

# **Strategische Partnerschaften in der Erwachsenenbildung**

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**Antragsrunde 2016**

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## **Antragsrunde Strategische Partnerschaften in der Erwachsenenbildung**

Innerhalb der Strategischen Partnerschaften gab es in diesem Jahr erstmalig die Differenzierung zwischen Strategischen Partnerschaften zur Unterstützung von Innovationen und Strategischen Partnerschaften zum Austausch guter Praxis. Für Partnerschaften zum Austausch guter Praxis, welche keine Intellektuellen Outputs und Multiplikatoren-Veranstaltungen beinhalten, waren innerhalb der Erwachsenen- und Berufsbildung 30 % des Gesamtbudgets reserviert.

Zur Antragsfrist am 31.03.2016 erhielt die NA beim BIBB im Bereich der Erwachsenenbildung 99 Anträge mit einem Antragsvolumen von 22.244.933,00 €. 74 Anträge mit einem Antragsvolumen von 19.959.314,00 € entfielen auf Partnerschaften zur Unterstützung von Innovationen und 25 Anträge mit einem Antragsvolumen von 2.285.619,00 € waren für Partnerschaften zum Austausch guter Praxis vorgesehen.

Zur Förderung vorgesehen sind momentan 17 Anträge zum Austausch guter Praxis mit einer Mittelbindung von 1.675.845,00 € und 18 Anträge zur Unterstützung von Innovationen mit einer Mittelbindung von 4.865.088,00 €.

Insgesamt konnten bisher im Bereich der Erwachsenenbildung 35 Anträge für eine Strategische Partnerschaft eine Bewilligung über 6.540.933,00 € erhalten. (Stand September 2016)

**Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen**

<b>Projekttitel:</b>	Europäisches Bildungskonzept im Umwelt-, Natur- und Klimaschutz zur Sicherung einer grenzüberschreitenden nachhaltigen Entwicklung
<b>Akronym:</b>	EUBILD-UNAKLIM
<b>Koordinierende Einrichtung:</b>	Umweltbüro für Berlin-Brandenburg e.V.
<b>Partnereinrichtungen:</b>	UNIVERSITATEA DIN ORADEA, RO SRH HOCHSCHULE BERLIN GMBH UNIVERSITY OF APPLIED SCIENCES, DE POLSKA ACADEMIA NAUK INSTYTUT GOSPODARKI SUROWCAMI MINERALNYMI I ENERGIA, PL Polip Ifjúsági Egyesület, HU
<b>Projektnummer:</b>	2016-1-DE02-KA204-003254
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

EUBILD-UNAKLIM (EUropäisches BILDungskonzept im Umwelt-, NATur,- und KLIMaschutz zur Sicherung einer grenzüberschreitenden nachhaltigen Entwicklung, European Educational Concept in Environmental- Nature- and Climate-Protection to safeguard Cross-Border Sustainable Development) acts in the CONTEXT of

- Furthering education adult training
- Environmental topics

It supports the Europe 2020 Strategy, Mobility Strategy 2020 for the European Higher Education Area, European Qualification Framework EQF, European inventory on validation of non-formal and informal learning 2014, EPAL strategies, the European Education and Training Strategy 2020. The Europe 2020 Strategy Climate and Energy Targets are supported and the target to bring 75% of the population aged 20-64 into jobs and reduce poverty in Europe. GAPS BETWEEN EU DOCUMENTS AND THE EVERYDAY LIFE show that

- Environmental protection can only be performed in transnational context. It needs sensitive combination with agrarian, transport, building and economic policy.
- The to-day adult education systems must be widened:
  - they must become more easily recognised across national borders
  - non-formal training must become valid, different learning methods be acknowledged.

EUBILD-UNAKLIM will serve these key issues. EUBILD-UNAKLIM will create environmental knowledge across national states, serving urgent demand for experts with technical and horizontal environmental knowledge.

OBJECTIVE: is a cross border adult training concept in environmental topics. Target group are unemployed adults, migrants, age groups in specific life situations. Thematic modules, adapted to be implemented in different countries, enable the participants to a flexible international job market. Innovative learning techniques, flexible tailor-made pathways for finding jobs will be tested. Coherent learning tools will support the European Area of Skills and Qualifications and enable learners to move freely from one country to another for jobs and learning. A course accreditation is envisaged and followed right from the beginning of the project.

## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitel:</b>	Connect Seniors to the Digital World
<b>Akronym:</b>	CoSenDigWo
<b>Koordinierende Einrichtung:</b>	Stiftung Digitale Chancen
<b>Partnereinrichtungen:</b>	Fundatia EOS - Educating for an Open Society Romania, RO Asociacija "Viesieji interneto prieigos taskai", LT Centre for the innovation and development of education and technology, ES
<b>Projektnummer:</b>	2016-1-DE02-KA204-003345
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

Background: Accessing the internet and benefitting from its opportunities for information research, e-commerce, communication and participation became self-evident for most people in the last decade. The internet has transformed almost every aspect of private, public and professional live. People are finding jobs, organising daily life, communicating with relatives and friends or are searching for individual information. However 18 per cent of Europeans aged 16 to 74 never used the internet and the biggest group of them consists of adults older than 65 years.

Objectives / Impact: "Connect Seniors to the Digital World" aims to promote participation of elderly people in society through getting in touch with online services and applications supported by the usage of tablets. As the usage of tablets supports an intuitive way of operating and exploring it is a suitable device to empower elderly people. The target group of the project are multipliers and staff members of non-formal learning settings, like community centres, libraries or social institutions. At least 40 multipliers and staff members of non-formal learning settings will take part in the test period of the project. Those will be qualified through a training which focuses on the usage of tablets and their opportunities to address elderly people. They will learn how to provide services and how to support the beneficiaries - elderly people – of the project by using those devices. Further 120 elderly people - 30 in each participating country - will benefit from new services within the piloting period. Thus, elderly people have the opportunity to learn the usage of internet and application through using intuitive devices while being coached by multipliers and staff members of non-formal learning settings. Further the project will involve stakeholders from welfare organisations - at national and European level - in order to activate and enrich the debate of how to support senior citizens by using ICT services. The project improves the participation of elderly people in social live and will increase the quality of educational services that partner organisations are delivering to society.

Content / Results: The project consortium will analyse the training needs of multipliers as well as the interests and expectations of senior citizens according to the internet in all participating countries. Based on those findings a learning concept and a learner centered curriculum with innovative methods of social work for senior citizens will be developed and piloted within the project. The curriculum and learning concept will be under a creative common license so all materials will be published as OER. The online learning environment supports multipliers and staff members in developing services within their institutions. It provides link recommendations, video and learning materials adapted to the needs of multipliers and staff members. Further the project will provide guidelines for implementing the approach on organisations and institutions based on the piloted trainings. Additionally it will develop recommendations for the European transfer of the approach. On national and European level, stakeholders will be involved in the project from the beginning.

## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitel:</b>	Disabled + Self Employed
<b>Akronym:</b>	DSE
<b>Koordinierende Einrichtung:</b>	KOPF, HAND und FUSS gemeinnützige Gesellschaft für Bildung mbH
<b>Partnereinrichtungen:</b>	The Elephant: Learning in Diversity B.V, NL FEDERACION DE ASOCIACIONES MURCIANAS DE PERSONAS CON DISCAPACIDAD FISICA Y ORGANICA , ES "Biuro Obslugi Inicjatyw Europejskich" Sp. z o.o., PL Opera Società Cooperativa Sociale - ONLUS soc. coop. p.a., IT
<b>Projektnummer:</b>	2016-1-DE02-KA204-003424
<b>Laufzeit:</b>	30 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

The project "Disabled + Self Employed" (DSE) will provide adult education for people with disabilities and will support them to start, build and develop their own business. The goal is to equip institutions for disabled people and institutions for entrepreneurship to support people with disabilities on their way to occupational independence with a new approach. A recent statistics from Eurostat showed the big difference between the employment situation of people with and people without disabilities. This is above all not only due to the high unemployment rate in European countries in general, but also because employers still have many prejudices against hiring people with disabilities. In order to improve this situation for people with disabilities DSE wants to utilize their different potentials and bring them into the job market by being self-employed.

Our project DSE will address this challenge by producing four different intellectual outputs during the project. The first one will be a guidebook including best practices examples of the partner organizations with instructions for transfer and adaptation, plus all results of the following three IOs. As second intellectual output we will develop a barrier-free e-learning tool tailored for the special starting positions of the different types of our indirect target group. For instance, the software and the content for deaf users is created in sign language, for blind users it is screen-reader compatible, and for learning-disabled users it is expressed in easy language. The third intellectual output will be tested and implemented tutorials which will also be targeted for people with special needs. They will provide the disabled with more and better knowledge of support services and deeper business knowledge concerning different subjects such as accounting and finances, distribution and sales, IT and more. The method used in developing the curricula as part of the guide book and the e-learning-software will be involving the future users in the development process right from the beginning since people with disabilities are experts in their own right. Although there are countless networks to exchange information, share learning, give and receive assistance, until now there are no networks that cope with the specific demands of handicapped self-employed people which connect institutions for people with disabilities with start-up initiatives. Therefore we will set up virtual communities in each partner country as our fourth IO, the communication and exchange will be carried out in the respective national language. These communities will be supposed to continue and record future developments and application of DSE even after the expiration of the project and guarantee the requested sustainability. All partners of DSE have experiences in cooperating with disabled persons and in improving their situation of employment and they have established long term collaborations with advocacy groups and societies that support people with disabilities.



**Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen**

<b>Projekttitel:</b>	New talents for companies – Developing the potentials of immigrants and refugees
<b>Akronym:</b>	TALENTS
<b>Koordinierende Einrichtung:</b>	Volkshochschulverband Baden-Württemberg e.V.
<b>Partnereinrichtungen:</b>	STEIRISCHE VOLKSWIRTSCHAFTLICHE GESELLSCHAFT, AT ASSOCIATION EUROPEENNE DES AUTORITES REGIONALES ET LOCALES POUR L'APPRENTISSAGE TOUT AU LONG DE LA VIE AISBL, BE Oslo Voksenopplæring Rosenhof, NO Cuben Utbildning AB, DE Ministerium für Kultus, Jugend und Sport Baden-Württemberg, DE UNIVERSITA DEGLI STUDI DI FIRENZE, IT Arbetsmarknad och vuxenutbildning i Göteborgs Stad, SE
<b>Projektnummer:</b>	2016-1-DE02-KA204-003388
<b>Laufzeit:</b>	36 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

Austria, Germany, Italy, Norway and Sweden have given home to a large number of refugees and asylum seekers during the last months. The countries with high immigration figures, their regions and municipalities are right now at a crucial stage: They have to find ways to quickly integrate immigrants and refugees into society and the world of work in order to allow people a structured and financially independent life and to ensure that societies can cope with the large number of new citizens.

The talents project will transfer and further develop a new and very successful language and vocational training and integration concept for immigrants of the City of Göteborg. ... % of the participating immigrants were employed after guidance and training. The Göteborg HOTEL TALENTS concept will be amended so that it can be transferred to other sectors (e.g. health, logistics, retail trade) and other countries and regions with different legal, financing, integration and training systems. Specific Objectives of the project are to analyse, build up, test and further develop European role models, guidelines and tools for guidance, training and company cooperations to support the (fast) access of adult immigrants and refugees to the labour market by...

a) analysing existing regional guidance settings and training curricula (including intensive language trainings combined with professional language, professional skills and company cooperations). The heart and driving force of the project is the "Hotel Talents" project of the City of Göteborg.

b) testing these training concepts in different regions and countries and in different economic sectors, mainly sectors with a lack of qualified workers, e.g. hotelery and gastronomy, health sector etc.

c) scientifically following up the project and do research e.g. on how such guidance, training concepts can be adapted to needs of different groups of immigrants (high-qualified, low-qualified, persons with traumas etc.), to legal backgrounds and to financing systems

d) amending the pilot concepts and defining flexible role models for different target groups, sectors, legal backgrounds and financing systems

e) developing European guidelines and tools which allow to introduce flexible guidance and training curricula in different EU countries

f) developing modules that can be used independently from full integration concepts (tools for validation and guidance, curricula for language training, professional skills training etc.)

g) developing teacher trainings to support the transfer of concepts

During the project lifetime of three years the project reaches up to 9000 participants, among them staff of all project partners, counsellors and teachers participating in trainings, staff in companies and partner institutions involved, persons receiving guidance in connection to training activities, participants in six pilot training courses, users of the European toolbox and modules of the training concept, persons who will participate in TALENTS courses in- and outside the project within five years from the project start, persons who have a profit from improved guidance and training in partner organisations and other institutions and persons reached through other dissemination activities like press articles.

## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitel:</b>	Integration Through Sustainable Lifestyle
<b>Akronym:</b>	IN-Life
<b>Koordinierende Einrichtung:</b>	Landkreis Amberg-Sulzbach
<b>Partnereinrichtungen:</b>	Associazione N.E.T. Networking Education & Training, IT Glasgow Clyde College, UK Association pour le Développement de la Pédagogie de l'Individualisation, FR VOLKSHOCHSCHULE IM LANDKREIS CHAM EV, DE
<b>Projektnummer:</b>	2016-1-DE02-KA204-003293
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

The European Union faces a large influx of migrants, asylum seekers and refugees who want to settle down in Europe, according to the statistic Eurostat (2014), the number of people living in the EU-28 who were citizens of non-member countries was 19.6 million while the number of people living in the EU-28 who had been born outside of the EU was 33.5 million. The aim of the EU Member States is on the one hand to create a stable basis for a socially and culturally inclusive society to support the integration process of new members in society and on the other hand to promote a sustainable, smart, innovative and growing modern society. One of the ways to achieve this is "Education for Sustainable Development" (ESD), UNESCO, which allows every human the opportunity to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. It means including key sustainable development issues into teaching and learning. ESD promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

One of the target groups which are omitted from ESD measures are migrants. In most measures, especially in language and integration courses directed at migrants, there is little evidence of sustainable development (SD) measures. The lack there of is a serious issue since migrants are more likely to face social, economic and cultural exclusion, as well as discrimination and lack resources (European Centre for Social Welfare Policy and Research 2008, Martiniello and Rath 2014). The fact that some courses, projects, teaching materials contain ESD, demonstrates the importance of sustainability issues for integration work. However, the materials and projects are just fragmentary, which emphasizes the significant impact the IN-Life project could have. IN-Life aims to promote concepts and methods for sustainable development by developing an innovative teaching approach for ESD within adult education sector. The aim is to empower migrants to actively contribute towards a sustainable society by raising the awareness of SD as well as improve capacities and knowledge within adult education for ESD for migrants.

IN-Life strives to tackle the following three challenges of the EU:

1. Social, economic and cultural inclusion of migrants including third-nationals
2. Fighting unemployment
3. Foster SD by teaching and empowering people to become active for SD

IN-Life aims to:

- promote smart growth by implementing effective and innovative teaching methods and tools in education for SD for the target group of migrant learners and enabling them to contribute to sustainability in Europe.
- contribute to the capacity, efficiency and quality of adult education institutions throughout Europe by enabling them to reach, teach and empower migrants on SD by using developed innovative teaching materials designed for the specific target group.
- bring together European partners with different expertise in the field of adult education, sustainable development and migration/integration/social inclusion. Working with migrants on education for sustainable development will advance research on sustainability.
- strengthen language skills of migrant learners in receiving country to use new, content related tools (exercises, gamers, vocabulary linked to SD).
- reinforce interaction between practice and policy for SD and integration.
- improve the competences of migrant learners, migrant communities, as well as the partner organizations involved in the project.
- promote access of socially vulnerable and excluded group of migrants, for adult education and ESD (discrimination, language barriers, lack of information, lack of social integration, marginalisation, energy poverty).

## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitel:</b>	Professional Volunteering (ProVol) Crossborder
<b>Akronym:</b>	ProVol
<b>Koordinierende Einrichtung:</b>	Gemeinsam leben und lernen in Europa e.V.
<b>Partnereinrichtungen:</b>	EB Projektmanagement GmbH, AT Centrum dobrovolníctva, SK Dobrovolnické centrum, z.s., CZ
<b>Projektnummer:</b>	2016-1-DE02-KA204-003297
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

Volunteering holds an essential place in the society as well as in the economy: it is an essential act of citizenship. Volunteers and NPOs (non-profit organisations) are contributing essentially to the delivery of social services and combating social exclusion and therefore make a big contribution to build a strong and cohesive society. The European Commission estimated that volunteering contributes between 0.5- 5% to EU GDP. Additionally volunteering has also positive impact on the volunteers themselves, such as access to free learning opportunities, being active citizens, getting social recognition, gaining self-esteem, new skills and experiences. As a lot of these skills and work experiences are also useful in paid and there improve the employability of volunteers. But usually these skills are acquired incidental, occasional or indirect. 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 NPOs are facing: due to the financial crisis most NGOs get even less money than before, even if there services are needed even more. In order to keep their services available POs 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 GLL had developed the training concept "Professional volunteering" for volunteers and NPOs, which promotes the development of professional skills and competences (e.g. project management, communications). This training program had been pilot-tested successfully in the UK, Romania and the Czech Republic with various target groups and had been further developed in a first version of an "European format". The former partners from DE and CZ formed a new partnership with known and experienced partner organisations in their neighboring countries Austria and Slovakia to transfer the ProVol training there. Within this new partnership, they want to reach 4 objectives:

- a) to disseminate the European format of the training program "Professional Volunteering" to neighboring countries in central Europe and improve it.
- b) to cross other "borders": people with learning or mental disabilities as well as migrants and refugees with insufficient second language skills (meaning understanding and speaking the language of the country they live) usually are not engaged in volunteering and therefor miss the opportunities volunteering offers. With our project we want to develop and pilot-test an "easy language" version of our training to increase the rate volunteering of these disadvantaged target group and empower them to become more active citizens in the community they live.
- c) to set up a professional ProVol-network/consortium and ProVol-"franchise"-system in order to deliver high quality volunteer trainings across Europe beyond project funding.
- d) to improve crossborder volunteering between the four participating neighboring countries, joint volunteer projects and activities in the future. Additionally partners aim to strengthen volunteering

in their respective countries by qualifying volunteers and volunteer coordinators through professional trainings, and their NPOs will profit from efficiently working employees and volunteers. Thus, the lack of resources is addressed by progressing effectiveness. On the other hand, the individual benefit for each training participant is a vital aspect of the project. Volunteers gain valuable skills they need to face challenges on the job market. The project should facilitate their attempts of consolidating their competitiveness, also through providing them a clearly structured, solid and convincing reference according to an agreed reference format. Altogether 60 volunteer coordinators and volunteers will be trained, and around 320 multipliers will be reached directly. A further developed "European" format of the ProVol-training and its handbook and pedagogical material will be pilot-tested in Slovakia and Austria, and then being translated (English, German, Czech, Slovak), produced and printed in Slovakia and Austria. A newly developed ProVol-training and handbook with relevant pedagogical material in "easy language" will be pilot-tested in Germany and Czech Republic, and after that produced and printed in the two countries. Throughout dissemination activities by the four partners and their national and international networking connections partners will distribute the manuals across Europe on their project website, in order 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. A kind of "franchise" system will be installed by a newly formed ProVol-network/consortium, which will deliver high quality train-the-trainer programs in the future.

## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitel:</b>	Empowerment College
<b>Akronym:</b>	EC
<b>Koordinierende Einrichtung:</b>	INITIATIVE ZUR SOZIALEN REHABILITATION EV
<b>Partnereinrichtungen:</b>	Instituut voor Gebruikersparticipatie en Beleid B.V., NL Global Initiative on Psychiatry-Sofia, BG Polski Instytut Otwartego Dialogu, PL AZIENDA PER L ASSISTENZA SANITARIAN 1 TRIESTINA, IT NHS Confederation, UK
<b>Projektnummer:</b>	2016-1-DE02-KA204-003249
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

Art. 27 of the United nation disabled convention demands the right to work and demands also arrangements to ensure that people with disabilities have equal opportunities of employment. EU strategy 2010-20 determines strategies and interventions to ensure approaches to work for these people. Art. 24 guarantees the right of inclusive education in all ranks, including University and live-long-learning, explicitly for people with mental health problems. A German research says „approximately half of the people suffering from chronicle mental health problems in the working age are out of work and out of employ.“ (2004 Aktion psychisch Kranke: 20). The number of people, who receive pensions due to mental health problems doubled between 2000 and 2010 (compare BMAS 2013: 382). People suffering from mental health problems in Europe are often socially isolated, unemployed, have less opportunities of rehabilitation and sticking in the role of patients and help recipients.

The aim of the Empowerment College (EC) is to bring together different experiences with learning opportunities for people with mental health problems in Europe (like EX-IN in Germany, Toed in NL, recovery centers in England...) Concluding all these activities we will develop a concept which offers new opportunities for different groups of disadvantaged people. In the EC people may share their experiences, their strategies for coping with illness, social exclusion, disability. They will develop strategies to use these experiences as a resource. In the EC the experience of illness will no longer be regarded as a deficit, but as a resource. By accepting and valuing the life experience of the participants, they will get a new base for starting or continuing education. It will be a new step towards inclusion and integration in the labour market. Our aim is to achieve equality of opportunity for different groups of disadvantaged people.

Members of the project are seven international partners. The coordinator of the project is the german organisation Initiative of social rehabilitation, a non profit organisation. The initiative offers home treatment for different groups of disadvantaged people. Besides the Initiative prosecutes FOKUS which offers advanced trainings for psychiatric professionals. Since many years FOKUS is experienced with national and international project management, advantaged training, inclusion and involvement of psychiatric experienced people. Further stakeholders will be: health insurances, the government, the health ministry, the social ministry... of each partners region and country. These are multipliers for the strategy of financing and disseminating the project ideas after end of the EU project. Every partner has to initiate and develop own strategies and partnerships to implement the

project in his governmental system. People with disabilities, health problems, social exclusion, economical and social problems, with low educational background are involved in every stage of the project. This will help to develop the right measures of training and to increase the effectivity of support provided by college.

During the project there will be: 8 transnational meetings of the (7) project partners, every partner has to organise conferences of multipliers in his own region or country. The intellectual outputs of the project will be:

- The masterplan for the empowerment college.
- Developing and testing curricula of different lecture methods and issues as well as developing and piloting a train the trainers course with 50 – 150 hours of education.

Other outcomes will be:

- Assessment tools to define special education needs due to special living invironmental conditions of each target group
- Cooperative meetings with regional partners, stakeholders and multipliers in each partners country
- Evaluation instruments to measure the individual effect of the project and its products
- Web based blended learning tools
- Individual crisis prevention plans and emergency plans

The different Empowerment College activities shall reach about 250 students. The students of the College will be people normally excluded from education and employment over the last years due to their illness, disabilities or social background. The approach is a change of perspective with a strong innovating power: The characteristics which have been a lack, an obstacle so far, will be a chance, expertise and resource. The students will develop competences in self managing, in dealing and coping with their special problems. They will be supported in developing a realistic and resource orientated future and live plan. This change of perspective contributes to inclusion, participation in education and in labour market, equal rights and chances for people with mental health problems.



## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitel:</b>	Effectiveness of VPL Policies and Programmes for Labour Market Inclusion and Mobility – Individual and Employer Perspectives
<b>Akronym:</b>	EffectVPL
<b>Koordinierende Einrichtung:</b>	Universität Bremen
<b>Partnereinrichtungen:</b>	VIA UNIVERSITY COLLEGE, DK BOGAZICI UNIVERSITESI, TR IMECE KADIN DAYANISMA DERNEGI, TR Wszechnica Uniwersytetu Jagiellonskiego Sp. z o.o., PL Senator für Wirtschaft, Arbeit und Häfen, DE Sosu Aarhus, DK Wojewodztwo Malopolskie - Wojewodzki Urzad Pracy w Krakowie, PL
<b>Projektnummer:</b>	2016-1-DE02-KA204-003314
<b>Laufzeit:</b>	36 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

Context: The validation and recognition of prior non-formal and informal learning (VPL) is a priority of EU educational policies and central to lifelong and life-wide learning. The aim is to strengthen the flexibility of learning pathways to increase labour market transition and mobility across Europe. Key objective is to enhance employability and labour market opportunities for disadvantaged individuals such as the low skilled, unemployed, migrant workers, refugees and individuals with restricted labour market and learning opportunities. Many different VPL initiatives at the national and European level have been taken and led to significant advancement of VPL in the last decade, particularly in terms of creating policy frameworks for VPL and piloting validation methods and procedures. Still, VPL in Europe presents a fragmented picture with some countries not yet having engaged in the process. To move from fragmentation to stronger coherence, common European principles for VPL have been formulated. This includes the European Councils' recommendation of 20 December 2012, specifying that each EU-member state should have started to implement VPL processes by 2015.

Objectives: The project will evaluate the advancement and effectiveness of VPL policies and practice in Denmark, Germany, Poland and Turkey considering how VPL initiatives benefit the individual. It will assess how the VPL procedures available have supported individuals' labour market inclusion, employability and further learning pathways. Through introducing biographical perspectives into the validation process and identifying the role of employers for VPL, the project seeks to enhance the effectiveness of VPL practice. Outcomes on VPL effectiveness will continuously be channeled into the current VPL policy dialogue and on-going VPL activities. This is done by strengthening cooperation between regional and/or national VPL actors and multipliers and enhancing mutual learning for VPL across Europe. The project contributes to enhancing the transparency and recognition of skills and qualifications and facilitating labour market inclusion through access to training and qualifications for all through C-VET. It is cross-cutting in its approach, addressing adult education and VET at the same time.

Target groups: The project will involve approximately 400 people in the different project activities. The majority will be VPL actors and individuals responsible for implementing validation procedures (mostly affiliated to vocational schools, social partners, chambers of crafts, employment agencies, adult education centres, etc.). Additionally, individuals with restricted labour market and learning opportunities will also be involved.

**Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen**

<b>Projekttitel:</b>	Beyond Retirement - A Migrant Integration Resource
<b>Akronym:</b>	BRAMIR
<b>Koordinierende Einrichtung:</b>	Jugendförderverein Parchim/Lübz e.V.
<b>Partnereinrichtungen:</b>	INNOVENTUM OY, FI MEATH COMMUNITY RURAL AND SOCIAL DEVELOPMENT PARTNERSHIP LIMITED, IE E-SENIORS: INITIATION DES SENIORS AUX NTIC ASSOCIATION, FR UNIVERSITATEA DIN PITESTI, RO CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET Oxfam Italia Intercultura Società Cooperativa Sociale di tipo A Onlus, IT FUTURE IN PERSPECTIVE LIMITED, IE E.N.T.E.R. GMBH, AT
<b>Projektnummer:</b>	2016-1-DE02-KA204-003275
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

The BRAMIR Project proposes the development and implementation of a multi-layered andragogic framework designed for a seniors target group comprising older workers approaching retirement and recent retirees. This framework will incorporate a bespoke train-the-trainer curriculum, a suite of psychographic profiling tools and a digital toolbox of appropriate teaching resources to enable the redeployment of the seniors target group as volunteers to support the development of key civic and social competences within the established and growing migrant communities.

The project proposes a mutually beneficial arrangement affording the seniors target group an opportunity to remain active contributors to society while addressing the growing migrant integration problem. The project consortium believes that using ethnicity or country of origin to define migrant needs within a host country is no longer a suitable approach. Instead the BRAMIR project will develop an innovative methodology based on an analysis of sinus milieu® groups within migrant communities. This psychographic profiling approach will identify key variables within migrant communities taking into account criteria such as education, social and cultural values, attitudes, interests and lifestyles, and will inform the development of appropriate learning resources to support the acquisition of key social and civic competences. Research conducted by partners has highlighted the vast array of skills and tacit knowledge they have acquired during their working lives. The BRAMIR project consortium suggest that Europe's older generations could help alleviate shortages of skilled workers in certain key migrant support areas and with appropriate training Europe's retirees can be counted on to advance the integration of migrant communities; improve the qualitative life experience of migrants; and enhance the prospects of migrants in the labour market.

The impact of the European Year of Voluntary Activities Promoting Active Citizenship in 2011 and the European Year for Active Ageing and Solidarity between Generations in 2012 can be seen in the significant increase in the numbers of senior volunteers who have registered with volunteer placement services. As a result there is an abundance of raw talent waiting to support the actions of the BRAMIR project consortium. While developing skills of senior volunteers for reasons of inclusion has a significant social value, it is a fact that this cohort of European society have a continuing

contribution to make to European society and Europe's need for their continued participation as active members of society will grow as the number of retirees increase in the coming decades. The alignment of senior volunteers with the development of key competences of migrant communities represents an innovative and sustainable new learning partnership.

## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitel:</b>	European Values through European Intelligence
<b>Akronym:</b>	EVEQ
<b>Koordinierende Einrichtung:</b>	Verein Niedersächsischer Bildungsinitiativen e.V.
<b>Partnereinrichtungen:</b>	uniT - Verein für Kultur an der Karl-Franzens-Universität Graz, AT Eco Logic, MK mhtconsult ApS, DK INTEVAL LIMITED, UK
<b>Projektnummer:</b>	2016-1-DE02-KA204-003255
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

The project is aiming at developing a state-of-the-art approach in the provision of common European values to adult learners and beyond. The methodology will be basing on the principles of Cultural Intelligence (CQ). Cultural intelligence is a rather new methodology that can be understood as the capability to relate and work effectively across cultures. This approach will be transferred and further developed as a practice model for European Intelligence (EQ), being easily useable and transferable to different learning environments working in the provision of common European values.

In the past years the attractiveness of Europe as a common idea and model basing on shared values and principles have seemed to decrease constantly in many member countries throughout Europe. On the other hand, respect for shared European values has always underpinned EU actions in education and youth. In 2015, the European Commission and the EU Ministers for Education committed to “strengthen their actions to ensure that children and young people acquire social, civic and cultural competences and enhance their critical thinking”. In order to regain a stronger commitment of European citizens towards common European values, new and attractive measures have to be made at all societal levels including the education of youth and adults.

Target groups of the project will primarily be teaching staff, stakeholders and multipliers in adult and youth education. The overall objective is to build up the target groups’ capacities in teaching European values by using the EQ methodology. Voluntary staff (i.e. in integration courses) shall be addressed as well. End beneficiaries of the project are adult and young learners, including newly arrived migrants and refugees. During the project lifetime, it is envisaged that about 375 participants will benefit directly from the project results.

Main result of the project will be an electronically accessible, multilingual guide book to the European Intelligence (EQ) methodology with recommendations, teaching examples and resources, enabling teaching staff, stakeholders and other learning environments like self-directed learning circles to improve their skills and abilities in European values teaching and learning. Multiplier events will take place at regional level in order to promote the project outcomes. Additionally the project will provide the following results:

- A common documented understanding of fundamental values in Europe, taking into account the different experience and conditions in the participating countries;
- A joint internal communication platform, clearly documenting the individual project steps;

- A project website, where project results will be presented, in order to support the dissemination of the project outcomes (multi-lingual);
- Project newsletters (at least 4 during the project lifetime).

The consortium is bringing together partners from different regions across Europe, combining experience in collaborating on the level of European cooperation with the broadest possible spectrum of activities in policy and practice areas related to teaching democracy, value-based learning and human rights education.

## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitle:</b>	Learning Intercultural Storytelling
<b>Akronym:</b>	-
<b>Koordinierende Einrichtung:</b>	BUPNET Bildung und Projekt Netzwerk GmbH
<b>Partnereinrichtungen:</b>	Dacorum Council for Voluntary Service, UK VEREIN MULTIKULTURELL, AT CESIE, IT Active Citizens Partnership, EL REGIONFORBUNDET VASTERBOTTENS LAN, SE BLENDED LEARNING INSTITUTIONS COOPERATIVE, DE
<b>Projektnummer:</b>	2016-1-DE02-KA204-003341
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

Disadvantaged groups like refugees or people with migration background have fewer opportunities to articulate themselves and have only little chance in being heard or listened in the new society where they live. Nowadays, integration of this group in the hosting communities is a continuous growing issue which is receiving the specific attention for involving refugees in every aspect.

The general aim of LISTEN is to use the storytelling approach in a radio environment as a mean of communication and a way of integrating refugees in the community. Storytelling will help refugees by empowering them, facilitating communication and inspiring their personal growth. Telling their own story in a secure environment will reassure them the values as a person, widen the chances of meeting new people and being offered work opportunities. This approach will affect also the audience, the hosting society. In this way the listener will be active in the equal level as the storyteller, will be involved in their personal life story and raise the comprehensive behaviour. The project will start with a research in order to get a clear picture of the storytelling methods mostly applied and main actors involved. This will serve to the further development of each step of the project and its respective IO-s.

The core of the project is the training modules and the validation system. In this context of activities, the first step will be the development of the storytelling training curricula and modules which will be further developed by each partner due to their expertise. Then a validation system will be designed, to recognize and certificate the storytelling competences developed by the trainers and multipliers. For this purpose, the LEVEL5 validation system will have to be further developed and customized to the specific needs of the project. LISTEN seeks to apply LEVEL5 at two levels for a better coverage and competences validation: first with the participants in the European training course that will then carry out learning projects with refugees and second with the refugees that will take part in the storytelling projects. Once the first draft products (training modules and validation system) have been developed, they will be tested during a well-structured piloting phase. The piloting phase will be preceded by a five-day European training course (C1) for trainers and multipliers, to get to know the LISTEN concept and to learn how to apply it in real training contexts with refugees. At least 2-3 educational professionals will be trained per partner along the LISTEN concept. After the course, the LISTEN training modules will be piloted by the participants of the European course in learning projects with refugees.

These learning projects will involve 15-20 refugees per country. At the end of this process, an experience report and guidelines will be developed and published in the project website. The

experience report will be based on the national experience reports that will be provided by each partner. National reports will be based on at least 2-3 learning projects that are carried out by the course participants locally in their working environment. An award will be given to all refugees who showed best the storytelling skills gained through the learning projects. In this framework, a Collection of Refugees Life Stories will be created and will contain the stories of the award winners. The Collection will be in audio book and will be available in the LISTEN web portal. Finally, the LISTEN label will be developed, as a tangible sign to recognize and reward the efforts made by the radios in empowering refugees through embedding the LISTEN concept into their programmes.

## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitel:</b>	Walk'n'Talk - Prevention and Communication Training for the Elderly aged 65+
<b>Akronym:</b>	Walk'n'Talk - Pact 65+
<b>Koordinierende Einrichtung:</b>	Volkshochschule Lingen gGmbH
<b>Partnereinrichtungen:</b>	UNIVERSITATEA ALEXANDRU IOAN CUZA DIN IASI, RO Archivio della Memoria, IT ProEduca z.s., CZ Centre for the innovation and development of education and technology, ES Dachverband burgenländischer Frauen-, Mädchen- und Familienberatungsstellen, AT Sastamalan kaupunki, FI
<b>Projektnummer:</b>	2016-1-DE02-KA204-003413
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

Against the background of demographic changes in Europe and an aging European population, the elderly aged 65 and above and out of working age, are becoming an increasingly important group. For providers of adult education it will become a priority to focus on providing a suitable course offer for this target group. Empowering the target group to fully participate in society and remain active and independent in their different socio-economic circumstances requires physical and mental competences which is important to live an autonomous life even into old age.

7 organisations coming from 7 different European countries with a longtime experience in teaching senior citizens in general and adult education in particular, will develop, implement, disseminate and exploit in close collaboration this new, flexible and useful non-formal active aging training course targeted at senior citizens 65+. With the Walk'n'Talk project the partners intend to foster healthy habits (by walking) and lifelong learning (by talking) among seniors having left their professional working life.

In a first step, the partners will develop a Research Toolkit which will focus on identifying the seniors' needs and wishes with respect to motivation of participation in lifelong learning, attitude to active and healthy aging, and social participation and inclusion. The partners will then start elaborating and structuring the course curriculum and develop appropriate training materials: The course curriculum will give detailed information on the methodology in conducting the course, didactical guidelines and various methods, a clear structure, schedule and objectives of the course. The training material will strongly depend on the seniors' needs and wishes so that the topic and content might vary from partner organization to partner organization. It might range from learning a new language, talking about traditions, discussing political topics, history, culture, to storytelling, etc. The partners will develop and collect relevant material and practical support such as flashcards, descriptions of the activities, worksheets, PowerPoint presentations, etc. which will be a resource for trainers/instructors that will deliver the Walk'n'Talk course to the seniors. In addition, the seniors participating in the course will have the chance to record their experience and knowledge in form of video, audio and text files which will be uploaded to a special web portal connected to the project homepage. The collection of these files will give added value to the project: On the one hand the seniors will be encouraged to use ICT tools which to many of them is still quite new; on the other



hand, regarding the older generation with all their advance in knowledge in many areas as a mainstay of society, this knowledge will be a valuable asset to society and by means of recording this knowledge it will be preserved to posterity. The Guidelines for Stakeholder Management and Communication will provide detailed information for stakeholders and potential actors, such as adult education providers, volunteering centres, community centres, etc., on how to establish Walk'n'Talk courses, how to involve the target group, and in addition it will contain various templates to advertise the Walk'n'Talk course. Due to the flexible approach of the Walk'n'Talk course, the content will allow for addressing any of the key competences for lifelong learning. It will give new and creative ideas to adult education providers and trainers/instructors and can easily be transferred to other fields of education, e.g. migrant education, basic and second chance education and can build a bridge to formal education.

## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitel:</b>	Entwicklung einer Toolbox zur Unterstützung von Flüchtlingen und Beschäftigten in der Flüchtlingsarbeit
<b>Akronym:</b>	RefuTools
<b>Koordinierende Einrichtung:</b>	Westdeutscher Handwerkskammertag
<b>Partnereinrichtungen:</b>	Bildungszentren des Baugewerbes, DE Cnet Group Ltd., BG GOSPODARSKA ZBORNICA SLOVENIJE CENTER ZA POSLOVNO USPOSABLJANJE, SI Berufsförderungswerk der Bauindustrie NRW gGmbH, DE CENTRO EDILE A. PALLADIO, IT FUNDACION LABORAL DE LA CONSTRUCCION, ES VondiConsulting Unternehmensberatung Vondrak KG, AT
<b>Projektnummer:</b>	2016-1-DE02-KA204-003268
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

**PURPOSE:** Vocational education and training systems in origin countries of refugees are often not comparable to those systems that are spread all over Europe. Thus a recognition of the profession refugees might have is often not possible. Additionally, this target group can often not provide any evidence supporting the existing professional skills and abilities. Therefore entering the labour market as well as an approach to vocational education and training systems in the hosting countries are very difficult for refugees. Finally this leads to the consequence that the integration process is nearly impossible. Therefore, the purpose of the project is to enable refugees improved basic approaches to enter the educational system in participating project countries. With regards to the Paris-declaration refugees should get the chance to work in their hosting countries faster and way more easily.

**OBJECTIVE:** The project objective is to develop the following innovative intellectual outputs branded "RefuTools", which are to be regarded as a holistic approach of mutually complementing outputs.

O1) Integration.Guide: Web-based app for smartphones with information about the daily life in participating project countries for refugees

O2) Educational Theater: Workup of relevant behaviors for refugees in the project partner countries.

O3) Board Game: Playful learning about soft skills, which are important for the social integration in the project partner countries.

O4) Curriculum: Mediation of lower vocational skills and knowledge in the construction sector.

**PRIMARY TARGET GROUP:** The intellectual outputs to develop are available for refugees who either arrived on their escape in one of the participating project partner's countries or for refugees who keep on travelling from partner countries to other target countries to seek asylum.

**Cross-COUNTRY REFERENCE:** In all partner countries there is an enourmous need for action in supporting the refugee work. On the one hand there are countries in the mainstream of refugee movements such as Bulgaria, Slovenia and Austria, where refugees arrive and only stay for a couple of weeks intending to keep on travelling. On the other hand countries like Italia, Spain and Germany belong to those countries, where refugees finally seek for asylum when having passed their way

through Southern or Eastern Europe. For this reason, the project partners have agreed on pooling their expertise to develop the four project results as mentioned above internationally. Different project teams (composed of minimum two partner countries) work on the cross-border design, development and on the set of the four "RefuTools"; moreover, a project website, evaluation concept and newsletters are to be developed in common.

## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitel:</b>	Designing, monitoring and evaluating adult learning classes – Supporting quality in adult learning
<b>Akronym:</b>	DEMAL
<b>Koordinierende Einrichtung:</b>	Deutsches Institut für Erwachsenenbildung eV - Leibniz-Zentrum für Lebenslanges Lernen
<b>Partnereinrichtungen:</b>	AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS, EL TECHNOLOGIAS EKPAIDEFISI ANONYMI ETAIREIA, EL FONDO FORMACION EUSKADI SLL, ES INSTITUTUL DE STIINTE ALE EDUCATIEI, RO Progress Consult Dán-Magyar Fejlesztési Tanácsadó Kft., HU
<b>Projektnummer:</b>	2016-1-DE02-KA204-003346
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

The professional development of staff in the adult education sector is one of the key pillars of Education and Training 2020 (ET2020), for the improvement of quality and efficiency of adult learning. In the adult learning sector, a high number of professionals, including teachers and trainers, come from other sectors and while they may be experienced in their field of work, they often lack competences in adult learning. Addressing the issue of professional development of adult education staff, the European Commission developed the key competences framework for adult learning professionals.

The project DEMAL builds on the key competences framework for adult learning and proposes the development of specific key competences for adult learning professionals: 1. Design of adult learning process and 2. Monitoring and Evaluation of adult learning process.

More specifically, the project's objectives are:

- To develop European reference competence profiles for the two selected competence areas
- To develop and pilot two in-service training courses (including both an e-learning part and a one-week workshop each), including learning resources
- To develop and pilot an innovative tool (a digital app) on course planning to support self-directed learning and enhanced professional practice of both novice and experienced teachers and trainers of adults.
- To develop and pilot a validation framework for the two selected competence areas to enhance the comparability (both across and within countries) of existing training provision and qualifications, facilitate the recognition of informally acquired competences, and thus enhance the flexibility of qualification routes for adult learning staff in Europe.

Each training course will have a theoretical part that will be delivered through e-learning and a practical part that will be delivered in a 5-days workshop. The learning resources for each training course include presentations, video lectures, case studies, role play games, exercises, projects, assessment test and a collection of additional resources. The two courses will be delivered during the project, at transnational level, using appropriate funding schemes (in-service training grants). The framework for the validation of non-formal and informal learning for the two competences will be based on a portfolio of a candidate, assessment tests and an interview.

The project partners will invest on web-based promotion activities with the aim to ensure that the resources developed in the project are widely used after the end of the project. In particular, it is aimed to make the in-service training course offers sustainable and offer them as Continuing Professional Development (CPD) courses, after the project end.

## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitel:</b>	Learning place Bio-Farm - 'train the trainers' course and platform on farm-based learning for integration - for farmers, educators and coordinators
<b>Akronym:</b>	Learning place Bio-Farm for integration
<b>Koordinierende Einrichtung:</b>	Equalita, Institut für Qualifizierung und Vernetzung in Europa e.V.
<b>Partnereinrichtungen:</b>	AALBORG UNIVERSITET, DK THE SOIL ASSOCIATION LIMITED, UK Kaiblinger & Zehetgruber OG, AT NORGES MILJO-OG BIOVITENSKAPLIGE UNIVERSITET, NO FUNDACJA IMIENIA STANISLAWA KARLOWSKIEGO, PL Ökomarkt e.V., DE Zivy venkov, CZ
<b>Projektnummer:</b>	2016-1-DE02-KA204-003393
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

The aim of the Strategic Partnership is to develop an e-learning course and interactive online portal "Learning place Bio-Farm", offering learning materials and OERs for training of teachers, farmers, staff of coordinating agencies, other pedagogues and NGO staffs as "Bio-Farm Guides".

Farm visit as pedagogical method: Educational farm visits provide an alternative and innovative space that enables "informal and formal learning" to take place alongside the more conventional school learning environment. Bio-Farms are ideal for teaching. Groups of children and young people can spend the day on farm in practical way. Visits on the farm are interactive workshops. Learning first-hand on a farm about the realities and challenges of food production can be an important formative experience. Farm visits are ideal practical complement to the knowledge acquired in the schools (biology, geography, economics, ecology and environmental protection, sustainability). Teachers and other pedagogues can find in farm life various links to school curricula and experience areas, to open a practical and non-cognitive access to educational subjects and issues.

Integration of disadvantaged youth: Attending a farm visit brings particular benefits for teachers, who educate pupils with difficulties in mainstream learning systems. Classes including children and youth with special needs (e.g. refugees, children with migrant background, children with developmental disorders, learning disabilities or social problems) get intensive and new experience for the group apart from conventional patterns of learning and competing in classrooms. Visits on organic farms can support teachers in integrating those children and young people.

Integration of refugee children: A special focus in the project will be refugee children and families. Europe has to face the challenge to integrate a lot of refugees in the society. The "Learning place Bio-Farm" has a big potential to offer this group of people new perspectives outside their living in refugee camps. Visiting the countryside offers an inside into the European culture and nutrition behaviour. Therefore farm visits will also address refugee families and adults. And there are a lot of incentives to learn new vocabulary that is connected with the countryside, agriculture and food commodities. Farm workshops can help to minimize language barriers by practical hands on activities. Besides this the organic farming sector is an economically growing branch that needs motivated young people to work in. Job perspectives (as an organic farmer, bakers, butchers, or shop

keepers) can be explained during the farm visits not only for young European pupils but as well for refugees.

Training of “Bio-Farm Guides”: None of the existing training offers are aimed at supporting teachers, farm guides and staff of coordinating agencies. Thus the project intends to develop a comprehensive European training course and portal with various interactive tools and learning materials to educate “Bio-Farm Guides”. It will support a professionalization of “Bio-Farm Guides” and support them in gaining familiarity with the practicalities and technicalities of hosting farm visits, such as planning and performing the visit in consideration of the health- and safety needs of the age of the visitors. They will gain better knowledge of the needs and possibilities of the schools. They will become familiar with school curriculum, the different subjects and different types of schools and will thereby be able to relate the farm visit directly to the school curriculum and integrate this in the visit. And they will acquire intercultural and social competences for the integration of disadvantage pupils and refugee children.

**Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen**

<b>Projekttitle:</b>	Development of a Training Program for the Improvement of Active and Healthy Ageing through the Exploitation of High-Tech Assistive Technologies
<b>Akronym:</b>	AcTive
<b>Koordinierende Einrichtung:</b>	Westfälische Hochschule Gelsenkirchen, Bocholt, Recklinghausen
<b>Partnereinrichtungen:</b>	Centrul IT pentru Stiinta si Tehnologie, RO E-SENIORS: INITIATION DES SENIORS AUX NTIC ASSOCIATION, FR GESTIO SOCIOSANITARIA AL MEDITERRANI SL, ES Stowarzyszenie Spoleczenstwa Wiedzy, PL Sozialverband VdK Saarland, DE
<b>Projektnummer:</b>	2016-1-DE02-KA204-003395
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

Functional abilities of Older Persons (OPs) can be improved using Assistive Technologies (AT). There is a lack of adoption and use High-Tech AT by OPs due to a lack of

i) Acceptance, including: lack of awareness, safety concerns, lack of trust, general reluctance to technology, fear of stigmatization, low expectations or restrictions of autonomy (Merkel & Enste, 2015)

ii) ICT-Literacy

iii) Support given by peers, families and professional and non-formal caregivers.

Main objective of "AcTive" is to increase the competences of the collective around OPs (persons, families and professional and non-formal caregivers) about how to exploit High-Tech AT for increasing their wellbeing, through an innovative training program. The project has the next specific objectives:

- Create awareness and trust about the potential of using High-Tech AT for improving active and healthy ageing
- To create basic digital and technological skills, fostering ICT-literacy, which allow OPs to properly exploit High-Tech AT
- To inform about available High-Tech AT and their application to the specific needs of OPs.
- To promote the decision making of OPs for acquiring the proper AT
- To give support and guidelines to OPs living alone and/or with low education, including a "peer to peer" training model, where Old Mentors will be trained for training other OPs which could have not an easy access to the training program.
- To involve caregivers and families in the training process in order to be able to support OPs.

The next results will be obtained;

- Co-Created Methodological Guide will be developed, with the direct participation of End Users, with the main objective of determining the key contents, methodologies and tools needed for



creating and improving the critical competences of OP and their supports for increasing their wellbeing through the exploitation of High-Tech Assistive Technologies for increasing the wellbeing.

- Training Materials addressed to OPs, families and professionals and non-formal caregivers for facilitating the exploitation of High-Tech Assistive Technologies, including bases, guidelines and tools for improving active and healthy ageing through the exploitation of High-Tech Assistive Technologies.
- Design of Experiential Training Activities addressed to OPs, families and professionals and non-formal caregivers for facilitating the exploitation of High-Tech Assistive Technologies
- Development of an e-Training Platform, including awareness, training contents and tailored and adapted ICT solutions for supporting the implementation of Training Materials and Experiential Training Activities.
- Creation of 6 "Active" UNITS in all the entities of the Consortium in order to ensure the sustainable exploitation of the project after the project lifetime
- Development of Dissemination Actions addressed to the European collective related to Ops

## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitel:</b>	A new ENTRance - Entwicklung innovativer Instrumente zur Förderung der Existenzgründung von Roma
<b>Akronym:</b>	A new ENTRance
<b>Koordinierende Einrichtung:</b>	JUGENDSTIL e.V.
<b>Partnereinrichtungen:</b>	Municipality of Larissa, EL Romane Aglonipe e.V., DE Human Erőforrasert Egyesület Del-Alföldi Regio, HU Agentia Nationala pentru Romi, RO Bács-Kiskun Megyei Cigány Önkormányzat, HU INSTITOUTO ANAPTIXIS EPICHEIRIMATIKOTITAS ASTIKI ETAIREIA, EL Institutia Prefectului - Judetul Buzau, RO
<b>Projektnummer:</b>	2016-1-DE02-KA204-003370
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

With 10 to 12 Million, Roma are the biggest ethnic minority of Europe. A relevant reason for their permanent discrimination is their low education level. Thus, in the education field, a real segregation exists. After the obligation to go to school, the participation of Roma in education decreases clearly. Only about 15 per cent finalise the secondary level II. Less than 20 per cent of Roma obtain a finalized vocational training. Only 2 to 5 per cent of all Roma attend a highschool. Their unemployment rate is in average higher than 70 per cent. Much more dramatic is the situation in the field of entrepreneurship. EU-wide, about 15.1 per cent of all people in paid work are self-entrepreneurs. Although a readiness for starting-up a business exists also among Roma, their share within self-employers is so low that there is no statistics about them in the partner countries. Estimations of experts say it is lower than 1 per cent. Opposite to that, more and more people with migration background go their way into entrepreneurship. The share of this group among the entrepreneurs has increased in the last years, despite of the crisis. In Germany for example, each Third migrant opens his own business. This shows that the way into entrepreneurship is a serious alternative to unemployment and that it contributes relevantly to combating poverty and social exclusion, and to promoting lifelong learning and social participation.

In the frame of A new ENTRance, the project partners from Germany, Greece, Hungary and Romania will generate high quality Curricula for adult education that make the implementation of entrepreneurship courses for Roma possible with consideration of education and labour market as well as target group specific needs. The Curricula will not only be available in German, Greek, Hungarian and Romanian but also in English and Romanes which promotes both the implementation of the entrepreneurship training courses with the target group and the transfer into other European countries. During the Pilot Training experienced and accordingly qualified education actors from the partner countries will be enabled to implement entrepreneurship training courses for Roma as trainers what they will do for the first time within the Test Phases in Germany, Greece, Hungary and Romania. The development of an Online Self-evaluation Tool for examining the appropriateness as entrepreneur, that will not only be available for the target group of Roma but all potential entrepreneurs, ensures the inclusion of ICT competences and responds this way to the digital era in adult education. The project contributes concretely to the EU Framework for National Strategies for the Integration of Roma until 2020 and the according National Strategies of the partner countries.

## Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen

<b>Projekttitel:</b>	European FairShares Labs for Social and Blue Innovation
<b>Akronym:</b>	FairSharesLabs
<b>Koordinierende Einrichtung:</b>	Verein zur sozialen und beruflichen Integration e.V.
<b>Partnereinrichtungen:</b>	SOCIAL ENTERPRISE EUROPE LTD, UK KOPF, HAND und FUSS gemeinnützige Ges. für Bildung mbH, DE Udruga za kreativni razvoj "Slap", HR The Elephant: Learning in Diversity B.V, NL ECOsynergy Gazdasági Tanácsadó Kft, HU
<b>Projektnummer:</b>	2016-1-DE02-KA204-003397
<b>Laufzeit:</b>	29 Monate
<b>Antragsjahr:</b>	2016

### Zusammenfassung:

Demographic change, social inclusion and the protection of the ecological system are the main challenges of the near future not only in Europe with a huge impact on the economy, the welfare system and the job market. For some years now there is a movement of a so-called Blue- or Social Entrepreneurship. The EU Commission has already started to promote the movement of social innovations. Social business is seen as a main key scope to social innovation and (social) economy. The concept of "Blue Living Labs" combines new approaches of social innovation, social entrepreneurship and social integration. There is now a huge demand for new learning concepts and innovative adult learning approaches linked to competence development and skills training to support the encourage of developing blue (sustainable) and social entrepreneurship, social licenses and fair-share models of benefits and participation especially for segregated people and people which are not regularly involved in adult training programs and experiences.

One main innovation of this Living Lab concept is that the development and training/learning process is done together with the potential users in their social context. It is also intended to involve disadvantaged people like immigrants, minorities or people with special needs as testing users or innovators and entrepreneurs themselves. Especially the integral and inclusive learning approach is new and quite unusual but there is an obvious potential for human resources and innovation in this target group.

The second innovation is the learning and testing of new business-beneficiary and contracting models like FairShare- and Social Licenses. One of the main goals is to identify empower and train/educate new human resources, which are indispensable in the context of social entrepreneurship.

The third innovation is the FairSharesLab Exchange and Cooperation platform. Through this platform people can put their ideas and challenges on the virtual table, inviting others to participate in finding solutions or creating social innovation/business together on European level.

The project is developed and will be carried out by a strong European consortium consisting of 6 partners from 5 European countries (UK, DE, NL, HU, HR) running over 29 months. The partners have worked together before and have a lot experiences in Adult Training and blue/social entrepreneurship. A well developed working plan, a management and communication plan as well as plans for Evaluation/QM, dissemination and exploitation of results and at least for Gender and Accessibility aspects will help and guarantee a successful development and implementation of the scheduled core intellectual outputs and other outputs.

During the lifetime of the project 12 blended pilot trainings will be provided, a train the trainer training concerning the FairSharesLabs methodology and the trainings with potential blue/social entrepreneurs in local labs and hubs as well as Transeuropean virtually. The intellectual outputs will be:

1. FairSharesLabs methodology how to develop and implement social and blue projects/enterprises
2. Guideline and Self- and blended learning tool for FairShares hubs, labs, learning groups
3. FairSharesLabs Exchange and E-Learning platform
4. FairSharesLabs train the trainers tool for coaches and mentors
5. Summarizing report of national implementation activities

The results of the project will be disseminated through the partnership internally to members of their networks and externally to a broad range of audience from local stakeholder and civil society organisations up to regional and national authorities, European agencies and Networks by a Website, Newsletter, press releases and articles, social media like Facebook and LinkedIn/XING.

The expected impact for the involved local population and stakeholder will be the empowerment to act as experts in own affairs and interest and to take actively part as blue and social innovators in the entire process but on different levels as test person. This informal, non formal and partly formal blended learning process is fostering entrepreneurial mind-sets and skills, to encourage active citizenship and Entrepreneurship as impact in general. At least 180 learners should be targeted and 6 successful Blue and Social projects implemented.

**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitel:</b>	Personnel Competence Building in the Matter of “Tourism for All/ Accessible Tourism”
<b>Akronym:</b>	ComPass 2016
<b>Koordinierende Einrichtung:</b>	Centrum für Innovation und Technologie GmbH
<b>Partnereinrichtungen:</b>	LATVIJAS UNIVERSITATE, LV Shared Enterprise CIC, UK EEO Group S.A., EL Fundacion Nuestras Señora Bien Aparecida, ES Kazuist, spol. s r.o., CZ
<b>Projektnummer:</b>	2016-1-DE02-KA204-003243
<b>Laufzeit:</b>	30 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

Context: The “ComPass 2016” action is a Strategic Partnerships / Exchanges of Practices with the relevant topics “Health and wellbeing”, “Intercultural/intergenerational education and lifelong learning” and “Migrants’ issues”. The design of an “accessible tourism for everyone” (Accessible Tourism for All) is the primary base for the future growth of tourism. The EU topic “Accessible Tourism for All” very clearly reflects this trend. An insufficient awareness by tourism providers both on policy and public as well as on the level of micro and small tourism enterprises towards the personnel skills, qualification and competence requests of the promising “Accessible Tourism for All” is to note. New requirements of professional qualification and first of personal competencies arise that the management and the staff have to face qualitatively and quantitatively to meet new customer target groups and their very specific needs. Tailor-made training and continuing education for managers and employees in the tourism industry is important to enable them to cater effectively for guests with special needs and to provide high-quality tourism offers.

Objectives: The action’s main objective is to respond to the needs of the tourism labour market, especially to the needs of smallest and SMEs as well as to anticipate qualification and training needs in the “Accessible Tourism for All” sector. This will be done by the exchange of specific good practices and experiences in qualification and training gained in the participating countries in this area. Specific Objectives are the exchange of practices about:

- Job qualification in high-priced quality tourism regions and tourism cluster development,
- Accessible tourism, especially for people from ethnic minorities including migrants and in opening up entrepreneurship opportunities for people in those groups,
- What the managers should know about accessible tourism?,
- and Tourism programmes for 3rd age.

The project foresees the involvement of round about 30 direct (with a specific grant) and 120 indirect (without a specific grant) persons and some 600 other interested local persons/stakeholders reached by measures of the media and non-media activities either as direct or indirect beneficiaries.

Target groups are: Managers and staff of regional smallest tourism and SMEs, People working in the field of education policy, Local and tourism departments of regional administrations, Key regional and national thematic networks and clusters, Regional representatives of VET and training institutions, Persons disadvantaged at the labour market, especially women, elderly, migrants, etc.

**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitel:</b>	Integration verbindet Menschen - länderübergreifender Austausch von Basiswissen
<b>Akronym:</b>	-
<b>Koordinierende Einrichtung:</b>	Gesellschaft für Arbeit und Soziales (GefAS) e. V.
<b>Partnereinrichtungen:</b>	Hellenic Social Supporting Action, EL Bürgerverein D.R.A.K. z.s., CZ
<b>Projektnummer:</b>	2016-1-DE02-KA204-003444
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

Basis of the planed project is the present situation of the refugees and social fringe groups in the countries which take part in this project. However, the evaluation is very different: partial understanding, however also negativ and disapproving and political splitting trends. Exemplarily this becomes visible in the countries Czechia, Greece and Germany. Social organisations of this Countries are involved in this project as partners. The project partners organisations work intensively with different social fringe groups. So we have a great horizon of experience. Therefore, the project has the following aims: A) intensive exchange of views- overcoming of prejudices and B) strengthening of the solidarity thought in order to work against political splitting trends.

For the realisation of the aims, so called "integration companions" should be trained. They should work with refugees and other social fringe groups in the partner countries.

The implementation of the project is planed as follows:

- Every partner-country nominates 3 persons, which have experience in social work with social fringe groups- This team consists of 9 teamers and will be the management-group, responsible for the implementation of the project.
- Every partner-country should win other 15-20 persons for honorary assistents.

For the implementation: We plan 6 project meetings with following aims:- information about the social situation of the repective country- exchange of experiences about social projects- compile from social ideas and draughts (plans) for the education of the integration companions. In the managing-group work Socialmanagers, Social education workers and co-worker experienced in social projects. Further, we plan 6 education meetings for the training of the integration companions. We start with a so called "Kick-off" Meeting.

The following results and effects are expected:

- More understanding for the social situation and problems of the partner countries- Revival of the idea of solidarity in Europa
- Overcoming of prejudices against social frings groups
- Recruitment of integration companions
- Construction of networks on local and regional level
- Planning of the common cooperation of the partner-countries
- Preparation for the contruction of national integration companion`s groups

**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitel:</b>	Educitizens - Educate to Participate
<b>Akronym:</b>	EduCitizens
<b>Koordinierende Einrichtung:</b>	Comparative Research Network e.V.
<b>Partnereinrichtungen:</b>	Federação das Associações Juvenis do Distrito do Porto, PT YILDIRIM BEYAZIT UNIVERSITESI, TR Suomen ympäristöopisto SYKLI oy, FI EUROPEAN GEOGRAPHY ASSOCIATION FOR STUDENTS & YOUNG GEOGRAPHERS, NL Stowarzyszenie Pastwisko.org, PL MINE VAGANTI NGO, IT
<b>Projektnummer:</b>	2016-1-DE02-KA204-003278
<b>Laufzeit:</b>	25 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

To participate is one of the core skills in the nowadays digital society. Participation means to be in the position to gather information, reflect them and articulate opinion. Participation inherent the ability to conceptualize information and put them into different context. From the perspective of employability, the knowledge on how to participate includes management and leadership skills but as well openness for new ideas and concepts. Transferring participation into education means to educate self-aware citizens, who are open to new ideas, cultures and concepts and who are willing to form and influence actively their society. Therefore it will be beneficially to create curricula, which have a European perspective on citizenship and participation. Still each country inside the EU has different approaches, traditions and educational systems. Further on trainings and workshops exist but never been brought together at the European Level.

The project seeks to create an evaluation grid for identifying best practice in citizenship building and collect those practices in a method handbook. This handbook can be understood as a tool-box for trainers, teacher and other facilitators in order to create innovative and tested instructions all over Europe and across all educational sectors. The project will run for two years and will consists out of a number of multinational meetings (each partner will organize one) where good practice methods are presented and discussed.

The project will be organized in a series of multinational meetings at every partner organization. At every meeting the partners will present two good practice examples of participative methods or projects in education. All methods will be documented, collected and published at the end of the project. In order to identify the good practices, the partnership will collect indicators and create an evaluation grid to identify good practices. The grid and the method handbook will be open accessible and should be used by institutions from all education sectors in formal and non-formal learning. The project can be understood as a pre-assessment of the needs to create and test European curricula in citizenship building. The project target directly trainer and teacher in all educational sectors. During 7 project meetings we will work on 70 good practice examples, 14 input reports and 7 policy recommendations, which will be published in a comprehensive project eBook. Through sharing good practices of participation and citizenship we seek impact on all administrative, organisational and educative levels.

We expect the participants of the project to extend their knowledge on training participation and citizenship and how this is done in Europe. We expect participants organizations to professionalize and innovate their curricula through new methods. We expect the learner to become more motivated to perform lifelong learning and we expect stakeholders to become more aware on the need to include participatory 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, empower people to involve and strengthen the European society to fight back radicalisation of any kind.



**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitel:</b>	Mind-opening to Economy. Creative Approaches to Economic Literacy
<b>Akronym:</b>	EcoLit
<b>Koordinierende Einrichtung:</b>	weltgewandt. Institut für interkulturelle politische Bildung e.V.
<b>Partnereinrichtungen:</b>	MITTETULUNDUSUHING PEIPSI KOOSTOO KESKUS, EE Kairos Europe Limited, UK EDUCENTRUM ZU, CZ
<b>Projektnummer:</b>	2016-1-DE02-KA204-003396
<b>Laufzeit:</b>	18 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

Economy is more and more present in daily lives, politics and global developments. The context of work, health care, pension insurance, education and other spheres are progressively shaped by supply and demand, competition and efficiency. However, there is a lack of knowledge of how a market functions. If markets fail like during the financial crisis 2008, questions raise but often too simple answers are given. Moreover, the European countries face economic instabilities but the problems of for example the euro project are not understood by many citizens. Economic issues such as inflation, deflation, the role of a central bank in a currency area, consumers' debts, etc. are often regarded as being too complex and complicated. This meets a widely spread feeling of uncertainty. As people normally refer to interpretations in public discourse, there is a threat that they may get attracted by nationalist perspectives on economic, social and political phenomena. Democracy needs education. At least a basic economic education is indispensable that learners learn overcoming uncertainty, finding orientation, developing their own point of view, and practicing tolerance, humanity and respect. In its practical dimension economic education enables to cope with challenges by strengthening initiative, social entrepreneurship, active citizenship, employability and individual management.

The project "mind-opening to economy" aims to provide methods and information to bridge the lack of knowledge. Its activities are addressed to trainers to enhance their basic skills in economic education and to encourage them implementing economic issues in their trainings. It is also addressed to the indirect target groups of learners – mostly disadvantaged who do not have the capacity of getting basic economic skills individually – who would benefit from more educational offers in this field.

The project brings 4 organisations from East, West and Central Europe together who exchange good practises in socio-economic learning by combining

- a) creative approaches of civic education (sociodrama, film making, future workshop),
- b) economic issues such as labour market and employability, money, management skills for life and environmental economics and
- c) a European perspective on recent socio-economic developments.

It also aims to create networks of organisations dealing with socio-economic issues in Europe. In order to allow democratic learning, partners seek to reflect economic questions in a multi-perspective way taking different economic "schools" into consideration.

**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitel:</b>	Boosting individual competences
<b>Akronym:</b>	BIC
<b>Koordinierende Einrichtung:</b>	Volkshochschule Olching e.V.
<b>Partnereinrichtungen:</b>	LYCEE CHARLES ET ADRIEN DUPUY, FR Centro Provinciale per l'Istruzione degli Adulti - CPIA di Padova, IT Federación de Colectivos de Educación de Personas Adultas de Valladolid. FeCEAV, ES
<b>Projektnummer:</b>	2016-1-DE02-KA204-003276
<b>Laufzeit:</b>	27 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

BIC, Boosting Individual Competences, is a strategic partnership for adult education based on the cooperation for innovation and exchange of good practices between four partners. The partnership involves: Volkshochschule Olching e.V. ,VHS Olching, Germany; Federación de Colectivos de Educación de Personas Adultas de Valladolid, FeCEAV, Spain; Centro Provinciale per l'Istruzione degli Adulti - CPIA di Padova, Italy; Greta du Velay- Lycee Charles et Adrien Dupuy, Le Puy en Velay, France. The project is coordinated by Volkshochschule Olching e.V., Germany, and has a duration of 27 months (from 01-10-16 to 31-12-18).

This project is meant to build up, design and share activities, with the implementation of methodologies such as Content and Language Integrated Learning (CLIL) and Learning with all Senses in adult education, to support teaching refugees, migrants, minorities (Roma), disabled people as well as socially disadvantaged people and multi-cultural classes, through the exploitation and development of the activities, documentation and picture databank created in two previous European Grundtvig projects, "Voices in Pictures" (VIP) and "Visualisation". Partners aim at improving and extending the offer of high quality learning opportunities for adults through the exchange of good practices in literacy, numeracy, language and general knowledge courses to support integration efforts and to respond to the need for inclusion, also given the continuous immigration that Europe is experiencing, in a lifelong learning perspective.

Through the design and implementation of effective activities to enhance basic skills and key competences in adult schooling, BIC project will develop resources specifically meant for adults with low language or basic skills competence or illiterate who need to improve their education. Didactical material, activities and resources will be created, tested and evaluated with the cooperation of learners. This project also aims at exchanging experiences in teaching and presenting relevant educational steps to be done in order to meet the needs of the newcomers in European countries. A paper called "Definition of Relevant Educational Steps to Facilitate Inclusion" (DRESFI) will be edited to sensitise teachers/tutors and responsible people in Adult Education and General Education on the importance of their role for successful integration. The intention of the partners is to broaden results reached in former projects - especially in LLL projects "Voices in Pictures" (VIP) and "Visualisation" - in which the thematic priority was teaching with the help of visual tools, with the implementation of further methodological approaches.

CLIL and Learning with all Senses approaches will be implemented to reach all types of learners, independently of their educational and cultural background, and to create new resources which combine L2 language and content learning to improve individual competences and to respond to the

personal needs of the target groups. The project will also promote awareness of the importance of growing cultural and linguistic diversity within Europe as well as the adoption of an open-minded attitude towards multiculturalism and will be based on the cooperation of learners.

The four partners work with and develop projects for participants with basic levels of training, mostly ethnic minorities, disadvantaged people and immigrants and offer educational and cultural programs to develop personal autonomy, socio-cultural promotion, acquisition and strengthening core competences. They assist young people and adults without the compulsory degree or without the needed qualifications to access other levels of the official education. They provide courses in response to the local needs. They have developed extensive networks of collaboration with other associations at local, regional as well as national level. They work on the issue of specific learning resources for Adult Education and manage innovative projects to improve learning.

Target students will get involved in detecting their interests, motivations, needs. They will be invited to take part in the design of activities as these will be developed especially for them and will focus on their needs. They will be encouraged take over a leading role in the creativity process of designing learning contents. They will be invited to evaluate activities on a simple form designed in accordance to rules of Quality Management. The positive assessment of these actions by students will be the key of the project. They will validate the training and materials designed with their contributions and participation, they will contribute to the evaluation in the final process. The teacher teamwork will be specialized in working with basic levels. A "Travelling Scarf" of solidarity is going to be created by all partners and presented to representatives of the European Commission.

**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitle:</b>	Innovatives und multiperspektivisches Methodentool für eine multikulturelle europäische Gesellschaft
<b>Akronym:</b>	IMEG
<b>Koordinierende Einrichtung:</b>	Volkshochschule Vaterstetten e.V.
<b>Partnereinrichtungen:</b>	Dipartimento di Scienze psicologiche, pedagogiche e della formazione, IT Evangelische Hochschule Freiburg, DE TEATRO DUE MONDI Associazione Culturale, IT DIE WIENER VOLKSHOCHSCHULEN GMBH, AT
<b>Projektnummer:</b>	2016-1-DE02-KA204-003445
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

Socio-political background: Due to the refugee crisis, the European population is confronted with an ambivalent as highly complex social construction process. The refugees / migrants hope for integration, security and economic prosperity in the European host countries. Conflict seems inevitable when diverse ethnic and cultural -religious heterogeneity and different norms and values come into contact in this process. In this current ambivalent social construction process, the European societies are changing, as well as implicitly put their socioeconomic and educational conditions varied (new) requirements for the municipalities, the city administration and the education system as a whole. Intercultural competence is a skill and a quality feature for professional action. In this new situation, the project intends to respond to this situation. Therefore, it is particularly necessary in the field of education (mainstream schools, training institutions, and universities) to create innovative structures in the organization and in relation to the content of education in order to find the conditions for an intercultural dialogue to be seen as potential for addressing societal challenges.

Methodical / didactic purpose: In order to meet the future educational needs, new productive ideas need to be developed that are based on the life experiences of migrants / refugees and continue to develop in accordance with their environment. Teachers, multipliers and policymakers should be able to accept the current and future educational challenges in the context of migration movement and try to develop solutions in educational / psychological and methodological / didactic context. An innovative pool of methods, that is cooperatively developed by European partner organizations, provides in the psychosocial, educational and economic fields of learning in the context of migration - and refugee movement tries to sustain further training that is geared to the 1st dialogical learning by Paulo Freire II. Intercultural Education III , Language teaching IV. Training V. Consulting / Coaching oriented. Using such methods, tools existing methodological / didactic approaches are reflected, are compared and changed according to the target groups and extended with new methodological approaches. In particular, the marginalized groups (people out of work, youth and families in deprived areas of cities) and migrants should benefit from this tool.

Objective: Educational institutions that work with target audiences, have methodological / didactic guide that supports a process-like accompaniment of refugees / migrants. The skills and experiences of migrants / refugees are involved in a learning dialogue to learn in situations and to act. The project aims to develop a method tool for use in different contexts. A methods tool that finds application across disciplines.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitle:</b>	Nachhaltige Integration: Migranten werden Unternehmer
<b>Akronym:</b>	Naintmigu
<b>Koordinierende Einrichtung:</b>	advisa Unternehmensberatung GmbH
<b>Partnereinrichtungen:</b>	Karakocan, TR STOWARZYSZENIE WSPOLPRACY POLSKO-AFGANSKIEJ HAMKARI, PL
<b>Projektnummer:</b>	2016-1-DE02-KA204-003454
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

Context of the Project: This year and the next, a huge number of refugees are coming to Europe or have already arrived. It is safe to assume that a large proportion of them will stay for the foreseeable future as migrants. Amongst these people, there are many from Afghanistan. A high need for integration measures exists for these people. With our project, we want to contribute to the support and integration of Afghan migrants. Together with our partners in Poland and Turkey, we want to develop educational opportunities for Afghan migrants in the field of starting up a business, and help them to achieve self-employment.

Objectives of the Project: Our project aims to work cooperatively with different partners from other parts of Europe. Thereby, we want to develop a network with our partners, in order for us to advance our ideas. Our cooperation will be about an exchange of methods and practices, in order to widen and strengthen our skills at a European level. We are going to observe the situation for Afghan migrants in each of the partner countries, and work out solutions for issues involving the economic independence of these people.

Description of the Activities: There will be three project meetings. These will be used in order for us to explore our existing capacities and resources, draw up plans for the learning activities and develop a network with both participant and external partner organisations. We are going to also carry out learning activities. In four learning activities, we will cover the topics of the current situation regarding migrants in Europe, the reaching of the target group and the needs and direction of the education programs, as well as opportunities, methods and organisation of the education programs and political direction in various regions of Europe.

Methodology to be used in the carrying out of the Project: The primary emphasis of our project is going to be the four learning activities, which will take place in Turkey. We will invite expert speakers to these events. Their lectures will take place in the morning, while group work and the exchange of ideas amongst participants will happen in the afternoon. We will make a visit to a migrant organisation or a state/private institution with a focus on Afghan migrants. The progress and outcome of these learning activities will be documented by the participants in reports, to be circulated via the project's website and social networks.

Results and Impact: The intercultural competence of the participants should be strengthened, as well as a greater degree of openness towards processes at a European level in relation to work on migrants being achieved. The constructed network of internal and external partners is thereby used as a forum for the discussion of methods and opportunities in the education of Afghan migrants, as well as the advancement of the dissemination of project results.

**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitel:</b>	“TRAIN THE UNKNOWN TRAINER” How to improve and standardize training offers of the churches concerning to the refugee movement in Europe
<b>Akronym:</b>	TUT
<b>Koordinierende Einrichtung:</b>	Ev.-ref. Kirche
<b>Partnereinrichtungen:</b>	Evangelisches Erwachsenenbildungswerk Nordrhein, DE Diecézní charita Brno, CZ Magyarországi Református Egyház, HU Sant'Andrea apostolo della carità, IT Eesti Evangeelne Luterlik Kirik, EE
<b>Projektnummer:</b>	2016-1-DE02-KA204-003366
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

The project "TRAIN THE UNKNOWN TRAINER" (TUT) is created on the background of the rising challenges of refugee movements in global and European perspective. According to the UNHCR statistics, 2015 was the year with the highest number of forcibly displaced people worldwide, since World War II. About 1 Million refugees came to Europe in 2015 and the media presented since summer nearly daily shocking pictures about the situation of the refugees in different European countries. But next to all challenges and shocking information according to the so called "refugee crisis in Europe", there was always also a lot of information about an amazing number of voluntary people, who helped the refugees, who arrived very often suddenly and unexpected in front of the houses of the people. Many voluntary people, who never did such kind of job before, were suddenly asked to help the suffering refugees, who arrived at their town, village, street, and houses. Great stories of humanity happened according to the refugee crisis in Europe developed. Some of these stories were published in the media, but a most of them happened unknown and the helpers and beneficiaries, were not recognized in any way. Voluntary helper are one of the most important resources in Europe to overcome suffering and needs of the refugees in need. Although these amazing and positive experiences were made in an uncounted number in Europe in the last years, it is also an indicator for the enormous challenge in view on "education and training" for all that "unknown" people, who do a great job in view on the refugee crisis without any training and far from any perception by the society.

The project "TRAIN THE UNKNOWN TRAINER" (TUT), takes the voluntary helpers in focus, who are called "unknown people" in the project. The project asks for their "unknown" tasks and "unknown" needs according to their engagement for the refugees. The experiences of the project partners are, that the every one, who is engaged in the support of refugees is working on two levels. One level is to satisfy the very basic needs of the refugees (food, cloth, place to stay), the other level is to train and to introduce the refugees in many things.

Some of these training needs are:

- language
- public transport, school system and others
- culture and traditions
- administration in the hosting country

- social and communication techniques in the hosting country
- private and public life- vocational skills

Because of all these needs of "training and introduction" of the refugees, "UNKNOWN TRAINERS" are in the middle of all activities in the present project. To strengthen the training and teaching competences of these "UNKNOWN TRAINERS" is the leading aim, of the present project. According to this main aim the project partners are going to work on the following questions according to the training needs of the "UNKNOWN TRAINERS":

- a. How to get access to training opportunities and how to get access to training opportunities according to my needs and opportunities (costs, places, level, ...), are questions of the "UNKNOWN TRAINERS".
- b. What are the competences I need for training, teaching and helping the refugees?
- c. What are my special needs for training according to my work with refugees? (e.g. Language, intercultural, interreligious needs...)
- d. How to find and be sure to get a good quality trainings (quality management, standardization, trainer's competences...)
- e. How to get qualifications and certifications, which are usefull also for vocational futures (e.g. Europass).
- f. How to go on and to reach a sustainable system for training activities and further education? (coaching, further training programmes,...)

To realize this aims the project "TRAIN THE UNKNOWN TRAINERS" is going to use present resources and networks of the participating churches and beyond them other contacts and networks, to create as soon as possible a useful, fitting and high quality structure for trainings for "UNKNOWN TRAINERS". Because the time is running and beyond first motivation to help the refugees, who stranded in front of the houses of the European citizens, all day life with all its own challenges will come back very soon. And without good structures for supporting the helpers "will may change into suffering and complaining", which is able to destroy the important and necessary help, motivation and resources of the "UNKNOWN TRAINERS" in Europe.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Educational work with refugees - comparison of methods in Germany, Austria and Sweden
<b>Akronym:</b>	-
<b>Koordinierende Einrichtung:</b>	Katholische Erwachsenenbildung Deutschland - Bundesarbeitsgemeinschaft e.V.
<b>Partnereinrichtungen:</b>	Diözese Eisenstadt, AT Forum Katholischer Erwachsenenbildung in Österreich, AT Katholisches Bildungswerk Vorarlberg, AT Folkbildningsförbundet, SE Folkuniversitetet, SE Studieförbundet Bilda, SE Katholische Erwachsenenbildung Rheinland-Pfalz - Landesarbeitsgemeinschaft e.V., DE Münchener Bildungswerk e.V., DE
<b>Projektnummer:</b>	2016-1-DE02-KA204-003262
<b>Laufzeit:</b>	12 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

In all the three countries participating in the project (Germany, Austria and Sweden), the question of the right handling of the refugee relief is the dominant theme. Also the adult education is affected by this, because almost every adult education provider offers courses either for these refugees/new arrivals itself or for the professionals and volunteers, because the need of further training regarding the educational work with refugees/new arrivals increases.

This one year lasting European partnership, consciously planned with partners of just three, but - from the adult education perspective - relevant countries, wants to start an exchange about successful concepts and methods in the educational work with refugees/new arrivals. At the same time, we want to esteem the different educational traditions and adult education systems: while in Germany and Austria the providers normally work with structured courses, the Swedish partners e.g. use the established method of study circles also for the integration of refugees. The project partners would like to learn more about the existing approaches and about the frame conditions of educational work with refugees/new arrivals.

In a second step, we want to start a most broad exchange in the whole field of adult education about successful concepts and methods. At the same time, we want to reflect together, to what extent the new experiences can be integrated into the own work. To reach the defined objectives, we have chosen partners from different levels of adult education in each country. We are three umbrella organisations operating nationwide and six adult education providers working on local and/or regional level. These providers will be represented each by somebody of the management staff and a teacher/trainer.

With this project team, we can assure the maximum local scope as well as we can cover all levels of educational work with adult refugees. The direct target audience of this project are the project partners' institutions themselves. During the project phase, we want to develop ideas how to integrate the new knowledge and the experiences of the partners into our own work for the benefit



of all partners. Moreover, we want to use our existing networks to start a most possible exchange about the different concepts.

For the dialogue between the project partners, the most relevant activities will be the three transnational meetings. There we will learn more about the frame conditions and about the concrete educational work with adult refugees/new arrivals in the participating organisations. For having a more structured and bigger basis of information and reflection, we will ask other relevant members of the existing networks via questionnaires about the offers for refugees and about further trainings they offer for professional and volunteer staff in this field. All the interested institutions will be informed via special project newsletter and they will have the possibility to participate in the exchange, e.g. by posting on the website.

For collaborating, the project partners will use the methods of transformative learning with its steps experiences, rational discourse and critical reflection. We chose this method because of regarding adult education institutions, as well as the single participant, as learning subjects.

Expected results will be the deep knowledge of different educational approaches and methods, which are used in the work with refugees/new arrivals and about the frame conditions, in which the partners work. This will help us to find new and successful way for offering learning events for refugees/new arrivals as well as for professional and volunteer staff working with refugees/new arrivals.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitle:</b>	Bildung für Ehrenamtliche in kultur- und religionssensibler Begleitung von MigrantInnen und Flüchtlingen
<b>Akronym:</b>	-
<b>Koordinierende Einrichtung:</b>	Gesellschaft für Interkulturelle Seelsorge und Beratung / Society for Intercultural Pastoral Care and Counselling - SIPCC
<b>Partnereinrichtungen:</b>	Europäisches Institut für interkulturelle und interreligiöse Forschung, LI Islamische Seelsorge für muslimische PatientInnen in Österreich, AT UNIVERZITA KOMENSKEHO V BRATISLAVE, SK Mezinárodní akademie pro diakonii a sociální činnost, střední a východní Evropa, o.p.s., CZ Diakonie Deutschland - Evangelischer Bundesverband - Evangelisches Werk für Diakonie und Entwicklung e.V., DE Caritas Vlaanderen vzw, BE Centrum Misji i Ewangelizacji Kosciola Ewangelicko-Augsburskiego w RP, PL
<b>Projektnummer:</b>	2016-1-DE02-KA204-003272
<b>Laufzeit:</b>	12 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

Why do we carry out this project? The current difficult situation of migrants and refugees in many European countries is the context, background and motivation of this Strategic Partnership, entitled "Education for volunteers in culture and religion sensitive accompaniment of migrants and refugees". The fleeing of many people to Europe and their reception and support are challenges – and the partnership is responding to it. Since volunteers in many countries are doing a lot of work in helping and counselling migrants, it is necessary to educate them for their work.

All partners are involved in migrant and refugee work, in adult education and all have skills in intercultural and inter-religious work - requirements to contribute with their expertise in the project. Fundamental for this partnership is the encounter and exchange of people and organisations from very different countries in Europe ("Western, Central and Eastern Europe"). Through exchange and mutual understanding the effectiveness of the project results increase and the quality of educational concepts will become higher.

What is the content, the objectives and the target audience? The project aims to qualify professionals in adult education so that they can empower volunteers to cultural and religious sensitive accompaniment of migrants and refugees. It promotes a special kind of attention to people who have experienced migration and asylum, namely to become aware of their cultural, but above all of their religious imprinting and perceive that as means to cope with their present situation in life. This is an innovative approach, because it hardly ever is recognised as important. The target group is first professionals in adult education, who will develop educational concepts for volunteers of monitoring migrants and refugees: to become more aware of the situation of migrants and refugees; to explore the cultural and religious backgrounds of migrants and refugees and to exercise cultural and religious sensitive accompaniment.

What actions do we plan? The core of the partnership is personal exchange and sharing. To make that possible four transnational meetings will take place: 1) Sept. 2016 in Belgium: Opening of the cooperation. 2) Nov. 2016 in Bratislava, SK: exchange of models for educating volunteers. 3) Jan. 2017 in Czech Republic: competencies in intercultural and interreligious communication. 4) March 2017 in Dusseldorf: training concepts for cultural and religious sensitive accompaniment. A teaching and learning activity at the end of the partnership in May 2017 is used for own training and for the developing concepts in cultural and religious sensitive accompaniment. In addition, a series of written materials is planned.

What methods do we use? The primarily methodological approach is process-oriented learning through personal exchange and sharing. The reflection of own experiences and those of others and the growth of awareness in this exchange leads to new perspectives and knowledge and is the basis for the planned educational models.

What are the results and impacts? There will be "intangible" and "tangible" results of this partnership. The tangible results include the implementation of the mentioned joint meetings and the written products. As further tangible impacts mainly two points can be highlighted: the creation of educational concepts for volunteers in cultural and religious sensitive accompaniment, which will be presented in writings at the end, their widely dissemination and the future cooperation between the partners, which should be continued - possibly in a new project. Among the intangible results of the project better knowledge and skills of participants and organisations in the mentioned fields can be mentioned. Personal interaction and reflection will enhance the relationship to other people. This leads to better communication in educational work and creates fruitful training concepts for interpersonal skills.

What will remain beyond the partnership? The joint cooperation between organisations in different countries should be continued, so that a network for working with refugees in Europe is growing. The formation of concepts for cultural and religious sensitive accompaniment will be further developed. Many people and organisations are just beginning with this approach.

**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitle:</b>	Alternative Karrierechancen für Studienaussteiger/innen - Abbruch heißt Neustart
<b>Akronym:</b>	-
<b>Koordinierende Einrichtung:</b>	Westdeutscher Handwerkskammertag
<b>Partnereinrichtungen:</b>	Ipartestületek Országos Szövetsége, HU Maltepe Mesleki ve Teknik Anadolu Lisesi, TR Cnet Group Ltd., BG EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS, EL VondiConsulting Unternehmensberatung Vondrak KG, AT
<b>Projektnummer:</b>	2016-1-DE02-KA204-003280
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

INITIAL SITUATION: Selecting the wrong field of study, too much pressure to perform, financial problems or poor grades are frequently reasons for early termination of studies. Young adults who terminated their studies before getting graduated face the challenge what to do without qualification. Very often such dropouts are taking odd jobs or positions for unskilled workers in order to survive and in worse case are relying on state assistance. At the same time dropouts have substantial, formally acquired professional skills and knowledge which differentiate them from the successfully graduated students only by not having a formal document, diploma or certificate, which confirms a completed formal education.

PROJECT IMPLEMENTATION: Against this background the West German Chambers of Crafts and Skilled Trades' Council (WHKT) has completed between 2013 and 2015 in North Rhine-Westphalia a pilot project "from dropout to a master student". The goal was to identify new career opportunities in the craft sector. The ERASMUS+ project "alternative career opportunities for dropouts – termination means restart" takes this successful approach in order to bring the developed products in the above-described project, ideas and insights into a European and cross-sectoral information exchange.

OBJECTIVES/RESULTS: For this purpose the consortium in the project has set and aimed the following objectives: A) Transfer of methods for counselling dropouts B) Build up a network for counselling dropouts via social media C) Transfer of an information-brochure for companies (and regional adaptation) D) Transfer of an information-brochure, how academic achievements can be acknowledged for a professional activity (and regional adaptation) E) Transfer of best-practice examples in the project countries (dropouts) F) Transfer of a sponsorship model: build up a pool to support dropouts

TARGETGROUPS: A) primary target group are dropouts in the project partner countries B) secondary target group are consultants, coaches and stakeholder in the project partner regions (of dropouts)

TRANSNATIONAL COVERAGE: In all partner countries there is a great need for action to support dropouts (betw. 15% and 30% of all first-year students break off their study and have great difficulties in the future and limited career choices). For this reason, the project partners have agreed to combine their expertise, exchange knowledge/information and transnationally develop and disseminate together a model "alternative career opportunities for dropouts". Different project teams (composed of min. 2 partner countries) work on implementing the respective objectives.

IMPACT AND BENEFITS: All project partners expect: A) to consult dropouts better and efficient with the new developed tools B) to be able to incorporate dropouts in the labour market easier and more efficient. In parallel to this, potential employers (companies and institutions) will benefit from hiring good educated dropouts as employees and make use of the currently available studies at the universities.

**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitle:</b>	YOUTHES - Recruiting young volunteers for crisis help-lines
<b>Akronym:</b>	-
<b>Koordinierende Einrichtung:</b>	IFOTES Europe e.V.
<b>Partnereinrichtungen:</b>	Verein zur Förderung der Telefonseelsorge Österreich-Notruf 142, AT SOS Amitié France, FR Magyar Lelki Elsosegely Telefonszolgalatok Szovetsege (LESZ), HU Kirkens SOS i Norge, NO Studio Rucli, IT Telefono Amico Italia, IT Kirkon keskusrahasto, FI
<b>Projektnummer:</b>	2016-1-DE02-KA204-003302
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

Telephone Emergency Services (TES) exist for more than half a century across Europe. Each registered crisis helpline offers emotional support, crisis intervention and suicide prevention counseling in a strictly non-judgmental, anonymous way - via telephone, email and chat. Topics range from feelings of loneliness to questions of parenting, domestic and sexual violence, psychiatric illness and suicidal tendencies. All TES support is strictly confidential and free of charge, available to every human being regardless of age, gender and faith. The common feature of all crisis helplines across Europe is that all the work on the phone is done by qualified volunteer workers, carefully trained and supported by full- and part time staff members working on crisis helplines.

Most European TES-organisations have joined the umbrella organisation IFOTES Europe e.V. , the International Federation of Telephone Emergency Services. IFOTES works with 25,000 trained volunteers. 600 full- and part time staff cover over five million calls and 40.000 internet encounters annually. All volunteers benefit from training, supervision and counseling. The vast majority of volunteers are in the age range between 50 and 70 years, however, the proportion of younger people who help and advice via email and chat seek is considerably higher. For this reason the proposed YOUTHES project will explore new paths and take action to increasingly find and attract young adults to work at crisis centers and helplines.

The global objective of the project "YOUTHES - Recruiting young volunteers for crisis help-lines" is to further optimize TES' work and to facilitate the rejuvenation of volunteer workforce at crisis centers and helplines. The rising demand for talks on the phone but also via chat and email support makes it necessary to find especially younger employees who are as so-called "digital natives" familiar with the new media. Among the different members many recruitment strategies and experiences exist that have been developed over the years on a regional level. The diversity of approaches to recruit volunteers in Europe is well known but never had been shared systematically to build the best practice knowledge.

Therefore, the international consortium of 8 NGOS from 7 EU countries will enter twice a year into an intensive exchange in order to share, discuss and develop possible strategies for recruitment, motivation, skills enhancement and appropriate mentoring of young people at crisis support helplines. The Strategic Partnership seeks to achieve an additional value of knowledge and

experience to each partner throughout common reflection and exchange on best practices of recruiting young volunteers working for the emergency hotlines of the partner organizations.

The partnership will focus on exchange know-how and best practice in the following areas:

M1: Statistical review and exchange of age structures at TES and crisis helplines

M2: Strategies in volunteering on a national level

M3: Strategies in volunteering on a local level

M4: Strategies in volunteering in using different media and internet

M5: Modelling and conception of best practice for recruiting young volunteers

M6: Motivation, promotion and multiplier activities for young volunteers in crisis helplines

To document the results of the Strategic Partnership a best practice manual with recommendations in the recruitment, selection and qualification and mentoring by young volunteers in crisis aid will be jointly developed and made accessible to a wider circle of end-users.

**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitel:</b>	MOdellentwicklung: Kunst und Kreativität als Alternative
<b>Akronym:</b>	MOKKA
<b>Koordinierende Einrichtung:</b>	Westfälisches Forum für Kultur und Bildung e.V.
<b>Partnereinrichtungen:</b>	Sambucusforum vzw, BE Muintearas Teoranta, IE Stichting Regionaal Opleidingencentrum van Amsterdam, NL Metodicko-pedagogické centrum, SK EESTI KUNSTIMUUSEUM, EE LIEPAJAS UNIVERSITATE, LV
<b>Projektnummer:</b>	2016-1-DE02-KA204-003303
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

MOKKA => MOdellentwicklung: Kunst und Kreativität als Alternative Development of Models: Art and Creativity as Alternatives For a successful partnership in education it is most important that those involved are partners in the true meaning of the word and meet on an equal footing. Openness, mutual respect and esteem as well as active participation are essential for successful careers and thriving cooperation in education. The BAMF has outlined their view on its website. Doubtlessly, there are many examples of projects which have succeeded in integrating people into processes of learning, in improving their competencies, in extending their career prospects. They address school education, professional training and further training as well as every educational establishment for adults. In future, however, the persons responsible for educational and professional training will have to respond even more intensively to challenges like integration, heterogeneous preconditions and the use of specifically designed individual tools which aim at support, enculturation and mutual acceptance. The project MOKKA is going to test and document ways to improve people's skills and abilities to make contacts und become integrated.

IN ADDITION to the conventional educational content the project is meant to bring forward those creative talents of people that contribute to developing self-confidence and stabilizing self-assurance. Teachers and lecturers have to acquire additional expertise in this particular area in order to help with support and innovative ideas. Therefore, in the project MOKKA small work samples are generated to provide concrete creative ideas and schemes. These will be used in an accompanying process to put together material and incentives as basis for an ADD-ON-programme which focuses on social and cultural issues.

MOKKA is going to comprise the following items: > small work samples which are developed corresponding to the creative ideas in the partner institutions and which will be documented afterwards > various incentives which will inspire and encourage teachers and students when realizing their 'creative ideas' > the pooling of concepts that have been generated and consolidated during the process within our transnational cooperation > the development of material and small modules for further dissemination within the participating institutes as well as in similarly structured institutions in the vicinity > the concept of a module/a course as a competence course 'MOKKA', which will then be offered as a course of further training within the European context. The domestic milieu of encouragement in which immigrants and persons with a tendency towards deficits in education live, is often not suited to motivate young adults and to encourage them to trust their own talents. Here it is imperative to improve, expand and develop the preconditions. Capabilities and



skills need sensible and individual support in order to create a stable basis of self-confidence in these people. Their capabilities and talents are manifold and differentiated; as, however, an early emphasis on competition – mainly concerning very basic competences – implies a narrow perspective in our competitive society, they often remain undetected. Options are not taken and young people become dissatisfied as they realize that what they have to offer and what they are interested in obviously does not count and does not seem to be important on the market of qualifications. Thus the project MOKKA aims at improving and training competencies and skills by providing information, instruction and practical examples in a combination of theory (material) and praxis (work samples). Thus the pedagogical staff will be enabled to recall and rely on those competencies and skills in order to help counter and avoid the alienation or exclusion of young people with limited intellectual possibilities at an early stage. Indeed, the integration and possibly even inclusion of students may prosper. Our project partners are extra-curricular institutions (museums, art and music academies, educational associations) in which pedagogical programmes have been developed and are employed successfully. The project MOKKA will be initiated in accord with these partners. Despite all our small intermediate steps we will keep an eye on the aim to develop a kind of general competence-course for lectures on how to apply an ADD-ON-programme. In this way, eventually, not only the participating institutions will profit but others as well.

**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitel:</b>	Silver Learners
<b>Akronym:</b>	-
<b>Koordinierende Einrichtung:</b>	Stadt Iserlohn
<b>Partnereinrichtungen:</b>	Nyíregyházi Városfejlesztési és Ipari Park Nonprofit Korlátolt, Felelossegu Tarsasag, HU KILCOOLEY WOMENS CENTRE, UK Miasto Chorzow - Miasto na prawach Powiatu, PL Federacja Organizacji Socjalnych Wojewodztwa Warminko- Mazurskiego "FOSA", PL STOCKPORT METROPOLITAN BOROUGH COUNCIL, UK RBS-Center fir Altersfroen, LU STICHTING NATIONAAL OUDERENFONDS, NL CAMBRIDGESHIRE COUNTY COUNCIL, UK Learn for Life, NL
<b>Projektnummer:</b>	2016-1-DE02-KA204-003327
<b>Laufzeit:</b>	25 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

The Silver Learners project is a strategic partnership for exchanging good practice between 10 partners from Germany, Great Britain (3), Hungary, Luxembourg, The Netherlands (2) and Poland (2). The project is aimed at representatives of local education centres, i.e. at the directors of these institutions and the teaching staff who give lessons to groups of learners aged 60+. The consortium has been structured to ensure that various local education facilities with a range of main strengths and focuses are involved as well as trans-regionally active associations.

The objective of Silver Learners is to improve the programme offered by education centres, taking into account the challenges of demographic change as well as the associated altered circumstances and education practices of senior citizens. The older generation needs to be provided with educational support to enable them to remain active members of society and face the challenges of growing old independently for as long as possible. In this context, the fields of media competence (using ICT and new technical resources) and health are regarded as being particularly significant. In addition, it is essential to reach poorly educated target groups. Elderly people with a migration background, for instance, rarely attend education institutions.

It is planned to communicate tried-and-tested education models from the various countries for improving the learning situation of the elderly and also to jointly develop and implement ideas and concepts. New, innovative educational concepts for the older generation are to be developed on the basis of the different experiences. Since, at present, the adult education centres are primarily attended by the so-called middle classes, the current objective is to focus on persons who have had fewer educational opportunities, including those with a migrant background. This will entail analysing the motivation for learning as well as the options and the existing barriers to education.

The project comprises six meetings of the project partners. The time between these meetings will be used for processing the results and disseminating and applying them locally as well as for preparing the next convention. The meetings of the partners are to be organised as workshops made up of

presentations, dialogues in varying work groups, and excursions. The following issues are regarded as particularly crucial:

- Competencies and learning abilities of the elderly and the consequent requirements on educational programmes;
- Communication for and with senior citizens - How can the target groups be reached, in particular those that are not so well educated? How can the communication skills of older people be intensified (use of ICT, social networks, language, etc.)?
- Further education for everyday life – How can the older generation be supported in their ICT-influenced daily lives (using a PC, online banking/shopping/booking)? How can new tools be made appropriate for elderly people?
- Further education on health – Besides keeping healthy (sport, prevention) and new technical aids, this focuses mainly on dealing with age-related diseases such as dementia.

The venues and thematic focuses of the meetings have been selected so as to ensure that the partners can best introduce their strengths into the discussion. Meetings are to be held in Iserlohn, Nyíregyháza, Luxembourg, Bunnik, Stockport and Chorzów. The first event will be organised as an introductory kick-off meeting. Then, after four content-related workshops, there will be a summarising wrap-up meeting at which future, more extensive, cooperative ventures are to be planned.

Besides the specified aims, teaching staff will benefit from the project because their skills will be upgraded, especially regarding the interests of the elderly during lessons, the effective use of ICT, and the inclusion of health aspects. This will enable education centres to improve and expand what they offer and thus for attendees to commit to the institution.

Working together with familiar partners (town twinning, successful partnerships in other EU projects) will reinforce the networks and enable them to be redefined with the help of new partners. The project partners get to know other countries, embark on intercultural dialogues and expand their knowledge, including their linguistic skills. The project will be beneficial to society in Europe as well: well-educated, committed and health-conscious senior citizens face the effects accompanying age with greater confidence. In consequence, the growing generation of elderly people will be encouraged to play an active role in society. Thanks to the joint work of ten partners, the results of the project will be disseminated in numerous different regions and countries of Europe, thus making a major contribution towards added value in Europe.

**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitel:</b>	PRORURAL EUROPE - Networking to strengthen Civil Society in Rural Areas in Europe
<b>Akronym:</b>	PRORURE
<b>Koordinierende Einrichtung:</b>	Internationaler Ländlicher Entwicklungsdienst e.V.
<b>Partnereinrichtungen:</b>	Forum krestanskych institucii, SK Katholische Landvolkbewegung Deutschland e.V., DE Ogolnopolskie Stowarzyszenie Chrzescijanskich Organizacji Wiejskich (Polish Association of Christian Rural Organisations - PACRO), PL ACRF -Femmes en milieu rural, asbl, BE Associazione Rurali Reggiani, IT Movimiento Rural Cristiano, ES Association for democratic education FAR, BG Asociatia Generala a Romanilor Uniti, RO Chrétien dans le Monde rural, FR
<b>Projektnummer:</b>	2016-1-DE02-KA204-003369
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

10 rural organisations and movements in Western, Central and Eastern Europe are prepared to strengthen networking on European level to promote civic commitment and responsibilities in rural areas of Europe through capacity building, forming of critical opinions, exchange of experiences, sharing of best practices, educational activities and lobby and advocacy work. The reason for this initiative is that Rural areas in many European countries suffer under negative developments. They can be regarded as discriminated in terms of infrastructure, chances for education, employment, dramatic changes in agriculture, globalisation, social- medical services, electronic communication networks, cultural offerings and leisure facilities. This leads, to a certain extent, to exclusion of people living here from making use of facilities for a good way of living. People from rural areas are less involved and engaged in the decision-making at the place they live and the rural economy is subject to the main interest of urban area. Nevertheless it is generally recognized by observers, farmers, and different stakeholders, that in Europe rural areas are not enough valorized.

In order to counter this situation the project "PRO RURAL EUROPE" was designed as a common initiative of 10 European rural organisations. Accordingly, the objective of the project is a strengthened and extended European network of civil society organisations in the rural area with a corresponding capacity to do efficient lobbying at European level. To reach this objective, the project consists of the following project steps (activities):

1. Exchange of best practices and capacity building of multipliers regarding citizenship in rural areas in the thematic project seminars.
2. Implementation of new concepts for further development of citizenship in rural areas in the various partner countries
3. Design of partners' networking communication for sustainable co-operation beyond the project
4. Organisational development for FIMARC organisation for lobbying and advocacy on European level.

The process of the working group of representatives is facilitated by an expert with filed experience in cross-sectoral civil society development in Western, Central and Eastern Europe. As main impact of the project can be expected that participants and the participating organisations are mobilized with new motivation to increase their civic commitment for a better future of rural areas. With its objective oriented educational activities the project is very suitable to strengthen and to mobilize the participating organisations. In order to reach the rural population as (indirect) target group, the project will mainly address responsables of the project partners who will participate in the key activities of the project related to exchange, capacity building and networking. Together with stakeholders and politicians who will gradually also be adressed, 120 persons will be directly involved in the project.

A networking and communication structure will be elaborated to enable also a continuation of the exchange of information and experience, as well as common actions and effective lobbying on European level. Part of the follow up will be maintaining contacts with external partners of networks on different fields and levels, in order to achieve that the network is regarded as a perceptible advocate of the rural area in politics, administration and public. The project, transnationally disigned and implemented, will be a first step, motivating and learning from each other, while developing and experiencing a viable spirit of European togetherness on the way to counter the decribed negativ trends.

It is innovative as it promoting to strengthen a kind of network and exchange of best practices which does not yet exist in this form in Europe. Finally, this project is also a good opportunity to put the European idea of solidarity and responsibility into practice and to make it public.

**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitel:</b>	OLDIM (older drug addicts in motivational process)
<b>Akronym:</b>	OLDIM
<b>Koordinierende Einrichtung:</b>	Arbeiterwohlfahrt, Unterbezirk Hagen-Märkischer Kreis, Klinik Deerth
<b>Partnereinrichtungen:</b>	Rådgivningscenter Tønder – Misbrug, DK Therapiesalon im Wald, AT AOPSS, SK Humanitarna organizacija "Zajednica Susret", HR
<b>Projektnummer:</b>	2016-1-DE02-KA204-003458
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

The project OLDIM (older drug addicts in motivational process) is a further development of the preceding EU project "OLDI" (older drug addicts in progress 2013 - 2015). In the context of advice and/or treatment, the target group consists of older drug addicts who belong to a multiply disadvantaged group of people and therefore to a fringe group within society because of their year-long addiction. An active lifestyle is often faced with massive restrictions because of health and mental problems, limited or lacking social contacts outside the drug scene, debts, long-term unemployment, cognitive losses in performance, and previous criminal experience. As part of the "OLDI" project, criteria and methods of approach were developed taking into consideration age-related requirements in order to open up ways out of social and personal isolation for addicts. Experiences showed that another significant activation factor has to be considered as well, namely the necessity for motivation which has to be present as a basis for change processes and participation in society, but which is lacking or only exists in a very rudimentary form in the case of a large number of those belonging to the target group.

The intention of the OLDIM project is to establish techniques and outline conditions for promoting motivation among older drug addicts and provide training personnel with greater skills for the actual implementation of specific motivation measures. Eighteen key persons from 5 participating partner countries are involved who have had years of experience in working with addicts – and increasingly with older addicts of legal and illegal drugs, as well as in motivational counselling and treatment methods, in theoretical and practical experience and know-how in sports as a motivational factor, and in expertise with a scientific background. As part of project meetings, an exchange of good practice is to be achieved in each partner country during the two-year project running time. Taking into account the competences and experience background of each partner, specific aspects will also be processed individually which are constructive with view to the achievement of objectives, e.g. survey of contributors about motivational treatment strategies. The results will be analysed mutually during partner meetings. Further relevant activities can be found in cross-functional exchange with the school system in each partner country, particularly with special schools. In this respect, it is important to determine whether special experience or motivation-promoting techniques can also be applied to the target group of the project. A symposium on the topic of "Promoting motivation" should offer the possibility of increasing competence for those directly and indirectly involved in the project, as should a dialogue-based exchange of experience and a workshop where motivation-promoting measures and their outline conditions will be presented. Participants in the workshop will be recruited from project participants and – as multipliers – two further contributors each from the partner organizations. In combination with the results of the preceding "OLDI" project, the partners

of this project are expecting for their target group of older drug addicts an activation and strengthening of their personality, steps away from their isolation and lack of prospects, towards participation in social processes. A long-term effect is expected as part of counselling and/or treatment of the addicts as a result of a consistent and ongoing implementation of the results as well as highly varied dissemination activities.

**Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis**

<b>Projekttitel:</b>	Soziale Innovationen gemeinwohlorientierter nachhaltiger Landnutzung
<b>Akronym:</b>	SIGNAL
<b>Koordinierende Einrichtung:</b>	Netzwerk Zukunft Sachsen-Anhalt e.V.
<b>Partnereinrichtungen:</b>	SPES GMBH, AT Bundesverband der Regionalbewegung, DE Fundacja Rolniczej Roznorodnosci Biologicznej AgriNatura, PL Elles Bulder, NL
<b>Projektnummer:</b>	2016-1-DE02-KA204-003282
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2016

**Zusammenfassung:**

Many regions of Europe urgently need the success of a sustainable economy to make the regions crisis-proof, to stabilise the local authority districts, to offer perspectives and to create jobs. Migration and decline must be stopped, marginalisation and poverty fought, inclusion and equal opportunities be guaranteed. The Food movement arising in many European municipalities offers an interesting perspective here.

The SIGNAL project (Social innovations of sustainable land use oriented to the common good) concentrates in particular upon municipal and regional added value before this background, in particular in a regional recycling economy under the aspect of the food system. New potentials should thereby be opened, the attraction of the regions increased, its dependence on global commodity flows reduced and its resilience be increased. The focus is on sustainable approaches of regional economic management oriented to the common good. It is about exchange and interlinking of these new approaches of regional cooperation and social innovations. These new cooperation approaches pick out as a central theme on the one hand urban and rural cooperation stronger than up to now and on the other hand indicate the possibilities of a higher resistance of the regions for the purposes of resilience. Here, resilience is understood as a claim to future viability. The knowledge - extending across national boundaries - about approaches of regional production and marketing oriented to the common good that are presently emerging at many locations, often sustained by active citizenship, should be promoted with the SIGNAL project and be made beneficial for the different regions of the partner countries.

The SIGNAL project builds on the educational activities of the five participating partner organisations as well as on to two constructive and successful joint partnerships (Grundtvig and Leonardo). As educational institutions and consultation facilities, all partners work together on the question of how an environmentally and socially sustainable development can be coupled with solution approaches for structurally weak regions. Three project meetings for the exchange of good practise are planned. The partner institutions will take part with people directly linked to the organisation. In addition, respectively at least five representatives of regional economy initiatives in the regions in which the meetings take place will be integrated. The gist of SIGNAL is the exchange of good practise on community-oriented, cooperative strategies of regional management and a better interlinking of the educational partners as well as the networks active in this subject area. The second result will be the development of an educational component and other materials. The training course module will complement a jointly compiled training course offer (Curriculum). This Curriculum has stay and return prospects for the rural area as its content. All partners and initiatives have specific knowledge,



contacts and different perspectives on the subject from the viewpoint of their regions which are presented and discussed during the exchange visits. At individual level, the employees involved of the partner organisations and initiatives have the possibility to learn from the exchange of good practise. The participants not only get to know more about their own and other European regions. They also experience the general effect of an international exchange program which creates a better understanding for other cultures / people from other European countries. Transnationalisation will not be the goal, but a tool to achieve the common goal. A stronger we-feeling will originate, and the desire to build and improve the Community in the local and regional projects as well as greater self-confidence. The realisation of a common problem, approach and solution, also leads to a better understanding of European identity. The effects can be measured via the use of the products developed as well as the exchange with the partners about the effects of the project and its products. An effectiveness which acts in the width and obtains validity through information and stimulation is measurable through the networks of the partners. With the Curriculum as well as the supplemented presenters list, an instrument which can be used in the long term by other organisations of adult education, municipalities, regions etc. is available. All results are retrievable free of charge on the joint project website in German and on the websites of the partners in the respective languages.