

Strategische Partnerschaften in der Erwachsenenbildung

Zusammenstellung der geförderten Projekte

Antragsrunde 2014

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Chancengleichheit und Inklusion

Die Erhöhung der allgemeinen Beteiligung an formalisierter, non-formaler oder informeller Weiterbildung ist ein bedeutendes Ziel sowohl der Bundespolitik als auch der europäischen Politik. So soll entsprechend der ET Strategie 2020 für allgemeine und berufliche Bildung die durchschnittliche Weiterbildungsbeteiligung europaweit mindestens 15 Prozent betragen.^[1] In diesem Kontext liegt ein besonderer Fokus auf der Zielgruppe der Geringqualifizierten. Die Konzeption für das Lernen im Lebenslauf, die die deutsche Bundesregierung 2008 verfasst hat, sah beispielsweise vor, die Weiterbildungsbeteiligung der Geringqualifizierten auf 40 Prozent anzuheben.^[2] In der Bundesrepublik Deutschland konnte dieses Ziel mittlerweile erreicht werden und die Weiterbildungsbeteiligung unter der Gruppe wuchs seit 2012 von 37 Prozent auf 44 Prozent im Jahr 2014. Dennoch ist ihre Weiterbildungsbeteiligung nach wie vor signifikant geringer als unter Fach- und Führungskräften (64 bzw. 75 Prozent). Besonders gering unter Geringqualifizierten ist die Teilnahme an Maßnahmen der außerbetrieblichen Weiterbildung.^[3]

Unter der Zielgruppe der Geringqualifizierten, die wahlweise, wie beispielsweise durch das Good Practice Center – Förderung von Benachteiligten in der Berufsbildung des BIBB, auch als An- bzw. Ungelernte definiert werden, wird ein heterogener Personenkreis zusammengefasst: Hierzu zählen arbeitslose und beschäftigte An- und Ungelernte, Menschen mit abgebrochenem Studium oder abgebrochener Berufsausbildung, Berufsrückkehrende, Erwachsene mit einem nicht mehr verwertbaren Berufsabschluss oder Menschen, deren im Ausland erworbener Abschluss keine Anerkennung findet.^[4]

Die Frage, mit welchen Methoden sich die Weiterbildungsbeteiligung unter Geringqualifizierten erhöhen lässt und wie sie sich zur Teilnahme am lebenslangen Lernen motivieren lassen, spiegelt sich sowohl in den horizontalen als auch den bereichsspezifischen Prioritäten der Erasmus+-Aktion 2, den Strategische Partnerschaften wider.^[5]

^[1] Vgl. Strategic Framework – Education & Training 2020. URL: http://ec.europa.eu/education/policy/strategic-framework/index_en.htm

^[2] Vgl. BMBF: Weiterbildung – Lebenslanges Lernen sichert die Zukunftschancen. URL: <http://www.bmbf.de/de/lebenslangeslernen.php> Stand 16.03.2015

^[3] Vgl. Bundesministerium für Bildung und Forschung – Weiterbildungsverhalten in Deutschland 2014 – AES 2014 Trendbericht. Bonn 2014, S. 29ff.

^[4] Vgl. Good Practice Center – Förderung von Benachteiligten in der Berufsbildung des BIBB. URL: <http://www.good-practice.de/3343.php> Stand: 27.03.2015

^[5] Vgl. EU-KOMMISSION: Erasmus+ Programmleitfaden 2015, V3 – URL: http://www.na-bibb.de/fileadmin/user_upload/Dokumente/Erasmus_Plus/Dokumente_uebergreifend/2015/av_Programmleitfaden_DE_Version3.pdf Stand 15.03.2015, S. 117f.

Chancengleichheit und Inklusion

Projekttitel:	Accessible Tourism Promoter for Small and Medium Enterprises
Akronym:	ATP4SME
Koordinierende Einrichtung:	agens Arbeitsmarktservice gGmbH
Partnereinrichtungen:	ASOCIATIA PENTRU TURISM BUCOVINA, Romania Bialskopodlaska Lokalna Grupa Dzialania, Poland FLORIDA CENTRE DE FORMACIO SOCIEDAD COOPERATIVA, Spain IHK-Projektgesellschaft mbH, Germany Tourismusverband Ruppiner Seenland e.V., Germany
Projektnummer:	2014-1-DE02-KA202-001557
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

In recent years topics like "Accessibility" and "Design for All" have increasingly become a focus of politics, business and public. The concept of accessibility focuses on equal participation of people with physical and mental disabilities in society. The maxim of "Design for All" also underlines that every person should be considered in the implementation of accessibility to have equal opportunities in participating in economic, social, cultural and recreational activities.

Accessible tourism presents new challenges and increased demands in fields of accommodation, restaurants, leisure or wellness.

Many tourism businesses, particularly in Eastern Europe, have superficial knowledge about how their companies have to be organised and arranged to be accessible for all. Here we are not just speaking of "typical" problems which for example exist for wheelchair users or blind people. There also exists a lack of offers for people with allergies or asthma.

In this context it has been shown that barrier-free offers are welcomed and interesting also for people who would not describe themselves as person with disabilities. In other words, a place which is accessible to wheelchair users is very welcomed by older people (with or without a walker) or by families with pushchairs, or by cyclists.

Thus, accessible tourism provides an economic opportunity for tourist regions. Disabled people in particular search very selectively the Internet for their vacations. Furthermore, they usually travel with an escort. Due to demographic changes in Europe, the need for accessible offers will increase considerably.

To promote accessible tourism, the partnership plans to transfer the experience and best practice of the Brandenburg region in Germany into a vocational training to a so-called Accessible Tourism Promoter (ATP) for small and medium-sized enterprises (SME).

Based on this training, the ATPs role is the long-term transformation of an enterprise into a barrier-free enterprise offering accessible services.

The partnership that will implement the ATP consists of three tourist associations, a chamber of commerce, a university offering vocational training in tourism, and a social enterprise working on accessibility issues. This kind of partnership does not only ensure direct and manifold involvement of the target group, it also ensures a high quality of the proposed training and materials.

Due to the type of partnership, the consortium expects a distinct impact of the project and its outcomes. Among these are

- Raising awareness of the issue of accessibility in the partner regions
- Awareness raising among SMEs in the tourism sector for accessible tourism, particularly for the economic potential of accessible tourism
- Long-term transformation of SMEs in the tourism sector towards accessible SMEs
- Establishing an ATP training by the partners in their region
- Raising awareness with regard to employment of people with disabilities in the tourism sector

Chancengleichheit und Inklusion

Projekttitel:	BRIDGE - Building up Regional Initiatives to Develop Guidance for low-skilled adults
Akronym:	BRIDGE
Koordinierende Einrichtung:	Volkshochschulverband Baden-Württemberg e.V.
Partnereinrichtungen:	REGION BRETAGNE, France Association Européenne des Autorités Régionales et Locales pour l'apprentissage tout au long de la vie, Belgium FONGECIF BRETAGNE, France IUC Z-GROUP AB, Sweden Ministerium für Kultus, Jugend und Sport Baden-Württemberg, Germany Lärcentrum Östersunds kommun, Sweden
Projektnummer:	2014-1-DE02-KA204-001560
Laufzeit:	36 Monate
Antragsjahr:	2014

Zusammenfassung:

Offering quality guidance services to all citizens at any point in their lives is an important challenge for regions. All regions participating in the strategic partnership "BRIDGE" have established guidance systems that support the access of citizens to training and further education. However, these guidance services don't reach all target groups to the same extent. Above all, only a very small number of low-skilled people use lifelong guidance in BRIDGE regions and the participation of low-skilled adults in up-skilling training activities is significantly low. Regional actors are, thus, looking for possibilities to improve the access of low-skilled adults to guidance and to develop the quality of guidance services with a view to lower-skilled target groups.

The project will focus on special guidance needs of low-skilled adults, especially of those who are in employment but at risk of being excluded from the job-market because of missing qualifications. Companies employing low-skilled adults will be involved. The project partners will analyse the access to and quality of guidance services for low-skilled adults in Baden-Württemberg/Germany, Bretagne/France and Jämtland/Sweden from different perspectives and with different methods and activities. In a second step, they aim at the adaptation, testing and transfer of best practice tools and processes in the field of guidance from one region to the others.

At the heart of the project, a study and handbook will be produced which collects information, good examples and suggestions on the access to and quality of guidance services. The study addresses several thousand professionals working in the field of guidance in the participating regions and beyond. It will give them an overview of measures to support the up-skilling of low-skilled adults in the BRIDGE regions, it comprises the analysis of best practice projects, it includes results of two surveys among counselors and low-skilled people, it defines key-performance factors for counseling and it will contain a self-assessment-tool for institutions that are active in the field of guidance. The handbook and additional activities will allow professionals in guidance institutions to adopt best practice measures. The handbook will also help decision-makers to develop guidance structures for low-skilled adults on a regional level. Besides, managing staff from companies will profit from the findings of the study.

In addition, an exchange of experiences during international project meetings, on-site visits of best practice measures in the participating regions and other training/multiplying activities will take place.

The project is a continuation of the work of the working group on lifelong guidance of the European network EARLALL. The head office of EARLALL will guarantee the dissemination of results to its 30 members. One of the main strengths of the BRIDGE project is the fact that it is complementary to latest developments and innovative projects in the field of guidance on a regional level. The BRIDGE project also involves key actors from the regions like regional administrations and ministries (Kultusministerium Baden-Württemberg, Region Bretagne), the leading regional guidance structures/organisations (Volkshochschulverband Baden-Württemberg/Landesnetzwerk Weiterbildungsberatung Baden-Württemberg, Fongecif/Bretagne and Lärcentrum/Jämtland) and companies (via Z-Group/Jämtland). The following main regional projects and activities are backed up and enriched by the BRIDGE project:

In Baden-Württemberg, the project accompanies the development of the new guidance network "Landesnetzwerk Weiterbildungsberatung" and will give important impulses to develop the accessibility and quality of services of the new network.

In Bretagne, the partner Fongecif is one of the five key actors at national level who implemented a new law dated 5 March 2014. Fongecif will carry out guidance to support the professional development of employees under this new law and is currently looking for new strategies to adapt its services.

In Jämtland, the project meets the goal of the Swedish project partners to enhance the quality of guidance in their structures. Aspects like communication, cooperation and interactivity, flexibility and adaptability, staff qualifications and experiences, resource allocation, institutional and cultural settings are of interest.

Longer term benefits of the project shall be...

1. to strengthen guidance networks, cooperations between organisations and measures to support low-skilled target groups through European mutual learning.
2. to innovate the access of low-skilled adults to lifelong guidance in participating regions and beyond.
3. to improve the quality of guidance with a view to the needs of low-skilled adults by supporting professionals in guidance services.
4. consequently, to increase the participation of low-skilled adults in up-skilling activities.

Chancengleichheit und Inklusion

Projekttitel:	On the move - Best Practice in Outreach Educational Counselling and low-threshold learning opportunities
Akronym:	OTM
Koordinierende Einrichtung:	ttg team training GmbH
Partnereinrichtungen:	Norrköpings stadsmuseum, Sweden BFI Tirol Bildungs GmbH, Austria PROMIDEA COOPERATIVA SOCIALE, Italy Stichting De Regenboog Groep, Netherlands Superact C.I.C., United Kingdom VYTAUTO DIDZIOJO UNIVERSITETAS, Lithuania
Projektnummer:	2014-1-DE02-KA204-001579
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

Central to the project is the question of how to reach those remote from education – i.e., people who for whatever reason have had little or no formal adult education - to improve their participation in further education and to design and provide low-threshold learning opportunities. Studies show that only about 10% of the low-qualified participate in further education – among graduates of universities, the participation quote is four times as high. Education experts agree that being remote from education is not due solely to the individuals themselves. Often the institutions, too, are distant from the target audience. This is why experts suggest outreach educational counselling as well as further alternative approaches to increase participation in further education.

Our project ON THE MOVE has its foundations in European Policies and in recent research done within the PIAAC programme.

The goal of the Europe 2020 strategy is smart, sustainable and inclusive growth. Lifelong learning and the development of skills are important factors in this strategy. The European Agenda for Adult Learning (EAAL) is directly linked to this and therefore puts emphasis on the necessity for increased participation in adult learning. Whilst participation rates vary considerably amongst EU countries, the rates for low-skilled adults are generally low.

Aims

The goals of this project are identifying, testing, developing (further) and disseminating successful approaches improving the integration and support of the educationally remote. With this project, staff in counselling and educational institutions in Europe will learn about alternative approaches (predominantly of the outreach kind) bringing educationally remote and low-qualified people to further education and will implement these in their countries. This project will increase the chances of the educationally remote to find (better) work, as this is directly correlated with the level of qualification.

Outcomes

- Research from all project partners on suitable best practice examples in Europe for reaching educationally remote people. This also includes previously conducted European projects, whose results we will disseminate further.
- Assessment matrix which we will use to evaluate the identified counselling projects and develop new approaches.

- Website including an Open Educational Resource with at least 30 projects of outreach counselling from different European countries. The site will be available in all partner languages.
- A professional publication (ebook and print) which will contain 30 descriptions of the identified best practice examples. Like the website, this will offer didactic instructions which will enable the implementation of outreach educational counselling and other alternative approaches to reaching the educationally remote at other institutions, too.
- 6 Video interviews in which we will interview skilled personnel from best practice projects and accompany them at their work: how do they reach people, how do they counsel them, what are the topics etc.?
- In our main product, the best practice publication, we will also include recommendations for the use of "easy language" better reaching the target groups' needs.
- For internal use we will produce and regularly update a dissemination and a quality plan, draft a project management handbook and a project agreement.

Activities

During the investigation phase, each partner will form an assessment group consisting of 5 people active in the area of further education/adult education, which will evaluate the project examples that were researched in the first (research) phase using the assessment matrix and make recommendations for (further) development. The members of this group can be counsellors, trainers, managers, or political decision-makers. The groups will be put together in such a way so as to ensure the necessary specialist expertise to evaluate the projects as well as guaranteeing a widespread dissemination from the start.

Towards the end of the project, each partner will organise a public event and invite educational institutions, representatives of charities, those active in adult and further education, representatives of umbrella organisations (e.g. the Volkshochschulverband (Adult Education Association) in Germany), political decision-makers, representatives of the press, and everyone who is interested in the subject. Each event should reach at least 30 people resulting in 200+ participants. During this event, the best practice approaches that were identified and developed will be presented and the publication will be distributed. In addition we will deliver the project publication to at least 150 university libraries and lecturers across Europe.

Chancengleichheit und Inklusion

Projekttitel:	Implementing the cooperation between vocational schools and workshops for people with disabilities in curricula by developing a guideline and training materials for a Europe-wide dissemination of the VET4D concept
Akronym:	iVET4D in Europe
Koordinierende Einrichtung:	Staatliche Berufsschule Weißenburg
Partnereinrichtungen:	Landesberufsschule Bregenz 1, Austria St. Michaels-Werk Grafenwöhr, Germany CIP Virgen del Camino, Spain COPE Foundation, Ireland ASSOCIATION EUROPEENNE DES PROMOTEURS DE SERVICES POUR DES PERSONNES AVEC UN HANDICAP, Belgium Istituto Tecnico Industriale Statale Alessandro Volta, Italy Koulutuskuntayhtymä Tavastia, Finland Odborne uciliste Chroustovice, Zamek 1, Czech Republic Sjöarpsskolan Knut Hahn, Sweden
Projektnummer:	2014-1-DE02-KA202-001457
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

VET4D stands for "Vocational Education and Training for disabled people". Funded by the EU a partnership consisting of nine partners from 8 nations has been formed since 2010. The main goal is to support people with disabilities by technical aid during working processes. Ergonomically well designed work places are very important to accommodate people with different disabilities in order to help them to fulfill certain processes at work. Therefore workshops for disabled people are in continuous need of specialist equipment and devices. Such devices form the basis for ideal task activities for technical apprentices at vocational schools. Thereby students plan, develop, produce, and explain these technical devices needed for disabled people in workshops. In this cooperation students not only learn how to work on their own within a complex sequence - they also get a clearer perspective of difficulties experienced by disabled people in their working life's.

The first partnership project focused on the development of the "VET4D handbook of construction". A digital handbook with best practice examples of good cooperation between vocational schools and workshops for people with disabilities was produced. This handbook encourages vocational institutes as well as workshops to start local cooperation projects.

The main goal of the second VET4D partnership project - proVET4D - was to develop the "VET4D - toolkit" which would help to show how good cooperation between vocational schools and workshops for people with disabilities can be started, what kind of projects are appropriate and how such projects can be managed successfully.

The "iVET4D in Europe" partnership project is the third one and follows consequently the way to make the VET4D concept more popular within Europe. Therefore the main focus lays on the dissemination of the idea and concept of VET4D throughout the European Union and in the implementation of the VET4D concept in the curricula of vocational schools in Europa. With support of the EASPD - the European Association of Service Providers for Persons with Disabilities - the idea of VET4D will be spread out to all relevant institutions, service providers and persons in charge for vocational education and people with disabilities. The EASPD represents over 10.000 social service

provider organisations across Europe, has an influential european-wide network and first class experience in disseminating concepts within Europa. In the "VET4D international congress" and the national respectively regional "VET4D training and information events" the concept of VET4D will be presentated and explained to the participants. The aim is to show the benefit of local partnerships between vocational schools and workshops for people with disabilities. Therefore the multiplier events will motivate relevant stakeholders to bring the idea of VET4D in all countrys of the EU. To reach a wide impact in dissemination a "VET4D promotion video" will be produced which shows how the VET4D concept works and what benefit the participating institutions can expect.

In order to support vocational schools as well as workshops for people with disabilities to start cooperation projects two guidelines will be developed: The "Guideline for implementing the VET4D concept into curricula and schedules of vocational schools in Europa" will give advice how cooperation projects with workshops for people with disabilities can be integrated successfully into curricula of the school. The "Guideline for managing the VET4D concept in multinational students groups" focuses on the work in coopertaion projects in multinational student groups.

All copperation projects within this partnership project will be integrated into the VET4D handbook of construction and in an update of the "VET4D toolkit" and will be available for all interested people via the VET4D website www.vet4d.eu.

Chancengleichheit und Inklusion

Projekttitel:	Re-start women 2.0
Akronym:	Re-start
Koordinierende Einrichtung:	Institut für technologieorientierte Frauenbildung e.V.
Partnereinrichtungen:	INTRA MOENIA - SEEDS FOR CHANGE, Italy Stichting Multicultureel Vrouwencentrum Jasmijn, Netherlands Ustanova za obrazovanje odraslih Dante, Croatia WIDOWS AND ORPHANS INTERNATIONAL, United Kingdom
Projektnummer:	2014-1-DE02-KA202-001434
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

A European goal is to increase the percentage of adults in vocational trainings up to 15% (by 2020). Various strategies have been proposed in order to achieve these goals, e.g. more support for employees in transitions, special offers for the unskilled, validation of knowledge acquired in informal situations and encouragement of women.

All over the world it is mostly women who interrupt their vocational career in order to care for their children and family. After this career break many women find it difficult to find a new job because their knowledge is not up to date anymore; processes have changed and technologies have advanced. When finally reentering the workforce most of these women have to face the gender wage gap and discriminated against whenever it comes to promotions.

The project restart 2.0 aims to facilitate the way back into the work force for women after maternity leave. In summary it will provide an online platform containing different content, e.g. Microsoft Office courses, management knowledge, an English course and the pass of competences, a tool developed to document the knowledge women acquired during their time at home (e.g. time management, organizational skills). To contribute these skills to a European level and to fulfill the needs of the labor market, we developed the module "intercultural competence" which facilitates international/European competences of methods, decision-making and responsibility. The module "Services" completes the platform with support for questions about childcare and child support. Thanks to the platform the women can prepare for their return while still at home. They can autonomously organize their lesson which makes the program suitable for women with small children or other duties. All Modules of the platform are using low-level educational rudiments and methods with the ambition to provide a transparent learning-environment for un- and low-skilled women and therefore reaches the public at large. All modules correlate to the situation of women re-entering the job market to foster the virtual mobility, which is the basis of our information society, all offers of the project are optimized for mobile usage. The platform features an innovative open interactive module called "Wiki-Fem-Professional", which will be integrated into the platform and offers the following capabilities:

- Free access to all interested parties in Europe (woman re-entering the job-market, working woman, woman in parental leave...)
- The possibility of entering job- or software-related information and learning content for all interested parties, following the example of online-lexica like "Wikipedia"
- The possibility of subject-specific on- and offline communication for all interested parties, following the example of social media

Therefore Wiki-Fem-Professional is a unique European platform for women re-entering the job market and working women, which will be enhanced continuously by the attendance's input and provides job-related solutions European-wide. Owing to the open and free access the usage is open to the public at large and therefore provides information about the situation in the different European countries (Competences, problems of women re-entering the job, needs of the employers,...). This means not only for the participants an additional benefit, it also provides information for political decisions to improve the perspectives of returning.

Therefore and because of the interactive European-wide and long-term advantage after the projects end, and through the wide spread of the content, the project meets the demand of sustainability in a special way.

The project will be run by the European partners United Kingdom, Italy, Croatia, the Netherlands and Germany, who all have longtime experiences in vocational assistance and training of women. Through the wide diversity of the partner's competences (e.g. management-, ICT- or training competences), they complement each other concerning the project-contents and –aims. Die Zusammenarbeit ermöglicht den konstanten Austausch der besten Methoden und Erfahrungen und garantiert damit die Weiterentwicklung des Projektes und die damit verbundenen Ergebnisse in den einzelnen teilnehmenden Ländern. The cooperation allows the constant exchange of the best methods and experiences and guarantees the further development of the project and therefore the related results in each single participating country.

Chancengleichheit und Inklusion

Projekttitel:	Learning Communities in Rural Europe
Akronym:	LCRE
Koordinierende Einrichtung:	Europäische Akademie der Heilenden Künste e.V.
Partnereinrichtungen:	EMBERCOMBE, United Kingdom Focus Eco Center, Romania Garten der Generationen, Austria Slunakov, Czech Republic
Projektnummer:	2014-1-DE02-KA204-001103
Laufzeit:	36 Monate
Antragsjahr:	2014

Zusammenfassung:

The project "Learning Communities of Rural Europe" LCRE develops training materials for educational organisations that are interested to become an "ecosocial place of learning". Such places characterize a creative integration of formal learning programs and opportunities for informal learning. They support academic trainings through programs for university-students and research projects that are carried out in cooperation with universities. They convey practical skills and offer space for orientation and personal development. They address local young people that have difficulties with vocational training and integrate people from the local community as far as possible in their activities. Through supporting learners to set up entrepreneurial projects they support the revitalisation of rural areas. They cooperate with companies and other educational organisation locally as well as on a national and european level.

The project LCRE is carried out by five organisation that pionieer in building up ecosocial places of learning in rural areas. The coordinators of the project are leaders or important project developers of these organisations.

One central aim of the project is the mutual support the participating organisations can offer to each other in the process of becoming a full-featured ecosocial place of learning. Moreover they develop a handbook and other training material as a support for other organisations and for the multiplication of the concept. Concretly these are a handbook for the development of ecosocial places of learning, webinars and e-learning-tools and a literary book, which should make the concept available to multipliers as well as learners and to comunicate to a broad audience. Another output of LCRE is a suggestion for a new program in education policy to support ecosocial places of learning. To reach this goal, effective lobbying will be carried out.

The project LCRE will fill a gap in the european education landscape through using the endogenous forces and ressources of rural regions with their specific social, ecological, economic and educational potencials. By initiating a european network, rural places of learning will develop supraregional importance and will become role models for a new generation of integrative educational projects all over Europe.

Chancengleichheit und Inklusion

Projekttitel:	INDIVERSO - Inclusive diverse solutions for VET
Akronym:	INDIVERSO
Koordinierende Einrichtung:	Josefsheim gGmbH
Partnereinrichtungen:	ASTANGU KUTSEREHABILITATSIOONI KESKUS, Estonia Bundesverband der Angehörigen psychisch Kranker e.V., Germany Berufsbildungswerk Waldwinkel, Germany THE CEDAR FOUNDATION, United Kingdom Centro Studi Opera Don Calabria, Italy Fundação afid Diferença, Portugal FUNDACION INTRAS, Spain Mariaberger Ausbildung und Service gemeinnützige GmbH, Germany Stichting Werkenrode Arbeidsintegratie, Netherlands UNIVERSITAET KASSEL, Germany
Projektnummer:	2014-1-DE02-KA202-001412
Laufzeit:	36 Monate
Antragsjahr:	2014

Zusammenfassung:

School education and vocational training are connected with barriers and exclusion risks for young people with physical, cognitive and additional psychological impairments. The number of people with psychological problems and behavioural disorders in vocational training is strongly on the increase. This presents challenges for employers, trainers and teachers, who do not have a sufficient interaction repertoire and are lacking appropriate support.

The present education and support programmes often do not match the requirements of these persons, as they are universally aligned and orient themselves on blanket disability categories and presumed typical deficiencies.

The aim of the project is to develop the personality and the abilities of everyone and enable his participation in society. Until now, aspects of the inclusion have been discussed and tried most intensively in school education, whereas participation in vocational training and work was not in the focus, although this is clearly requested by Article 27 UN-CRPD. The project implements the main constituents of a new and modern approach to vocational training of people with disabilities: Inclusion, participation, self-determination, empowerment, equal opportunity, accessibility, involvement, and thinking and acting in educational networks are taken into account.

INDIVERSO connects disabled people, self-help organisations, funding bodies of occupational rehabilitation and firms to analyse the demand and to develop a training concept, enabling the target group to successfully complete a vocational training. The concept consists of the following instruments:

1. Training assisting offers for trainees with psychological impairments
2. Further training for teachers and specialists of schools, training facilities and of work and living areas
3. Coach the coach for assisting coaching during vocational training
4. Assisting coaching during vocational training for people with psychological impairments
5. Supervision and coaching offers for teaching personnel and specialists
6. Guidelines for prevention and crisis intervention
7. Information and training offers for firms

8. Setup of regional networks for ensuring successful vocational training of young people with physical or cognitive and additional psychological impairments.

The basis for this concept is a dynamic and interactive model that understands disability as a result of negative feedback of environment and personal factors. Participation is consistently implemented in the project: People with disabilities are at the focus, from the analysis of the necessary support and changed concepts, to the assessment of the effects.

For teachers and specialists, the aim is to relay professional handling skills and sensitisation for the individual orientation to the requirements of each trainee. Information and action concepts for successful inclusion of people with psychological impairments will be made available to companies that provide training.

Permanent education, consultation and support structures will be created within the project. The education concepts will be anchored within the information and service structures of the project partners, so that the target groups can make use of the new offers and support in everyday life. The creation of regional networks with employers, youth psychiatrists, integration specialists, case managers and job coaches secures the long-term success.

Superordinate aims

- Make inclusion possible also for this target group
- Provide impulses for the creation of an inclusive training and job market and thus the improvement in the employment situation
- Bring taboo topics “Psychological impairment, training and employment” to the focus and in doing so, remove stigmatisation, prejudices and misunderstandings
- Sharpen the employer’s awareness and through it, improve the employability of the target group and avoid long term unemployment
- Develop target group specific basic competences of teachers and other specialists
- Implement the political demand for equality and the empowerment approach

Central project aims

- Europe-wide exchange of experiences regarding vocational training and work by people with psychological impairments
- Construct networks
- Improvement of the cooperation of company training sites and educational facilities enabling training that is as close to the company aims as possible
- Development of a training and consultation concept for the target group specific design of training and work
- Furthering of job-relevant competences of people with psychological impairments
- Training courses for specialists
- Creation of sustainable support for schools, other training facilities and companies
- Strengthening of the empowerment attitude
- Inclusion of the people involved as “self-made experts”

Chancengleichheit und Inklusion

Projekttitel:	DIGITAL SECOND CHANCE OPPORTUNITIES
Akronym:	DISCO
Koordinierende Einrichtung:	Weiterbildungskolleg Mönchengladbach
Partnereinrichtungen:	Betawerk B.V., Netherlands CESIE, Italy Centrum Kształcenia Ustawicznego w Sopocie, Poland EfVET, Netherlands Stichting EURICON, Netherlands Phoenix Social Enterprise Limited, United Kingdom
Projektnummer:	2014-1-DE02-KA204-001549
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

DISCO focusses on the quality improvement of second chance education, targeted at the NEET-group. The development of an online knowledge and quality centre is positioned centrally. In this centre digital assessment tools, good practices and trainings are available. In that way DISCO focusses on the quality of curricula/tools, the quality of teachers/trainers and the organizational setting in which the NEET-group education takes place. Next to the second chance knowledge and quality centre a European online community

Recently projects like EXACT, DEVOTED and LION contributed to the development of good teaching/learning practices and the development of competence based quality standards. This together with opening up of educational institutions towards employers and social service providers, made it possible to provide state-of-art opportunities for those in a disadvantaged position. Further in the guidance on the work place the projects EGUIDYA, EMYA, BEST and MOBILE were of high value to set standards that facilitate international placements and to sensitize employers and educational institutions regarding needs and opportunities on the work place. World is changing fast: further impulses need to be given to the digital opportunities and the (European) community building in second chance education. With the (paper based) tools available and the network present, now a step is taken to fully digitalize the previous (quality) efforts.

Via a state-of-the-art European wide online platform for second chance education a knowledge and quality centre will be built. In this knowledge centre all experience and expertise is bundled gathered from previous projects and updated to online available tools to invest in trainers, teachers and beneficiaries themselves on a European level. The developed tools (user-driven, online grading system for good practices; self- and peer-assessment system for organisations; tailor-made e-portfolio tool for (international) placements; self-assessment tool for teachers/trainers) will created the opportunity to think and act borderless in European second chance education and upgrade national development to a European, transversal, setting.

Next to the development of the online knowledge and quality centre it is important that those involved in (the development of) training and taching processes contribute themselves and share ideas, knowledge and experiences. An online and offline European community of teachers/trainers in second chance education is targeted. In this community teachers and trainers can share, discuss, develop and value their practices and ideas. In this way a bottom-up movement is started based on social network activity and user involvement. The continuous education of teachers and trainers is fostered making all teacher trainings in the second chance network visible (connecting supply and demand) and by exploring good practices for joint (European) curriculum design and international

guest lectures. In this way DISCO will impact beneficiaries of the NEET-group, the organizational/educational settings involved and the trainers/teachers active: local expertise and experiences will be transferred to open digital European quality tools.

DISCO targets three out of five objectives of the Europe2020-strategy:

- In terms of employment (EU2020: 75% of the 20-64 year-olds to be employed (now youth unemployment over 25%) increases employment opportunities for youngsters at risk by offering them international work experience and making it possible to evidence this experience digitally.
- Looking at education (EU2020: Reducing school drop-out rates below 10% (now 15,3%) and at least 40% of 30-34-year-olds completing third level education) DISCO invests in a vulnerable target group, who is at the highest risk of drop out and has the lowest chances in completing third level education.
- In fighting poverty and social exclusion (EU2020: at least 20 million fewer people in or at risk of poverty and social exclusion) LION offers concrete opportunities and develops tools for teaching and training in a community and network based integrated environment to avoid exclusion and to promote their chances in the European society and labour market.

Citizenship

Seit den gewalttätigen Ausbrüchen von Extremismus Anfang 2015 ist Citizenship ein Thema von aktuell hoher politischer Bedeutung und somit auch zu einer Priorität im Programm Erasmus+ geworden. Es ist deutlich geworden, dass die allgemeine und berufliche Bildung auch bei der Förderung von Inklusion und Chancengleichheit, der Schaffung einer Kultur gegenseitiger Achtung und bei der Verankerung von Grundwerten in einer offenen und demokratischen Gesellschaft eine Schlüsselrolle spielt. Die allgemeine und berufliche Bildung richtet sich an alle Menschen, insbesondere auch an die am stärksten benachteiligten Gesellschaftsschichten, und ist damit ein wichtiger Faktor für die Verhinderung und Bekämpfung von Armut, sozialer Ausgrenzung und Diskriminierung und für die Schaffung eines Fundaments für bürgerschaftliches Engagement. In der allgemeinen und beruflichen Bildung sollten daher die Bemühungen zur Verbesserung des Zugangs aller Menschen zu hochwertigen Lernangeboten verstärkt werden.

In der Pariser Erklärung der für die Bildung zuständigen Minister vom 17. März 2015 werden Maßnahmen auf allen Ebenen gefordert, um die Rolle der Bildung zu stärken bei

- der Förderung der gemeinsamen Werte von Freiheit, Toleranz und Nichtdiskriminierung,
- der Festigung des sozialen Zusammenhalts und
- der Unterstützung junger Menschen in ihrer Entwicklung zu verantwortungsbewussten, offenen und aktiven Mitgliedern unserer vielfältigen, inklusiven Gesellschaft zu stärken.

Die Bildung spielt eine wichtige Rolle für die Prävention und die Bekämpfung von Ausgrenzung und Radikalisierung. Im Rahmen des Programms Erasmus+ werden Mittel für konkrete Maßnahmen in den vier in der Erklärung aufgezeigten Bereichen bereitgestellt: i) Förderung des Erwerbs sozialer und interkultureller Kompetenzen sowie von Bürgerkompetenzen, Verbesserung der Identifikation mit den Grundwerten Europas, Förderung des bürgerschaftlichen Engagements; ii) Förderung kritischen Denkens und der Medienkompetenz; iii) Verbesserung der Bildung benachteiligter Kinder und junger Menschen und iv) Förderung des interkulturellen Dialogs.

Es gibt in der Berufs- und der Erwachsenenbildung bislang nur vereinzelte Projekte in Erasmus+, die Aspekte von Citizenship bearbeiten. In 2016 wird das Thema Citizenship jedoch zu einem Schwerpunktthema der NA beim BIBB werden.

Von hoher Priorität ist das Thema bereits seit vergangenem Jahr für Projekte aus dem Jugendbereich. Der Kontakt mit der NA-Jugend wird derzeit intensiviert.

Citizenship

Projekttitel: Zuhause in Europa - interessieren, motivieren, aktivieren

Akronym:

Koordinierende Einrichtung: Gesellschaft für Arbeit und Soziales (GefAS) e.V.

Partnereinrichtungen: Bürgervereinigung, Slovakia
Bürgervereinigung D.R.A.K., Czech Republic
Stowarzyszenie Mieszkancom Gm. Goluchow, Poland

Projektnummer: 2014-1-DE02-KA204-001023

Laufzeit: 24 Monate

Antragsjahr: 2014

Zusammenfassung:

In the previous social work of the involved partner-organisations from Poland, Czechia, Slovakia and Germany, there was seen, that citizens and people without graduation, people with lacking social participating, people without vocational training, migrants and unemployed have no or little interest for Europa. The tenor is normally negativ.

A questionnaire survey in the run-up to the Europa-elections by all involved organisations in their surrounding areas has certified the statement. The interviewed persons have only poorly knowledges about Europa, the European institutions and policy .

These facts are the starting point for the project in the frame of adult education with the motto: "At home in Europa: interest – motivate – activate "

The experiences of the involved partner-organisations and the common survey are the base for finding the objective targets in look on the target-groups:

- more awareness for the common house "Europa"
- promotion to an active citizenry operated by a suitable adult-education-programm
- opinion forming for relevant talking points: discussion and articulation
- With live fulfil the European thought, for example: cooperation in town-partnerships

To get past from threshold fears

- to move EU-citizens to an engagement for Europa
- to acquisitions of social and civil competenz, concerning the key competenzen of the EU

In look on the special social situation of the project-target-groups, the project didactics and methodology is made for this educational specific feature.

The aim-perspective is: The educational distants and desmotivates don't come to us – we must go to them !

The background of this aim-perspective is, that affiliated ones of the target groups have bad learning experiences, the learning motivation is considerably limited.

These deficits should be compensated by the planed seminar-offers.

During the project-period, 12 "project-moduls" are compiled by the involved partner-organisations with a method-collection oriented to the target-groups.

Every modul has a time extend of 3,5 hours. The moduls can be used regardless of each other.

To theorise not only, and to produce practical relations to the target-groups, single moduls are tested during the project.

In order to transform educationally the modules, so called “ educational pilots” are trained.

Main focus of the project is the education from these “educational pilots”. These should transform the modules with the target groups educationally, organise seminars and carry out.

Additionally, multipliers and stakeholders should be won for producing connections, maintain and have an effect on the motivation.

To guarantee effectual cooperation of all involved partners a coordination- and control group will be formed. In each case 3 experts will co-operate there, sent by the partnerorganisations.

Resultant from the polls in all partner-countries, the following subjects are worked on exemplarily:

- If Europa can be mine at home
- So many countries and states under a care
- Europa has a long history
- European facilities and institutions and their tasks
- Work in Europa , labour-market
- Everybody different – everybody equal (diversity)

Another aim of the prospect is the acquisition of networkes and other stakeholders in addition contribute to a substainability in order to transform the project- results and to find financiell opportunities for the continuation of the project after conclusion of the project-phase.

The project-results are available to all interested institutions and organisations.

For disseminations the project-results become used: websites, printmedia, local-tv-channels, publications and periodicals of the involved project-partners.

Project languages : German, Polish, Czech Slowak

The trained “educational pilots” receive a certificate about the successful participation in the project.

Citizenship

Projekttitel:	Can Do Empowerment
Akronym:	
Koordinierende Einrichtung:	VIA Bayern - Verband für interkulturelle Arbeit
Partnereinrichtungen:	Brighton and Hove Community Works, United Kingdom Instituto de Asuntos Culturales, Spain RADAR, Netherlands Umtapo Centre, South Africa ZEBRA Interkulturelles Beratungs- und Therapiezentrum, Austria
Projektnummer:	2014-1-DE02-KA204-001577
Laufzeit:	36 Monate
Antragsjahr:	2014

Zusammenfassung:

In 2012 close to a fifth of Europeans report that they have personally experienced discrimination or harassment: 13% have experienced discrimination on the basis of one issue and 4% on multiple issues. Over a third of Europeans have witnessed or heard of someone suffering discrimination or harassment in the last 12 months. Growing nationalism and right wing populism is worsening the situation of minorities in Europe. There is a need to confront these developments and find a means to empower those who are confronted with discrimination.

The main objective of this project is to empower trainers as CHANGE AGENTS within their own local context to deal with discrimination, to share and develop an educational, conceptual and methodological basis on which to develop an effective EMPOWERMENT FOR SOCIAL CHANGE training approach which can then be used as the basis for developing practical tools such as manuals, articles, videos, booklets and other training aides which are to be communicated in a variety of different ways to maximise the impact and sustainability of this initiative.

The project brings together the expertise and long-standing experience of six organisations who see their fundamental mission being to confront discrimination and exclusion and to promote equality and diversity within society.

- VIA Bayern is an expert in providing intercultural and interreligious awareness and train of trainer trainings for the social sector.
- The Dutch organization RADAR is the main agency for equal treatment and against discrimination in the south western part of the Netherlands.
- ICA-Spain is a registered national NGO specialized in intercultural and intergenerational training for private and public organizations locally, nationally and internationally.
- Brighton and Hove Community Works is a membership organisation and an established charity. They have a diverse range of expertise including training, equality and anti-discrimination as well as their innovative asset based approach to community engagement.
- The Austrian organization ZEBRA expertise lies in the counselling and psycho-therapy for migrants and refugees and educational offers for different target groups.
- Umtapo is a South African non-profit development organisation whose mission is to engage in education, training, community mobilisation, and networking in order to empower people to take control of their own lives in the struggle for sustainable development, peace, and human rights.

The project will develop and disseminate material that can be used in the facilitation of anti-discrimination work, including a blog, a manual and articles. During the exchange meetings experiences with proven empowering anti-discrimination strategies and approaches will be shared and on basis of this exchange concrete products will be developed. The dissemination of findings will happen in the last year of the project. Expert meetings, conferences, workshops, publications and trainings will be organized.

We will share our learning and outputs with those who are close to our community, from our family, neighbours, community centres, colleagues and target groups. We are already collaborating with various municipalities, regional institutions, universities and NGO's. Also this project will make it easier to reach stakeholders and policy makers on a national level.

Validierung informell und nicht-formal erworbener Kompetenzen

Die Validierung informell und nicht-formal erworbener Kompetenzen ist schon seit Jahren immer wieder auf der bildungspolitischen Agenda der EU. 2004 trat der Rat für gemeinsame europäische Grundsätze zur Validierung von nichtformalen und informellen Lernprozessen ein; seit diesem Jahr wird regelmäßig ein Europäisches Verzeichnis zur Validierung nichtformalen und informellen Lernens mit Informationen über die gegenwärtigen Validierungspraktiken in der EU veröffentlicht. Die Dokumentation auch von informell erworbenen Kompetenzen soll seit 2005 im Europass und seit 2006 im Youthpass gefördert werden. In der Empfehlung zur Einrichtung des EQR aus dem Jahr 2008 werden die Mitgliedstaaten aufgefordert, auch die Anrechnung von Lernergebnissen von informellen Lernprozessen zu fördern.

Im Dezember 2012 schließlich verabschiedete der Rat der EU eine Empfehlung zur Validierung nichtformalen und informellen Lernens (2012/C398/01). Darin werden die Mitgliedstaaten aufgefordert, bis 2018 Regelungen für die Validierung nichtformalen und informellen Lernens einzuführen, die folgendes ermöglichen sollen:

- Kenntnisse, Fähigkeiten und Kompetenzen, die durch nichtformales und informelles Lernen erworben wurden, validieren zu lassen;
- auf der Grundlage validierter nichtformaler und informeller Lernerfahrungen eine vollständige oder gegebenenfalls teilweise Qualifikation zu erhalten.

Auch die EU-Kommission hat immer wieder unterstrichen, wie wichtig es ist, die Vergleichbarkeit von Kompetenzen und Qualifikationen in Europa zu unterstützen, insbesondere vor dem Hintergrund der hohen Arbeitslosigkeit in Europa. Beispielhaft seien hier die Leitinitiativen der Strategie Europa 2020 „Jugend in Bewegung“, „Eine Agenda für neue Kompetenzen und Beschäftigungsmöglichkeiten“ und „Eine digitale Agenda für Europa“ genannt sowie auch im Zusammenhang mit dem Beschäftigungspaket „Aufschwung mit vielen neuen Arbeitsplätzen“.

Das Programm Erasmus+ legt insbesondere im Programmbereich Jugend, aber auch im Bereich Bildung einen besonderen Fokus auf die Förderung der Anerkennung informellen Lernens. In der Leitaktion KA2 Strategische Partnerschaften liegt eine der europäischen Prioritäten auf Projekten, die sich der Validierung nicht-formalen und informellen Lernens und die Durchlässigkeit hin zu formalen Bildungswegen widmen.

Validierung informell und nicht-formal erworbener Kompetenzen

Projekttitel:	Show your own gold - a European Concept to Visualize and Reflect One's Vocational Biography Using Digital Media
Akronym:	ShowYourOwnGold
Koordinierende Einrichtung:	Karlsruher Institut für Technologie
Partnereinrichtungen:	SC AxA Consulting 99 SRL, Romania Instituto Politécnico de Beja, Portugal PONTYDYSGU LTD, United Kingdom UNIVERSITAT DE BARCELONA, Spain Zavod NEFIKS Institut za promocijo in belezenje neformalno pridobljenega znanja, Slovenia
Projektnummer:	2014-1-DE02-KA202-001430
Laufzeit:	36 Monate
Antragsjahr:	2014

Zusammenfassung:

The project aims to develop, test and evaluate a European concept to support the development of a vocational biography through course consultancy for the target group of unemployed young people (including girls and young women) in vocational preparation measures outside the labour market. It intends to make them set up and visualize their individual vocational and educational biography, actively producing media available on a web-based multimedia environment. Formally and informally acquired skills and competencies are visualized using a specific type of portfolio developed in the project. Within the framework of the project, both the web-based competence multimedia environment and the consultancy of young people will be developed in the form of an accompanying course offered in the countries. Within the framework of the project, a consultancy concept with a specific scope of courses offered for the generation and reflection of appropriate media formats (e.g. video clips of work processes at the company providing internship, interviews with trainees and skilled workers of a branch, image data of own work-pieces and projects etc.) is to be developed, tested and evaluated.

The research design is based on several distinct research strategies:

1. A desk study (analysis, literature review) of the situation of vocational preparation organised and embedded in the VET system and the employment situation of young people in the countries. This is necessary in that no studies are at present available on the analysis of the integration of the concept of vocational biography design in vocational preparation in the participating countries;
2. the development of the course (curriculum design) and
3. its application, followed by
4. a set of in-depth group interviews and surveys with the social actors involved, such as trainees and trainers, accompanied by a series of transnational work meetings. The didactic approach of the course design is based on constructivist pedagogy and constructionist media education, combining active design and reflection processes of the young participants. The project will focus on learning processes for the conception and production of authentic media products for vocational self-presentation and the presentation of one's skills. These media products are to present the young people in the context of their professional activities (e.g. during internships that are combined with the setup of visual material). In addition, the young people are to be given a feedback regarding their strengths and weaknesses and the way in which they can present their competences in an effective manner.

The didactic approach of the online multimedia environment is based on the idea of shaping technology by the users themselves. It will be co-designed by the project partners, according to the needs identified in the countries and technically realized by the partner Pontydysgu. The result will

be an online media environment to be designed & updated by the participants. It may pool various media formats for later sustainable use in a project-independent manner. The partnership has been selected according to the experiences and expertise required for the successful development, realisation and evaluation of the project activities.

Bringing together institutions with a high expertise with in media education with young people, media design, visual culture, as well as vocational preparation, VET, continuous training/Life Long Learning. They also have very wide experience in research within European projects. All of them have participated in a considerable number of projects within European Commission programmes related to VET and media: most or even all of their research is carried out by means of contracts with external institutions such as social partners or individual enterprises: The Institute of Vocational and General Education (IBP) at the Karlsruhe Institute of Technology KIT (coordination); The University of Barcelona (UB); Pontydysgu, Ltd., U.K.; AxA Consulting, Romania; Institute Nefiks, Slovenia.

This project aims to support EU and national policy makers for what concerns the development & implementation of new VET related policies towards a European concept of successful vocational biography design. The results of the project will be clearly spelled out to be easily circulated and disseminated via an International Youth Panel, a European conference, newsletter and social media in order to enhance their usability within the policy making process. Depending on the strong partnership and cooperation in the project, it is likely that the results bear significant impacts on new EU decisions & regulations that might pay more attention to vocational preparation, its integration in VET systems in terms of the responsiveness of vocational preparation measures and its quality improvement

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Validierung informell und nicht-formal erworbener Kompetenzen

Projekttitel: **Matching Non-Formally Acquired Competences to National Qualifications Frameworks**

Akronym: Match2NQF

Koordinierende Einrichtung: **Volkshochschule im Landkreis Cham e.V.**

Partnereinrichtungen: DEPARTAMENT D'ENSENYAMENT- GENERALITAT DE CATALUNYA, Spain
Association pour le Développement de la Pédagogie de l'Individualisation, France
Folkuniversitetet, Stiftelsen vid Lunds universitet, Sweden

Projektnummer: 2014-1-DE02-KA202-001619

Laufzeit: 24 Monate

Antragsjahr: 2014

Zusammenfassung:

Due to the open labour market and an increased rate of migration, the recognition and validation of competences, from non-formal and informal learning, is one of the key topics in Europe today (EU COUNCIL RECOMMENDATION December 20th, 2012 on the validation of non-formal and informal learning). The basis of the EQF is the traceability of acquired skills which encourages the mobility of European workers, but a comparability of qualifications and skills is required. In addition to the "formal qualifications", non-formal learning plays an increasing key role. The European Qualifications Framework and its implementation in the NQFs set an initial basis for the comparability of learning outcomes (ECVET). Validation has become part of the policy agenda at European level.

The starting point of the project Match2NQF is transfer of the KØDE-NQF methodology which for the first time matched KODE®-Model for recognition and validation of competences, including those achieved in non-formal and informal learning, with the European Qualifications Framework as well as with National Qualifications Frameworks on the basis of the underlying Atlas of Competencies with its 64 competences in the four fields of: personal competency, competency of activity and decision-making, social communicative competency and professional/methodological competency.

The project aims to:

- transfer and adapt the KØDE-NQF methodology to the requirements of the NQFs in France, Spain and Sweden
- provide a set of enhanced tools and a handbook, developed in cooperation with experts in the professional areas, to be used in the field of career guidance in order to measure the competences of persons with highly developed competences and/or a lack of formal qualifications and to locate the need for parts of qualification/developing competences in order to have concrete tools that allow to transfer the European and National developments in terms of frameworks to practitioners in the project countries and Europe. Enhanced tools will be developed for certain interesting professional profiles in Germany, France, Spain and Sweden. A close cooperation with the competent bodies in all project countries will emphasize the successful implementation of these concrete tools for career guidance staff.

The project MATCH2NQF with its handbooks and tools will not only reflect the EQF, NQF and ECVET requirements but also the sectors of highest mobility (e.g. Health, Manufacturing) and highest rate of future mobility (e.g. ICT, Tourism) in Europe. The envisaged impact of the project is to:

- strengthen the importance of non-formal learning experiences and their recognition and validation;

- provide staff in the field of career guidance with knowledge, skills and competence (curriculum/learning/training activity) and a set of tools (for other professional profiles) that reflects the current European policy but also is to be used in the every-day professional life;
- encourage a more positive attitude towards the EU values and instruments;
- ensure a greater understanding and responsiveness to non-formal and informal learning and its recognition;
- reinforce interaction between practice, research and policy for implementation of European and National Qualifications Frameworks.

The project is directed in first line to the practitioners in the field of guidance and counselling (guidance counsellors, advisers, consultants, educational staff) working at educational and vocational institutions, and stakeholders and policy makers responsible for recognition and validation of competences acquired in non-formal context. Within the project activities at least 240 persons will be reached directly through multiplier activities. The final beneficiaries of the project are: VET providers and other education which work in the field of measurement and validation of competencies acquired not only in formal education context but also non-formal and informal context, for example educational institutions for further education to universities working in the field of competencies assessment. Additional beneficiaries are those people who do not only have formal education and professional qualifications, but have highly developed non-formal and informal skills and competences, who move at the European or even global labour market and require a comparable recognition of their elaborate competencies, as well as persons who have acquired competencies and skills within non-formal context and want their skills and competencies to be validated.

Validierung informell und nicht-formal erworbener Kompetenzen

Projekttitel:	IT based Methodology for Promoting, Assessing and validating Competence oriented learning and Training
Akronym:	IMPACT
Koordinierende Einrichtung:	BUPNET - Bildung und Projekt Netzwerk GmbH
Partnereinrichtungen:	INSTITUTO POLITECNICO DE LEIRIA, Portugal CATRO BULGARIA EOOD, Bulgaria ARISTOTELIO PANEPISTIMIO THESSALONIKIS, Greece BLENDED LEARNING INSTITUTIONS COOPERATIVE, Germany Centrum Kształcenia Ustawicznego w Sopocie, Poland CONSIGLIO NAZIONALE DELLE RICERCHE, Italy Centrum vzdelávania neziskových organizácií, Slovakia Landcommanderij Alden Biesen, Belgium VYTAUTO DIDZIOJO UNIVERSITETAS, Lithuania
Projektnummer:	2014-1-DE02-KA200-001611
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

The Validation of Learning Outcomes in Informal and Non-formal Learning (VINFL) is one of the top priorities on the European Educational Agenda. Frameworks and instruments like EQF, ECVET, EUROPASS and others are about to be largely implemented in the member states to facilitate transparency of qualifications and competences and foster mobility.

However, though there are long term initiatives and a number of pilot projects on the theme, VINFL has not yet sufficiently reached the “practical level” of the educational professionals.

There are a number of structural, technical and content related obstacles and challenges that hamper the implementation of VINFL, especially in those educational sectors that do not explicitly train with a “qualification objective”, thus having a direct motivation to describe competences in terms of learning outcomes, for instance in the Adult Education and Youth sector, but also in rather informal learning fields in School and Higher Education (e.g. the whole field of Erasmus mobility).

A specific case of interest are stakeholders organising or participating in KA1 mobilities with the purpose to train educational personnel in the different educational sectors, course providers, sending educational institutions and their staff members as learners.

Though in KA1 courses the validation of competences is even explicitly mentioned in the application forms only a few of the course providers and educational institutes have sufficient knowledge, skills and competences regarding VINFL.

Based on latest surveys carried out in the framework of the predecessor projects, the following obstacles and weakness have been identified:

1. Lack of technical interoperability in the field
 - a. due to missing technical specifications (also leading to a lack of comparability of units and learning outcomes);
 - b. Missing connection to IT supported learning and assessment systems and open educational resources (OER) such as open source LMS or e-Portfolios.
2. Missing outreach and lack of cross-sectoral usability

- a. Lack of integration of other educational sectors like AE, Youth and School in the VINFL approach and missed opportunities to attract new users and to exploit the full potential of EUROPASS, ECVET and VINFL;
- b. Lack of interfaces to key competences and social, personal and organisational competences;
- c. Lack of further training and continuing professional development for stakeholders in these sectors and missing networking opportunities among national and European stakeholders on the matter.

IMPACT will develop and pilot a comprehensive implementation strategy for VINFL with a special focus on IT-based interoperability and on integrating those educational groups that have not (yet) a good affinity to this important European field.

The core output of the project is the IMPACT Implementation strategy for VINFL into educational practice (O7).

It is based on a fully fledged qualification for educational staff on VINFL which is designed, developed and piloted with a group of 20 professionals in blended learning methodology (O6) including a rich open learning environment, the IMPACT platform (O4).

A specific platform section for KA1 stakeholders will be provided as O5.

The platform is centrally managed and maintained on an open source e-Portfolio system are consisting of a combined learning and validation environment (O3+O4) that shall be developed on the basis of a sound technical ECVET specification (O2).

The specification is grounded on a research survey (O1) on the demands of the stakeholders in the field regarding VINFL and available good practice examples under specific consideration of ECVET taxonomy.

To achieve these outputs the following activities will be carried out:

1. Developing a basic IT-specification for validation systems to achieve interoperability;
2. Integrating the specifications in an existing validation software;
3. Creating interfaces to OER (Open Educational Resources) by developing plug-ins for the open source e-portfolios;
4. Integrating data from pilot previous pilot projects in both systems
5. Piloting the approach in different educational sectors;
6. Qualifying educational stakeholders that are not yet familiar with VINFL but supposed to work with it like educational personnel from IST-courses, youth organisations, HR managers or educators/trainers in enterprises.
7. Deriving a comprehensive implementation strategy

The project is based on a series of successful projects in the field of VINFL in the LLP and will be carried out by a consortium of partners with a long experience in European project collaboration. The partnership consists of 10 partners from DE, GR, IT, BG, SK, PL, PT, LV and BE working in Adult, Vocational, Higher, School Education and Youth and bring in substantial expertise to support the implementation of VINFL a cross-sectoral approach.

Validierung informell und nicht-formal erworbener Kompetenzen

Projekttitel:	Destination eValidation
Akronym:	DesTeVa
Koordinierende Einrichtung:	Universität Paderborn
Partnereinrichtungen:	Eco Communities, United Kingdom Aile ve Sosyal Politikalar Ankara İl Müdürlüğü, Turkey Alpha Vision, Bulgaria Cooperazione Paesi Emergenti, Italy Fundación de la Comunidad Valenciana del Pacto para el Empleo en la ciudad de Valencia, Spain Kerigma, Instituto de Inovação e Desenvolvimento Social de Barcelos, Portugal Opintotoiminnan Keskusliitto ry, Finland SOCIETATEA DE GEOGRAFIE DIN ROMANIA FILIALA SUCEAVA, Romania
Projektnummer:	2014-1-DE02-KA200-001033
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

Volunteering has always played an important role in many sectors of the European economy and especially in the non-profit sector but for a very long time its contribution was not officially recognised at EU level. In 2012 the role of volunteering in the EU was highlighted in a resolution adopted by the European Parliament. The resolution stated that "the competences and knowledge gained by volunteers should help them find jobs or be recognised as part of their training". Although different target groups can have different motivation for volunteering, depending on their age, gender or life aspirations, as a result they all develop new competences or improve existing ones, gain work experience and boost their personal development. These are competences and experiences which could be used in a variety of different jobs, help achieve new qualifications, build a career or simply gain personal satisfaction. Unfortunately, they are often not properly validated in a way that would be recognised by public institutions, certifying bodies or potential employers. Our partnership aims to develop a methodology for validation of different competences acquired through volunteering.

The EQF was developed to make qualifications more readable and understandable all over Europe. Different European countries are developing different NQF and are on different levels of implementation. Finding different validation tools and comparing the structure of them with the NQF and also the EQF will on the one hand show the differences between NQF but on the other hand support the comparison of NQF and gives a chance to include a new European validation tool for volunteers.

Within these project nine different states/organisations are working together. On the one hand it is a mixture of organisations who are experts in the field of competence validation (f.e. University of Paderborn) and organisations who are dealing with social inclusion (f.e. Fundación CV Pacto Empleo Valencia). On the other hand it is a combination of partners who are experienced, little-experienced and not experienced in European Union projects.

The aim of this project is the visualisation, documentation and recognition of formally, non-formally and informally acquired competences in the field of volunteering. Based on that, the development of an online tool for validation of volunteering competences is made. The project objectives are

creating an online tool for validation of volunteering competences, which makes the management of human resources of organisations easier, who are working with volunteers by providing them with an online and multilevel validation methodology helpful during recruitment, training and referencing. The access to validation tools for disadvantaged groups will be improved by creating a website which includes a personal and multilevel competences endorsement mechanism and information about different NQF and the validation in another countries. We are supporting awareness raising of public body and policy makers about the importance of a common validation framework for the competences acquired through volunteering in third-sectors and facilitating the recognition of volunteering competences by relevant stakeholders by engaging them in national seminars and transnational conference.

The outcomes within this project will be:

- information through a structure analysis about the NQF in the partner countries and validation tools for competences,
- a guideline of validation methodologies from different countries in different languages available on a website,
- an online tool for validation of competences (tested and improved) available in different languages, and
- an ebook available for everyone containing all information from the project and additional one.

Project short term targeted group is composed by volunteers first job seekers, volunteers unemployed, volunteers switching sector, career changers, third sectors freelancers, human resources managers of NGOs, volunteering associations and social services public body. Long term targeted group is composed by universities ECTS programme managers, certification institution, VET provider in the field of social operators and social services.

Validierung informell und nicht-formal erworbener Kompetenzen

Projekttitel:	Formation stratégique à la pratique du bilan de compétences en vue d'une orientation tout au long de la vie
Akronym:	Formation des conseillers
Koordinierende Einrichtung:	Bildungsinstitut PSCHERER gGmbH
Partnereinrichtungen:	Narodni vzdelavaci fond, o.p.s., Czech Republic Centre Interinstitutionnel de Bilan de Compétences Bourgogne Sud, France Fédération Européenne des Centres de Bilan et d'Orientation Professionnelle, France K.A.B.A. Slovensko, Slovakia Laboratoire d'Ergologie appliquée, Belgium UNIVERSITA DEGLI STUDI ROMA TRE, Italy
Projektnummer:	2014-1-DE02-KA200-001629
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

In terms of methodology, the competence balance is not clearly distinguishable single method, but it is rather a multimodal approach, where the personal conversation between competence balance trainer and client is a central component in the phases of the competence balance process. Furthermore there is always a relation to the labour market. Beyond psychological tests are part of the standard methods. The competence balance take place in accredited establishments. The method of competence balance of French model is a process of competence documentation and evaluation, and always focused on the individual. So it is on the one hand a step toward the international trends of the recognition of informally acquired competences and on the other hand an appropriate instrument for empowerment the responsibility of the participants. A variety of institutions in Europe operate with the French model of competence balance. The institutions have founded a European holding organization - Fédération Européenne des Centres de Bilan et d'Orientation Professionnelle (FECBOP) - and a European quality of competence balance with 11 quality criteria according to the French model.

The aim of this project is the development, testing and implementation of a Europe-wide advanced training as a competence balance trainer of the French model of "bilan de compétence". Thereby the priority have the labour market and the orientation of the process of competence balance to the needs and requirements of the European labour market.

The project partners work with the European quality criteria respectively are certified to this. The following work packages are implemented as part of the project:

AP 0: Project Management

AP 1: Adaptation of the European quality criteria FECBOP

AP 2: Development of a European competence training for competence balance trainer including curriculum and the associated teaching and learning material

AP 3: Testing I - qualification of multipliers ("train the trainer") on the basis of the developed curriculum

AP 4: Adaptation and testing II - Training of competence balance trainer by the multipliers

AP 5: Evaluation and mapping according to the EQF

AP 6: Implementation and dissemination of training above the networks of partners and FECBOP

The following main target groups to be addressed by the planned activities:

- Employees in certified competence balance centres, employees in the field of adult education,

In this project 10-12 experienced competence balance trainer from Belgium, France and Italy are trained to be trainers or multipliers.

- HR managers of small and medium-sized enterprises
- Employees in Employment Services
- Consultants and coaches who offer services in HR consulting, career planning and job placement

In turn, the multipliers are trained 30-34 competence balance trainer from the areas mentioned above.

In turn, these trained competence balance trainer work intensively with around 100 unemployed and job seekers and assist them in the context of competence balance on the way to a new or professional reorientation. Realistically, that of whom about 60% are integrated directly or indirectly in any activity on the first labour market (only after an initial training or coaching, for example). The needs of the regional labour market always be considered superficially, i.e. taking up work is always the most obvious target.

The partner organizations have indicated their willingness to maintain long-term contacts and cooperation structures in the partner countries built up during the project. Through transnational networking will transfer the project results also by other European countries and supported by the free movement in the European labour market. The financial security of the above-mentioned Activities via the FECBOP or its staff. Regional subsidies are used, such as for advanced vocational training of the German model "training grant" or "further education voucher Sachsen". Thus, the European Social Fund is used as a source of financing of special importance, though, because of the new regulations on the use of EU funds in the period 2014 - 2020 the partner countries are obliged to spend at least 20 % of ESF funding for social inclusion.

Grundbildung

Grundbildung, und hierin Alphabetisierung im Spezifischen, als ein zentrales Kernthema der allgemeinen Erwachsenenbildung steht bereits über lange Zeit im bildungspolitischen Fokus, sowohl auf europäischer wie auch auf nationaler Ebene und der Ebene der Bundesländer und Kommunen in Deutschland. Im Vergleich zu anderen Themenbereichen der Erwachsenenbildung ist die Alphabetisierung / Grundbildung in Deutschland wie kaum ein anderer bereits strukturiert, vernetzt und verfügt über zuverlässige Basisdaten(-sammlungen), auf denen Wissenschaft, Politik und Praxis ihre momentane Arbeit fußen lassen.

Aktuelle Studien und Expertenrundenberichte weisen darauf hin, dass die Gewichtung sowie die Finanzierung und die Lenkung der Aufmerksamkeit auf das Thema in der Gesellschaft nicht nachlassen bzw. reduziert werden dürfen, da trotz der vielzähligen und vielfältigen Aktivitäten und Produkte in diesem Bereich immer noch ein sehr hoher Bedarf besteht bei einer in der absoluten Mehrheit der Anwendungsfälle benachteiligten Zielgruppe. Diese Zielgruppe würde ohne die Unterstützung dieses Bereiches durch die Politik und die öffentlichen Stellen kaum in den Fokus der Bildungsanbieter im privatwirtschaftlichen Bereich rücken. Im September 2015 läutete das BMBF die Dekade der Alphabetisierung in Deutschland ein mit dem Fokus auf Angebote zur arbeitsplatzorientierten Grundbildung für Erwachsene.

Die wichtigsten aktuellen Hintergrunddokumente sind hierbei:

- Abschlussbericht der EU high level group of experts on literacy (September 2012)
- Survey of Adult Skills (PIAAC – Program for the international Assessment of Adult Competencies), Oktober 2012
- Leo.-Level-One Studie, Februar 2011 (Universität Hamburg, nationale Studie im Auftrag des BMBF)
- SAPFA-Studie, Herbst 2014 (Stiftung Lesen, im Auftrag des BMBF)

Europäische Aktivitäten und Priorisierung:

- ausgelaufene UN-Dekade der Alphabetisierung
- Auftragsvergabe von Basisstudien und Auswertungen bereits vorhandener Daten um zuverlässige Grunddaten zu bekommen, sowie noch notwendige Handlungsfelder aufzuzeigen (high level group report und PIAAC, siehe weiter unten)
- bildungspolitische Priorisierung der Grundbildung (basic skills) über verschiedene bildungspolitische Entschlüsse und entsprechende Papiere hierzu (z.B. Europäische Agenda für Erwachsenenbildung) sowie in den (Bildungs-)Förderprogrammen der EU (wie ERASMUS+)
- Einrichtung von Nationalen Koordinierungsstellen für die EU-Agenda Erwachsenenbildung, die mit der Verbreitung und Umsetzung der EU-bildungspolitischen Zielsetzungen in den einzelnen Mitgliedsländern betraut sind.

Grundbildung

Projekttitel: We are all Digital Natives! - Sharing digital methods for digital citizens

Akronym:

Koordinierende Einrichtung: Comparative Research Network e.V.

Partnereinrichtungen: Rauði krossinn í Reykjavík, Iceland
CFRVigo, Spain
Coordinamento delle Organizzazioni per il Servizio Volontario, Italy
Crossing Borders, Denmark
PEOPLE S VOICE MEDIA LBG, United Kingdom

Projektnummer: 2014-1-DE02-KA200-000615

Laufzeit: 24 Monate

Antragsjahr: 2014

Zusammenfassung:

“We are all digital natives” stands for a new way of thinking about education and lifelong learning. In Europe, learners need to know how to act and live with digital reality. Younger users need to achieve digital responsibility. Older learners and workers need to be introduced to and made proficient in the navigation of the digital world in order to qualify them for jobs needed today. The biggest challenge to become and stay a “digital native” is faced by teachers and trainers in all education sectors, in formal and non-formal education. For them it will in future be increasingly important to keep pace with the latest digital methods and technologies in order to keep their curricula up to date. This project will therefore define and compare, publish and promote good practice examples of digital methods used in all education modes in Europe.

The aim of the project is to evaluate and define good practice of use of digital methods in different education sectors in Europe. In this way it can be ensured that everyone becomes a digital native.

Six partners will cooperate in the project sharing their unique expertise:

Comparative Research Network (Germany):

- Has experience in coordinating projects and partnerships
- Provides intercultural capacity, as an organizer of intercultural trainings
- Successfully implemented and run Lifelong Learning projects
- Worked with digital methods, like digital storytelling, webinars, event streams
- Is working actively in the non-formal adult education
- Is connected to universities and higher education institutions

Crossing Borders (Denmark),

- is working in the field of non-formal youth education
- Is experienced in creating curricula and use digital methods, social media and webinars in its course catalog
- Is organizing big scale, global education courses with a huge number of trainers and teachers

CFR Vigo (Spain):

- is consulting schools in the Spanish region of Galicia on innovative tools in school curricula
- its stakeholders are based in the formal primary education and will help to gain methods used in schools
- CFR will disseminate to formal education institutions
- will provide knowledge and expertise on pedagogical methods

- will facilitate links between formal and non formal education

Icelandic Red Cross:

- is part of a global organization, which a huge men power and vocational, adult and youth training activities
- has PR and dissemination resources, which can be used in synergy
- summarize both sides of education, as provider and as employer
- it is one of the biggest vocational training providers in Iceland
- includes in its trainings digital methods, to be evaluated
- will draw attention of stakeholders from media, politics, research on the project

People Voice Media (UK):

- performs trainings on digital skills by educating community reporters
- enabling adults to create and disseminate local news.
- has a long experience and a waste network of Alumni, stretching to North America.
- is engaged in adult and vocational trainings
- is experienced in dissemination and use of media
- reach stakeholders in the media
- has a stern knowledge on digital tools and methods, especially film making and other journalistic methods

COSV (Italy):

- is working actively in vocational and adult education
- is using digital and creative techniques just like film and comic making
- has international experience
- has strong networks of education facilitators in Europe and the Middle East
- cooperates with private enterprises, on the practical use of digital methods
- the partner connects vocational curriculum and training with practical work life
- has a knowledge databases on digital methods.

We will organize 5 transnational meetings, for every meeting each partner prepare and perform 2 good practice examples of digital methods- They will be documented in an internet database in all project partner language. At the end of the project a documentation with minimum 60 digital methods will be produced. Further on during the project, the project partners will print a number of handbooks on digital methods. An amount of 150 booklets will be printed. The printed handbooks will be made available for the libraries of schools.

The project will have different impacts. We expect the participants of the project to extend their knowledge on digital methods and how they are used in Europe. We expect participants organizations to professionalize and innovate their curricula through new methods. We expect the learner to be come more motivated to perform lifelong learning and we expect stakeholders to become more aware on the need to include digital methods in teaching and training.

On the long run the projects wants to support the aims of the Europe 2020 strategy – to involve more people in lifelong learning.

Grundbildung

Projekttitel:	Quicksteps - Effektive, kleinschrittige und lernerzentrierte Grundbildungsangebote
Akronym:	Quicksteps
Koordinierende Einrichtung:	Stiftung Berufliche Bildung
Partnereinrichtungen:	Euroform RFS, Italy inspire - Verein für Bildung und Management, Austria
Projektnummer:	2014-1-DE02-KA204-001043
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

Modern societies and labour markets are characterized by increasing demands, so basic education is becoming increasingly important in the context of Lifelong Learning. Without basic education, many people are excluded from social participation. Lifelong Learning is based on adequate basic education, but insufficient basic education reduces the chances on the labour market and as a result fewer opportunities for learning and acquisition of skills. Lifelong Learning is necessary to ensure that Europe stays competitive and sustainable, and social participation for all people is possible.

In the process of learning, low-skilled people with insufficient basic education have usually lots of problems: Over the years, the situation of defeats and exclusion from social participation and acquisition of skills, becomes more and more difficult. As a result, a vicious circle of mutually conditional and mutually exacerbating factors arises. Often the target group can't be achieved with intense training of basic education, because the benefits and the needed time seems neither attractive nor plausible. To get successful in this learning process seems to be too abstract and not achievable.

The Quicksteps project aims to enable low-skilled adults to run the process of Lifelong Learning, to stay successful in the labour market and participate in society. Relevant key skills and basic education are taught and so workforce is developed for the labour market. Quicksteps offers effective and learner-centered basic education trainings in small units, based on individual needs and requirements of low-skilled people. These innovative training-units can solve problems that are caused by inadequate basic education relating to the requirements of daily life situations and the workplace or the managing-process of administrative, educational-related or family matters. Quicksteps shall provide a better coping with everyday situations (marriage, child enrollment, registration of residence, divorce, illness, banking, etc.). By the trainings "snips, learning to go, quick hits", knowledge and success can be achieved very fast. Therefore Quicksteps is an incentive to take part in the process of Lifelong Learning.

The advertisement to recruit the learners should be just auditive or visual, to avoid the situation, that the learners can't read and understand the written missions. In order to this, intrinsic motivation can be seeded and the first step to win the target group is done. Quicksteps also supports the learners to do the next steps in the Lifelong Learning process.

Quicksteps shall be realized in two phases: First we want to do exchange of experiences and good practice to develop the innovative learning program and to adapt it to the special requirements of the countries. In the following phase, Quicksteps is offered to the learners and the transfer to other European countries will be developed and organized.

Grundbildung

Projekttitel:	Integration in Ausbildung, Arbeit und gesellschaftliche Teilhabe im Europäischen Kontext
Akronym:	INVOLT
Koordinierende Einrichtung:	Jugendförderverein Parchim/Lübz e.V.
Partnereinrichtungen:	Asociatia pentru Educatie si Dezvoltare Durabila, Romania Centrum evropske spoluprace s.r.o., Czech Republic Die Kärntner Volkshochschulen, Austria EGGER Holzwerkstoffe Wismar, Germany Ogres tehnikums, Latvia
Projektnummer:	2014-1-DE02-KA204-001424
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

In the project „Integration into vocational training, employment und social partaking in European context - INVOLT!“ business-oriented educational institutions from Germany, Czech Republic, Romania, Austria and Latvia as well as a German commercial enterprise take up problems of the European Union having their concrete consequences of employment market and social policy in the regions of partner countries and in further EU countries: More than six millions of young people in EU are having deficits in basic education (European Commission) and about two millions jobs are currently vacant in EU (EU Competence Panorama) in which a great deal is allotted to less skilled qualified work.

The still high number of the group with lack of skills suggests that the previous forms of offer don't approach to every potential participant. This implies that approach, structures and models have to be conformed or modified to support the integration. It necessitates upgrading existing offers of basic education, but also developing alternative models, proving and fixing them to establish a better connection to the working and life-world for the risk group and to come closer to the European-2020-educational objectives. Against the painted background the project INVOLT is themed "Giving young adults with lack of skills in Europe a second chance get to learning by work". Within the strategic partnership there will be enhanced an "Educational 3-step-model for activity-related basic education", proved in the European regions, conformed and anchored. This model involves two interpenetrating methodic approaches. 1. Catch-up basic education by workplace- and activity-related as well as motivational learning. In the fore is the learning of activity-related skills of basic education (Skills for job). 2. Personality development by workplace- and activity-related as well as motivational learning. At the same time activity-related acquirement of basic education skills is aimed at behavior modification of the risk group. There will be learnt and enhanced important characteristics of behavior and moral concepts for living in a global society.

Workplace- and activity-related as well as motivational learning is application-oriented learning und a particular effective, motivating and lasting learning form. The additional benefit exists in this approach. Up to now such a model isn't set in the European countries, although it would be demonstrable meaningful and the needs are in existence by the job market and the socio-political development in the regions.

In the 3-step-model there is integrated a set of methods with target group-specific instruments in EN, D, RO, CZ, LV. It is with regards to content and didactic innovative and even-handedly instructive for policy makers, public authorities, instructional designers as well as for learners and instructors in catch-up education. The model is directly addressed to educating qualified persons in educational

institutions and enterprises as well as youth and social workers who work with young grownups. Thereby additional learning offers will be created for grownups in the age between 16 and 27 years in the European regions allowing individual, motivational and workplace- and activity-related learning. Germany and all involved partner countries will benefit in equal measure from enhancing and adaptation of the model with influence of all resources, experiences and ideas in course of the project. Diversity and permanent adaptation of the project results to regional conditions is guaranteed by complementing each other experiences and skills of the operational and strategic partners as well as their anchorage in the region. This “Service Learning” is the basic method of the project implementation. The Consortium enables – through the particular business and competence fields – to find access to people with deficits concerning basic education who will actively involved in project work. The project effect and the additional benefit are reflected a) on personal level by improvement of the individual chances at employment market and the social partaking as well as motivation for more personal achievement by acceptance of basic skills. b) On organizational level by quality improvement of the pedagogic work in basic education in European educational institutions and enterprises. c) On regional/national/European level by consolidation of the individual chances of risk groups at employment market, by decrease of the divide between education and working world and the improvement of participation of up to now underrepresented groups of persons in further education.

Weitere Themen

Dieses Kapitel umfasst eine Zusammenstellung von Projekten, die zu verschiedenen Themen der Erwachsenenbildung wie digitale Bildung, Fremdsprachenerwerb, Bildung älterer Menschen und Querschnittskompetenzen arbeiten.

Weitere Themen

Projekttitel:	OER uptake in adult education institutions
Akronym:	OERup!
Koordinierende Einrichtung:	MFG Medien- und Filmgesellschaft Baden-Württemberg mbH
Partnereinrichtungen:	Institutul Roman de Educatie a Adultilor, Romania RESEAU MENON E.E.I.G., Belgium THE NATIONAL INSTITUTE OF ADULT CONTINUING EDUCATION LBG, United Kingdom ASSOCIAZIONE SOPHIA R&I, Italy FUNDACIO PER A LA UNIVERSITAT OBERTA DE CATALUNYA, Spain
Projektnummer:	2014-1-DE02-KA204-001432
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

OERup! takes up the need of promoting and fostering successful implementation of practices with OER in adult learning institutions in Europe, with the aim of raising awareness of the value to be derived from OER, as well as supporting an OER-friendly environment in education institutions to increase participation in Open Education. The core of OERup! will be the development of a training package consisting of a blended-learning training concept and material on the topic of OER, addressing European adult education institutions (its management, staff and teachers). This training package will inform about the general principles, and new developments of OER with a special focus on pedagogical concepts on how to integrate OER production and use in the lessons plan, take up necessary specific tools and skills needed to create OER, and explain on the basis of practice examples how OER can be successfully integrated in the business concept of an adult education institution.

Complementing many current EU initiatives that focus on the uptake of OER by policy means (e.g. POERUP, OEREU), OERup! will take this approach one step further and address its target group directly hands-on. Adult education institutions (with or without experience in the uptake of OER), Adult education stakeholders, but also Higher education institutions will be integrated in the development of the training in three steps: First of all in the regional need analysis, including desk research and particularly round table workshops; secondly in the training-review meetings; and finally through the uptake of single OER business model cases, developed and implemented in selected institutions and supported through online coaching by the consortium.

Main results of the project will be an in-depth need analysis, summarizing the state of the art, best practices, existing policies and current use and development of OER in adult education on the regional and European level, a training package consisting of different relevant modules, delivered in a blended-learning concept and explained in a guideline, and finally a collection of good existing practice examples. All these results will be presented and discussed with relevant stakeholders from the AE and HE sector during different multiplier events organised by the partners on local as well as on international level.

The consortium that will take up this ambitious task came together from five different European countries bringing different valuable angles and perspectives on the uptake of OER to the table. MFG, the Innovation Agency for IT and Media Baden-Württemberg, from Stuttgart (Germany), NIACE, the National Institute for Continuing Adult Education, from Leicester (United Kingdom), and IREA, the Romanian Institute for Adult Education, from Timisoara (Romania) who work closely with private and public adult education providers and their staff within their regions, having an in-depth insight into

their daily challenges and needs; MENON, a strongly internationally oriented research and innovation organization with an extensive network of adult education stakeholders and associations on the European level; and finally the Open University of Catalonia (UOC) who will share its pre-eminent expertise in the production and inclusion of OER in Higher Education.

OERup! has been designed to have a strong long-term impact on European education in the future in various ways:

The finished training package is expected to be used and reused by a large number of adult education practitioners to learn about OER and its benefits, as well as to gain new abilities, acquire techniques and new digital skills and receive first-hand tips and tricks to successfully take up OER in their daily work.

The first steps towards networking and collaborating among OER practitioners (including adult education as well as higher education institutions) taken during the project phase, following the principle of openness and common benefit, should inspire, hence promote and spread an open collaborative mind-set in European lifelong learning.

In order to successfully take up OER in the European regions, it is highly important that the framework conditions are set, so educational institutions are capable to grasp the opportunities open learning methods and ICT provides. Raising awareness of the sustainability and potential of OER in adult education among national governments and their education departments and making them understand the current situation and challenges of adult education providers, should influence their lifelong learning policy and help them stimulate the uptake of OER by policy means.

Weitere Themen

Projekttitel:	Professional Volunteering
Akronym:	ProVol
Koordinierende Einrichtung:	Gemeinsam leben und lernen in Europa e.V.
Partnereinrichtungen:	CSV, United Kingdom Centrul de Voluntariat Cluj-Napoca, Romania Dobrovolnické centrum, o.s., Czech Republic
Projektnummer:	2014-1-DE02-KA200-000676
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

Volunteering grants vital and valuable experiences to people who thus develop new skills und useful know-how. As a lot of these skills and work experiences are not only helpful in volunteering related activities, they are also useful in paid work (such as skills like time or project management, communication, PR work, and others) and therefore improve the employability of people volunteering. This way civic engagement can be seen as an important and powerful source of informal learning that constitutes a potential way into employment or to improve career prospects.

But usually these skills are acquired incidental, occasional or indirect, as most volunteer training are only related to specific objective of the volunteer position, and therefore are usually very specific. What are missing are more general trainings for skills development, to be more professional and efficient in volunteering. However, this is also a problem a lot of NGOs are facing: due to the financial crisis most NGOs get even less money than before, even if there services are needed even more and that their (economic) value is recognized. For this reason, in order to keep adding value to these fields, social organisations and institutions need to work more professional, efficient and effective, as resources are scare and tasks are much more complex and challenging.

With these facts in mind, the German partner organisation has already developed a training concept especially for volunteers and coordinators of volunteers. This training program aims at promoting professional skills and competences like for instance in the fields of team or project management. Although these skills should primarily help people to perform their voluntary work more economically and efficiently, training participants also benefit in terms of developing crucial employability competences and skills and acquire work references. (But of course professional volunteering, and being more professional as volunteers should never replace paid work!)

So this training is beneficiary on many levels:

- a) for volunteers: it enables volunteers to work more effectively and task-orientated in their volunteer work and improves their employability, it offers disadvantaged people (e.g. unemployed, low skilled, and at the risk of social exclusion) a chance of not only participating actively in society, but gaining professional training and work experience for free.
- b) for NGOs: it supports the volunteer work within NGOs as it is a way of bridging resource shortages, but also attracting new volunteers, as NGOs offer additional, work related free trainings, and is an good approach of the changing character of volunteering: volunteers are much more likely to undertake shorter and more project-based activities. It is capacity building of staff within the own organisation and is a successful way to the professionalisation of volunteering
- c) for employers: recognising the value of volunteering as pathway of gaining work related skills and expertise of (potential) staff

d) for the general public: strengthening volunteering and therefore its value for society, increasing the participation of disadvantaged in society in a positive way and being important for social inclusion.

As the training program for volunteers and volunteer coordinators has been successfully implemented by the German partner and has proven its positive impact, a consortium of four volunteer organisations from Romania, Czech Republic, the UK and Germany has been set up, to develop this training further as a standardized training program for volunteering, pilot test it in different environments and with different target group across Europe. Altogether 80 volunteer coordinators, and 180 volunteers will be trained, and around 300 multipliers will be reached directly.

The main idea of this partnership is, to develop two training manuals "Professional volunteering": one as a train-the-trainer program for volunteer coordinators and the other one for training volunteers, which is useful for all kind of volunteering. Throughout dissemination activities by the four partners and their national and international networking connections partners will distribute the manuals across Europe, to support volunteering across Europe and enhance professional skills development of staff in NGOs and volunteers, especially volunteers, who are disadvantaged and with little or no access to formal trainings or work experience.

Weitere Themen

Projekttitel:	Good Life and Sustainability - Contributions for a consumer education in the context of an emerging culture of sustainability and sufficiency in European regions
Akronym:	GLAS
Koordinierende Einrichtung:	Agentur Kultur e.V.
Partnereinrichtungen:	Amici del Centro socio culturale San Francesco, Italy Eco Logic, Former Yugoslav Republic of Macedonia Siksali Arendusselts MTÜ, Estonia Verein Niedersächsischer Bildungsinitiativen e.V., Germany
Projektnummer:	2014-1-DE02-KA204-001418
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

The GLAS project aims at supporting consumer education in the context of a culture of sustainability. It will identify factors of good life in different European regions, and it will collect examples of good practice relevant for a sustainable development.

The project focuses in detail on the following contributions with a view to the specific contexts of project partners:

1. Support of professional qualifications and especially re-skilling und up-skilling of professional qualifications
2. Empowerment of consumers as partners in the market
3. Information about the importance of consumer education for sustainable development to policy makers and to the interested public

This will also include the enhancement of diversity skills such as intergenerational and intercultural skills/competences being useful for individuals in their personal and social development and as well for the labour market. These diversity skills will help the learners to act more flexible and more appropriate in view of different lifestyles everywhere in Europe, and to accept different points of view and competences of other European citizens in their professional and private surroundings.

The topics of the project are related to the various aspects of good life in some selected European regions. This includes different aspects of an emerging culture of sustainability, especially focused on consumer education with examples in the fields of cultural work, labour market and social work. It includes issues such as housing and environmental issues, nutrition and mobility, also with reference to the labour market and relevant professional qualifications. The diversity approach of the GLAS project will also contribute to European politics of supporting „equity, social cohesion and active citizenship“ („ET 2020“ and „Europe 2020“).

The main target groups of the project are learners and trainers/staff in adult education and consumer education, full professionals and volunteers in the field of consumer education and sustainable development including environmental groups. A special target group are low-income people in the regular labour market as well as in the “informal labour market”. A special focus will be on jobless people to improve their living conditions and also to increase their chances on the labour market. It is intended that 300 persons of these target groups will participate directly and 3000 people by Internet and website presentations during project lifetime.

The methodology of the project is based on the participation of learners by reflexive and interactive learning. Learners will participate continuously in all phases of the project including testing and evaluation.

Experienced institutions of cultural education, of adult education and vocational training will cooperate within the project. A workshop design will be developed for a workshop about methods and tools of adult education and training in the field of GLAS topics.

Project activities will include the exploration of varieties and differences of consumer attitudes and the collection of learning and teaching material for consumer education. Special attention will be given to test innovative methods and tools of adult education e.g. combining narrative, visual and informative elements in a multi-media approach. On the basis of this “basic platform” all partners will collect additional useful material for consumer education. Special focus will be given to the differences of consumer attitudes and of changes in society in the field of consumption by transforming and adapting the material.

The main impact is: Participants develop their competences as informed consumers in the field of sustainable development and also improve their diversity skills as well as their personal, social and professional competences.

Additional impacts are expected on the local and regional process to reach sustainability goals and the project partners in their local, regional and national networks, especially by using the project materials and results.

Additional target groups will profit by follow-up projects (e.g. workshops and courses using the materials and results of the GLAS project) and its impulses for an emerging culture of sustainability and sufficiency. Positive effects are also expected by networking and the exchange between schools, adult education organizations, environmental initiatives, churches, religious groups and local communities.

Weitere Themen

Projekttitel:	European Elderly Home Learning Service
Akronym:	EEHLSe
Koordinierende Einrichtung:	Friedrich-Alexander-Universität Erlangen-Nürnberg
Partnereinrichtungen:	HELSINGIN YLIOPISTO, Finland DUBLIN CITY UNIVERSITY, Ireland E-SENIORS: INITIATION DES SENIORS AUX NTIC ASSOCIATION, France UNIVERSITAT JAUME I DE CASTELLON, Spain
Projektnummer:	2014-1-DE02-KA204-001664
Laufzeit:	36 Monate
Antragsjahr:	2014

Zusammenfassung:

The EEHLSe (European Elderly Home Learning Service) proposal is based on widely accepted and reported Europe-wide analysis about (missing) learning opportunities for elderly and its consequences. All steps to overcome this miserable situation can clearly be derived by logical and empirical evidence.

The first analysis element: European elderly are, in their majority, excluded from continuous learning. Whilst all other citizens, starting from one year of age, have a guaranteed life accompanying education and training offer, the after retirement population does not have this. All reliable offer ends in a moment where people have, in average, to expect some more 20 or 30 years of life. This is known and discussed Europe-wide since many years and no solution was found so far. This proposal claims to enter a new phase of elderly (online) learning and to show a way to overcome the entirely unsatisfying current situation.

The second element of analysis concerns learning of elderly: It is evident that, in a rapidly changing world, life without learning leads to a couple of unpleasant effects for the individual and for the society, just to name some: reduced autonomy, increasing dependency from others, less integration, social isolation, segregation of generations, reduced satisfaction of life, more fragile health... Every reported effect could be underlined with empirical data, is on the other hand self-evident.

The consortium will compile all elements which are needed to provide in principle every elderly in Europe, independent of her/his geographical situation, mobility, availability of time and daily rhythm, with a reliable learning offer with courses which are relevant for them and where they contribute according to their competences, within ten years' time. EEHLSe will model and empirically validate this risky promise.

The partnership consists of five experienced elderly learning institutions from France, Finland, Germany, Ireland, Spain, countries with very scarcely populated regions. They will be ideal test beds for the EEHL Service to be established.

The impact is very clear. Elderly in Europe will have, on the long run, a reliable learning offer equivalent to the other ages, not based on their random living conditions but based on a sustainable service. This will lead to a more participating, involved, included, and healthy generation of elderly.

Weitere Themen

Projekttitel:	Arbeitswelt 2020 - psychosoziale Folgen des Strukturwandels der Arbeit im europäischen Vergleich - effiziente Instrumente für eine Salutogenese in Unternehmen und Organisationen, die im Bereich der Alten- und Krankenpflege tätig sind
Akronym:	Arbeitswelt 2020
Koordinierende Einrichtung:	Bildungs- und Begegnungsstätte der KAB und CAJ im Bistum Aachen e.V.
Partnereinrichtungen:	Arbeiter-, Freizeit- und Bildungsverein, Italy AWO Pflege gGmbH, Germany CSC Verviers, Belgium Europejski Dom Spotkan - Fundacja Nowy Staw, Poland Europäisches Zentrum für Arbeitnehmerfragen, Luxembourg MTÜ Eesti Tööküsimuste Keskus, Estonia Pactul Regional Nord-Vest pentru Ocupare si Incluziune Sociala, Romania
Projektnummer:	2014-1-DE02-KA200-001476
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

Far-sighted strategies support jobs in the health sector, is the guiding principle of the project. With this in mind, thanks to cooperation between education experts, specialists in psychological preventive measures, social scientists, workforces and managements of enterprises and organizations engaged in health care and care for the elderly, educational building blocks should be established which can then be applied to the training and further training of personnel engaged in care for the sick and elderly. To ensure that these building blocks conform exactly to the project concept, surveys should first be conducted among the managements and employees of companies and organizations engaged in care for the sick and elderly. The results of these surveys should be evaluated and, on the one hand, transposed to training modules for the above purposes and tested with the project partners, and on the other hand should generate recommendations for the political and legislative sphere. What is new here is that employment conditions in various European countries are taken into account, ensuring a broad satisfaction of the actual needs of persons specifically affected. The desired cooperation between employees and their managements could also result in a model procedure for finding solutions to the question of healthy working conditions in a sector where the health quality of jobs requires improvement. Such a procedure could be applied to other sectors and could indicate to the social partners ways and means of creating jobs with healthy working conditions.

First of all, the needs of employees shall be surveyed and evaluated by regional partners in collaboration with three KMU's in each area and during international workshops, which will collate the results. The evaluation will provide recommendations for the enterprises involved, which will then offer additional vocational training to employees in the health sector.

Consequently, training measures for employees in the health sector shall be implemented during the project and, in a subsequent test phase, their results shall be assessed and it shall be decided which of these results can serve as a European recommendation" and which regional characteristics should be taken into account in the partner countries.

We assume that these results, already being evaluated under the project as a curricular recommendation in cooperation with the school of nursing at the workers charitable institution in Heinsberg, will provide recommendations for initial training in the health and care for the elderly sectors.

Apart from personnel-rated outputs suggestions for structural improvements for enterprises in the health sector will be considered as suggestions for talks with the political sphere and for social dialogue with partners. Here too, the specific characteristics of each country should be identified and considered separately.

Weitere Themen

Projekttitel: Supplemental Self-Help in English as a Foreign Language for Learners with Specific Learning Differences/ Difficulties

Akronym: SupEFL

Koordinierende Einrichtung: English at Work GmbH

Partnereinrichtungen: LIETUVOS EDUKOLOGIJOS UNIVERSITETAS , Lithuania
E-Training Solutions UG, Germany
GNW Kft, Hungary
INFOART EOOD, Bulgaria
Learnmera Oy, Finland
OBUDAI EGYETEM, Hungary
UNIVERSIDADE DE COIMBRA, Portugal

Projektnummer: 2014-1-DE02-KA200-001093

Laufzeit: 36 Monate

Antragsjahr: 2014

Zusammenfassung:

Experts have long advocated using the internet to assist persons with Specific Learning Differences (SpLDs). Specific software helps persons with SpLDs through images, text size and background color, and by allowing them to sort out information in a way which suits them best. It also allows for personalised information and learners can enlarge the script or have the text read to them.

There is a need for Open Educational Resources (OER) to help individuals with SpLDs learn English as a Foreign Language (EFL). The Supplemental Self-Help in EFL for Learners with SpLDs (SupEFL) project sets out to do just that. The consortium brings together experts in SpLDs, technology, content development, training and training methodology as well as quality management from seven organisations in six different EU countries.

The purpose of SupEFL project is to develop a portal and platform where EFL learners with SpLDs can find information they need in a simple, condensed and dyslexic-friendly format. It also creates seven self-help guides for learners covering the four language systems (reading, writing, speaking, listening) as well as learning, memory and motivation.

Each self-study module is considered to be an individual course and learners may complete as many modules as they choose. The modules will be based on work that has previously been conducted and will provide learners with SpLDs with specific tools and techniques that they can readily implement to improve their skills and overall competence(s) in the specific area(s) in which they are weakest.

Weitere Themen

Projekttitel: Ältere bauen mit Jüngeren Brücken für Europa

Akronym:

Koordinierende Einrichtung: Technische Universität Chemnitz

Partnereinrichtungen: GEFAS STEIERMARK, Austria
TECHNICKA UNIVERZITA V LIBERCI, Czech Republic
Zveza društev upokojencev Slovenije, Slovenia

Projektnummer: 2014-1-DE02-KA204-001385

Laufzeit: 36 Monate

Antragsjahr: 2014

Zusammenfassung:

Although the EU has passed the Memorandum Lifelong Learning in 2000, we still have high youth unemployment and a lack of knowledge among pupils, younger and older adults in Europe (e.g. studies PISA (2014) , PIACC (2013) , CILL (2014)) . Therefore all resources especially intergenerational educational resources (e.g, professional and life experiences) must be used to satisfy those education requirements.

The objectives of the project are:

- The extended active participation of young people in democratic processes to the development of European cooperation, supported by dialogue and exchanges with older people who can contribute significantly to their professional and life experience
- The promotion of social inclusion and social well-being of young people through the intensification of the dialogue between generations and mutual support in teaching and learning processes as well as in everyday life
- The strengthening of the motivation of young people for life long learning through the model effect of older people
- The expansion of junior professional development in the STEM area for high demand disciplines, professions and fields of study by retired professionals
- The promotion of social dialogue and the development of reciprocal intergenerational learning in different teaching-learning situations.

The profile of the participants in the project is based on the concept of intergenerational education and consists of 300 pupils and teachers of the SEC I / II, 75 German and international students, 15 university teachers, 120 senior students at educational institutions of the project partners, 25 retired professionals and 25 elderly people.

The dissemination of the project work and results is based about 3000 participants in the general further education programs at the project partners.

The following project activities are planned:

- Collection of reports of witness of the times as a free teaching and learning materials with a didactic-methodological guidance as an Open Educational Resources (OER)
- Generation talks on European issues to raise mutual understanding of the other generation and to promote the community in Europe
- Pupils build paper bridges together with seniors in a European competition and talks about the importance of concrescence of European countries and the EU's future image
- Development of a methodological guideline for development and design of intergenerational godparent programs

- Development of target group oriented modular guidelines for juniors and seniors on the use of web conferencing and Internet telephony
- Seniors, students and pupils develop an industrial culture route with commemorative plaques
- Intergenerational discussions about the parliamentary political work, the European partner countries and their cultures
- Cooperation between Children-Universities and Universities of third Life (U3L)
- Recommendations for policy makers to shape the intergenerational education at local, national and European level
- Development of a common project homepage, which is continued even after finishing project
- Summary of the project results on the Internet and as a booklet

We expect

- That younger and older participants develop dialogue and mutual learning about work and life experience, cultures and traditions a more positive picture of the other generation
- That experience of the common goals, cultural differences and cultural diversity in the participating partner countries are collected as a European added value
- A more active and motivating joint participation of younger and older people in the development of European cooperation and European citizenship
- Further development of the universities, not only for younger students, but also for all generations
- An increase in self-esteem of the elderly that their experiences are in demand and used and the mutual appreciation of the benefits of the other generation
- The increase in scientific discussion of the intergenerational educational opportunities and their implementation as a contribution to dialogue and cooperation between generations

As a long-term benefit of the development of intergenerational cooperation with other educational institutions, the continued use of eyewitness reports in OER and the expansion of generation talks in various teaching-learning situations is expected.

The different results of the project from the various European countries play an important role as a European added value for intergenerational education, the further development of European cooperation and to encourage the meeting, education and collaboration between younger and older people in a peaceful Europe of cultural diversity.

Weitere Themen

Projekttitel:	Implementing the idea of sustainability into teaching and learning in Adult education
Akronym:	sustAEnable
Koordinierende Einrichtung:	Thüringer Volkshochschulverband e.V.
Partnereinrichtungen:	Lancashire County Council, United Kingdom City of London Corporation, United Kingdom EDUCA - vzdělávací centrum, s.r.o., Czech Republic Escola Oficial d'Idiomes de Palma de Mallorca, Spain Folkuniversitetet, Stiftelsen vid Lunds universitet, Sweden Verband Österreichischer Volkshochschulen, Austria
Projektnummer:	2014-1-DE02-KA204-001469
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

In many European countries adult education centres cover broad levels of the population nationwide. Since the initiation of the UN World Decade "Education for Sustainable Development" adult education centres aim to enable learners to act sustainably. However, topics in the field of sustainable development are often only treated sporadically and separately or in discipline-specific courses. But the concept of education for sustainable development emphasises the importance of multidisciplinary – therefore topics should be treated by a comprehensive approach to sensitise for sustainable acting.

However, there is a lack of suitable materials for adults – materials which illustrate the complexity of social, economic and ecological issues adequately and which are related to the everyday life.

The objective of the project is to develop teaching and learning materials which support the distribution of interdisciplinary knowledge as well as creative competence in the field of sustainable development. The main focus is on adult learners in language courses. By integrating relevant topics and questions in language teaching learners are inspired to think about the issue and their own actions. The project aims to achieve a long-term change in behaviour of the learners. Because of the complexity of the different topics the development and testing of the materials is limited to language courses. In order to develop the broadest possible effect the materials will be free of charge and freely accessible to all teachers on the internet after the project.

For the implementation of the project idea, it is planned to establish a consortium of adult education centres from six EU countries.

Weitere Themen

Projekttitel:	Stronger children - less violence 2
Akronym:	Stronger children2
Koordinierende Einrichtung:	Thüringer Volkshochschulverband e.V.
Partnereinrichtungen:	Associació Catalana de Formació Polivalent Aplicada, Baobab, Spain mhtconsult, Denmark Jazykova skola s pravem statni jazykove zkousky PELIKAN, s.r.o., Czech Republic SPOLECZNA AKADEMIA NAUK, Poland The Mosaic Art And Sound Ltd., United Kingdom
Projektnummer:	2014-1-DE02-KA200-001497
Laufzeit:	24 Monate
Antragsjahr:	2014

Zusammenfassung:

The over-all aim of the planned project is to establish training on violence prevention and de-escalation in pre- and primary school settings on a regular basis by developing the social and civic competences in children. The project focuses on a new angle of violence prevention. Usually, it is seen as a direct involvement in already existing dangerous situations. Thus, training includes e.g. the recognizing of signs of violence to help the attacked to get out of the situation. That includes e.g. domestic or institutional violence. This project, however, sees violence prevention training as a measure to help all children to become "stronger". That includes those that have not even experienced direct violence. The project aims at training teachers/ educators to teach children how to become stronger using the method of immersion to have a long-lasting effect on the children. The teachers use arising situations as learning source. The project aims to advance the "Collection of Exercises" developed in the previous project "Stronger children – less violence" and adapt it for primary schools and test it in new countries also for pre-schools. Further, for pre- and primary schools new exercises for intercultural understanding and inclusion of children with special needs will be developed and tested. A group of six partner organizations from different european countries is formed to gain this objective.