enjoyed within the EU, unfortunately implies that the process of settling in is easier for those holding an EU citizenship than for Third-Country Nationals (TCNs).

The reality is frequently different; for TCNs, the rights they have been accorded can be difficult to enforce in practice. In addition, TCNs have many integration needs while access to fundamental information and services is sometimes limited at a Local or Regional level, despite the effort provided so far. Orientation information concerning life in their new countries is hard to be accessed, since a bridge among Local societies (expressed through Local Administration) is not been established.

But integration is also about community and society, and there is a need to ensure the ready availability of public services for all residents in a particular town or city, and the cohesiveness of increasingly diverse communities. To date, the integration of TCNs as a specific target group has not been widely discussed, either at EU or national levels.

Within this reality, the Digi-Path project establishes the principle of a two-way process, to foster the successful inclusion and participation of TCNs and their family members in the host EU country's civic and social life and their access to the same information / and employment opportunities of the nationals.

### OBJECTIVES

Digi-Path has a primary objective to foster the successful inclusion and participation of TCNs and their family members in the host EU country's civic and social life providing equal access to information and services that will increase their well-being in the hosting societies.

This is going to be achieved through supplementary objectives that include:

- Increase of capacity of the Public Administration Authorities & Experts in local level in the participating countries to enable and facilitate the access of TCNs to a number of civic and other services (access to the labour market and relevant rights, professional guidance, family planning, available benefits, social insurance, registry etc) in the host countries;
- Improve of the availability, awareness and participation of TCNs in civic activities in their host communities;

### NUMBER AND PROFILE OF PARTICIPANTS

- At least 20 National, Regional and Local Public Administration Professionals
- At least 50 Third Country Nationals (TCNs) are going to be included in the Digi-Path activities
- At least 250 local / hosting society members are going to participate in the Multiplier Activities
- At least 100 stakeholders reached out and be informed about the outcomes of the Digi-Path Project

### ACTIVITIES

- Implementation of 4 IOs, that are going to result to the production of 1 interactive on-line game, to facilitate upskilling of TCNs and increase their social integration level in the hosting societies
- Design of OER for the upskilling of Public Administration Professionals, to enhance their service provision level towards TCNs when interacting with them
- Joint Staff Training for selected Public Admin Staff and Adult Educators in the effective use of the Project outcomes to facilitate upskilling of TCNs and their integration in the hosting societies
- Multiplier events to engage TCNs, Public Admin Staff and Stakeholders, including members of the hosting societies, targeting in their active involvement in the social integration of TCN activities.

## RESULTS

- Direct involvement of Third Country Nationals in the Local Activities with access to all the services that are also targeting TCNs, emphasising on educational and social activities, including those for unrepresented groups such as women and young people;
- Improved knowledge on the cultural, political, social, financial and religious issues in the area of living;
- Improved basic skills, including the use of digital skills for accessing local/regional administrative services;

## IMPACT

- o Improved acceptance of TCN into activities organized and implemented at a local level;
- o Acceptance, tolerance, cooperation and other virtues will be cultivated in hosting societies, so that they will embrace TCN in their daily life and enhance their participation in civic activities in their host societies, such as volunteering groups and local decision-making bodies, including school boards and community organisations;

## LONG-TERM BENEFITS

The Digi-Path project in the long term will boost local governance through the active participation of TCNs in local societies. Active integration of TCNs into local societies results to a new, productive learning process, where the first are going to become active members of the second, increasing social welfare, strengthening security at local level and enhancing responsibility sharing at local level.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Digital City Experts – making administrative staff drivers for the digital era

## Project Coordinator

**Organisation** Zentrum für Digitale Entwicklung GmbH  
**Address** In der Waage 7 , 73463 Westhausen , BADEN-WÜRTTEMBERG , DE  
**Website** [www.digitaleentwicklung.de](http://www.digitaleentwicklung.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007745  
**Start Date** Nov 1, 2020  
**End Date** Apr 30, 2023  
**EC Contribution** 362,310 EUR  
**Partners** SCHMIEDE HALLEIN - VEREIN ZUR FORDERUNG DER DIGITALEN KULTUR (AT) , IHK- PROJEKTGESELLSCHAFT MBH (DE) , IAL INNOVAZIONE APPRENDIMENTO LAVORO MARCHE SRL IMPRESA SOCIALE (IT) , Future Place Leadership AB (SE) , TAMPEREEN KORKEAKOULUSAATIO SR (FI)  
**Topics** New innovative curricula/educational methods/development of training courses ; Open and distance learning ; ICT - new technologies - digital competences

## Project Summary

There are various unstructured attempts at municipal and EU level to build up an exchange of knowledge about Smart Cities. This is especially true for towns and municipalities of smaller size across Europe, although they are in need of digital innovations to stay attractive for citizens, enterprises and tourist. Apart from the „Nordic Smart City Network“, Smart City activities are more national based, there is no mutual learning from each other or the exchange is limited only to metropolises and larger cities. Despite the pressure especially on small and medium-sized cities in the course of digitization, the municipal administration employee level is not taken into account. But they are the implementers. For instance in Germany and Italy administrations have great decision-making power in and for digital projects, but are not sufficiently qualified for these strategic tasks and are therefore less able to act. To offer a solution the project aims at setting up a European training- and knowledge platform that makes the digitization of towns more tangible for the target group of administrative employees, administrative assistants as well as for stakeholders and citizens. Additionally partners will create a curriculum to qualify relevant actors in administrations to become "Digital City Experts" and thus build up in-house knowledge on the topic Smart City. To equip this process and also provide options for self-study, learning materials on relevant innovative topics will be developed, such as a MOOC, learning videos etc. During Smart City Bootcamps multipliers will be invited to discuss digital concepts for the future town and exchange experiences and good practices on the knowledge platform. Due to the rapid digital development and relevance for the climate discussion, Smart City as a topic has to be discussed at European level and can only make sense in cross-border exchange. With its efforts to bring people and opinions together to discuss the "Town of the future", the project activities also hold a strong macro-social component relevant for societies as a whole. As regards the impact partners seek to develop a general understanding about digital and smart innovations from northern to southern Europe beyond actual Smart City developments in the fast growing metropolitan areas. Before this background the training of administrative staff will help them understand Smart City concepts. The project will enhance their competences in terms of how intelligent, small and medium sized cities are operating; how they can organize, communicate and involve citizens in Smart City projects, how they can tackle different topics with intelligent solutions such as work efficiency of cities, sustainability and the quality of life but also matters of safety, transparency and data protection. In the long run there is no getting around the digitalization of towns and municipalities. Hence the project contributes to qualifying staff of towns by enabling them to understand technical implications as well as risks and translate Smart City development to citizens.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# My e-Start

## Project Coordinator

**Organisation** LANDKREIS KASSEL  
**Address** WILHELMSHOHER ALLEE 19-21 , 34117 KASSEL , HESSEN , DE  
**Website** [www.landkreiskassel.de](http://www.landkreiskassel.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007410  
**Start Date** Oct 1, 2020  
**End Date** Sep 30, 2022  
**EC Contribution** 282,342 EUR  
**Partners** BUPNET BILDUNG UND PROJEKT NETZWERK GMBH (DE) , CSI CENTER FOR SOCIAL INNOVATION LTD (CY) , APRICOT TRAINING MANAGEMENT LTD (UK) , DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH (AT) , CATRO BULGARIA (BG)  
**Topics** Access for disadvantaged ; Key Competences (incl. mathematics and literacy) - basic skills ; Gender equality / equal opportunities

## Project Summary

An increasing number of European countries is implementing online civic and commercial services to enable easier, cheaper and faster administrative operations for citizens. The future trend is obvious: the demand of such services will increase significantly and so will the implementation by governments and businesses. Even though e-Government and e-Commerce offer a myriad of benefits, taking advantage of such services requires a certain amount of digital skills and know-how, which disadvantaged groups of people often lack.

The objective of My e-Start is to equip disadvantaged groups of people with skills necessary for using the most common e-Government and e-Commerce services in their countries and ensuring a positive (first) e-experience as well as a sense of digital achievement. My e-Start is focusing on a group, which is particularly vulnerable to digital exclusion, namely the elderly, those with low levels of education and training and those with a migration background.

The main output of the project is the development of an extremely simple online course and a user-friendly e-platform adapted to specific needs of the target group. Both the online course and the e-platform will put a particular emphasis on the use of 'easy language', simple instructions, clear visual elements and well-structured content to avoid confusion and overstress of the target group. The aim of the online course is to provide disadvantaged groups of people with very basic knowledge about common e-Government and e-Commerce services in their countries (e.g. e-banking, tax declaration, e-card) and how to use them. To ensure an implementation of the course in different contexts and environments, My e-Start will design and develop a comprehensive manual for adult educators and/or training providers working with the target group and intending to implement the online course into their curricula.

The explicit aim of My e-Start is to contribute to digital inclusion of disadvantaged groups of people and address the increasing digital gap by designing, developing and promoting sustainable and tailored products, which are widely applicable and highly impactful.

The project consortium consists of experts, who have vast experience in areas including adult education, digital competence and the inclusion of disadvantaged groups. During the whole duration of the project and beyond, partners will ensure an extensive dissemination and valorisation of the project through established national and international networks of key stakeholders to guarantee high visibility and a widespread effect.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# Digital Practices for Inclusive Programs

## Project Coordinator

**Organisation** IBERIKA EDUCATION GROUP GGMBH  
**Address** MEHRINGDAMM 29 , 10961 BERLIN , BERLIN , DE  
**Website** [www.iberika.de](http://www.iberika.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007526  
**Start Date** Dec 1, 2020  
**End Date** Mar 31, 2023  
**EC Contribution** 257,150 EUR  
**Partners** SYNERGASIA ENEGON POLITON (EL) , SWIDEAS AB (SE) , CESIE (IT) , CLAVIS sprog & kompetence (DK)  
**Topics** ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Disabilities - special needs

## Project Summary

As highlighted through the OECD's 2019 report, 44% of EU citizens lack of digital key competences. Unfortunately this low level extends to all service sectors; simultaneously, the European Human Rights Report (2019) reports the intersectional discrimination migrants with disabilities (both physical and mental) continuously face. "Digital Practices for Inclusive Programs" will demonstrate digital pathways to implement non-formal learning methodologies to increase inclusivity & participation, thus strengthening employability & key competence acquisition of migrants/participants with fewer opportunities. This project will coach trainers/advisers to create tailor-made programs that facilitate greater accessibility & inclusion for learners with special needs.

### OBJECTIVES:

Digital Practices for Inclusive Programs promotes the need & advantages of digital pedagogies in integration & educational programs.

There are several cases in which educators/advisers can't provide onsite training due to inclement weather, staff shortage, illness, or other unforeseeable circumstances, such as the current COVID-19 crisis. These obstacles hinder the ability to participate in a face-to-face manner. Now, more than ever, it is apparent how necessary online services are in facilitating continued learning and participation opportunities. By utilizing digital tools that are suitable to integration and educational programs, this project supports strengthening the providers' digital capabilities and introduces an innovative non-formal methodological approach to creating inclusive programs.

**ACTIVITIES:** All intellectual outputs promote professional and personal development that ultimately result in a strengthened community.

**IO1:** Compilation of research on programs for migrants with special needs across the five partnership countries. This research and analysis will combine desk research and utilize the DigiCompFramework to conduct interviews with trainers/advisers to present comprehensive and hands-on analysis of the current state of affairs. The findings will be made available on the platform and to be used as a reference point for adapting/applying digital practices into other service programs.

**IO2:** Design 5 pilot sample courses which integrate digital practices into tailor-made courses for integration services. As each partner will produce a sample course in their native language based on their partner organizations involvement with migrants, IO2 will result in 5 samples of inclusionary digital pedagogic programs. Both T1 (25 trainers/advisers) and T2 (50 migrants with special needs) will take part in testing the pilot courses; this will include a badge system to validate acquired skills through participation in the online programs

**IO3:** This project's platform will be interactive and include all intellectual outputs of this project. Users will not only be able to access the research, sample courses and tutorials and guidebook but also comment feedback, share their own experiences & knowledge to provide a multi-faceted perspective.

**IO4:** Interactive tutorials to coach trainers/advisers in developing their own inclusive programs; as a best practices manual, the series will demonstrate how to utilize e-learning methods to design and execute tailor-made courses to support high-quality learning/counseling programs & increase participation levels. Also includes a badge system to denote participants' results and mastery of acquired digital skills.

**IO5:** A guidebook on the transferability of the digital pathways to other service sectors outside of adult education. Guidebook will be electronic and interactive for all interested parties to access/engage with this valuable resource.

10 Multiplier Events organized in each partner country to share the outcomes and resources of the project. The research findings, tutorials and guidebook will be disseminated at the ME events. 2 Joint-staff trainings aimed at enhancing participating trainers/advisers' knowledge of the target groups and the methodologies.

### IMPACT & RESULTS

The project will impact trainers/advisers & their participants, specifically migrants with special needs. Impact will reach other organizations working with the target groups including language centers, integration service providers, and relevant stakeholders in each country.



The project will achieve:

- Innovative digital pathways that promote digital pedagogy to facilitate higher levels of participation from migrants with special needs, thus strengthening employability and increased social inclusion & cultivation of a shared community
- improved digital competences for both the trainers/advisers and participants through the testing phase of pilot sample courses. Acquired skills will be validated through a badge system
- promotion of non-formal learning methodologies; by utilizing existing digital resources our project supports the EU's priority to improve high-quality learning programs that encourage innovative approaches

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for adult education

## Project Title

# Living Intangible Culture

## Project Coordinator

**Organisation** Institut für virtuelles und reales Lernen in der Erwachsenenbildung an der Universität Ulm e.V. (ILEU)

**Address** Schweinmarkt 6 , 89073 Ulm , BADEN-WÜRTTEMBERG , DE

**Website** [www.ileu.net](http://www.ileu.net)

## Project Information

**Identifier** 2020-1-DE02-KA204-007725

**Start Date** Oct 1, 2020

**End Date** Sep 30, 2022

**EC Contribution** 254,170 EUR

**Partners** FEDERUNI (IT) , UNIVERSIDAD DE ALICANTE (ES) , Zavod za proucavanje kulturnog razvitka (RS) , Asociatia "Liga Scriitorilor" Filiala Timisoara Banat (RO) , UNIVERSITY OF RUSE ANGEL KANCHEV (BG)

**Topics** Intercultural/intergenerational education and (lifelong)learning ; ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

## Project Summary

The project "Living Intangible Culture" (INCULT) seeks to build bridges between adult education organisations and learners from (South-)East (Bulgaria, Romania, Serbia) and (South-)West (Germany, Spain, Italy) of Europe through the uniting power of the shared European intangible cultural heritage.

Within the project, participating organisations, guided by the project leader (Institute ILEU from Germany) develop, test and disseminate the educational interactive online game INCULT ("Living Intangible Culture") in 7 languages - English, German, Italian, Bulgarian, Romanian, Spanish and Serbian. The project's main target groups are adult educators and adult/senior 45+ learners, the results of the project can be used by people of all ages, esp. seniors and intergenerational groups.

The INCULT educational online game will have various gameplay options - memory game, 4 types of quiz, a treasure map, a knowledge section, with detailed information on all 42 selected "intangible cultural treasures" (ex. traditions, festivals, dialects, cuisine, music etc.) of participating countries and basic general information concerning these countries. The download section of the game will provide how-to-use instructions for adult educators, that are willing to integrate the game in their lessons.

The game will additionally have a separate "Educator Section" with search/filter/comment function, where the educators will find step-by step description of innovative activating methods, relevant materials and instructions related to non-formal blended learning of adults. The technical development of the INCULT game its "Educator Section" and transfer of contents will be conducted by the project leader.

Throughout of the project, partner organisations supported by their senior learning groups collect and define "intangible cultural treasures" of their countries to further integrate them into INCULT game. These learning groups of adult/senior (45+) learners (around 7-12 in each group) will be established in every partner country to work locally and exchange internationally by video conferencing and other means. To support the groups in their learning process, one staff member of each participating organisation will undergo a short-term moderator training and one staff member will acquire a new media trainer qualification in a short-term staff training.

The learning groups will take part in all project activities prior to the technical development of the educational game INCULT: they will support the participating organisations on developing a questionnaire for a small-scale survey on intangible cultural treasures, take an active part in carrying out interviews on intangible cultural treasures with people who contribute the to their preservation, participate in the final selection of intangible cultural treasures for the game, also undergo webinars and an international 5-day training. The activities with the working groups will be based on participatory intercultural approach and innovative activating methods of blended discovery learning of adults.

The project aims to:

- raise awareness of the importance of European cultural heritage and spread knowledge about its diversity through participatory development and dissemination the educational online game INCULT.
- help adult educators extend their competences, teaching methods and tools, by offering them a multilingual and a universal learning tool for their teaching and a set of innovative activating methods, useful materials and learner/staff qualification guidance, that can be applied in blended learning process.
- foster non-formal lifelong learning by helping project participants acquire new skills in blended learning and empower them through the participatory approach by using their competences.

The participants of the project, educators as well as learners, will acquire new practical skills, esp. in new media

and ICT. Through international encounter, that will foster their critical thinking, they will be able to combat possible stereotypes about their European neighbours. The project can help its partner institutions exchange experience and in the long term strengthen the bonds between their countries and organisations.

Adult educators will be able to develop their competences in blended learning, profiting from diverse methods/materials and a new multilingual offer with detailed instructions on its implementation. Through wide dissemination activities/multiplier events, different European institutions will be able to exchange experience, that in the long term will contribute to improving their teaching methods.

All of the direct and indirect project participants and target groups will become aware of the diversity of Europe's intangible cultural heritage and acquire new knowledge on this topic. Connecting through their shared intangible culture, European neighbours from East and West will feel united, which contributes to the European future in peace and mutual respect.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Gamification of eco-friendly habits in adult education

## Project Coordinator

**Organisation** FACHHOCHSCHULE DES MITTELSTANDES (FHM) GMBH -  
UNIVERSITY OF APPLIED SCIENCE -

**Address** RAVENSBERGER STRASSE 10G , 33602 BIELEFELD ,  
NORDRHEIN-WESTFALEN , DE

**Website** [www.fh-mittelstand.de](http://www.fh-mittelstand.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007517

**Start Date** Nov 1, 2020

**End Date** Apr 30, 2023

**EC Contribution** 216,674 EUR

**Partners** VIRTUAL CAMPUS LDA (PT) , Energie Impuls OWL e.V. (DE) ,  
"EKOPOTENCJAŁ-PRZESTRZEŃ MOŻLIWOŚCI" (PL) , PAIZ Konsulting  
Sp. z o.o. (PL)

**Topics** New innovative curricula/educational methods/development of training  
courses ; Environment and climate change

## Project Summary

Reports show there is much to be done to save the natural environment and stop the climate change. Europeans understand the need for changes and are willing to act; they actually take actions but for the real change to appear, these one-time actions must be turned into habits and lifestyles. Education could speed up the process of behavioural change with a solution taking into account the preferences of modern learners, who like to learn using dynamic, self-directed, continuous, online learning opportunities. Such a solution needs to be accompanied by educators' digital skills development to be effective.

Taking into account the above mentioned, Partners want to implement a project that has the following objectives:

- Change of behaviours of adult learners & educators regarding ecology through the change of individual preferences, consumption habits & lifestyles
- Development of educators digital competencies in education so they are able to inspire learners to create behavioural changes in ecological habits & to educate them on the best possible ways to do so
- Providing educators with methodology to enable them to develop digital-resources-based curricula on the basis of using gamification for green skills & pro-eco attitudes.

3 groups of participants will take part in the development of intellectual outputs: educators of adults (partners' and external), adult learners and Partners' staff. At least 175 adult learners and educators will participate in IOs development activities and 13 educators from Partner's organisations will participate in the LTTA activity.

Partners will use PLAN - DO - CHECK - ACT methodology to carry out the project and reach expected results and objectives. Such approach will help partners to continually improve outputs, resolve potential problems and manage IOs development processes. Project IOs will be developed and tested by partners, educators and learners coming from 3 countries, 3 different economies and different backgrounds – this will guarantee flexibility that will allow every educator or learner from any country to use it.

Partners planned several needs analysis, IOs development, testing and piloting activities while involving various target groups. To provide high quality results, partners will also participate in 5 transnational meetings and "Ecoeducation and Gamification" workshop.

Tangible Project results consist of two intellectual outputs and an LTTA activity:

1. GoBeEco Gamification in 4 languages: EN, PL, DE, PT to develop pro-eco habits of adult learners. Using GoBeEco Gamification adult learners interested in having a positive influence on climate changes will have the opportunity to do so. In particular they will:
  - gain practical knowledge as to what pro-climate actions can be done at specific places they visit (home, neighbourhood, shops, office etc) and be encouraged to take such actions
  - know which habits they can change and will have concrete directions as to what they can do differently
2. Digital Edu Skills Handbook - educators will develop their skills in designing digital tools based trainings or other educational events, especially those promoting and teaching pro-eco habits development. Additionally, educators of all types of organizations can include GoBeEco Gamification in their training programmes promoting ecofriendly behaviours at all social surroundings while adult learners can use the gamification directly for learning & habits development
3. "Ecoeducation and Gamification" workshop for partners' educators - joint learning and exchange of knowledge, experience and best practices between partners educators regarding methods for pro-ecological habits development that can be adapted by educators for life-long learning.

Partners plan that min. 50 adult learners & min. 50 educators will change behaviours to pro-eco ones; 175 educators & learners participating in outputs development activities will not only become aware of the need to change behaviours to more eco friendly ones but will become change agents promoting eco friendly lifestyles.

Min. 50 educators will learn to design digital tools based educational events, especially those promoting & teaching pro-eco habits development.

13 educators from Partner's organisations participating in the LTTA will develop gamification, facilitation & digital skills and understand the idea of pro-eco behaviours.

The potential target groups who could benefit from the project results in partner countries: 4 800 000 adult learners and 380 000 educators.

We expect that educators using project outputs will influence relevant stakeholders to include digital solutions in educational curricula, especially when the change of mentality is required as it is with pro-eco habits. Educators from other sectors like VET or formal education will also benefit from implementing the Gamification in their educational programs & using the Handbook to design digital solutions based curricula.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

### Project Title

# Regulation of the work ability in small and micro enterprises through multimedia tools

## Project Coordinator

**Organisation** CENTRUM FUR INNOVATION UND TECHNOLOGIE GMBH  
**Address** INSELSTRASSE 30/31 , 03149 FORST LAUSITZ , BRANDENBURG , DE  
**Website** [www.cit-wfg.de](http://www.cit-wfg.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007588  
**Start Date** Oct 1, 2020  
**End Date** Sep 30, 2022  
**EC Contribution** 196,115 EUR  
**Partners** d-ialogo (DE) , CASE - CENTRUM ANALIZ SPOLECZNO-EKONOMICZNYCH- FUNDACJA NAUKOWA (PL) , INTERNET WEB SOLUTIONS SL (ES) , ZDRUZENIE INSTITUT ZA RAZVOJ NA ZAEDNICATA (MK) , INSTITUT DE HAUTE FORMATION AUX POLITIQUES COMMUNAUTAIRES (BE) , IDP SAS DI GIANCARLO COSTANTINO (ITALIAN DEVELOPMENT PARTNERS) (IT)  
**Topics** Intercultural/intergenerational education and (lifelong)learning ; ICT - new technologies - digital competences



## Project Summary

### BACKGROUND

Micro and small enterprises (MSEs) play an important role in the European economy. MSE are potentially particularly affected by a shortage of young talent, as they are unable to compete with the services offered by Medium-Sized Enterprises and large companies in various respects (e.g. job security, pay levels, promotion opportunities). MSE can and must react to this by paying special attention to maintaining the workability and employability of their existing workforces. In addition to the classic occupational health and safety measures, measures for the preventive maintenance of work and employability must be implemented to a greater extent, so that employees can and want to carry out their work until the planned retirement age. A comprehensive promotion of work ability can help to close this gap.

Over the past few years, numerous research and transfer projects have developed and compiled instruments for the analysis and design of working conditions that make this comprehensive promotion of work ability possible. However, there is always feedback from consultants that the existing instruments cannot be used in companies with fewer than 15 employees: They are too complicated, do not fit in with the choice of words or can only be used with a larger number of employees.

### OBJECTIVE

The aim of the AKKUEurope project is therefore the systematic development and testing of a multimedia toolbox suitable for the target group on the basis of existing instruments, together with the owners and employees of selected MSE companies. For this purpose, a research of existing instruments in the participating European countries of the partners of the project is carried out first. After the research of at least 200 instruments in the context of health and employability, a catalogue of criteria will be compiled, according to which the instruments will be evaluated. The primary evaluation criterion is the applicability in the MSE. On the basis of the criteria catalogue, the expert project consortium will select at least 30 instruments for the toolbox that can be used throughout Europe. The selected instruments will be adapted to the needs of MSE or developed for this target group and especially for the employees working there and tested together with model MSE companies in all European countries covered by the project consortium. After the test phase, a final adjustment of the instruments based on the test results as well as a medial implementation of the toolbox will follow.

### PROJECT PARTNER

The AKKUEurope project represents highly motivated and experienced partners from 6 countries, each with specific expertise and experience in the field of employability and entrepreneurship in general. The partnership combines education providers with market relevance (micro enterprises) and IT partners. This composition ensures a geographical coverage and the possibility of dissemination of the project results throughout the EU. The partners have complementary skills and expertise that enable AKKUEurope to achieve objectives through solid and practical results.

### ACTIVITIES

- A) Analysis of existing instruments in the partner countries
- B) Adaptation of the instruments and completion of the toolbox
- C) Test phase of the toolbox in the company
- D) Media implementation of the instruments

### METHDOLOGY

AKKUEurope is based on a practical, precise methodological approach: such a balance is ensured by the partners involved. The methodology is outlined along the following steps:

- Analysis of existing instruments and their adaptation
- Development of the toolbox
- Pilot project for user-based validation
- Completion
- Complete introduction and deployment through the OER platform

## RESULTS

AKKUEurope results will be practical and relevant solutions for micro and small businesses, available in multilingual versions, free and without restrictions through the OER platform.

## IMPACT AND BENEFITS

AKKUEurope will increase the competitiveness of MSE and promote its growth. It will generate immediate and tangible impacts at local level and reach target groups and relevant stakeholders.

Link to project card: [Show project card](#)

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# Discovering Digital Competences for Teachers

## Project Coordinator

**Organisation** Volkshochschule Fichtelgebirge  
**Address** Lessingstr. 8 , 95100 Selb , BAYERN , DE  
**Website** [www.vhs-fichtelgebirge.de](http://www.vhs-fichtelgebirge.de)

## Project Information

**Identifier** 2020-1-DE02-KA204-007586  
**Start Date** Oct 1, 2020  
**End Date** Aug 31, 2023  
**EC Contribution** 201,502 EUR  
**Partners** ANKARA MILLI EGITIM MUDURLUGU (TR) , Lärcenter Falköping (SE) , Suomussalmen kunta (FI) , Otsolan Kannatusyhdistys ry (FI) , CFA Joan Carles I (ES)  
**Topics** Pedagogy and didactics ; ICT - new technologies - digital competences

## Project Summary

Adult education and continued vocational training in Europe have increased in demand. These courses strengthen the processes of lifelong learning and help convey information relevant for the future. At the moment, however, it is unclear what potential digitalisation has for these areas and under what circumstances this potential could best be realised.

The goal is to find out under which circumstances successful digitalisation occurs in adult education and in continuing education, and how activities in educational institutions can be best supported and enhanced by digitalisation. Through constant communication between partner institutions within the context of our project, all involved intend to promote the development of digitalisation within their own institutions as well as within their own countries. A further goal is to sensitize institutions to the necessity of digitalisation and to help make instructors comfortable with meeting the challenge of learning and using the necessary methods.

This project will enable instructors to acquire digital competencies. A transfer to digitalisation is necessary and will affect all work processes in partner institutions; this of course will mean that everything will need to be re-thought out and restructured in order to accommodate far-reaching changes. Outcomes are expected in the following areas:

- redesigning teaching and learning environments
- developing and conceptualizing new instruction topics
- making all partner institutions ready for the future

By keeping institutional administrations aware and sympathetic to the needs of their instructors and by keeping focus on the necessity of developing new formats of course offerings, we can expect to have created long-term effects which would outlast the duration of the project. Digitalisation should be seen as a continuous process which would find an impetus in our project.

All project partners will work out a systematic overview of their own adult education programs, evaluate existing programs, examine both beneficial and restrictive aspects of integrating digital methods into adult education, identify areas that need to be developed further, and test-drive successful concepts from other countries in their own country to assess transferrability, in order to promote digitalisation.

Besides the Transnational Partner Meetings (TPM), short-term training activities for instructors will facilitate the transfer of knowledge of successful national concepts at the partner level across European borders. Additional long-term activities are planned to facilitate the transfer of knowledge to the administrative levels that will accompany the process of planning and implementation of digital courses in their institutions. A virtual teachers' room will be made available for the teachers for both the duration of the project and afterwards and will give instructors a venue for international exchange between activities and will support the establishment of an instructors' network. Through the use of the digital infrastructure and tools during the implementation of the project, participant teachers will have the opportunity to practice their new competencies first in a controlled environment before using them in real classroom settings. A subsequent TPM in Brussels will present project outcomes to members of the European Parliament and bring attention to promoting these outcomes outside of the partner institutions.

Partners from five countries are participating in the project. Partners from the field of adult education from Finland, Sweden, Spain and Turkey will be brought together under the leadership of the German institution. Each institution comes from a different background: some institutions have experience participating in EU programs,

some are new to participating in EU programs. The Turkish partner is an institution with other institutions of adult education underneath it; this will be significant in the dissemination of project outcomes at the national level. TPMs have been planned to take place in all partner institutions throughout the duration of the project; all those with responsibilities towards the program as well as administrative-level workers will also participate. LTTAs are reserved for active instructors in all partner countries. Altogether, about 20 instructors per partner will be involved in the project.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

# UNICORN

## Project Coordinator

**Organisation** VENSENYA impact education e.V.  
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**Website** [www.vensenya.org](http://www.vensenya.org)

## Project Information

**Identifier** 2020-1-DE02-KA204-007543  
**Start Date** Sep 1, 2020  
**End Date** Mar 31, 2023  
**EC Contribution** 101,034 EUR  
**Partners** COMPARATIVE RESEARCH NETWORK EV (DE) , Crossing Borders (DK) , Mine Vaganti NGO (IT) , CHANGEMAKER AB (SE) , PEOPLE'S VOICE MEDIA (UK)  
**Topics** Economic and financial affairs (incl. funding issues) ; ICT - new technologies - digital competences ; Quality Improvement Institutions and/or methods (incl. school development)

## Project Summary

The aim of UNICORN is to reflect on the identified needs and gaps, add own organizational challenges, search for practices and not only improve the work within the participating organizations, but also provide all adult education providers a road map they could follow. The path will focus on increasing the impact, outreach and dissemination capabilities within European Adult Education and create potential training plans for increasing the social media skills of educators. Regarding an article on EPALE, social media skills are underdeveloped but have concrete advantages:

1. Flexibility - Social media platforms are open 24/7. Students can access learning whenever and wherever they want. There is potential for teachers to be able to respond to students in real time, solving problems instantly.
2. Stimulating collaboration - social media platforms are ideal for collaboration in learning.
3. 'Real-world' connectivity - social media is embedded in our everyday worlds, helping in making learning 'real' for people.
4. Involving learners in finding and sharing resources - the real-world connectivity of social media has the further effect of being able to involve learners directly in finding and sharing resources.

In this ecosystem UNICORN wants to explore, review, discuss, apply and test practices to discover better paths on how to address and reach the intended target audiences, helping to extend and develop the competences of personnel and organizations working in adult education.

In order to achieve this main goal the implementation phase of the project will lead to 6 main results:

Result 1: Elaboration of at least 50 smart practice evaluations on creating impact through communication

Result 2: An input and one Impact Training

Result 3: An interactive map of "European practices on creating impact"

Result 4: Pedagogic guidelines.

Result 5: The UNICORN eBook on helping non formal adult education to increase impact.

Result 6: Action Plans to integrate the practices into the impact strategies of the partner

UNICORN is a project focused on the exchange of smart practices. Thus, the transnational meetings structure the project and are the most important face-to-face activities. They will have several purposes and should last at least two days. Each partner will host one meeting.

During the meetings, the partner will send staff working on the administration of the project, the project management but as well staff involved in smart practice assessment, editing and teaching.

The smart practice assessment is based on the 'Eightfold Path analysis' developed by Bardach:

1. The partnership develops a realistic expectation by getting to know the field.
2. We analyze practices and compare them with a criteria catalogue.
3. We test the practice.
4. We create a SWOT analysis and reflect on the transferability.
5. We document and review the practices with recommendations on where and how to use them.

Pedagogic Methodology of the input and impact Training.

The design of the trainings will be based on Kolb's experiential learning theory, represented by a four stage cycle:

- Concrete Experience - a new experience of situation is encountered
- Reflective Observation of the new experience

- Abstract Reflection - gives rise to a new idea, or a modification of an existing concept
  - Active Experimentation - applying the reflections to the world around them to see what results
- The input training will be more “frontal”, while however following the experiential learning design.

Link to project card: [Show project card](#)



Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for adult education

## Project Title

# Boosting Contemporary Teaching Methods for Europe

## Project Coordinator

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## Project Information

**Identifier** 2020-1-DE02-KA204-007399  
**Start Date** Oct 1, 2020  
**End Date** Sep 30, 2022  
**EC Contribution** 73,249 EUR  
**Partners** Be - Creative association (SE) , Aydin Egitim,Kultur ve Sanat Dernegi (TR) , SC ROGEPA SRL (RO)  
**Topics** Key Competences (incl. mathematics and literacy) - basic skills ; ICT - new technologies - digital competences ; Overcoming skills mismatches (basic/transversal)

## Project Summary

Digital progress has taken its head so fast and it is moving forward quickly, low-skilled adults who cannot reach this speed either tend to be left behind or fall into technological traps.

Digital ignorance reduces their quality of life by creating obstacles to adults, whether in everyday life, business life or social environment. It is therefore widely accepted that adults tend to withdraw completely from the educational process. Because adult learners have left the age of learning after finishing the school period and are the ones who have mastered the idea that the idea of continuing to school is a waste of time. The only reasons why this idea prevailed emerged early as lack of motivation, skill difficulties and false expectations from courses. Contrary to these negative situations, the richness and critical thinking type of advertising and news flow is considered as one of the necessary skills of the twenty-first century.

Adult education instructors and Adult education stakeholders are in constant struggle to overcome this skill gap between generations. In this context, adult education trainers and Adult education stakeholders have developed a number of attractive solutions. For example, describing market needs, demonstrating the benefits of acquiring the skills required for the labor market and the daily life of the 21st century are attractive solutions. Nevertheless, educators with adult education and stakeholders of adult education face the need to maximize the attention of trainees, maintaining the focus of the group and increasing the absorption of information during the session has been the main approach.

it is compulsory for the Adult Education process to be held in modern and innovative ways, using modern techniques which include more critical thinking and understanding over memorizing and assimilating information, and which take advantage of the technology at hand.

The objective of our project is to hold a series of Training Activities, where the related institutes will be able to share the educational methods/tools they use with one another, and be able to locate the differences and benefits of integrating each methodology/tool in their own processes.

The partners from Turkey, Ayeksa (NGO), Sweden Be Creative Association, Romania Rogepa will each task 3 adult trainers related to their institutions to attend the LTTAs, and understand/discuss the processes suggested by the host partner organizations, such as

- Game Based Learning (5-day activity)
- Critical Thinking and Information Filtering (5-day activity)
- Augmented Reality in the Classroom (5-day activity)

The target groups regarding this project are: Adult Education Trainers, who will be able to share experiences and upgrade their skillset, Adult Education Stakeholders who will make use of the enhanced skillset of the Trainers, and finally Adults wanting to learn and keep abreast of 21st century skills.

Principally, the expected outcomes of the project for the organizations are:

- Boost the Trainer skill set on Game Based Learning
- Boost the Trainer skill set on Critical Thinking and Information Filtering
- Boost the Trainer skill set on Augmented Reality
- Presentations of the context and content of each LTTA
- Present the results of satisfaction questionnaires

The expected results of the project's activities for the participants are summarized as they will:

- be able to use Augmented Reality apps for educational purposes
- be able to understand & apply key concepts in logical and critical thinking
- be able to apply logic trees (decision trees)
- Use GBL and integrate it in their sessions
- Design their sessions based on GBL
- obtain a better understanding and respect for the cultural diversity within the EU
- understand more clearly their European identity

The project has a detailed management plan in effect including 4 TPMs, where the main focus is the qualitative preparation of the participants, the activities and the dissemination activities.

Dissemination for the project will occur in often intervals to succeed the maximum impact and keep the target groups' interest of the project peaked.

The potential impact is expected to reach a minimum of 1.000 Adult Trainers via the dissemination activities of the project and the dissemination of the associated partners of each participating organization. Of course, locally the participants will greatly add to the dissemination via telling of their experience.

The participants and through them and the internal dissemination actions their peers and the organizations will greatly benefit in the long-term as the enhanced skill set of the Adult Trainers will have an added value to the organizations' prestige. The organizations will be able to create courses of increased value, and be able to attract Adult Learners via the new educational methods. The Adult Learners will also clearly benefit and increase their modern day skill sets.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Partnerships for Creativity

### Project Title

# Creative digital transformation: Adapting local cultural, touristic and educational activities to a new virtual paradigm by creatively digitalising community offers

## Project Coordinator

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## Project Information

**Identifier** 2020-1-DE02-KA227-ADU-008153  
**Start Date** Apr 1, 2021  
**End Date** Mar 31, 2023  
**EC Contribution** 234,480 EUR  
**Partners** LOOV EESTI (EE) , CONSORZIO MATERAHUB INDUSTRIE CULTURALI E CREATIVE SCARL (IT) , Asociación LET HER IN INTERNACIONAL (ES) , DOMSPAIN SLU (ES) , WISAMAR BILDUNGSGESELLSCHAFT GEMEINNUTZIGE GMBH (DE) , Asociatia Institutul pentru Parteneriat Social Bucovina (RO)  
**Topics** Gender equality / equal opportunities ; Entrepreneurial learning - entrepreneurship education ; Social entrepreneurship / social innovation

## Project Summary

The COVID-19 pandemic has revealed that many sectors are not prepared for the current digital area, meaning that not all their processes, activities or events can be adapted to a virtual format. Although digital technologies have been introduced to our societies at a gradual and slow pace, many do not seem to have been adapting to them at a similar pace, and the sudden stop of offline and face-to-face life has caught them by surprise. It is not only at a personal level that this has had huge implications (communicating with others, leisure activities...) but also at a professional level. Workers and staff did not have access to digitalised materials and tools as the situation required, nor the managers, directors and decisions makers of organisations, entities or SMEs were able to lead the transformation and iterative and innovative processes needed to adopt a more online format.

What has also been manifested by the COVID-19 is that not only those sectors declared as "essential" (food, health, energy...) are actually "essential": over the last months, our society has realised how important is culture for our personal well-being and for the society as a whole. Creative Industries have been able to connect people with themselves and with each other and have been able to keep people motivated, inspired and willing to transform their new realities. On the other hand, digitalising something can be seen as a straightforward process once you have the knowledge and skills required, however, having the creativity and inspiration to make such digitalised process, activity or experience as attractive as the original one is the biggest challenge most are facing. In a world where we are all fighting for a place in the market, only the most creative and innovative ones will achieve their goals. Thus, the project aims to reinforce adults' professional competences and skills in all aspects related to creativity, to accelerate the transformation of their professional activities, to inspire them to do it creatively and to help them manage and disseminate them in a successful and effective way. The project expects that said professionals will learn to explore and experiment with new, original and creative tools and strategies to create attractive, motivating and encouraging offers in their sectors and adapt to the current labour market. In this way, the project will foster and provide grounds for highly professional national and cross-border cooperation in the field of professional competences of staff workers in these sectors and long-life learning.

The Creative Digital Transformation project will accelerate digital transformation of entities, SMEs and organisations in the target sectors (creative industries, culture and tourism, and education) via creative and innovative solutions, by strengthening their workers' competences, and by reinforcing the cooperation and networking within them.

**Target Groups:** the project will target directly one of the sectors that, due to its already existing difficulty to find their place in the economy and labour market, had been hardly affected sectors of the society: workers active in those fields that have not been declared essential, namely:

**Direct target groups:**

- Professionals: educators, touristic and cultural workers and professionals from Creative Industries
- Managers: directors and representatives of the educational, cultural/touristic sectors and Creative Industries.

**Indirect target groups:** stakeholders, namely, third parties that will benefit from the main project results indirectly; local authorities and decision-makers; actors of the CIs, etc.

**Objectives:**

- Boost digital transformation of cultural, educational and touristic activities currently organised at a local level;
- Develop new tools and resources that enhance and accelerate the acquisition of professional skills of adult learners
- Raise awareness about the importance of art, culture and education in the development of resilience and creativity
- Reinforce creative skills and competences of workers in the educational, cultural and creative sectors to create, manage and disseminate goods, activities and events

- Create synergies and networking chains among local actors in the field of education, culture and tourism by establishing new collaboration models via virtual means

There will be three Intellectual Outputs developed with the aim of reaching project objectives:

1. Visual Virtual Map of European Good Practices of creative strategies to digitally/virtually transform activities at a local level
2. Development of two online courses “Digitalisation of materials and events”, one for educators and cultural/touristic staff and one for managers and representatives.
3. Cycle of webinars: training webinars on creative process planning.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Partnerships for Creativity

### Project Title

# CENTAUR - Supporting, mobilizing and empowering creative and cultural industry entrepreneurs and educators towards social change.

## Project Coordinator

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## Project Information

**Identifier** 2020-1-DE02-KA227-ADU-008268  
**Start Date** Mar 1, 2021  
**End Date** Feb 28, 2023  
**EC Contribution** 297,335 EUR  
**Partners** Blickpunkt Identität (AT) , Wisefour Innovation and Development Organisation Ltd (CY) , LISTAHASKOLI ISLANDS (IS) , Greek Universities Network (EL)  
**Topics** Creativity and culture ; New innovative curricula/educational methods/development of training courses ; Entrepreneurial learning - entrepreneurship education

## Project Summary

To protect against the rapid spread of the virus, all countries around the world have adopted protective measures, some of them drastic, which severely restrict citizens' freedom of movement and choice. As a result, cultural and leisure facilities, schools, day-care centres and universities were closed, as were numerous shops that did not serve the needs of daily life. The entire world economy will not be spared the consequences of Covid-19. Some politicians are already saying that we are facing the worst crisis since the Second World War. Unemployment will inevitably also rise, which is not only a major loss at individual level, but also puts additional pressure on the economy. The consulting firm McKinsey, for example, estimates that around 59 million jobs could be lost in the course of the Corona pandemic. In the EU countries this would correspond to an unemployment rate of 7.6%. This would particularly affect the wholesale and retail sector, restaurants, the tourism industry as well as the arts (music, performance arts) and entertainment sector.

The project focuses on key players of the creative sector, therefore, aims at:

- a) supporting, mobilizing and empowering entrepreneurs (organisations and individuals), active in the creative sector and in the EU cultural tradition, to develop online collaboration and sustainable networks for sharing their knowledge with trainers and adult learners;
- b) supporting, mobilizing and empowering educators to use online collaboration and tools for raising awareness of the benefits of teaching and creative activities, especially in the EU cultural tradition, including music, performing arts;
- c) raise interest and offer skills in adults, to develop their creativity in constructive ways and in support of inclusion, especially of migrants and other marginalized groups.

So, the target groups are entrepreneurs (organisations and individuals), active in the creative sector, educators and adults.

The planned Intellectual Outputs (IOs) are:

- IO1 Needs and requirements identification of the target groups.
- IO2 Online eLearning and networking platform containing the subsequent IOs.
- IO3 Guidelines for trainers in adult education and educators: a manual that will focus on creativity and the use of arts in different settings, and as inclusion promoting activities, the use with migrants and marginalized groups, and on the integration with recent complex EU data and copyright regulations.
- IO4 Self-assessment tool: An online questionnaire, which will help to identify and assess the creative strength, interests, challenges and earlier experience of adults. This tool will facilitate the use of the platform by the target groups, by proposing the right exercises, tools and creative areas for each user from a pool (collection) of practices and exercises.
- IO5 Collection of practices and exercises: A collection (data-base) of practical, culture sensitive and easy to implement practices and exercises of wide variety will be set up, that can be used in the awareness raising of the benefits of creativity and the development of creativity aided by experts in that field with so far underused knowledge in this are linked through the website.
- IO6 Engaging flexible tools: a set of engaging flexible tools based on modern Graphical User Interface such as Anime and/or Avatars that will implement specific exercises. It is addressed to the trainees using the audio-visual language with which they are familiar aiming at increasing the level of engagement.

The project, is innovative, first and foremost, for making use of the gamification approach and the multiple benefits for groups especially challenged by the present pandemics related situation. By introducing attractive features of the gaming industry (badges, achievements, avatars, anime) the project will be attractive for its target



groups, giving a sense of purpose, of progress, achievement, and finality. It will make it easier for all target groups to “come back” to the platform and complete the training. Secondly, the platform will be innovative for targeting two intertwined target groups at the same time: a. offer new horizons of opportunity for those in the creative professions and arts in the difficult time of the COVID, b. train trainers in adult education on how to collaborate with these groups, effectively and efficiently raise creativity in their adults-clients, and contribute to inclusion and integration in the EU culture and at the same time enhance a very broad and critical ability of adult learners.

The project will build upon previously implemented EU lifelong learning projects delivered in collaboration by some of the partners, i.e. “Resilience” and “ARTIP” and a special open source online platform using the successful model developed by the partner Greek University Network.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Partnerships for Creativity

### Project Title

# DIGITALIZE - tools for Roma adults to use internet and promote education

## Project Coordinator

**Organisation** AMARO FORO - TRANSKULTURELLE  
JUGENDSELBSTORGANISATION VON ROMA UND NICHT-ROMA- E.  
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**Website** [www.amaroforo.de](http://www.amaroforo.de)

## Project Information

**Identifier** 2020-1-DE02-KA227-ADU-008321

**Start Date** Mar 1, 2021

**End Date** Feb 28, 2023

**EC Contribution** 143,206 EUR

**Partners** Együttható Közösségépítő Egyesület (HU) , ZDRUZENJE REGIONALNA  
ROMSKA OBRAZOVNA MLADINSKA ASOCIJACIJA KRATOVO (MK) ,  
ASOCIATIA NEVO PARUDIMOS (RO)

**Topics** ICT - new technologies - digital competences ; Romas and/or other  
minorities ; Access for disadvantaged

## Project Summary

Amaro Foro is offering counselling and support for integration into the society of the Sinti and Roma in Berlin, also running the largest social contact point for Roma in Germany which is funded by Berlin local government. It provides advice on employment, education, health, housing and social security issues and support Roma in their affairs with the administration.

After the Corona virus problem appeared and all the services moved online we realized that we have a big problem when it's about offering the usual services to our beneficiary because they can't access them through internet.

We had discussions with our partners from Romania, Hungary, Macedonia where our partners face similar situations and we tried to identify a solution for this.

This led the Roma adults to face a much bigger exclusion, their access to public services being much more restricted both because of economical situations (they don't afford devices from where to access internet and they don't afford to pay the internet bill) and because of educational situation (more than 40% of the Roma adults are illiterate – Fundamental Rights Agency data)

Being a group with a high percentage of illiteracy we needed to identify an innovative way of teaching how to use internet with as less as possible written information's.

Project objectives:

With our project we aim to increase the access of Roma adults to public services by developing a tool which to allow them to learn easier how to use internet for this.

The project objectives are:

1. To develop 2 innovative artistic tools which to make easier the learning process of the Roma about internet and how to use the internet for daily life activities during this project.
2. To increase the ICT knowledge and skills of 80 Roma adults from 4 partner countries during the project
3. To increase the knowledge and skills of 20 social workers, health mediators, NGO people and volunteers about how to support adults to develop their internet skills and knowledge during the project
4. To capacitate Roma and pro-Roma civil society organizations in working with Roma using modern technology

The number of participants are 80 adults from four countries whose ages can be divided into two groups, young Roma adults between 18-35 and middle-aged Roma adults between 36-55. Besides, 20 social workers, health mediators, NGO people and volunteers will be included. The participants' profile: We will have Roma adults who can't easily access internet and can't get social services provided via internet (social services, shopping, banking, school, health services, information and also a social life), and most of them are illiterate which means they don't know how to write and read. We will have diverse group of Roma people from ghettos, segregated communities, rural areas, migrant or very traditional Roma and Roma in middle class standards. We will have also 20 social workers, health mediators, NGO people and volunteers from staff of NGOs who work with Roma in order to help them to increase the knowledge of those people to be able to benefit from internet and offer them online support.

Activities:

1. We will create 2 intellectual outputs ("Basic Digital Skills" and "Digital skills for all") first aiming to teach basic digital skills about how to use internet devices and online communication channels for illiterate people mainly based on illustrations and second one about safe use of internet to access public services and to do daily life activities like shopping, banking, education and other. This one will also use illustrations but also small movies and small text. In order to do that we will work for each guide in 3 stages (making the tool, testing the tool and gathering recommendations and reshaping the final version). For the evaluation we will involve 20 mentors from Romania Germany, Hungary and Macedonia, 5/ country and 80 adults, 20/ country. The mentors will be trained in a 3 days training. The Roma adults will receive each one tablet and will be supported in the learning process by one mentor. To gather suggestions and recommendations we will have two evaluation meetings during the testing phase.

The tools which we produce will be wide disseminated at national level in the 4 countries where we tested but also at European and international level with the help of ERGO network The methodology of the project will involve different approaches from research, experts meetings, practical testing in Roma communities of the tools to international dissemination conferences where we will disseminate this project.

We expect that the developed tools, based on principles of digital citizenship will help Roma adults and other disadvantaged groups to quickly mitigate knowledge and skill gaps of utilizing the internet as well as define the appropriate and responsible use of technology among the users.

Roma adults as digital citizens will promote and poses the following values: respect, educate, and protection of human rights

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Partnerships for Creativity

### Project Title

# InCUBator for the resilience of the culture and crEative sectors

## Project Coordinator

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**Website** [www.bk-con.eu](http://www.bk-con.eu)

## Project Information

**Identifier** 2020-1-DE02-KA227-ADU-008236  
**Start Date** Jun 30, 2021  
**End Date** Jun 29, 2023  
**EC Contribution** 256,279 EUR  
**Partners** SYMPLEXIS (EL) , STOWARZYSZENIE TEATR BRAMA (PL) , AKMI ANONIMI EKPAIDEFTIKI ETAIRIA (EL) , CENTRUL DE INCUBARE CREATIV INOVATIV DE AFACERI (RO) , A.B. INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT LTD (CY) , Associazione Culturale PEPE LAB (IT)  
**Topics** Creativity and culture ; Entrepreneurial learning - entrepreneurship education ; Cooperation between educational institutions and business

## Project Summary

Having faced the first COVID-19 wave, Europe is trying to cope with severe social inequalities. Moreover, the impact of Industry 4.0 influences the labor market and the way that all Europeans live. According to the Eurobarometer's survey, 53% of respondents believe that Member States are close in terms of shared values. Having this in mind, culture can help bridge this divide, increasing cultural participation, and bring Europeans together to experience what connects them rather than what divides them. Under the aforementioned perspective, CUBE project is linked with the formulation of educational activities, but in a way that it is modern and digital, aligned with the new challenges. Our project desires to help artists to acquire skills and competences, including digital competences and entrepreneurial spirit that reinforce creativity in education. This aspect will bring innovation and sustainability of cultural sectors and industries in an era, when everything changes. Its objectives are:

- Promoting the upskilling pathways of adult artists and low-skilled culture workers, through the adoption of a virtual training programme
- Enhancing inclusion of all adult artists in their society, eliminating their risk of poverty and job loss
- Encouraging new entrepreneurial ideas related to culture and artistic sector, revealing new methods of funding
- Creating cultural incubators which will lead to the employability of adult artists, since it is being reshaped under the pandemic.

Based on the above the project responds to:

- the lack of specified training towards entrepreneurship
- the shortage of collaboration among all relevant stakeholders, regarding the concept of artistic sectors
- eliminated access of low-skilled adult artists in entrepreneurial education
- the lack of jobs in the creative sector, due to the COVID-19 pandemic

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Partnerships for Creativity

### Project Title

# Art, Digitality and Corona: Digital storytelling for people with little digital literacy – new e-learning approaches

## Project Coordinator

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## Project Information

**Identifier** 2020-1-DE02-KA227-ADU-008015  
**Start Date** Mar 1, 2021  
**End Date** Feb 28, 2023  
**EC Contribution** 205,195 EUR  
**Partners** SYNERGASIA ENEGON POLITON (EL) , SOCIALNA AKADEMIJA - ZAVOD ZA IZOBRAZEVANJE, RAZISKOVANJE IN KULTURO (SI) , Media Actie Kuregem Stad (BE) , VILNIAUS DAILES AKADEMIJA (LT) , INEUROPA SRL (IT) , COFAC COOPERATIVA DE FORMACAO E ANIMACAO CULTURAL CRL (PT)  
**Topics** Overcoming skills mismatches (basic/transversal) ; Creativity and culture ; ICT - new technologies - digital competences

## Project Summary

At the centre of this project is the creation of videos that depict one's own situation in the corona crisis. Each of these videos uses a picture/artwork that show fear (e.g. The Scream by E. Munch) or from the current art scene, such as Banksy, which deal directly with the corona crisis. One partner, the Vilnius Art Academy, undertakes guided tours of digital art museums with its partners and shows suitable works online, explains them and accompanies the process of selection for the personal videos. The videos are created in online workshops on the basis of a tutorial. In creating this tutorial, which will be available as a learning video for adult education at the end of the project, the partners who are particularly involved in online communication cooperate with those who offer low-threshold digital storytelling workshops on site.

As people with little digital literacy must not be excluded from educational formats of this kind, this group will be given special attention: In a practical phase, all six partners form learning groups with people from this target group, test the method from virtual art tours to the final editing of the videos and finally present the works in virtual storytelling cafés. This phase is documented and prepared in such a way that the experiences can be further used for adult education. In this way, an online toolbox is created, consisting of various learning modules and examples that show how virtual workshops for digital storytelling, which are also suitable for people with little digital literacy, can be conducted using the example of art and corona.

A major role in the project is also played by how online workshops can be carried out in the most technically and communicatively adequate way. In the practical phase, the partners will test how such workshops can also be used by learners with little computer/internet affinity and how they themselves can best communicate with each other online. This is also intended to ensure that more digital learning is used in non-formal adult education and that the professionalism of adult educators in this field increases. So far, digital online learning is hardly widespread, with around 1% of the offers (e.g. according to adult education - Volkshochschul - statistics in Germany).

In concrete terms, the following products are being created and made available on this toolbox:

1. an overview of existing methods, guidelines, practice models, research etc. on the topic of digital storytelling as well as a transfer to the practice of a virtual format
2. a multimedia tutorial on cultural education and art, the expression of works of art and the personal meaning of works of art for people, especially in certain life situations
3. a learning video on how digital storytelling can be done virtually in adult education
4. a documentation on the use of this educational video with people with low digital literacy and appropriate practical advice and recommendations
5. a collection of sample videos
6. a tutorial with sample videos on how to run virtual storytelling cafés.

Digital storytelling is particularly suitable for getting people with low digital literacy interested in the possibilities of computers and smartphones, as it is low-threshold, playful and creative. But what is crucial is that this method offers a format that allows people to deal with their own history, personality and identity and learn to communicate this to others in an interesting way in the sense of storytelling. Art and creativity are among the most popular areas of general adult education. Especially art can be integrated very well into such a project, as works of art / pictures can be seen (although not always understood) immediately without further skills - in contrast to music, literature / language. We have deliberately chosen art as a theme for this project, as there were many interesting and creative examples of dealing with artworks creatively and digitally during the first lockdown period. This also gave the inspiration for this project.

Link to project card: [Show project card](#)



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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Partnerships for Creativity

Project Title

# Digital Creative Minds

## Project Coordinator

**Organisation** Copernicus Berlin e.V.  
**Address** Sophien str. 28/29 , 10178 Berlin , BERLIN , DE  
**Website** <https://www.copernicusberlin.de/>

## Project Information

**Identifier** 2020-1-DE02-KA227-ADU-007933  
**Start Date** Mar 1, 2021  
**End Date** Feb 28, 2023  
**EC Contribution** 166,108 EUR  
**Partners** Sevlievo Municipality (BG) , ASSOCIAZIONE CULTURALE MUSIKART (IT) , RAAMA NOORTE UHING NOORUS MTU (EE) , COMUNE GIARDINI NAXOS (IT) , EUROPEYOU (ES)  
**Topics** New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Creativity and culture

## Project Summary

The cultural and creative sectors (CCS), crucial for the European economy and the well-being of its citizens, has been profoundly wounded by the measures taken to fight the spread of Covid-19 pandemic. The pandemic particularly threatens the future of artists, creators and cultural operators, who are severely impacted by the enforcement of social distancing measures and the consequent postponements, cancellations or closures of events, live performances, exhibitions, museums and cultural institutions. Additionally, cultural employment is precarious by nature, across the EU, almost one third (32 %) of the cultural workforce was self-employed in 2019, compared with an average of 14 % for the whole economy (Eurostat, 2020). So, the sector includes a high range of independent and freelance artists and creators, which often do not necessarily benefit from social protection and unemployment schemes.

On the other hand, it is a fact that in this year of pandemic the demand for digital cultural content and e-sales of cultural goods and services have grown among EU and world populations. To address cultural needs, cultural institutions such as concert halls, opera houses, theatres and museums have made their productions and exhibitions available online. They are joined by individual artists, actors, singers, visual artists, or event musical ensembles, who stream their current or past work. Questions however remain if cultural sector workers have the capacity to go digital and continue their activity (particularly in CCS where employment is precarious) and if the digital divide as concerns equipment, the quality of connection and skills, will deepen social and professional inequalities. A digital shift is strongly affecting the cultural sector, but digital skills are usually the domain of young workers (15 to 40 years old). Indeed, it is important to consider that 57.2% (Eurostat, 2020) of cultural workforce is over 40 years' old, so there is a high proportion of adult workers. However, mass digitization together with emerging technologies such as virtual and augmented realities can create new forms of cultural experience, diffusion, and new business models with market potential that adults involved in CCS can take advantage of. Therefore, there is a need to enhance the digital skills of adult workers involved in CCS.

Digital Creative Minds (DCM) project aims to create a sustainable and efficient education program dedicated to adults learners with low digital skills involved in CCS. DCM will enhance awareness of the need for training in digital skills for the CCS and will focus on openness and inclusive in education. DCM will involve the use and development of an open online course on Digital Skills and Social Inclusion for CCS, built as a Massive Open Online Course (MOOC), an innovative adult educational program available in English and all partners languages as Open Education Resource (OER) and accessible to adults with limited digital skills.

DCM partners, which will be adult organizations and municipalities will realize the following outputs:

- Digital Competences for CCS guidelines
- Online platform
- MOOC courses
- Position Paper on training investments and OERs for raising digital skills in CCS

The project will be an item on the curriculum of each organization and it will be incorporated in the learning and pedagogical activities of all project partners. The main idea of this project is to bring innovations and better quality adult work and new high level adult work services to adult learners involved in CCS. Following, the project will have direct, positive effects not just on project target group but also on partners' organizations and their staff of adult educators as they will acquire more specialized knowledge on adult learners and on the importance to acquire digital skills to effectively work in CCS.

Adult learners will be introduced to the MOOC courses (IO3), a self-regulated learning available as OER in

English and all partners languages. By scaffolding their further development, the MOOC courses (IO3) will not just increase their digital skills but also increase the success rate for adult learners involved in CCS from vulnerable socio-economic classes (who can have better access to know-how).

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Partnerships for Creativity

### Project Title

# Music and Drama - online and together

## Project Coordinator

**Organisation** OSZ TIEM  
**Address** Goldbeckweg 8-14 , 13599 Berlin , BERLIN , DE  
**Website** [www.osztiem.de](http://www.osztiem.de)

## Project Information

**Identifier** 2020-1-DE02-KA227-ADU-008174  
**Project Web Site** <http://www.musiandra.org>  
**Start Date** Mar 1, 2021  
**End Date** Feb 28, 2023  
**EC Contribution** 191,620 EUR  
**Partners** Conservatoire de Musique André Navarra (FR) , UNIVERSITAT DE BARCELONA (ES) , Listaskoli Rognvaldar Olafssonar (IS) , Karabağlar Atatürk Mesleki ve Teknik Anadolu Lisesi (TR) , Leo Kestenberg Musikschule (DE) , Volksbühne am Rosa-Luxemburg-Platz (DE)  
**Topics** New innovative curricula/educational methods/development of training courses ; Open and distance learning ; Creativity and culture

## Project Summary

Musiandra - Music and Drama online and together

### Context/background of project

Music and drama live on the interaction of those who are on stage and the audience. The teaching of drama and music suffered to a great extent during the times of COVID-19, especially when there were lockdowns. The teachers and the learners had to find media and online solutions in order to keep up the training and the creative situations. Unfortunately, we then realized our limits and the barriers which new methodological and IT tools meant to both teachers and learners. This is why we want to address especially the creative sector since online teaching can mean a totally new and enriching field of creativity. But instead of providing virtual games, the interaction of energetic individuals is in the focus of the Musiandra project.

Often the age group also has a big impact on those who use the new media. In our project Musiandra, the teachers will be of different ages and also the learners will be of different age groups. That way the affinity to the use of new media will support the willingness to learn from experts in one field who may be totally ignorant in another field of studies. Most important of all is to make the learning situation fun and something to look forward to. So far, many colleagues have been frustrated and disillusioned. Musiandra wants to show that online teaching can be successful and that it will have a special meaning when there is transnational cooperation at the same time.

### Objectives of your project

There are three objectives that we pursue mainly:

1 - Create a compendium for teachers of music, drama and foreign languages in which we collect advice for online teaching

- in real time cooperation
- using hard- and software which is easy to handle
- with hints as to latency qualities
- with methodological teaching recipes
- giving examples of our project activities with the implementation by using videos of the project activities/classes
- making sure that all copyrights and data protection laws are complied with

(This compendium will be available online. There will be options in order to innovate, update, add contents and evaluate the contents. In addition there will be blogs, podcasts, perhaps padlets, apps and other formats which could help making the project and its outcomes more attractive.)

2 - Create a movie (screenplay, storyboards, music, setting, directing, acting, filming, cutting) with adolescent students

3 - Create a "making.of movie" which documents the processes of transnational cooperation in the music classes and the film development. The individually filmed music classes can also be used as a "stand alone" class.

4 - Disseminate the project outcomes to a greater public

### Number and profile of participants

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There will be two partners from Berlin, Germany, and one each from Isafjörður, Iceland, Charenton, France, Bodö, Norway, Barcelona, Spain, and Izmir, Turkey.

#### Description of activities

a - First there will be a survey on the experiences that all teachers and learners at our institutions have made with online teaching situations. There will be questionnaires.

b - The teachers of band classes and of individual classes will get together and will make detailed teaching plans for the project period.

c - If COVID-19 allows it, there will be meetings: teachers, learners, general public (in project meetings and in concerts). In case the real meetings are impossible, there will be virtual meetings and concerts with (partly) streamed performers and/or perhaps video conference concerts.

d - High school students will be creative in the field of drama and invent a play which will be the core of the Musiandra film. They will also film it and present it to the general public. This activity demands workshops in creative writing, filming, cutting and dissemination. One element should also be picking or composing the suitable film music. They will be supported by the theatre Volksbühne Berlin.

e - All learners and teachers who actively participate in the Musiandra project will document the online learning activities in videos. (Of course copyright laws and the personal rights will be attained!)

Methodology to be used in carrying out the project:

Trustful cooperation

A short description of the results and impact envisaged

- The compendium, the film and the concerts will provide evidence that online teaching can be very creative and that it will lead to excellent outcomes.

- As a consequence, teachers and learners will overcome their barriers as to accept online classes in the field of music, drama and creativity.

Finally the potential longer term benefits

- Musiandra will be a successful ambassador for online teaching in creative subjects, especially in the vulnerable fields of audios and coordinated movements. The compendium will survive the project and will be improved and extended also after the project.

And most of all, we will learn from each other and with each other

Link to project card: [Show project card](#)