

Strategische Partnerschaften in der Erwachsenenbildung

Zusammenstellung der geförderten Projekte

1. Antragsrunde 2020

(Stand Dezember 2020)

Antragsrunde Strategische Partnerschaften in der Erwachsenenbildung

Zur Antragsfrist am 23.04.2020 erhielt die NA beim BIBB im Bereich der Erwachsenenbildung 179 Anträge mit einem Antragsvolumen von 40.771.177€.

137 Anträge mit einem Antragsvolumen von 36.638.480,00€ entfielen auf Partnerschaften zur Unterstützung von Innovationen und 42 Anträge mit einem Antragsvolumen von 4.132.697,00€ waren für Partnerschaften zum Austausch guter Praxis vorgesehen.

In Förderung sind 31 Anträge zum Austausch guter Praxis mit einer Mittelbindung von 2.950.399,00 € und 57 Anträge zur Unterstützung von Innovationen mit einer Mittelbindung von 15.749.767,00 €.

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

Project Title

StoryComp - Storytelling competences for adult educators in basic education and political education

Project Coordinator

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Project Information

Identifier 2020-1-DE02-KA204-007574
Start Date Nov 1, 2020
End Date Oct 31, 2022
EC Contribution 290,290 EUR
Partners DIE WIENER VOLKSHOCHSCHULEN GMBH (AT) , CVO VOLT (BE) , PISTES SOLIDAIRES (FR) , WISAMAR BILDUNGSGESELLSCHAFT GEMEINNUTZIGE GMBH (DE) , PLATform Opleiding, Onderwijs en Organisatie BV (PLATO) (NL) , Fabula Storytelling (SE) , Ljudska univerza Jesenice (SI)
Topics Key Competences (incl. mathematics and literacy) - basic skills ; Civic engagement / responsible citizenship ; New innovative curricula/educational methods/development of training courses

Project Summary

Storytelling is one of the oldest forms of education: Through stories, people have always shared their experiences, observations, insights, cultural beliefs, traditions, history. What is quite normal and entertaining around the campfire is still far too little used in adult education with its potential. We know not only from everyday experience, but also scientifically confirmed, e.g. by the neurobiologist Gerald Hüther, how important the emotional level is for remembering: "Everything that gets under the skin is inevitably better stored. (<https://www.newsaktuell.de/blog/was-geschichten-im-gehirn-bewirken/>) But this is not the only reason why contents that are conveyed through stories are easier to remember: "Pure information can only be linked to a limited extent. But if you package it into a story, you provide many points of reference to already existing memory content. *ibidem*.

Adult education can and should take advantage of this. One of the findings of the transnational project "Sheherazade: 1001 stories for adult education" (2011-2013, Grundtvig programme), which examined the potential of the method for adult education, is that storytelling is particularly suitable where low-threshold access to educational opportunities for adults is necessary, for example in basic education or political education. This is where StoryComp comes in, with the aim of systematically establishing storytelling as a method in these two areas of education. The project will develop a comprehensive, sequential blended-learning course with three steps:

1. online course on the methodological foundations of storytelling as a teaching and learning method in basic education and political education
2. face-to-face workshops to practice storytelling and exchange with other participating adult educators
3. own implementation scenarios in the institution/courses, supported by suggestions from and exchange with other adult educators on the platform

For the StoryComp project, a European partnership from seven countries has come together, some very experienced in European project work, some new to it, bringing together experts from all relevant fields: Basic education of adults, political education, storytelling, further education of adult educators and scientific pedagogical foundation. They will jointly develop the following intellectual outputs within the project:

- IO1 - Methodological Framework

... as base for the StoryComp concept which aims on self-directed training opportunities for teachers in storytelling as a creative method to promote the acquisition of competences among adult learners in basic education and political education.

- IO2 - Online Course and Platform

... as the "core" of the project and a prerequisite for the adult educators to develop the method of storytelling for their field of education with the online course, to have the necessary resources available for the implementation and application in practice (European collection of suitable stories, video tutorials on techniques and methods, instructions for storytelling workshops etc.) and to network with others, exchange and discuss experiences in a corresponding area of the platform in the sense of a virtual narrative community of adult educators.

- IO3 – Guidance for Storytelling Workshops with Adult Educators

... as a practice-oriented, modular and thus directly and flexibly applicable guide entitled with the aim of motivating and guiding adult educators to practice and improve their storytelling skills together with colleagues in workshops

All products of the project will be available as open educational resources at the StoryComp platform, freely usable and modifiable.

The direct target groups of the project, which also will be directly involved in the development and implementation of the project in all partner countries, will be adult educators in the field of basic education and in the field of

political education. In addition, the project will be aimed at people with responsibility for the further development of educational concepts of the institutions and for the further training of adult educators, too.

Indirect target groups of the project are adult learners with needs in basic education or in political education. Due to the fact that the project partners are interested in implementing the StoryComp concept in their institutions, it can be assumed that these adult learners - the target groups of the educational offers of the institutions - will be reached insofar as the adult educators will use storytelling in their courses in order to specifically strengthen the key competences of their learners. In addition, the strong professional networking of the partners in their countries, for example through adult education associations and existing cooperation, ensures that the StoryComp concept is passed on and established on a regional, national and also European level.

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

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

Project Title

COMPASS: enhancing motivation of older learners to learn through cultural materials

Project Coordinator

Organisation Kreisvolkshochschule Norden gGmbH
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Project Information

Identifier 2020-1-DE02-KA204-007391
Start Date Dec 1, 2020
End Date Aug 31, 2023
EC Contribution 283,753 EUR
Partners Foundation for Education and Innovation "Zini" (LV) , DOMSPAIN SLU (ES) , Ustanova za obrazovanje odraslih Dante (HR) , Polygonal (IT) , UNAVE, Associação para a Formação Profissional e Investigação da Universidade de Aveiro (PT) , UNIVERSIDADE DE AVEIRO (PT)
Topics Pedagogy and didactics ; Teaching and learning of foreign languages ; Creativity and culture

Project Summary

COMPASS is an initiative born from the need identified in all partner countries to motivate older learners to take a more active part in lifelong learning. Partners believe that in a more and more globalized world, where people move and travel from country to country, foreign languages are an essential vehicle to ensure communication among societies. In order to motivate seniors to improve their foreign language skills, educators need to be equipped with the necessary techniques and strategies to do so. Older learners represent a share of the population that envisages cultural heritage as their most valued That makes them feel part of the society. Thus, educators should take advantage of that in order to engage them in learning processes.

Partners' goals include developing new and innovative ways to combine the above-stated working fields of foreign language learning and cultural heritage. This results in creating educational materials and methodologies leading to the improvement of teaching competences of adult educators and triggering older learners' motivation for learning.

One of the main benefits of the COMPASS project will be enhancing the motivation of adult learners to engage in lifelong learning process. At the same time, the project will raise appreciation of local and common European heritage, increase cultural awareness, foster intercultural dialogue through interpretation of common European patrimony in the context of non-formal and informal adult education. And, all this, while increasing adult educators' professional competences and fostering older adults' inclusion in lifelong learning by providing them with the quality learning offers and materials tailored to their needs. By developing learning materials based exclusively on the needs of older learners and developed collaboratively by them together, there will be an increase of the participation and persistence of older learners in lifelong learning and a significant improvement of their linguistic and intercultural skills. Consequently, COMPASS will provide pre- and post-project support for the extension of professional competences of adult educators and, at the same time, try to reduce disparities among older adults in access to lifelong learning. Targeting a need as such, identified as an EU-wide priority, partners will guarantee that not only national communities benefit from the outcomes of the project, but also many other educators as well as adult education and cultural centres all over Europe.

The direct project target groups are adult educators (teachers, mentors, etc., esp. those working with adults over 50 and seniors. Indirectly, COMPASS will involve numerous national and international stakeholders: educational centres, organisations active in the field of adult education, bodies involved in culture and heritage activities (NGOs, civic organisations, libraries, etc.); policy makers in the field of education and culture/heritage (employees of public institutions, managers and heads of departments, etc.)

Four main outputs will be developed in this project:

IO1: Development of an open platform with a Tool Bank for adult educators

IO2: Development and delivery of a blended course "Cultural Narratives as a motivational trigger for learning in older learners" for adult educators

IO3: Development of a Digital Book "COMPASS: Constructing Identity through Cultural memory": Easily accessible teaching/learning materials for foreign language learning, targeting older learners

IO4: Development of a virtual geocaching cultural route targeting older learners

The first step, which will also be the basis to develop all other materials, will be the creation of an interactive tool bank for adult educators, including practical ideas for CLIL (Content Language Integrated Learning) activities. These activities can easily be integrated through cultural aspects while teaching foreign languages.

Then, an online course "Cultural Narratives as a motivation trigger for learning in older learners" for adult

educators will be elaborated, deployed (including a face-to-face learning activity), and adapted to a blended learning format so that adult educators can pilot it in partner communities.

The educators participating in the face-to-face learning activity will then monitor the work of informal study groups of older learners who will develop Digital Books in a collaborative process: older learners supported by adult educators will prepare foreign language materials based on cultural items of their communities. In turn, adult educators will enhance their knowledge on instructional design in informal and non-formal foreign language learning environments and, at the same time, social inclusion of older learners.

Finally, based on the experience acquired and results obtained within these stages, the partners will elaborate the main grassroots activity of the project: virtual routes including the cultural items described in the digital book.

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

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

Project Title

Strengthening social cohesion: formats of educational work with young adults in the context of social work

Project Coordinator

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Project Information

Identifier 2020-1-DE02-KA204-007413
Start Date Nov 2, 2020
End Date Nov 1, 2022
EC Contribution 106,650 EUR
Partners Asociatia Organizatia Caritas a Diecezei Satu Mare (RO) , Kolpingwerk Südtirol (IT) , Diecézní katolická charita Hradec Králové (CZ) , VILTAIS (FR) , Bildungszentrum der Jesuiten und der Caritas gemeinnützige Ges.m.b.H. (AT) , CARITAS DER ERZDIOZESE WIEN - HILFE IN NOT (AT)
Topics Social dialogue ; Intercultural/intergenerational education and (lifelong)learning ; Civic engagement / responsible citizenship

Project Summary

Social Inclusion using the formats of educational work with adults should be Inclusion understood as a task for society as a whole, which is essential for the cohesion of a society. Immigration and flight make plural societies even more diverse. People with different cultural backgrounds and different ideological-religious homeland live side by side. A part of the population perceives the social diversity as stressful and "strangers" as a threat and acts against it. Overall, European cohesion threatens to break completely due to uncertainties felt by large sections of society. In times of growing internal social polarization, exclusion of people, increasing religious-cultural intolerance and isolation, successive crises and their effects, undertakings to strengthen social cohesion are essential. The target group of formal and non-formal educational work is not exclusively, but essentially young adults. The project approach therefore focuses on educational formats that are effective across generations. Problems for modern society are current: erosion of milieus, growing heterogeneity, no longer a common religion; different ideas about what constitutes a "good life" ("values"); multilocal communities; Homogeneity claims lead to exclusion and weaken cohesion. Right-wing populism is becoming increasingly sustainable in all European countries. Educational institutions and initiatives are called upon to face the situation of increasing diversity in society and the associated challenges. Social inclusion is a concern that is pressing for societies and strengthens democracy. Populist parties and movements polarize and divide a society and thus endanger social cohesion. This is where the project comes in and would like to contribute to building bridges of understanding and encounter. In the context of uncertainty and concern, even fear of social change, felt by large parts of European society, the question of educational formats that help to promote cohesion demands the whole of European society. The formation of values in the form of informal and formal, cross-generational adult education with a focus on social inclusion is of great importance. Sixteen women and men from adult education and social education work will continuously participate in the partnership. These come from six countries and represent seven organizations. The project is carried out according to methods of project management according to DIN 69901. One focus of the project meetings will also be the participant observation. Adult education methods are also used at partner meetings. The aim of these meetings is to learn how to tackle the issue of cohesion in other contexts and how to create values in this specific context to promote cohesion. The goals include the implementation of the knowledge gained in one's own context. Overall, external specialists and people from potential target groups are involved at every meeting. There will be specific scientific and / or socio-political inputs from speakers from the respective host country in order to ensure practical experience through their expertise. At the higher organizational level, the results are presented and the consequences are considered. The documentation and evaluation that accompanies the project ensures that the results are continuously secured during the course of the project. The project management procedure according to DIN 69901 guarantees that the objectives are achieved and checked. The relationships that have been tried and tested in the partnership will continue even after the project has ended. Instead of the transnational meetings there will be an email exchange and a speaker - exchange for further training is one of the project results. The partners will involve other multipliers and those responsible at the meetings. The experiences and results of visits to good practice examples will be incorporated into the educational measures of the respective organizations. The partners will feed their experiences into their networks. Dissemination also takes place via social media and websites. EPALE, as a European multiplication platform, is used, just like local, national and European media are involved.

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

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

Project Title

Roma HEALTH Care II – Promotion of the health literacy of Roma by trained health mediators and the establishment of Community Health Education Centres

Project Coordinator

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Project Information

Identifier 2020-1-DE02-KA204-007376
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 426,014 EUR
Partners DIMOS CHALANDRIOU (EL) , PANHELLENIC CONFEDERATION OF GREEK POM (EL) , BULGARSKA ASOCIACIYA PO SEMEYNO PLANIRANE I SEKSUALNO ZDRAVE (BG) , Buzau Municipality (Buzau City Hall) (RO) , Asociatia Vox Civica (RO) , Mélykút Város Önkormányzata (HU) , Association for Roma Community Development SUMNAL (MK) , Humán Erőforrásért Egyesület Dél-Alföldi Régió (HU) , MUNICIPALITY OF BITOLA (MK) , Romag (RS)
Topics New innovative curricula/educational methods/development of training courses ; Health and wellbeing ; Romas and/or other minorities

Project Summary

In its resolution from 12 February 2019, the European Parliament showed the deficits in the implementation of the National Strategies for the integration of Roma and demanded therefore a stronger post 2020 EU-Framework. Without a doubt, there is progress in the four central fields of Roma integration – education, housing, employment and health. However, the unlimited health care of Roma is still not ensured.

In the frame of the strategic partnership „Roma HEALTH Care“ (2017-1-DE02-KA204-004216), the health situation of Roma in different European countries was complexly researched for the first time. In a dialogue with relevant stakeholders at the local/regional level, the results of this analysis were discussed and the needs were selected that can be covered with support of European projects and the available resources on the spot.

The strategic partnership „Roma HEALTH Care II“ is one of those follow-up projects. Basically, it aims at the improvement of the health situation of Roma in the partner countries. Among others, it shall particularly lead to:

- raising the share of Roma obtaining a health insurance
- increasing the number of Roma making use of available cancer prevention measures
- decreasing the number of addicted Roma respectively of Roma who are threatened by addictions
- improving the vaccination status
- reducing the number of unwanted pregnancies and the risk of venereal diseases
- improving the dental hygiene
- raising the number of Roma who regularly go in for sports and who eat healthier.

In order to achieve the objectives, health education centres shall be established in the involved Roma communities in which accordingly trained health mediators – Roma themselves – implement target group specific measures of adult education for raising the health literacy. The training of health mediators is based on a newly developed Curriculum. An especially developed Handbook serves them as accompanying reference book. Local Action Plans Health for Roma are the legal framework for their work.

The project will be realised by partners from Germany, Bulgaria, North Macedonia, Greece, Hungary and Romania.

In the project, Roma are not only beneficiaries but actors. On one hand they will be involved in the elaboration of the Intellectual Outputs, trained as health mediators and multipliers, implement and assess the Test Phases and disseminate information on the project and its results. On the other hand, they will participate in the adult education measures for raising their health literacy and contribute themselves to the improvement of their health situation this way.

Thus, the project will concretely help to accomplish the demands formulated in the resolution of the European Parliament. This is particularly valid for:

- the unlimited medical/health care and
- the active involvement of Roma and Roma communities in the development, implementation and evaluation of measures and projects for this target group.

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

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

Project Title

Creativity and innovation in adult education for development of entrepreneurial mind-set of citizens with fewer opportunities

Project Coordinator

Organisation YOUTH POWER GERMANY EV
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Project Information

Identifier 2020-1-DE02-KA204-007475
Start Date Dec 1, 2020
End Date Mar 31, 2023
EC Contribution 286,790 EUR
Partners Preduzeće za profesionalnu rehabilitaciju i zapošljavanje osoba sa invaliditetom ITECCION DOO PANČEVO (RS) , DOMAS, OBRT ZA PODUKU, SAVJETOVANJE I POSLOVNE USLUGE, VL. DOMAGOJ MORIC (HR) , YOUTH POWER/UNG KRAFT (SE) , CENTAR ZA NEFORMALNO OBRAZOVANJE I CELOZIVOTNO UCENJE UDRUZENJE (RS) , UDRUGA ZA UNAPRJEĐENJE SUVREMENIH ZIVOTNIH VJESTINA OSTVARENJE (HR)
Topics Open and distance learning ; New innovative curricula/educational methods/development of training courses ; Entrepreneurial learning - entrepreneurship education

Project Summary

Unemployed citizens in our communities are the beneficiaries of our activities and their needs are directly influencing our needs, needs of partner organisations. Thus, after doing a short survey among beneficiaries, all partners agreed that they need to improve their adult education NFE activities with quality Entrepreneurial Learning (EL), in order to provide quality, attractive and effective activities for personal and professional development of citizens with fewer opportunities in their communities.

This project will meet those needs and will provide more opportunities of networking and exchange among partners in organising and promoting entrepreneurial intelligence and entrepreneurship competences of citizens and we are producing outputs that will serve as a quality knowledge management material for education of current and future adult educators for efficient and effective empowerment and mentoring of unemployed citizens for entrepreneurial mind-set development.

The proposal will enhance the existing adult education training models and curricula for entrepreneurship with the elements of creativity and entrepreneurial mind-set development. The project is designed to create a quality - innovative training model for entrepreneurship adult education, covering the existing need for modernisation of Entrepreneurial Learning, as well as the needed innovative and creative learning tools to support a quality adult education.

This project will enable further empowerment of citizens in our communities for personal, social and cognitive aspects of entrepreneurial intelligence, as well as for creativity in entrepreneurship. As the competences of creativity and innovation (for entrepreneurship) are the most important and difficult to develop, we believe that it is needed to approach it creatively and innovatively. Thus, we are exploring the methodology of Adventure Rooms for development of creativity and innovation in entrepreneurship adult education. This connection of Adventure rooms methodology and education is fully innovative and has not been explored yet.

This project builds up on our previous experience with the aspect of entrepreneurial intelligence, mind-set and creativity competences, as a new level of adult learning for self-employment and entrepreneurship.

Project objectives:

- Empower unemployed citizens (with lower basic skills for entrepreneurship) in entrepreneurial intelligence and mind-set development (including intrapersonal and interpersonal social-emotional and creativity competences)
- Empower our adult educators and improve knowledge management of adult education institutions and organisations in theory and practice for building competences of adult educators in entrepreneurial mind-set and creativity in entrepreneurship development of citizens
- Exchange good practices and further develop quality strategic partnership among partners from 4 European countries with different realities in regards to citizens' self-employment and entrepreneurship

We expect following direct participants / beneficiaries of our project:

- 12 staff / project managers and assistants;
- 15 teachers/trainers/researchers and technicians working on the intellectual outputs;
- 30 multipliers adult educators that will test the outputs with at least 120 citizens (with fewer opportunities) on local level
- 24 adult educators, participants at the LTTA
- 245 participants of the multiplier events;

Project activities:

A1 Project Management

M1 Kick-off meeting

O1 Handbook "Entrepreneurial Mind-set development within adult education"

M2 Second meeting

O2 Guidebook w Curriculum "Using creative methods for development of innovation and creativity skills for entrepreneurship of adults with low basic skills"

M3 Third meeting

O3 E-learning course "Entrepreneurial mind-set development for adults with low basic skills"

M4 Fourth meeting

O4 Toolkit "Adventure room methodology in adult education for entrepreneurship"

M5 Fifth meeting

C1 LTTA "Training of trainers for adult education for creativity in entrepreneurship of citizens with fewer opportunities"

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

M6 – Evaluation meeting

Project will directly impact organisational capacities to work on providing quality, creative and innovative entrepreneurship education to mainly unemployed citizens. We expect the positive and long-lasting effects on partner organisations who will increase their capacity and competences for providing quality adult education activities for entrepreneurial learning based on innovative approach suitable for inspiring creativity in entrepreneurship.

With all our intellectual outputs, we will influence the change and improvement of existing entrepreneurship adult NFE methodologies and programmes, at first among partner organisations of the project, and later among partner of ours and their wider network of collaborators.

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

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

Project Title

Promoting the integration of migrants at local level through digital skills

Project Coordinator

Organisation BK Consult GbR
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Website www.bk-con.eu

Project Information

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

Project Summary

CONTEXT

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

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

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

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

OBJECTIVES

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

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

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

NUMBER AND PROFILE OF PARTICIPANTS

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

ACTIVITIES

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

RESULTS

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

IMPACT

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

LONG-TERM BENEFITS

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

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

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

Project Title

Perspectives of places of learning, forms of learning and learning content in adult education

Project Coordinator

Organisation Hessischer Volkshochschulverband eV
Address Winterbachstr. 38 , 60320 60320 Frankfurt , HESSEN , DE
Website www.vhs-in-hessen.de

Project Information

Identifier 2020-1-DE02-KA204-007480
Start Date Dec 31, 2020
End Date Dec 30, 2022
EC Contribution 105,345 EUR
Partners Assoc. FIEF (FR) , Heimvolkshochschule Lubmin Bildungshaus am Meer e.V. (DE) , Familienakademie Mühlviertel (AT) , Studieförmandets avd i Uppsala län (SE)
Topics Intercultural/intergenerational education and (lifelong)learning ; Rural development and urbanisation ; Social/environmental responsibility of educational institutions

Project Summary

All education providers in the European Union are currently facing the greatest challenge and transformation in their history: counteracting increasing individualization through digital opportunities while at the same time demanding social division and exclusion of entire groups of people. This is under the socially and politically most difficult framework conditions since the EU was founded - the impending disintegration of democratic structures and values as the highest maxim of the international community and the existential fears of traditional educational institutions in connection with bans on contact and travel triggered by the Covid19 pandemic. In addition, at least within the younger generation, our future participants and leaders, there are clear requirements for an authentic, diversity-oriented and sustainable design of educational institutions and their content. The free extracurricular educational institutions are therefore required to develop completely new strategies and concepts in order to reach participants in the future and to be able to fulfill their tasks in the educational context of lifelong learning. This affects both the places of learning themselves and their nature as well as the forms of learning in structure and content. Exemplary in this context are the concepts of third learning places, blended learning / inverted classrooms, community and shared learning, cloud-based learning, sustainable learning and experience-based learning. It is therefore important to rethink both the places of learning and the learning concepts and contents. The institutions are therefore faced with the challenge of structural and substantive change, which alone hardly seems to be possible.

The partners belong to very different educational contexts and work in different educational areas. They are also very different in size, form of organization, funding and orientation of the educational program. It is precisely this diversity and the fact that several have not previously taken part in strategic partnerships that represent the challenge and the opportunity of the project. Dealing with completely different strategies and framework conditions calls for reflection and positioning of one's own actions and opens up new perspectives and ways. The results are relevant for educational institutions as an organization and places of learning as well as for the offers made by the institutions as learning formats and learning content. In this respect, both the employees and teachers, but as a consequence also all participants, benefit from the changes. In addition, the development of the educational institution and its learning formats and contents are also an asset for the respective educational landscape on site.

Three teaching / training activities are planned in three different countries on the key topics of learning locations, learning formats / learning content and learner orientation. The objective is to present the relevance and implementation options of the key themes for the local institution, the educational landscape in the host country and in the partner countries. The assignment of the main topics results from the specific circumstances of the partner organizations, which in their diversity are models for learning from, with and with each other. In addition to full-time employees, target groups are also teaching staff and volunteers in the organizational context of the participating institutions. The aim is to include all those responsible for the success of educational events organized by the organizations in the qualification context and to raise awareness of the need to implement the key issues. In addition, this is intended to achieve early collaboration between the different function groups and to enable multiplication into the respective function groups.

Furthermore the context-related meaning of democratic educational ideals and transnational cooperation as a basic prerequisite for the implementation of the key issues should be discussed and illustrated. It is precisely the difference in education systems, contexts and legal and financial framework conditions, which is often described as a difficulty and obstacle, that transcend the perspective of one's own organization. This creates impulses to meet the demands of education in times of globalization and digitalization with ideas and to advance developments. The results are published in a manual of good practice and a cloud-based form of work is developed to enable collaborative work and transparent, barrier-free documentation of the processes.

It is planned to expand the experience of this project after the completion to an innovation project with other organizations and to develop online tools for educational institutions.

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

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

Project Title

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

Project Coordinator

Organisation Zentrum für Digitale Entwicklung GmbH
Address In der Waage 7 , 73463 Westhausen , BADEN-WÜRTTEMBERG , DE
Website www.digitaleentwicklung.de

Project Information

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

Project Summary

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

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

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

Project Title

RomABC moves forward Further development of innovative instruments for combating functional illiteracy of Roma and other vulnerable groups in Europe

Project Coordinator

Organisation Kontakte für Europa e.V.
Address Reinsdorfer Straße 23 , 08527 Plauen , SACHSEN , DE
Website www.kontakte-fuer-europa.eu

Project Information

Identifier 2020-1-DE02-KA204-007388
Start Date Sep 1, 2020
End Date Aug 31, 2022
EC Contribution 291,922 EUR
Partners EDU (SK) , Branko Pesic - Primary school and school for adult education (RS) , ENOSI ELLINON DIAMESOLAVITON KAI SINERGATON TOUS (EL) , BIOPOLITICS INTERNATIONAL ORGANISATION (EL) , JUGENDSTIL EV (DE) , "St. Kliment Ohridski" Primary school- Bitola (MK) , Asociatia pentru Educatie si Dezvoltare Durabila (RO) , Humán Erőforrásért Egyesület Dél-Alföldi Régió (HU) , Association for Roma Community Development SUMNAL (MK)
Topics New innovative curricula/educational methods/development of training courses ; Key Competences (incl. mathematics and literacy) - basic skills ; Romas and/or other minorities

Project Summary

"Whe nyo ur eadt hi ste xty ouk no whow itfe elsi fyo uc ann otr eadp rop er ly."

(source of the German text: "Grundbildung in Europa: Projekte und Perspektiven", NA BIBB).

According to UNESCO, an estimated number of 73 million adult Europeans are considered as functional illiterates. This is equal to 1/5 of the employable population aged 18 to 64 years. Taking reliable figures on the extension of functional illiteracy into consideration (e.g. leo – Level One Study in Germany), this concerns 6.2 Mio. adults in Germany, 2 Mio. in Greece, 1.2 Mio. in Hungary, 0.2 Mio. in North Macedonia, 3.8 Mio. in Romania, 0.8 Mio. in Serbia and 0.5 Mio. in Slovakia. Unfortunately, there are no valid figures concerning the literacy rate of Roma. Experts say that the share of functional illiterates among adult in urban regions of the partner countries is about 60 per cent, in rural areas partly up to 80 per cent. Women are particularly concerned.

Unfortunately, the low education level is still a relevant reason for the permanent discrimination of Roma. Disadvantages in the education sector which is a central field for the social integration and raising of such a young generation, are particularly visible. A real segregation exists.

Many times, functional illiteracy is the reason for the difficult access of Roma to education and employment as basis for their social integration.

For this reason, a Curriculum for alphabetisation courses for the improvement of the literacy of Roma in the fields reading, writing, numeracy and IT that is in line with their specific needs was developed in the Strategic Partnerships „RomABC goes Europe!“ and „RomABC – the next dimension“. During the testing of this Curriculum in the frame of according courses, it got obvious that an insufficient health literacy and a lack of basic civic knowledge is also limiting the every-day-life of Roma relevantly.

Therefore, the further development of the Curriculum for raising the literacy grade of adult Roma by those emphasis is the centre of our follow-up project.

The comparable high share of functional illiterates among Roma does not only require a possibly nation-wide offer of tailored alphabetisation courses, accordingly trained adult educators but also innovative training offers and adequate training material. Those needs shall be covered in the project by:

- the further development of the Handbook for trainers including the vocabularies
- the education of trainers in a Pilot Training
- the utilisation of the training material for webinars and
- the development of a blended learning course for the alphabetisation of Roma from level 3.

In the frame of a study the partners will implement in their countries, additional disadvantaged target groups shall be identified for which tailor-made alphabetisation courses would also be necessary. The resulting needs for the modification of the Curriculum and the Handbook shall be found out as well.

„RomABC moves forward“ will be implemented by partner organisations from Germany, Greece, Hungary, North Macedonia, Romania, Serbia and Slovakia and aims particularly on a reduction of the number of functional illiterates among adult Roma, the raising of their employability and the increasing of their share in adult education measures. Thus, the project contributes concretely to the implementation of the post-2020-EU-Framework for national Roma integration strategies and the according national strategies of the partner countries.

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

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

Project Title

GARDENS

Project Coordinator

Organisation himmelbeet gemeinnützige GmbH
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Website www.himmelbeet.de

Project Information

Identifier 2020-1-DE02-KA204-007642
Start Date Sep 1, 2020
End Date Sep 30, 2022
EC Contribution 123,715 EUR
Partners COMPARATIVE RESEARCH NETWORK EV (DE) , CHANGEMAKER AB (SE) , SaluTerre (FR) , Stowarzyszenie Zasjej (PL) , KILOWATT soc coop (IT) , GMINA MIEJSKA KRAKOW - MIASTO NA PRAWACH POWIATU (PL)
Topics Environment and climate change ; Access for disadvantaged ; Inclusion - equity

Project Summary

GARDENS as inclusive Green Learning places

Urban gardening has the potential to turn the growing number of consumers into conscious producers by raising awareness of natural resource cycles, contributing to environmental conservation and climate change mitigation. A study conducted by Bendt et al. on the effects of public-access community gardens indicated that those gardens did not only contribute to learning about local ecological conditions, but also about urban politics and social entrepreneurship. Urban gardening, and particularly community activities, can also encourage lifelong learning among adults, especially low-skilled unemployed, persons with disabilities, socially excluded or jobless individuals, who risk being marginalized by society.

According to the Lisbon Strategy, education and training are critical factors for increasing the economic growth, competitiveness, and social inclusion of Europe. Lifelong learning is a priority for the European Union, and together with mobility, it is one of the long-term strategic objectives of EU education and training policy, as it is considered a key aspect for enhancing employment and economic success while allowing individuals to fully participate in society.

The project will start with a needs assessment within each consortium member, identifying strength and weaknesses in their practices to implement inclusive and integrative green education in community gardens. Based on the needs, the partnership will develop indicators and create a self-assessment grid on the practices used by the partners on inclusion and integration.

Based on the resulting SWOT the partnership will seek and present smart practices, addressing specifically the weaknesses commonly identified by the partnership. At the same time there will be a common Input training, where the staff of the organisations will learn some of the most current practices and methods.

Based on the input and the collected practices, but as well the self-assessment, there will be an open EduLab, in which the participants will respond to challenges, given by the partnership, to create prototypes and action plans for methods, tools and campaigns, which can be actually used and implemented by the partnership.

The process, the practices and the assessment grid will be published in an eBook and can be the basis for a future training plan on target audience communication, not just for the partners themselves, but for any other interested organisation.

GARDENS results will be:

- Elaborating at least 12 smart practices on green education and implemented community garden methods
- Organising 2 Training, where the techniques and methods will be discussed and put into practice.
- Creating an interactive map visualising the smart practices
- A process to assess needs and practices and implement them in action plans
- Two learning activities, which will transfer and create skills towards facilitators of the participating organisations

GARDENS expects all participants to be more conscious about the role community gardens have for teaching and engagement of socially marginalised adult learners (migrants, people with disabilities, people with lower education, elderly) in an inclusive setting. We expect them to be ready to share their new knowledge, to teach and encourage others and to get involved.

In identifying new methods we expect the participants to become curious and to be motivated to enroll in lifelong learning. Lifelong learning in general strengthens the feeling that everybody can succeed and everybody is worthy and capable. It also helps the staff of the partner organisation to motivate the marginalised target

audience to do so, since making learning fun with new tools and methods motivates and encourages involvement.

The project will stimulate an active participation of community gardens and similar initiatives in inclusive adult education. In this way many local initiatives might for the first time realise and be motivated to review, describe and formalise their educational offer, as it is in many cases understood rather as a side activity. The impact on local level will be magnified by the extensive local networks of all partners and on policy level by the participation of the city administration of Krakow. This will strengthen local community gardens, but as well marginalised groups by providing a more structured and improved educational offer, opening more gardens to those groups.

We will bring the results and achievements to the attention of European policy makers with a view to create recommendations on how to foster inclusion through green education in garden based settings. GARDENS open access interactive map will allow a wide diffusion of produced contents and formats at the European level as well as ensure a European-wide networking and coordination among stakeholders. The final eBook will help to make the collected practices visible and open for peer-review and adaptation across Europe.

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

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

Project Title

Network of Equality-oriented Men's Work

Project Coordinator

Organisation Bundesforum Männer - Interessenverband für Jungen, Männer und Väter e. V.

Address Reginhardstrasse 34 , 13409 Berlin , BERLIN , DE

Website www.bundesforum-maenner.de

Project Information

Identifier 2020-1-DE02-KA204-007708

Start Date Sep 1, 2020

End Date Aug 31, 2022

EC Contribution 43,800 EUR

Partners männer.ch (CH) , Dachverband Burschen-, Männer- und Väterarbeit Österreich (DMÖ) (AT) , infoMann - actTogether asbl (LU)

Topics Gender equality / equal opportunities ; Civic engagement / responsible citizenship

Project Summary

The protagonists of equality-oriented men's work in the German-speaking countries (Germany, Austria, Switzerland, Luxemburg) want to exchange systematically on their experiences and concepts, in order to learn from each other, compare best practices, enable specific cooperations and develop their strategies.

Gender equality requires men not only to support the advancement of women ("he for she"), but to seek their own emancipation: to detach from traditional restricting role models, to open up for new ways of behaviour and conceptions of life for boys, men and fathers.

To achieve this, men's counselling plays a central role. It shall enable men to develop their role models and their identity throughout their whole lives, to gain competencies to tackle changing expectations and demanding challenges.

But also in the socio-political realm, a specifically male gender perspective needs to be established in such diverse fields of action as work, health, family, education, care, violence, migration.

As a result of this exchange we expect a specification of our positions in men's politics, an improvement in quality, organisation and supply of men's counselling, an enhancement of the efficiency of our activities and an advancement of our respective organisational structures.

We are convinced that our perspective can offer a valuable contribution and expansion for gender-responsive education and gender-equality politics in all EU countries.

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

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

Project Title

SHE

Project Coordinator

Organisation Arabisch Deutsches Center für Dialog e. V.
Address Atzpodienstr 3 , 10365 Berlin , BERLIN , DE
Website www.wasla.berlin

Project Information

Identifier 2020-1-DE02-KA204-007370
Start Date Sep 1, 2020
End Date Aug 31, 2022
EC Contribution 87,970 EUR
Partners Balkanska Agenciya za Ustoychivo Razvitie (BG) , Association for Intercultural Dialogue (RO) , E.O. SHARP MINDS (EL) , Tokat Ekonomik Kalkinma ve Meslek Edindirme Dernegi (TR) , Réseau des organisations de solidarité international France-Essonne (FR)
Topics Romas and/or other minorities ; Gender equality / equal opportunities ; Access for disadvantaged

Project Summary

All the partner organizations involved in this project, even the advanced ones as Germany, are facing issues relating to domestic violence.

The majority of people our partner organizations work with, belonging to vulnerable groups, have suffered from domestic violence frequently.

Following the needs of the partners identified by different means (Needs/ SWOT Analysis etc.) at the level of their organizations we have noticed the need for new practices, strategies and resources for our staff, trainers, and educators to prevent domestic violence, to tackle prejudices and gender stereotypes, attitudes and behaviors that encourage violence, as well as to arm women and men with the tools to stand up to domestic violence

The project aims to develop a strong cooperation at European level among the partner organizations involved in to prevent and combat domestic violence and to overcome patriarchal mentality as a cause of domestic violence

The project has as target group social workers, trainers, educators (psychologists, jurists, journalists, and visual artists) involved in gender education belonging to partners' organizations. The partners will work together, will learn from each other, sharing the best practices and strategies against domestic violence and for equal opportunities and treatment between women and men.

Objectives:

1. To improve the professional capacity of each partner organization through European collaboration, acquiring new competences and non-formal methods to combat and prevent domestic violence and to overcome the patriarchal mentality by means of 3 Short-term joint staff training events.
2. To prevent domestic violence and to overcome patriarchal thinking through guidance and counselling meetings on one to one basis for 30 women victims of domestic violence, our partners are working with
3. To raise awareness on domestic violence through Awareness Raising Campaign "Stop Domestic Violence" "launched by all partners
4. To strength the network among partners developing a new e-learning tool – "SHE", a website TV channel of international value, bringing together the best strategies and non-formal methods used by project partners to combat and prevent domestic violence and to overcome patriarchal mentality

The objectives will be achieved through:

* 3 Short-term joint staff training events during which the participants:

- will enrich their knowledge about the forms of domestic violence as well as those forms that easily confused with the care of the other towards you, the factors that lead to domestic violence, the iceberg of domestic violence, the patriarchal mentality, the Stockholm syndrome, the legislative perspective
- will improve the ability to recognize different forms of domestic violence
- will improve the capacity to analyse different situations of domestic violence
- will acquire new practice and strategies to prevent and combat domestic violence
- will develop a culture of gender equality
- will develop ICT competences and media literacy to create video products
- will acquire non-formal methods of participatory arts
- will acquire competences to launch an awareness raising campaign against domestic violence

* guidance and counselling meetings on one to one basis for 30 women victims of domestic violence our partners are working with, using the competences gained during the 3 Short-term joint staff training events

* Awareness Raising Campaigns " Stop Domestic Violence " using non-formal methods of participatory arts and competences gained during the 3 Short-term joint staff training events

* the SHE web TV , a channel as digital network among partner organizations will contain videos and materials for preventing and combating domestic violence, useful for NGOs, trainers, social workers, all the society and end-users.

Besides the improvement of professional capacity of each partner organizations through new gained

competences of their participants, one of the most important result of this project will be the opportunity to achieved guidance and counselling meetings on one to one basis for victims of domestic violence in order to prevent domestic violence and overcome patriarchal mentality as a cause of domestic violence, providing consultancy regarding their rights, tackle prejudices and gender stereotypes, norms, attitudes and behaviours, encouraging or discouraging attitudes and behaviours that contribute directly to the prevention of domestic violence. Also, the campaign against domestic violence "Stop Domestic Violence" and the SHE web TV will bring the best strategies and non-formal methods to prevent and combat domestic violence, true models to follow by NGOs and also education means for general public at local, national and international level to reduce gender prejudices and stereotypes and stand against DV

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

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

Project Title

Sasas Jekhvar Jekh - Once upon a time ...

Project Coordinator

Organisation JUGENDSTIL EV
Address REINSDORFER STRASSE 23 , 08527 PLAUEN , SACHSEN , DE
Website www.jugendstil-ev.de

Project Information

Identifier 2020-1-DE02-KA204-007395
Start Date Sep 1, 2020
End Date Dec 31, 2021
EC Contribution 73,288 EUR

Partners Federatia Etnica pentru Dezvoltarea Economica a Romilor - FEDER (RO) , Panhellenic Federation of Greek Rom (EL) , National University Library "Sv.Kliment Ohridski" - Bitola (MK) , Humán Erőforrásért Egyesület Dél-Alföldi Régió (HU) , Ocean Whale (BG) , The Association of Research of the History Ethnology Language Culture and the Social Status of the Roma Romano Pros periteti Skopje (MK) , Romag (RS) , Fevzi Ozakat Anadolu Lisesi (TR) , Narodno chitalishte "Stoyanka Sokolova1999" (BG)

Topics Key Competences (incl. mathematics and literacy) - basic skills ; Intercultural/intergenerational education and (lifelong)learning ; Romas and/or other minorities

Project Summary

“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.” – Albert Einstein

Reading fairy tales to children or storytelling does not only lay a foundation stone of literacy development but relates also to various cross-cultural values and behaviours. Studies also show that regular storytelling activities can help broaden a child’s vocabulary. The imagination of children is promoted when they are listening to fairy tales. Fairy tales contribute to preserving language, habits and traditions.

With 10 to 12 million, Roma are the largest ethnic minority in Europe.

Opposite to majority societies, Roma do not have their own land and - with limitations - also no national identity. What unites them beyond the borders of the countries they are living in are their myths, habits and traditions. For preserving and developing their cultural identity further, their language - Romanes - is indispensable.

Due to the century long social and cultural stigmatisation and discrimination of the Roma and their language, the usage of Romanes as literature and stage language was avoided. This led to the situation that Romanes could not really be enrooted in education.

Our project aims in the long run at preserving Romanes through fairy tales as relevant part of the cultural identity of Roma and at utilising it for intercultural and cross-generational learning and for improving basic skills. Because, whatever Roma do and wherever they go, they only rarely have their own fairy tales. Roma fairy tales were not written down and therefore not picturised. They are neither to be found in their bookshelf nor in a book shop or on the internet. The low number of still present fairy tales are only existing in the heads of a few of storytellers. It is a question of time until they disappear as well...

In the frame of the project, Roma fairy tales shall be tracked and collected in Germany, Bulgaria, Greece, Hungary, North Macedonia, Romania, Serbia and Turkey. Since no usual sources, such as archives or libraries, can be reverted to, the project partners will at first identify Roma who are known as story tellers and who obtain a treasure of legends, anecdotes and stories. Accordingly trained staff members of the partner organisations will then record the fairy tales, put them down on paper and translate them into English. After that, they shall be examined for similarities and differences and categorised by animal stories, magic stories, legends, anecdotes and aetiological stories.

In a follow-up project, the selected fairy tales shall be translated into the mainly spoken Romanes-dialect and the national language of the partner countries and published as a European Roma fairy tale book.

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

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

Project Title

Developing Entrepreneurship and Self-employment Skills of Immigrants

Project Coordinator

Organisation shelter international e.V.
Address Ritterstr. 20 , 28203 Bremen , BREMEN , DE
Website shelterinternational.eu

Project Information

Identifier 2020-1-DE02-KA204-007423
Start Date Oct 1, 2020
End Date Sep 30, 2022
EC Contribution 165,000 EUR
Partners Aydin Kulturel Gelisim Dernegi (TR) , KULTUR PEDAGOGISKT CENTRUM "ESTETY" (SE) , INNOVATION HIVE (EL) , Non-formal learning club "WE" (LT) , S.A.F.E. Projects (NL)
Topics Entrepreneurial learning - entrepreneurship education ; ICT - new technologies - digital competences ; Integration of refugees

Project Summary

Europe is experiencing one of the most significant influxes of migrants and refugees in its history. It is interesting to note that more than a million migrants and refugees crossed Europe in 2015. This migration is mostly forced due to civil wars or armed conflicts and it derives from the wish for a better and safer life. In this regard, the role of the host countries becomes crucial especially when it comes to finding lasting solutions for migrants and refugees in terms of their resettlement and integration to the host society. Immigrant and ethnic minority entrepreneurship has attracted increasing attention in the last few years. Migrants' contribution to the economy through the direct creation of new businesses is an aspect that has received limited attention. In order to enhance the entrepreneurial skills, it is crucial to create, develop and promote the new forms and ways of raising to support growth and business creation.

Through their participation in the labour market, including entrepreneurs, migrants can add value to society in their adoptive country. However, migrants often lack knowledge of, and information about, the cultural business and regulatory environment of their host country. Furthermore, administrative and socio-cultural difficulties may hamper the potential of migrant entrepreneurs and impact on the sustainability and growth potential of the businesses they set up. As a consequence, effective and targeted business support schemes have an important role to play in supporting migrant entrepreneurs. These supports can be provided by education and trainings

Our project is looking for both: to promote the entrepreneurship education of immigrants and to use the entrepreneurship as an important tool of integration and social inclusion for the immigrants regards so many exclusion factors that they have to suffer. The situation of immigrants has motivated this partnership to create the best tools possible to gain entrepreneurial adequate skills and competencies, based on successful real-life experiences of entrepreneurs will contribute to the shaping of unemployed immigrants into future entrepreneurs, helping them to fight the social and economic exclusion.

Our strategic partnership will focus on promoting access and learning through Open Educational Resources (OER), supporting ICT-based teaching training. In the field of adult education, the partnership aims to improve and extend the offer of high-quality learning opportunities tailored to individual adult learners, including through innovative ways of outreach and delivery. All of that is an essence of entrepreneurship experience journey as an important integration tool for immigrants. Project idea comes from the result of a previous collaboration of the partnership in the projects related to entrepreneurship education and training, which serve as an important base to keep this journey on and benefit from its social implication in the field of adult education.

The main objectives of our project that will help to achieve all of that are as follows:

- To develop and create more efficient and innovative training focused on entrepreneurship and self-employment for immigrants.
- To transform and integrate the entrepreneurship as a new tool for social integration and inclusion among immigrants;
- To integrate and complement social inclusion methods with practical and innovative methodology according to immigrants with fewer opportunities needs;
- To motivate immigrants in order to spread and facilitate their access to self-employment

All major expected results are listed & detailed in the Intellectual Output of the project;

O1- DESSI Training Manual

O2 -DESSI E-Learning Platform

The main activities will be occurred by intellectual outputs, multiplier events(150 participants).

The project will contribute enormously to inspire all the community and increase immigrants entrepreneurs opportunities at European and national level. Also will have an important impact on immigrants who are at a disadvantage in comparison with their peers. As a short term impact project network expect to extend the use of innovative e-learning methodology of education and training in member countries.

As a long term impact, we expect to increase the number of entrepreneurs willing to become mentors and of newborn companies among immigrants across the European business community.

At a European level, the project results will hopefully have a longer-term impact, with key agencies benefiting from the outcomes and results. The partnership will also identify appropriate European events such as the partners are invited and participate constantly, ensuring the successful transfer of results to the key policymakers in the EU. Moreover, it will be engaged in other initiatives focused on the promotion of entrepreneurship in Europe. The database of relevant stakeholders will be constantly updated and will be offered as a resource available for all stakeholders

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

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

Project Title

All Inclusive – Adult Education and Inclusion: new cooperative approaches

Project Coordinator

Organisation Akademie Klausenhof gGmbH
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Website www.akademie-klausenhof.de

Project Information

Identifier 2020-1-DE02-KA204-007525
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 334,980 EUR
Partners Katholische Erwachsenenbildung Deutschland - Bundesarbeitsgemeinschaft e.V. (DE) , ASOCIACION DE PERSONAS PARTICIPANTES AGORA (ES) , EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS (BE) , KatHaz Kozhasznu Nonprofit Kft. (HU) , SYNERGASIA ENEGON POLITON (EL) , FUTURE IN PERSPECTIVE LIMITED (IE) , Izobrazevalni center Geoss d.o.o. (SI) , biv - die Akademie für integrative Bildung (AT)
Topics Disabilities - special needs ; New innovative curricula/educational methods/development of training courses ; Inclusion - equity

Project Summary

The UN Convention on the Rights of Persons with Disabilities has clearly stated that inclusion should also apply in adult education: people with a disability should be able to participate in adult education in the same way as all other people. The project "All inclusive - adult education and inclusion: new cooperative approaches ALL IN" creates innovative products that are intended to support adult educators, to implement adult education in a practical and needs-based manner. To achieve this, five of the nine partners are implementing model inclusion with the help of an inclusion advisory board on site. These advisory boards are made up of people with disabilities and experts in the field of disability aid. Course offers are developed, implemented and evaluated together. After the start-up phase of ALL IN, courses are implemented in the model locations until the end of the three-year project period. This is summarized as a result in the brochure "Transfer Model Inclusion". In addition, these results are transferred and further developed by other institutions applying the recommendations. The brochure is intended to stimulate and motivate people to realize inclusion themselves and provides specific instructions, help and tips for their own further education and learning. In addition, it goes into the special features of the target group "People with Disabilities" as well as the special management and organizational aspects in adult education (in particular financing, marketing, networking and cooperation, didactics, mobility, offer development etc.). In order for inclusion to succeed, it must first be determined where the special needs of the target group lie, which special local structures, providers and offers already exist in this sector. To this end, the project is developing a special analysis tool to collect the relevant data. Another - central - result of the project are learning materials for the non-formal education of adult educators, in which the results of the model implementation in the project are presented. In addition, there is a guideline for management for adult education institutions and a policy paper, since inclusion is in many ways not only an organizational but also a political topic, for example with regard to the legal framework or financial support.

Inclusion is implemented in some adult education institutions (e.g. in the German adult education centers in Bamberg, Stuttgart or, to some extent, in Cologne). There are also guidelines and concepts for making educational facilities for adult education accessible. The main goal of ALL IN is to realize inclusion together over a longer period of time, cooperatively with people with disabilities and experts from the field of disability aid on the spot, to create further education material for adult educators and to disseminate the knowledge from it in a European context. Crossing sectoral borders and networking between disability aid and adult education is an innovative step in many regions.

The project initially targets the group of people with disabilities, i.e. H. all those who are prevented from attending courses at adult education centers, training institutions, academies etc. due to physical or mental, intellectual impairments. This means that e.g. courses can be attended by visually, hearing or mobility impaired (e.g. by using appropriate aids or interpreters), or that courses are designed in such a way that they can be used equally by everyone (e.g. in the area of creativity), or that courses are developed especially aimed at people with disabilities (e.g. in basic education). Target group-specific educational work and program development is a necessary common working method in adult education, even if inclusion is specified.

Adult education is a public task and should therefore be accessible to all groups. In this sense, the project serves the overarching goal of social participation and basically includes all people who have difficulties in attending courses due to different barriers. This also affects people on the margins of society, the poor, single parents, migrants and refugees with no language skills, etc. This initiative also takes this into account. The project - and hence the acronym ALL IN - is intended to contribute to bringing this ideal of non-discriminatory adult education closer: everyone should be included.

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

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

Project Title

Contribution and effect of self-oriented body methods in the practice of health prevention

Project Coordinator

Organisation IGS – Tübinger Institut für Gesundheitsförderung und Sozialforschung e.V.

Address Ringstraße 7 , 72070 Tübingen , BADEN-WÜRTTEMBERG , DE

Website www.x-igs.de

Project Information

Identifier 2020-1-DE02-KA204-007748

Start Date Oct 1, 2020

End Date Nov 30, 2022

EC Contribution 56,200 EUR

Partners Vereniging voor Eutonie (BE) , ADE (FR) , Eutonie-Akademie Österreich (AT)

Topics Access for disadvantaged ; New innovative curricula/educational methods/development of training courses ; Health and wellbeing

Project Summary

Context and background of the project

The Prevention Act passed in Germany in 2015, like other health policy strategies and programs in the EU, ensures that health promotion and prevention gain in social importance. In this context, the project examines the contribution and effect of self-oriented body methods in the practice of health prevention. It takes up these question on the basis of the eutonie method and brings them into a transnational reflection context as part of a partnership for the exchange of good practice. It is also about reducing the barriers to access for people who are disadvantaged socially, in education or in terms of access. Furthermore it improves health literacy and integrates aspects of physical education as a basic health education topic.

Project goals

With the exchange of self-oriented body methods, the following should be achieved:

- deeper examination of the system of health-related prevention in a country comparison
- to check conceptual approaches of body pedagogy for their connectivity in the preventive area
- to develop body pedagogical approaches for use in the preventive area
- to improve the professional positioning of offers in the field of health prevention across borders
- the development of quality criteria for the preventive use of self-oriented body methods
- to facilitate the transfer of the project results into corresponding training courses and offers

Number and profile of the participants

Four institutions work together in the project: The association IGS – Tübingen Institute for Health Promotion and Social Research (DE) is based on key ideas of social education and on the paradigms of contemporary health promotion. It is a project executing agency and platform for health-related offers and events. The Eutonie Academy Austria (AT) sees itself as a platform for the promotion and dissemination of self-oriented body methods such as Eutonie in Austria. A wide range of professional approaches to health promotion and prevention are taken into account in their own courses such as training and further education. Vereniging voor Eutonie (BE) operates across borders in the Flemish-Dutch language area. As a professional association, it networks practitioners in the field of body work and therapy, organizes further training and is responsible for quality assurance in the training area. The Association pour le développement de l'eutonie ADE in Paris (FR) is a training facility for specialists in the field of body work and therapy. It is closely linked with the national umbrella organization AFEGA.

Activities

Central activities in the project are the partner meetings. Here practical experience and knowledge are exchanged and made mutually accessible. Structured research by the project partners, which initiate and support further development processes in transnational exchange, is used as preparation. Project results are published in working papers and an online brochure and are disseminated in the respective specialist networks. An important focus is on integration in training contexts.

Methodology for implementing the project

The project team sees itself as a focus group and is based on communicative methods such as TCI and peer-to-peer advice. The research tasks are structured with guidelines, the concept development takes place with communicative-pragmatic procedures. The quality of the project is assessed using qualitative methods of self-evaluation.

Expected results and impact

There is a knowledge transfer between the partners involved about approaches, attitudes and practice with regard to their offer in the field of prevention and health promotion. In addition, the exchange of experience and the conceptual reflection will open and improve the quality of the offer. Participating institutions can implement quality aspects and expand the emphasis of their work accordingly. In addition, direct and indirect target groups with their respective needs can be increasingly considered.

Potential long-term benefits

The project partners' intention to broaden the target group-specific and accessible offers for holistic body-oriented prevention leads to the conceptual design and implementation of corresponding standard offers. After the project has been completed, this approach should also be integrated and pursued in the area of training and further education for body work and therapy. The project's online products are freely available in the long term, and the partnership can provide impulses for further transnational networking and for joint activities or new projects.

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

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

Project Title

Volunteers for Unaccompanied Minors get Educated

Project Coordinator

Organisation Verein Niedersächsischer Bildungsinitiativen e.V.
Address Warmbüchenstraße 17 , 30159 Hannover , NIEDERSACHSEN , DE
Website www.vnb.de

Project Information

Identifier 2020-1-DE02-KA204-007377
Start Date Dec 1, 2020
End Date May 31, 2023
EC Contribution 260,906.25 EUR
Partners JMS Training Solutions Ltd (UK) , SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED (CY) , uniT GmbH (AT) , CESIE (IT)
Topics New innovative curricula/educational methods/development of training courses ; Migrants' issues ; Civic engagement / responsible citizenship

Project Summary

The VOLUME project is addressing volunteers who care about unaccompanied minors as a primary target group. The overall objective is to provide them with key competences that are needed to care about unaccompanied minors in an appropriate way. To reach this objective, the project will develop a training platform with training modules for volunteers, covering relevant topics like i.e. reception and housing, education and training, health and wellbeing, family reunification and legal framework. The training platform might as well be used by professionals seeking non-formal training opportunities in this field of activity. The final content and structure of the training modules and the curriculum will be basing on the outcomes of a need analysis conducted in the project prior to the content development. The modular structure of the training platform will enable learners and educators to individually choose from topics relevant to their respective activities. Learners will be able to assess and validate their learning outcomes with open digital badges. Moreover, apart from delivering self-directed non-formal learning opportunities for the primary target groups, the project is as well addressing educators who are implementing training courses for volunteers (and professionals seeking for non-formal training) seeking for appropriate training material that can be combined with face-to-face seminars and on-line workshops. To meet their demands, the project is going to develop and disseminate a blended learning curriculum that can be combined with the VOLUME training modules.

The number of unaccompanied minors seeking asylum in the EU increased dramatically reaching a total of 100.000 minors in 2015. With a high number of unaccompanied minors waiting in entry states like Greece for being distributed to other EU countries, or entering the EU in the upcoming periods due to many unsolved conflicts throughout the world, the issue will be remaining on the agenda of both political and societal level in Europe and its member states. In most EU countries receiving refugees and migrants, volunteers play a significant role in the support of unaccompanied minors. They act as legal guardians, accompany minors in their school education or initial vocational training, host minors in their homes or look after their health and safety. Volunteers often form a specific role in the lives of unaccompanied minors who are mostly missing relatives, belonging to the few adults that are able to find an individual personal access to them. Within this special role there are numerous i.e. social, psychological, or educational skills to be met by the volunteers. Other than professional staff they are not entitled for further training in most cases, so that they have to look for educational opportunities themselves. This clearly expresses the demand for individual training opportunities for volunteers supporting unaccompanied minors. There is a demand as well for professionals working in related areas, seeking for non-formal training opportunities that can be combined with their daily work obligations. According to European studies, a common challenge reported in the fields of caring about unaccompanied minors is the lack of specialised and trained staff.

Target groups of the project include volunteers caring about unaccompanied minors, volunteer coordinators, professionals in this field of activity seeking for non-formal training, and staff and decision makers in adult education and other educational and social sectors. The medium to long-term impact of the project on teaching staff will be to strengthen their methodological skills and abilities. The impact on the participating organisations will be to have better trained staff in an area of competence which is a key issue to providing educational quality at a very broad term. An impact in the participating organisations at medium to long term will be achieved by strengthening the methodological skills through the application of training platform and the blended learning curriculum. This will be due within the participating organisations where staff will be strengthened in their professional development, and externally for trainers working in other relationships with volunteers and/or professionals in the field. Participants in the project will gain a new platform for the development of individual competences as regards working with their beneficiary groups at short term, and being enabled to apply and further develop further knowledge at medium and long term.

The project is bringing together partners from five European countries experienced in migration and integration issues including the care for unaccompanied minors. The VOLUME project outputs will be available on the training platform as open educational resources (OER) in all partner languages (English, German, Italian and Greek). Local multiplier events and a short-term staff training will support the dissemination.

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

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

Project Title

Digital entrepreneurship education for adults with different abilities

Project Coordinator

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

Project Information

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

Project Summary

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

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

Project objectives:

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

We expect following direct participants / beneficiaries of our project:

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

Project activities:

A1 – Project Management

M1 – Kick-off meeting

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

M2 – Second meeting

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

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

M3 – Third meeting

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

C1 - LTTA Training of trainers

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

M4 – Evaluation meeting

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

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

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

Project Title

Including more intercultural aspects in supervision and coaching

Project Coordinator

Organisation INITA Institut für angewandte Psychologie, Transaktionsanalyse und Erwachsenenbildung GmbH

Address Langensalzastraße 5 , 30169 Hannover , NIEDERSACHSEN , DE

Website www.inita.de

Project Information

Identifier 2020-1-DE02-KA204-007699

Start Date Dec 1, 2020

End Date Nov 30, 2022

EC Contribution 93,500 EUR

Partners BilingualSolutions Institute GmbH (DE) , Cesky institut pro supervizi (CZ) , Antares Csoport Humánerőforrás-fejlesztő Korlátolt Felelősségű Társaság (HU) , Asociación Navarra Mitxelena para la supervisión y el desarrollo personal (ES)

Topics Inclusion - equity ; New innovative curricula/educational methods/development of training courses ; Creativity and culture

Project Summary

Culture determines our options for action in many areas of our lives. In the first six years we learn how to deal with difficulties and problems, how to solve conflicts, make decisions and initiate solutions. In all these and many other areas, the culture in which we grow up plays an important role. It shapes the way we think and act. Supervision and coaching are two consulting approaches that can help to question and reflect on existing structures of thoughts and action. Therefore, intercultural skills are important requirements for coaches and supervisors, which have hardly been explicitly formulated so far.

This project is an encounter and exchange project that aims to shed light on the "best practice" of intercultural competence in coaching and supervision. The six project partners from five countries want to exchange their approaches, questions, successes and failures and bring them together in a reader. The results will then be discussed with a wider audience in articles and workshops at congresses and conferences, as well as in the social media. The main focus will be on projects that deal with intercultural aspects, especially with socially disadvantaged groups, migrants and persecuted persons.

Furthermore, a catalogue of criteria on the topic of intercultural competence will be developed for the training curricula of the training institutes. Which methods and forms are useful and should be integrated? How can digital and blended learning be integrated?

The aim is to sharpen the interest and attention, or rather the awareness, for intercultural aspects and to have them brought into the discussion. With this project, we hope to increase the development of network structures that will make it possible for coaches and supervisors to understand the importance of intercultural competence more clearly, and to provide coaches and supervisors with tools that will enable them to offer more services to socially disadvantaged groups, migrants and persecuted persons.

Furthermore, clear instructions for the training of coaches and supervisors and the inclusion of intercultural competence should be developed.

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

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

Project Title

Europarents 2020

Project Coordinator

Organisation Systeme in Bewegung e.V.
Address Riedebachweg 29 , 21423 Winsen/ Luhe , NIEDERSACHSEN , DE
Website www.systemeinbewegung.de

Project Information

Identifier 2020-1-DE02-KA204-007394
Start Date Oct 1, 2020
End Date Sep 30, 2022
EC Contribution 142,030 EUR
Partners Akademie für politische Bildung und demokratiefördernde Maßnahmen (AT) , ASOCIACION DE INNOVACION FORMACIONY EMPLEO PARA EL DESARROLLO SOSTENIBLE (ES) , EDUCOMMART SIMIO SINANTISIS EKPEDEVSIS KE DIMIOURGIAS ASTIKI MI KERDOSKOPIKI ETERIA (EL) , Stiftung Medien- und Onlinesucht (DE) , UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE (BG)
Topics Social dialogue ; Health and wellbeing

Project Summary

The family is the smallest system in European society, the starting point for democracy building and social change, and therefore deserves special support. We know from our previous project that families across Europe are in conflict about similar issues, that almost everyone is "stuck" in the same places. There we have exchanged ideas in a consortium of DE, AT, BG, ES and GR, collected the results and prepared them for publication.

In "Europarents 2020" we will be building on these results: we will first carry out a survey in order to be able to orientate our further steps exactly to the needs of parents. We will then work together to develop a game that facilitates and stimulates communication on difficult issues in families. Experience shows that many parents are already relieved when they realize that they are not alone with their problems. With the game to be developed, they can not only get a feeling for the fact that some topics affect families throughout Europe, but also come into direct contact with approaches from other countries and can reflect on them in a playful way.

Furthermore, the needs analysis, the further exchange and the joint development of the game will lead to an additional professionalisation of our organisations. One target group are the employees of the organisations who, through their work and finally through the distribution of the game in the vicinity of the organisation, will carry the results into the target group of parents and families. In this way, not only the individual organisations benefit from the European exchange, but also the families can get a feeling that other people in Europe are similar to themselves, a feeling for the European community, and at the same time find new solutions for family conflicts. In previous projects in which the individual organisations have worked together, everyone had the impression that "Europe works best on a small scale" - direct human contact, and, where this is not possible, the knowledge that families are similar throughout Europe, leads to mutual understanding and sympathy across national borders, which nowadays are threatening to become stronger again.

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

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

Project Title

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

Project Coordinator

Organisation "Generationen gehen gemeinsam" G3 e.V.
Address An der Schraube 26 , 03238 Finsterwalde , BRANDENBURG , DE
Website www.gdrei-web.de

Project Information

Identifier 2020-1-DE02-KA204-007551
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 409,929 EUR
Partners SCHOLA EMPIRICA ZS (CZ) , E&G Projekt Agentur GmbH (DE) , Österreichische Kulturvereinigung VHS Krems (AT) , ELDERBERRY AB (SE) , SKOLA DOKORAN - WIDE OPEN SCHOOL NO (SK) , MOMA EOOD (BG)
Topics Intercultural/intergenerational education and (lifelong)learning ; New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences

Project Summary

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

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

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

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

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

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

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

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

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

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

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

Project Title

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

Project Coordinator

Organisation WESTFALISCHE HOCHSCHULE GELSENKIRCHEN, BOCHOLT,
RECKLINGHAUSEN

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

Website www.w-hs.de

Project Information

Identifier 2020-1-DE02-KA204-007679

Start Date Nov 1, 2020

End Date Oct 31, 2022

EC Contribution 298,625 EUR

Partners ASTIKI MIKERDOSKOPIKI ETAIREIA PROLIPSIS (EL) , UNIVERSITAT
DE VALENCIA (ES) , OXFAM ITALIA INTERCULTURA
SOCIETA'COOPERATIVA SOCIALE DI TIPO A ONLUS (IT) ,
COORDINA ORGANIZACIÓN DE EMPRESAS Y RECURSOS
HUMANOS, S.L. (ES) , media k GmbH (DE) , AKADIMAIKO DIADIKTYO
(EL)

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

Project Summary

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

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

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

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

The project will have the next specific objectives:

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

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

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

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

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

Greece) will be aware through multiplier events and dissemination actions

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

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

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

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

Project Title

X-European. Negotiating Identities in the Third Space.

Project Coordinator

Organisation Volkshochschule (vhs) Aalen
Address Gmuender Str. 9 , 73430 Aalen , BADEN-WÜRTTEMBERG , DE
Website www.vhs-aalen.de

Project Information

Identifier 2020-1-DE02-KA204-007471
Start Date Sep 1, 2020
End Date Aug 31, 2022
EC Contribution 96,820 EUR
Partners UNIVERSITY OF CUKUROVA (TR) , Border Crossings Theatre Company Limited by Guarantee (IE) , Siilinjarven_kunta (FI) , Maison de Heidelberg (FR)
Topics Migrants' issues ; Inclusion - equity ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

Across Europe we have in recent years witnessed a rise in populism, accompanied by exclusive nationalisms and concepts of identities that are developed by othering migrants and those with migrant roots in particular. At the same time, the European cultural and education sectors have remained committed to practices that promote social inclusion and intercultural dialogue. This raises questions about where and how these practices should be strengthened to provide a counter-weight to populist concepts and social divisions.

Over the last three years, the concept of Third Space has gained traction in the European cultural sector. On a physical level, Third Space is understood as a space arranged and furnished so as to invite diverse groups to use it as they see fit. On a practical level, Third Space is understood as a practice which actively creates an environment that levels inequalities and enables equal and full participation by diverse groups, especially those in the minority. The Third Space format in both its physical and practical applications is therefore aimed at strengthening social inclusion and intercultural dialogue.

The key objective of this project is thus to explore the potential and usefulness of the Third Space format for social inclusion and intercultural dialogue. Four of the partners will develop specific activities using Third Space methods during the duration of the project. These Third Space activities will be evaluated by the academic partner. The theories and methodologies of Third Space, partners' experiences with their Third Space activities against their particular social and political context, and the activities' evaluation will be shared and taught in four staff training workshops. The target group for staff training workshops are (cultural) educators working with diverse groups with the aim of strengthening social inclusion through different practices. There will be a total of 20 educators participating in the staff training workshops.

Target groups for partners' Third Space activities will be 'old' and 'new' citizens, that is so-called 'natives' and those who have migrant roots. These groups will be brought together in and through the Third Space to review their respective cultural practices, heritages, stories and identities, and to create new practices, new heritages and thus new identities in the groups' shared societies. In this, we are particularly interested in the potential of the European identity as a supranational identity that may overcome divisions where national identities may prove too rigid. We aim to involve a total of 200 participants in these activities.

The project will produce an in-depth evaluation report providing much-needed empirical data on the application of Third Space methods in the education and cultural sectors. It will also produce four detailed case studies of Third Space activities, providing outlines that will enable others to replicate the approach and/or adapt it to their own circumstances. The project will also produce an outline for training on Third Space, which will be delivered to a group of 15 educators as part of the project. All materials produced as part of the project will be disseminated through partners' websites, the project blog, as well as partners' networks and through use in partners' subsequent presentations at conferences and publications in academic and professional journals.

It is envisaged that a total of 250 individual participants will participate in the project directly.

The desired impact of the project is a better understanding of Third Space as a format and method to improve the effectiveness of educational practices aimed at social inclusion and intercultural dialogue. The project also hopes to provide a space for 'old' and 'new' citizens to come to a shared understanding of their identity and thus to contribute to a counter-narrative to populism, particularly on a European level.

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

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

Project Title

Education for Labour Market Integration: Enabling Educators to Better Target Low-Qualified Adults

Project Coordinator

Organisation EPEKA BERLIN EV
Address ENGELDAMM 28 , 10179 BERLIN , BERLIN , DE
Website www.epeka.de

Project Information

Identifier 2020-1-DE02-KA204-007664
Start Date Dec 30, 2020
End Date Dec 29, 2022
EC Contribution 83,576 EUR
Partners ROMNI -APS (IT) , FUNDACJA EUROPEJSKI INSTYTUT
OUTSOURCINGU (PL) , ZNANSTVENO-RAZISKOVALNO ZDRUZENJE
ZA UMETNOST, KULTURNE IN IZOBRAZEVALNE PROGRAME IN
TEHNOLOGIJO EPEKA, SOCIALNO PODJETJE (SI) , SCIENTIFIC AND
RESEARCH ASSOCIATION FOR ART, CULTURAL AND
EDUCATIONAL PROGRAMMES AND TEHNOLOGY EPEKA (RS) ,
IASIS (EL)
Topics Romas and/or other minorities ; Inclusion - equity ; Social dialogue

Project Summary

The project “Education for Labour Market Integration: Enabling Educators to Better Target Low-Qualified Adults” (hereinafter referred to as ELMI) will address the competences and knowledge of educators working with adults belonging to marginalised and vulnerable social groups, primarily the Roma community and refugees/migrants, but also other adults facing social, economic and educational difficulties. All of the partner organisations as well as other NGOs working in the field of adult education in the partner’s local and national contexts have developed unique approaches to addressing adults facing a wide array of difficulties, which result in decreased inclusion in to the wider society and into national labour markets.

The project was developed by a consortium of 6 organisations coming from different parts of Europe and with different backgrounds. When designing the project the core idea that led us was the fact that many organisations working in the field of adult education are facing similar problems and address comparable needs in their target groups. While many of these projects, especially those with an international component, are widely disseminated and their deliverables are accessible if one looks for them, a large part of operations implemented on national scales is less accessible despite delivering very good results. This leads to organisations in different countries “rediscovering” approaches that are already established elsewhere. The core aim of ELMI is to research successful practices targeting vulnerable adult learners and to analyse their potential for adaptation and transfer into new localities and to present these practices to educators from partner organisations and to those outside the consortium.

The objectives of the project are:

- to increase the competences of educators
- to develop the capacities of organisations educating adults facing multiple discrimination
- to identify and analyse examples of good practices and their transfer possibilities and collect them in a widely available compendium
- to enable educators to foster better integration of end beneficiaries into the wider society and the labour market
- to establish an international network of adult education organisations working on future projects based on ELMI together and exchanging knowledge
- fostering interethnic dialogue and the fight against discrimination

These objectives will be achieved through the following activities and output:

- 1 compendium of good practices containing 24 identified good practices
- 4 Short-term Joint Staff Training Events, each attended by 12 educators, addressing Basic skills and digital literacy, Intercultural activities and integration, Conflict resolution and managing stress and Entrepreneurial thinking
- 30 local mainstreaming events with an estimated 500 participants
- 3 cultural events with an estimated 400 participants
- 1 small scale conference with an estimated 25 visitors

The project has a high potential for impact on educators, who will be involved in all aspects of the project. This will have a direct effect on the partner organisations. Both through the increased competences of educators attending training events and through the local events focused on mainstreaming project results. The focus of the project on good practices will provide partners with a pool of already proven approaches that can provide organisations with useful avenues of expanding their services for the end beneficiaries. The developed competences of educators and increased capacities of organisations will lead to positive outcomes for end beneficiaries. These impacts will be extended outside the consortium with an ambitious dissemination campaign.

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

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

Project Title

Integrated digital Training in Emergency Management

Project Coordinator

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

Project Information

Identifier 2020-1-DE02-KA204-007675
Start Date Dec 31, 2020
End Date Dec 30, 2022
EC Contribution 164,872 EUR

Partners Arbeiter-Samariter-Bund Österreichs (AT) , ASSOCIAZIONE PROVINCIALE DI SOCCORSO CROCE BIANCA-ONLUS (IT) , ASSOCIAZIONE NAZIONALE PUBBLICHE ASSISTENZE (IT) , ZDRUZENIE INSTITUT ZA RAZVOJ NA ZAEDNICATA (MK) , Asociácia samaritánov Slovenskej republiky (SK) , Srce - Udruga djece s teškoćama u razvoju, osoba s invaliditetom i njihovih obitelji (HR) , LIETUVOS SAMARIECIU BENDRIJA (LT) , ARBEITER-SAMARITER-BUND DEUTSCHLAND EV (DE)

Topics New innovative curricula/educational methods/development of training courses ; Civic engagement / responsible citizenship

Project Summary

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

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

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

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

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

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

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

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

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

Project Title

UNICORN

Project Coordinator

Organisation VENSENYA impact education e.V.
Address Kolberger Straße 18 , 13357 Berlin , BERLIN , DE
Website www.vensenya.org

Project Information

Identifier 2020-1-DE02-KA204-007543
Start Date Sep 1, 2020
End Date Sep 30, 2022
EC Contribution 101,034 EUR
Partners COMPARATIVE RESEARCH NETWORK EV (DE) , Crossing Borders (DK) , MINE VAGANTI NGO (IT) , CHANGEMAKER AB (SE) , PEOPLE'S VOICE MEDIA (UK)
Topics Economic and financial affairs (incl. funding issues) ; ICT - new technologies - digital competences ; Quality Improvement Institutions and/or methods (incl. school development)

Project Summary

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

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

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

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

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

Result 2: An input and one Impact Training

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

Result 4: Pedagogic guidelines.

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

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

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

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

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

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

Pedagogic Methodology of the input and impact Training.

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

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

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

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

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

Project Title

Poetry-based Approach in Basic Education for Adults

Project Coordinator

Organisation Katholische Erwachsenenbildung Rheinland-Pfalz - Landesarbeitsgemeinschaft e.V.
Address Welschnonnengasse 2-4 , 55116 Mainz , RHEINLAND-PFALZ , DE
Website <http://keb-rheinland-pfalz.de/>

Project Information

Identifier 2020-1-DE02-KA204-007489
Start Date Dec 1, 2020
End Date Jun 30, 2023
EC Contribution 332,670 EUR
Partners European Learning Centre (ES) , Verein das kollektiv.kritische bildungs-, beratungs- und kulturarbeit von und für migrantinnen (AT) , Kalamata Second Chance School (EL) , SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED (CY)
Topics Key Competences (incl. mathematics and literacy) - basic skills ; New innovative curricula/educational methods/development of training courses

Project Summary

According to the European Declaration of the Right to Literacy, published by the European Literacy Policy Network (ELINET) in 2016, nearly 55 million adults in Europe lack basic literacy skills, leading to an increased poverty risk, social exclusion and limited possibilities of civil and cultural participation, lower chances for lifelong learning and personal development.

Poetry, as a cultural universal and form of communication existing in all countries and among all cultures, can be a particularly interesting means of strengthening the communicative abilities of adults learning to read and write and opening up space for individual growth.

The project "Poetry-based Approach in basic education for Adults" (POETA) aims to contribute to the self-development and empowerment of people being "on the way to the written word" (as opposed to the common term "functional illiterates"), including first- and second language learners.

The approach is intended to offer a complementary or an alternative to traditional concepts of literacy and basic education, which are focused on the integration of people into economic processes and argue in a deficit-oriented manner.

In cooperation with culturally diverse European partners, an innovative and holistic concept for working with poetic texts in basic education, presented in an e-book, is to be developed, explored and integrated into teacher training via MOOC.

The project aims to develop various creative approaches such as

- Intergenerational approaches
- Digital storytelling
- Music- and art-based approaches
- Neuroandragogical approaches.

Teachers, trainers, course leaders and planners in adult basic education will benefit from the knowledge and material created by the project. Subsequently, learners in adult basic education programs such as newcomers, elderly people, second chance school attendees and migrants are to be reached by the poetry-pedagogical approach.

On a regional, national and systemic level, the project's general aim is to make a valuable contribution to the increase in literacy, to raise public awareness of the issue and to initiate a general change in attitudes towards the needs and resources of learners.

During the 31 months run of the project, the consortium will organise five transnational meetings of all partners, which will be hosted alternately in their countries and cities of location.

A short-termed Learning, Teaching and Training Activity bringing all partners together serves the purpose of sharing and further developing the participating teachers' expertise with regard to existing experience in poetry education work, in specific approaches or in working with specific target groups.

At the end of the project, every partner will hold a Multiplier Event in his respective country, reaching out to relevant regional, national or international stakeholders. The main intention is the initiation of a professional discourse of this innovative concept and to disseminate it, but also to broaden this innovative approach and transfer it into good practice.

We expect two high quality intellectual outputs: A MOOC for trainers and teachers and a poetry-pedagogical concept to be published in e-book for adult basic education practice, policy and research and interested professional audience. These two products will be developed in a participatory process by all partners. They contribute their existing expertise with regard to specific target groups or approaches in terms of content or

creativity, but also jointly develop new expertise and competences.

The project process will be designed in such a way that these multicultural, multinational, but also multidisciplinary competences will result in a participatory process that values diversity and leads to a new holistic, transcultural understanding and concept in andragogy. The e-book will be made available free of charge to all interested parties beyond the project period and contribute to the establishment of resource-oriented approaches in basic education for adults.

Another decisive factor is the intention to have the English e-book / concept translated into the three native languages of the participating organisations – German, Spanish and Greek. The ambiguity of meanings, from which poetry lives like no other literary genre, can be resolved differently in the respective mother tongues.

The partner consortium consists of five European organisations, whose cultural and professional diversity, specific fields of experience and methodologies open up a multi-perspectival space in which creative approaches in basic education can be introduced and jointly developed:

- Katholische Erwachsenenbildung Rheinland-Pfalz, Landesarbeitsgemeinschaft e.V. (Germany, project coordinator)
- das kollektiv, kritische bildungs-, beratungs- und kulturarbeit von und für migrant*innen (Austria)
- European Learning Centre (Spain)
- SYNTHESIS Center for Research and Education (Cyprus)
- Kalamata Second Chance School (Greece)

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

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

Project Title

Emerging Communities: Empowerment for social engagement, self-organization and development of local solutions

Project Coordinator

Organisation Verein zur Förderung innovativer Wohn- und Lebensformen e.V.
Address Rudolf-Breitscheid-Str. 164 , 14482 Potsdam , BRANDENBURG , DE
Website www.inwole.de

Project Information

Identifier 2020-1-DE02-KA204-007436
Start Date Dec 1, 2020
End Date May 31, 2023
EC Contribution 142,548 EUR
Partners ETHOS (DK) , Associazione di Promozione Sociale Italia che Cambia (IT) , Grupa za konceptualnu politiku (RS) , Open Cultural Center (ES) , imWandel e.V. (DE) , Enosi Politon Gia tin Diatirisi tis Neoteris Politismikis Klironomias D.T. Communitism (EL) , Ethos Humanitarian Association (EL)
Topics New innovative curricula/educational methods/development of training courses ; Civic engagement / responsible citizenship ; Social entrepreneurship / social innovation

Project Summary

The complexity of the global crisis becomes obvious in recent years through a variety of expressions in the social, political, economical and environmental field. Due to a global unsustainable lifestyle, there are growing social-economical inequalities, development of inhumane and undemocratic policies, climate changes, as well as underestimation of critical thinking, lack of appreciation for expertise and a general feeling of uncertainty and insecurity. There is a need to prevent such further developments and to promote a more sustainable lifestyle in every society. Such a comprehensive social challenge can be successfully mastered as a multidimensional task involving many actors and affecting simultaneously many different levels of our society.

Our main objective is to stimulate social engagement and active citizens participation in relation to diverse social, political, economical and environmental problems and to empower grass-root institutions (projects, initiatives, communities and networks), which can provide sustainable local solutions. We want to emphasize the importance of local cooperation, solidary models of self-organization and social innovation in meeting diverse challenges, but especially the relevance of expertise and solutions developed through them and their applicability in wider and diverse social contexts. In this way we intend to underline the relevance and importance of civil society and its grass-root organizations for the overall development of our societies.

Our project objectives are directly linked to our shared needs concerning improvement and development of knowledge, skills and capacities in relation to sustainable practices of self-organization, cooperation and commoning in the fields of citizens participation and decision making in social-political processes at the communal level, social housing and use of space, development of local solutions for social inclusion, welfare and self-employment, as well as innovative concepts tackling the growing social and environmental challenges. This transnational and multidimensional approach of our project enables a wider knowledge-transfer and exchange of good practice among participating organizations and empowers communities and many other relevant stakeholders at the local, regional, national and European level.

Our project brings together organizations from Germany, Greece, Italy, Spain, Denmark and Serbia that are active in the fields of adult education, social engagement, empowerment, social inclusion, housing and commoning. Participants profile includes staff and associates of the participating groups – professionals in the fields of adult education, education for sustainable development, social workers, counselors, trainers, project managers etc. Overall, our project consists of 5 activities facilitating the transfer of skills and knowledge and the exchange of best practices in the form of joint staff meetings.

Among the expected results are expansion of knowledge, improved understanding of the interrelationships of different concepts and approaches, and the relevance of social innovations. We expect appropriation of various didactic concepts, methods, skills and innovative ideas from other contexts. Increased motivation of participants is among the most important expected results, together with the development of long-lasting transnational cooperation.

At the local level, we expect this project to empower participating organizations and their local partners and reinforce local networking, increase the number of new initiatives, ideas and project proposals on behalf of our associations, but also from the wider community, i.e. willingness of various local stakeholders to participate in the development and implementation of diverse projects and other activities. At the regional and national level, we expect further networking between various stakeholders and dissemination of best practices among diverse multipliers, both individuals and associations. In the long-term we expect emergence or development of diverse initiatives, committees, advisory bodies etc., which are well suited for lobbying decision-makers and institutions.

In such a way our project could progressively supplement political reforms at regional and/or national level in the long term.

In relation to European cooperation, we expect our project to have a positive impact through dissemination of best practices, further development of international partnerships and inclusion of additional partner groups, development of new transnational project activities, as well as establishment of contacts with other relevant transnational networks.

Last but not least, we hope to influence the regeneration of community relations and the transformative processes of active citizens participation, social inclusion and cooperation through the development of knowledge and paradigms for sustainable social coexistence and cooperative designs.

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

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

Project Title

How to deal with the contact - contact regulations for separated parents in the European comparison

Project Coordinator

Organisation Systeme in Bewegung e.V.
Address Riedebachweg 29 , 21423 Winsen/ Luhe , NIEDERSACHSEN , DE
Website www.systemeinbewegung.de

Project Information

Identifier 2020-1-DE02-KA204-007392
Start Date Oct 1, 2020
End Date Sep 30, 2021
EC Contribution 32,500 EUR
Partners EDUCOMMART SIMIO SINANTISIS EKPEDEVISIS KE DIMIOURGIAS ASTIKI MI KERDOSKOPIKI ETERIA (EL) , OIKOS VoG (BE) , Akademie für politische Bildung und demokratiefördernde Maßnahmen (AT) , Academus, izobrazevanje in razvoj d.o.o. (SI) , Nabu Che (IT)
Topics Youth (Participation, Youth Work, Youth Policy) ; Social dialogue ; Health and wellbeing

Project Summary

The family is the smallest system in society, the starting point for democracy building and social change, and therefore deserves special support. In Germany, 49% of marriages are divorced, in Belgium 71%, in Europe 44% (<https://fowid.de/meldung/scheidungsquoten-deutschland-undwelt>). After separation or divorce, families are often faced with the problem of how underage children can stay in contact with their parents in a way that is both emotionally acceptable and suitable for everyday use. Family counsellors repeatedly come up against limits that are set by the highly conflictual relationship between the parents and the legal provisions. The victims are often the children, whose wishes and needs cannot be optimally met, as there is only a very limited selection of different contact models and support in Germany. In this project we compare contact models in Germany, Greece, Italy, Austria, Slovenia and Belgium in order to get new impulses for the counselling practice in case of separation and divorce and to be able to pass them on to decision makers. What are the legal regulations like in other parts of Europe and how can they be implemented in counselling practice? What works well about it, what can we learn from each other and do better to support Europe's children in the best interests of the child, even in difficult situations of separation? How can we make parents aware of their educational responsibility and help them to make appropriate decisions?

Many of the partner organisations have already experienced in previous projects how enriching and helpful European exchange can be for everyday counselling practice. The direct target group are thus the employees of the organisations, who through their work will carry the results both into their networks and into the indirect target group of parents and families. A written summary and a statement of position are planned as concrete results that can be disseminated to social workers, stakeholders and relevant politicians. Not only do individual organisations and their networks benefit from European exchange, but families can also realize that other people in Europe feel the same way as themselves, the feeling of European community grows. In previous projects in which the different organisations have worked, everyone had the impression that "Europe works best on a small scale" - the direct human contact, and where this is not possible, the knowledge that families resemble each other across Europe, leads to mutual understanding and sympathy across national borders, which today are threatening to harden again. Nowadays it is essential to look beyond one's own country in order to improve social work in a united Europe, to support families in crisis situations and thus to help children and young people.

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

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

Project Title

Hosting Empowerment

Project Coordinator

Organisation Visionautik e.V.
Address Görlitzer Str. 65 , 10997 Berlin , BERLIN , DE
Website <https://visionautik.de>

Project Information

Identifier 2020-1-DE02-KA204-007737
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 444,633 EUR
Partners BVLL - Cooperativa para o Desenvolvimento Sustentável, C.R.L. (PT) , Dr. Luiza Bengtsson, Ursel Biester GbR (DE) , PLENUM - GESELLSCHAFT FÜR GANZHEITLICH NACHHALTIGE ENTWICKLUNG GMBH (AT) , Rogers Személyközpontú Oktatásért Alapítvány (HU) , Art Monastery Italia (IT) , Legacy17 (SE)
Topics New innovative curricula/educational methods/development of training courses ; Access for disadvantaged ; EU Citizenship, EU awareness and Democracy

Project Summary

CONTEXT: New Active Citizenship in Europe

The role of active citizenship in Europe has undergone a change in the last few decades. Many citizens no longer feel attracted by established institutions like political parties, churches or charity organisations; representation by such organisations is seen as only one way of influencing events. Citizens want to directly participate. Therefore new demands have arisen, such as the need of support for individuals starting new initiatives or creating transformation processes. Governments, NGOs and groups of citizens need tools to facilitate approaches to tackle their own issues more effectively. Driven by this outlook, the seven partner organisations Art Monastery Italia (Italy), Plenum (Austria), Legacy17 (Sweden), Biovilla (Portugal), Rogers Foundation (Hungary) and Visionautik Akademie (Germany) work as "Transformation Academies" that empower and enable citizens to tackle the challenges they face.

OBJECTIVE: Empower citizens to shape society

In our experience one of the biggest obstacles to contributing to positive social change has shown to be the lack of confidence in individuals and groups that they are able to effectuate change. As they are the ones who are experiencing the brunt of the problems it is most impactful if the solutions come from them. Therefore our project focuses on empowering citizens to take action and improve their own circumstances. Empowerment is one of the three pillars of social innovation, alongside "meeting human needs" and "changing social relations".

PARTICIPANTS: With this project we will empower citizens in two target groups:

-We'll empower vulnerable people suffering from pressing problems like poverty, marginalization, stigma or exclusion. We will enable and encourage them to improve their situations and thus give power to one of our basic beliefs: "Everyone has the right to shape the world with joy and ease." We aim to reach 20.000 of these individuals (such as refugees, the ethnic minorities, unemployed or homeless, those with chronic illnesses or other disabilities) over the course of the project.

-We will also empower group leaders, facilitators and social innovators who are important drivers for change. Empowered leaders can do better work for the common good without burning out and are good inspirations and role models. We will provide them with empowering facilitation methods they can use in their work. We aim to reach 30.000 of these leaders over the course of the project. They, in turn, have the potential to impact many thousands more.

ACTIVITIES: Empowerment products for support

We will create five products that will be available for free to everyone and actively promote them to the above mentioned groups and to the general public:

1. Hosting Empowerment Guidebook will act as a resource and support to social workers, facilitators, teachers, and anyone who works with disadvantaged groups
2. App for empowerment with playful and experiential content
3. Self-empowerment workbook that can be self-paced or experienced in groups, available in nine languages
4. Toolbox for facilitators: a collection of 50 new empowerment methods added to an existing database on facilitation methods
5. Short film to inspire, uplift and empower

We will disseminate our approach and our empowering products with 10 events in our partners' countries. They

will each last one day and serve more than 300 facilitators or inspirational leaders in the field of lifelong learning.

METHODOLOGY

To carry out our project we use, amongst other procedures, the Human Centered Design Approach. This method allows us to carefully integrate the needs, wants and limitations of our target groups and make sure our products unfold their maximum potential to serve and empower the users.

IMPACT: The expected results of three years of empowering activities are:

- 100-200 facilitators and multipliers reach our database every day, about 10 of them per day actively make use of our empowerment toolbox
- At least 1500 people will be empowered through the app
- More than 9.000 people will benefit from the self-empowerment workbook, available online in 9 languages
- 10.000 viewers get inspired and encouraged by a short film
- More than 300 multipliers attend 10 empowering events where they acquire tools which they can use to empower approximately 4.000 people they work with

Altogether we expect more than 50.000 people to have heard about empowering methods and know what they can do to become more empowered, or where they can turn to find support. At least 4.000 of them have a self-perception as changemakers, follow a purpose, feel supported by their community and activate their potential for being active in tackling pressing problems.

The overall result of our project is empowered citizens who dare to tackle the pressing issues they perceive. The long term benefit will be a Europe full of active citizens shaping their own lives and surroundings.

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

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

Project Title

InMedia

Project Coordinator

Organisation Offener Kanal Magdeburg e.V.
Address Olvenstedter Straße 10 , 39108 Magdeburg , SACHSEN-ANHALT , DE
Website www.ok-magdeburg.de

Project Information

Identifier 2020-1-DE02-KA204-007385
Start Date Dec 1, 2020
End Date May 31, 2023
EC Contribution 127,055 EUR
Partners UNIVERSITATEA LUCIAN BLAGA DIN SIBIU (RO) , Stowarzyszenie FILMFORUM (PL) , Teleduca. Educació i Comunicació SCP (ES) , Fédération de l'audiovisuel participatif (FR) , UNIVERSIDAD DE SANTIAGO DE COMPOSTELA (ES)
Topics Access for disadvantaged

Project Summary

The aim of the project is to develop a strategy for the implementation of active media work by and for people who are affected by social exclusion. The prerequisite for this is a comprehensive educational process for those who work in participatory media.

The project is scheduled to last 30 months and 6 partners will take part. Teleduca in Barcelona, the Fédération de l'audiovisuel participatif with around 40 members in France and the Open Channel in Magdeburg belong to the so-called community media sector; the Filmforum in Warsaw is a participatory media project center.

“Community media” as a form of civil society media create publicity for people and their concerns and thus serve the participation of individuals and social groups. In 2008 and 2009, the EU Parliament and the Council of Ministers declared community media to be an important part of a democratic media system and challenged the member states to ensure that they were strengthened.

Two universities are also involved: the University of Santiago de Compostella is researching communication in socially unequal communities with the project CIDACOM and the University of Sibiu is represented with the Department of Social Sciences / Journalism and here especially with the focus on “social journalism”. Teleduca, the USC, the Fédération and The Open Channel were already active in the strategic partnership “Media Fellow” - new in the partnership are the Filmforum and the University of Sibiu.

A total of 78 employees from the partner organizations take part in a total of six project meetings and four 5-day learning activities. Together, they develop and test further training courses for media educators that aim to strengthen and expand their skills. The main goal is the exchange and development of tools and methods aimed at a stronger and sustainable opening of the institutions involved to social groups affected by exclusion (intercultural opening). As an indirect target group of the project, they should use media for their own interests and become subjects of reporting. For the project, this means an exchange on the following points: What influence do the media have on exclusion or inclusion processes in the individual partner countries? This is associated with the reflection of your own requirements and your own work: where are the barriers and obstacles? The aim is to develop awareness of mechanisms of exclusion and discrimination in the media and to develop a closer relationship with local communities affected by exclusion. The aim is to develop and strengthen competencies in the area of inclusive media education: exchange about methods of media competence transfer in media work with marginalized, vulnerable groups.

Since all partners involved come from the media sector, extensive public relations work is planned for the project. In addition to a project website, audiovisual training material is also being created, which will be disseminated through the partner's specific channels and can be used by the partner's networks at local, national and European level as well as by any other interested public.

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

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

Project Title

AI Curriculum - AI in Adult Education

Project Coordinator

Organisation Studio2B GmbH
Address Ringbahnstraße 34 , 12099 Berlin , BERLIN , DE
Website www.studio2b.de

Project Information

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

Project Summary

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

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

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

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

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

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

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

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

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

Project Title

OPEN CITY

Project Coordinator

Organisation Zentrum für interkulturelle Bildung und Arbeit
Address Kurt-Fischer-Str. 27a , 22926 Ahrensburg , SCHLESWIG-HOLSTEIN , DE
Website www.zibev.de

Project Information

Identifier 2020-1-DE02-KA204-007638
Start Date Nov 2, 2020
End Date Nov 1, 2022
EC Contribution 197,891 EUR
Partners SDRUZHENIE VT EVENTS (BG) , Project School (IT) , RADOSAS IDEJAS (LV) , LAOGRAFIKI ETAIREIA VARNAVA (EL)
Topics Inclusion - equity ; Social entrepreneurship / social innovation ; Creativity and culture

Project Summary

According to the most recent Eurostat data on the topic (2018), millions of Europeans are still on the side-lines, both from the labour market and from social inclusion and integration. In particular, in the EU, only 11.1 % of adults participate in lifelong learning opportunities, thus resulting not up to the height of the current labour market demands or not able to up-skill and give themselves another professional chance. Starting from this assumption, OPEN CITY aims to make learning and capacity building opportunities available to fragile and disadvantaged groups in the project countries (Bulgaria, Germany, Greece, Italy and Latvia), supporting the promotion and implementation of innovative and creative elements linked to creativity and self-expression into learning paths for unemployed people - to which formal academic opportunities are often precluded.

In particular, OPEN CITY, wants to re-establish interactions and cooperation between adult unemployed (with previous work experience in social field, or looking for job opportunities in social field), local artists and social innovators, putting values and commons back to the center of human interactions between neighbours. It will do so by enhancing values, skills and social cohesion potential of specific street in disadvantaged districts of selected European cities leveraging upon art expressions and collaborative practices between citizens. In parallel, citizens will also be empowered in terms of artistic attitude, social activism and communication skills and competences, thus improving their employability. In this way, OPEN CITY will build a collective trust between inhabitants; empower them to acquire social and civic competences; and support the creation of sustainable welfare systems on micro-scales - i.e. a block of flats, a street, a specific area of a selected neighbourhood.

The main participants in the project will be 100 adult unemployed over 30 years old (20 per each target city), who will be involved in a capacity-building programme aimed to increase their knowledge and skills for an enhanced participation in society and employability, via artistic and social-related activities, that respond to the needs and necessities of their territory. They will be supported by a heterogeneous network of: local artists, social innovators/entrepreneurs, project partners, local authorities.

The project will produce the following activities and results:

- 5 new city maps, based on local districts needs' assessments, obtained through a data collection process mixing field visits, interviews and the organisation of 10 participatory workshops
- A Capacity Building program involving at least 100 adult unemployed aged over 30 years old (20 per country) as trainees, and also including two International Academies
- Specific pilot activities in all target cities. These will be socially engaged and creative art interventions which take the shape of site-specific services , which will blend together unoccupied but possibly aggregative spaces, with activities and professions that have the potential to bring people together and engage them socially.
- A Project Toolkit summing up the most important OPEN CITY outputs and activities.
- OPEN CITY Digital Platform, joining together different materials and functions and ready to be used by other adult education providers for replicating the project's methodology and actions.

OPEN CITY designs a school where 'students' work together with communities, using physical spaces that are considered inaccessible for public re-creative purposes. OPEN CITY believes in re-creative use and transformation of citizens' skills and physical spaces. This is for us a bridge between creativity and society, by strengthening the interaction between the cultural heritage sector and other sectors.

The main impact OPEN CITY wants to achieve is to give second chances to unemployed people, accompanying them to gain and express those skills which are necessary to fulfill the needs of the territory they reside in. The project asserts that exchange of knowledge and experience are mutual via creative interventions and socially innovative service - and will demonstrate that people from difficult backgrounds are well capable of bringing an

added value to the society, if well guided. Its overall outcome, thus, is intended as a concrete result with multiple positive side-effects for the territory to be acquainted in the short, medium and long term (see next section for indicators).

In the longer term, OPEN CITY foresees the creation and spread of a dedicated label among those realities that are touched by the project and its inspiring activities. As such, the label will put in touch communities which are geographically far from each other, but connected by the strong linkage of common experiences and shared values - above all, the necessity of integrative policies for marginalised people and power of alternative inclusive measures to this extent.

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

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

Project Title

Online Learning Platform against online Hate

Project Coordinator

Organisation Bund für Soziale Verteidigung e.V.
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Website <https://soziale-verteidigung.de>

Project Information

Identifier 2020-1-DE02-KA204-007552
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 382,927.5 EUR
Partners KUCA LJUDSKIH PRAVA ZAGREB UDRUGE (HR) , UNIVERSITA DEGLI STUDI DI FIRENZE (IT) , DIGITALNA INTELIGENCIA (SK)
Topics Civic engagement / responsible citizenship ; EU Citizenship, EU awareness and Democracy ; New innovative curricula/educational methods/development of training courses

Project Summary

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

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

Civil courage could be a key factor:

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

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

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

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

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

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

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

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

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

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

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

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

Project Title

Networking of European Education Initiatives Dedicated to Global Sustainability

Project Coordinator

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Project Information

Identifier 2020-1-DE02-KA204-007659
Start Date Sep 1, 2020
End Date Jun 30, 2022
EC Contribution 84,565 EUR
Partners Balkanska Agenciya za Ustoychivo Razvitie (BG) , Stichting SBI - Earth Charter Nederland (NL) , Fundatia All Together (RO) , Associação Portuguesa de Educação Ambiental (PT) , Green Cross Sweden (SE) , Asociación Avalon Project (ES)
Topics Intercultural/intergenerational education and (lifelong)learning ; Ethics, religion and philosophy (incl. Inter-religious dialogue) ; New innovative curricula/educational methods/development of training courses

Project Summary

Background

Current global developments and crisis are creating an atmosphere of insecurity and uncertainty within the European society. We know from work experience that the Earth Charter (EC), an international and UNESCO recognized declaration of fundamental ethical principles for global sustainable development, provides motivating and solution-oriented approaches at various levels to deal with this growing insecurity. The EC educational work enables different perspectives on the world and its global challenges. It offers practical options for action and provides answers to the above mentioned insecurities and opens rooms for a conscious change in thinking and behavior towards global sustainability.

In 2020 the Earth Charter turns 20 and so does the information and education work based on the Earth Charter. Around the globe education institutions and professionals felt inspired by the holistic and positive vision of a peaceful, solidary and sustainable world and embedded it into their practices in many different ways to address ESD and global learning.

Objectives

NEEDS aims to link seven European institutions working with the Earth Charter in adult education. We want to exchange on examples of our ESD concepts, which we have established in the last two decades and successfully applied within our countries. Beside the exchange on practical ESD concepts and evaluation on how to implement newly learned in our organization work, we want to address questions such as: How do we best address and transport the inherent ethics in our ESD work? What is the best way to share the strengthening and motivating vision of the Earth Charter to adults? How can we adapt our education concepts to changing global and European challenges as well as digital and societal developments now and in future?

Activities

To meet those objectives we plan to run three short 3-day trainings in (1) Germany, (2) The Netherlands, and (3) Portugal to which all partners will send two ESD practitioners from their organization for participation (total number of trained educators will be 14), whereas the host organizations will involve their local volunteers active in EC education and campaigning. The training events will be on (1) the background, history and ethics of the EC and how to use this to train multipliers, (2) on the visionary potential of the EC and how to practically use it for the implementation of the SDGs, and (3) on concrete ESD and global learning formats with the EC and communication techniques.

To successfully link the partners, monitor the progress of the project and implementation of results within our organizations as well as for a joint round up, there will be three transnational meetings in Romania, Bulgaria and Sweden to which each partner organization will send one national coordinator.

Results, impacts and long term benefits

Since each partner organization has build unique expertise in successful ESD methods, participating organizations will build a strong network rich in experience and educators will exchange on a diverse portfolio of best practice concepts. The latter will be enabled to incorporate the learned into their own professional educational activities as well as to train other interested educators or volunteers within partner organizations or outside in community councils, cultural or educational centers, even universities. By networking transnationally the partner organizations will become more visible at national, European and international level, particularly within the ESD and global learning community.

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

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

Project Title

Green Routes - Learning about sustainable trends in European cities

Project Coordinator

Organisation COMPARATIVE RESEARCH NETWORK EV
Address BELZIGER STRASSE 60 , 10823 BERLIN , BERLIN , DE
Website www.cmonline.de

Project Information

Identifier 2020-1-DE02-KA204-007652
Start Date Sep 1, 2020
End Date Mar 31, 2023
EC Contribution 328,210 EUR
Partners Interacting UK Limited (UK) , EURO-NET (IT) , PANEPISTIMIO THESSALIAS (EL) , IZMIR KATIP CELEBI UNIVERSITESI (TR) , Euro-Idea Fundacja Społeczno-Kulturalna (PL)
Topics Environment and climate change ; ICT - new technologies - digital competences

Project Summary

The main goal of Green Routes is to create a toolkit to promote sustainable solutions and trends in urban areas. The toolkit will be created through the three intellectual outputs and the training methodology. The Promenade theatre and storytelling Input Training will produce scenarios for both live and virtual AR educational tours on topics connected to sustainability.

The scenarios can be used by educators to perform the tours - the training plans will be documented in a paper guide book. The virtual tours can be experienced through an AR app, which will interplay as well with the guide book. All products and educational guidelines, plus the practices and experiences gathered in the training will be stored in the Green Routes Online Tour and Learning Hub, a one-stop-shop for any educator, individual or entrepreneur interested in green education in the chosen cities.

Green Routes is following the approach of educational tours. The method using journeys (trips) with the educational purpose has been established in pedagogical science a long time ago. However, the common approach to the concept „educational tourism” is still not established in Europe. Also, the problem of how to make the optimum use of the method in order to build the professional competence of learner is present, and the topic is scarcely reflected in the pedagogical literature. The concept of „educational tourism” is relatively new, so it has to be defined, its content should be outlined, and the classification structure should be specified by developing criteria for its efficient use in the training of adults in line with the needs of the labour market, especially keeping in mind the aim of sustainable recovery after the COVID19 crisis, as outlined by the European Commission.

Specifically adult education is a driver in the interconnections of the three dimensions of sustainable development (economic, social and environmental) and can contribute to the UN's 2030 Agenda. There is a real need for education for sustainable development, and especially non-formal education has a very high impact. Green Routes is addressing this gap by providing and innovative, digital tool kit for an important topic which will be at the core of the EU in the upcoming years as we address the priority on working on environmental and climate goals with inclusive green education.

The project activities are imagined to generate a big impact in terms of new skills acquisition, knowledges and experiences in the branch of promotion and valorisation of environmental education. The project participants will acquire a wider perspective about methodologies applied to sustainable solution on a European level. The impact will be monitored and steered through the described evaluation tools and measures.

We expect all participants of the project to be conscious about being more sustainable as a community, organizations and individuals. We expect them to be ready to share their new knowledge, to teach and encourage others and to get involved.

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

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

Project Title

Adult Basic Education Digital Literacy

Project Coordinator

Organisation Niedersächsischer Bund für freie Erwachsenenbildung e.V.
Address Bödekerstraße 18 , 30161 Hannover , NIEDERSACHSEN , DE
Website www.nbeb.de

Project Information

Identifier 2020-1-DE02-KA204-007706
Start Date Nov 1, 2020
End Date Oct 31, 2022
EC Contribution 299,947 EUR
Partners Valo-valmennusyhdistys ry (FI) , Skola za osnovno obrazovanje odraslih (RS) , LJUDSKA UNIVERZA ORMOZ (SI) , Pucko otvoreno uciliste Andragog (HR) , ABF Göteborg Vuxenutbildning AB (SE) , NATIONAL ADULT LITERACY AGENCY (IE)
Topics ICT - new technologies - digital competences ; Pedagogy and didactics ; Key Competences (incl. mathematics and literacy) - basic skills

Project Summary

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

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

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

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

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

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

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

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

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

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

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

world.

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

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

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

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

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

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

Project Title

Moving Memories. Creative Drives for a Changing Europe

Project Coordinator

Organisation weltgewandt. Institut für interkulturelle politische Bildung e.V.
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Website www.weltgewandt-ev.de

Project Information

Identifier 2020-1-DE02-KA204-007736
Start Date Dec 1, 2020
End Date Nov 30, 2022
EC Contribution 192,326 EUR
Partners Helinä Rautavaaran etnografisen museon säätiö (FI) , Akademia Humanistyczno-Ekonomiczna w Lodzi (PL) , ACTION SYNERGY SA (EL) , UDRUJENIJE GRAGDANA DAH TEATAR - CENTAR ZA POZORISHNA ISTRAJIVANJA (RS) , ASOCIACION MALAGUENA DE EDUCACION Y FORMACION EUROPEA (A.M.E.F.E.) (ES)
Topics New innovative curricula/educational methods/development of training courses ; EU Citizenship, EU awareness and Democracy

Project Summary

The history of Europe is full of breaks and new beginnings. New orders have emerged from crises and wars. People were required to understand what was going on and to find solutions. The European peace project is a response to history and its destructions in the 20th century. By active remembering, reconciliation has more and more been made possible and relations between people of the various European countries are surprisingly resilient, even in the current crises. Nevertheless, nationalist ideas are gaining influence, Euro-scepticism is spreading and a need for stability is being articulated, which goes along with stereotypes, exclusion and group-focused hostility. It becomes clear that history can be used politically and that the conscious or unconscious reference to history shapes the self-perception as a citizen of a society. By exchanging on the past, attitudes, values and interpretations of the present are 'negotiated', belonging is established and a mental framework of the future outlined. The critical, differentiating historical discourse is therefore not a luxury, but essential for the democracy development within societies.

The project brings together museum educators, trainers, teachers, theatre makers, and scientists from six countries who aim to promote such exchanges across Europe. For this purpose they are developing a self-training curriculum primarily for adult educators in seven languages. Their contributions focus on profound society changes (transformations) and how they are discussed in the present. A discursive approach is deliberately chosen to counteract the impression that history is "objective" and only one interpretation is permissible. In learning and training activities, the partners exchange on the contributions and test corresponding didactic suggestions that are intended to focus even on moving aspects of history and to foster creative drives for dealing with current challenges. The results will be presented to a broad public at a symposium in Berlin at the project's end and at local multiplying events organised by the project partners.

Ongoing monitoring and evaluation activities ensure the high quality of the project and its results. The edu-kit contributes to increasing the quality of adult education offers, to taking up more society's transformations and their learning opportunities for the present and to making European dimensions of historical events more self-evident.

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

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

Project Title

Urban Farming and Entrepreneurship for Adults

Project Coordinator

Organisation Association for Vertical Farming e.V.
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Website www.vertical-farming.net

Project Information

Identifier 2020-1-DE02-KA204-007721
Start Date Nov 1, 2020
End Date Oct 31, 2022
EC Contribution 278,475 EUR
Partners SYMPLEXIS (EL) , SKYBRIDGE PARTNERS OUTSOURCING SERVICES I.K.E. (EL) , FONDAZIONE HALLGARTEN-FRANCHETTI CENTRO STUDI VILLA MONTESCA (IT) , CSI CENTER FOR SOCIAL INNOVATION LTD (CY) , BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH (AT) , BK Consult GbR (DE)
Topics Environment and climate change ; New innovative curricula/educational methods/development of training courses ; Civic engagement / responsible citizenship

Project Summary

Overurbanization has led to a considerable pressure on establishing an ecological harmonization in the relationship between natural environment and human beings. Against this background, the benefits and the positive impact from urban farming are numerous. Organic and vertical farming in and around cities can boost social, economic and environmental sustainability. Among others, urban farming contributes to the mitigation of the climate change implications, allows consumers produce local food and curbs at a significant level air pollution in big urban areas. Urban farming is also a unique opportunity for engaging city dwellers in active community participation and establishing community-based initiatives. Having in mind that urban farming requires little initial investment and installations, it can also encourage individuals in developing their small-scale businesses either from their balconies, small gardens, rooftops or even in community gardens and public parks. Further to that, the financial crisis in the EU had a severe impact on the public and private investment of training programs. The number of low-skilled adults and those excluded from lifelong learning has been increased over the past years (European Association of Region and Local Authorities for Lifelong Learning). To this end, uRBFARM project is suggesting a training program which combines face-to-face and on-line learning in urban farming and entrepreneurship skills tailored to low-skilled adults' capacities, potential and needs.

uRBFARM is an innovative blended-learning program which aims to:

- Teach adults green skills, entrepreneurship and food literacy
- Enhance active participation and community-building in urban areas
- Boost-up the number of people in adult education and build awareness on Erasmus+ lifelong learning opportunities
- Develop innovative adult education opportunities (i.e. blended learning) and encourage widespread implementation
- Increase e-learning/on-line literacy among adults
- Trigger more environment-friendly individual lifestyle and behaviours
- Deploy Erasmus+ to foster and cultivate a common European value among citizens

uRBFARM target groups are:

- Low skilled adult learners interested in urban farming, green skills and entrepreneurship
- Unemployed individuals
- Senior citizens
- VET & adult education providers
- General public

The main results of the uRBFARM program are:

- A blended-learning program for low-skilled adult learners
- A program with four core training modules in a) organic farming, b) vertical farming, c) entrepreneurship skills and d) community-based initiatives
- Labs for sustainability skills
- uRBFARM Massive and Open Online Course (MOOC)
- 1 info day for each partner
- A multi-lingual toolkit explaining country particularities, characteristics and challenges in urban setting

The partnership has put in place a concise project and management plan in order to ensure the smooth execution of the project (such as quality assurance, budget control, management, risks mitigation, partners responsibilities) for its 24-month duration. The training program will be developed according to the three intellectual outputs. In the

meanwhile, three transnational meetings are foreseen to take place (kick-off meeting in Germany, 2nd project meeting in Austria and 3rd meeting in Italy) while online permanent communication among all partners will run throughout the lifespan of the project. Among the other dissemination and exploitation strategies, one-day info days will be projected in each partner city. In addition to that, key stakeholders will be involved and contribute to supporting the project partners to establish an inclusive and novel training program.

Impact on the participants:

- Equip EU citizens with urban farming and green skills
- Empower low-skilled adult learners with entrepreneurship skills
- Engage individuals in community-based actions and initiatives
- Enhance blended learning for adult learners

Impact on the partner countries:

- Broaden knowledge and build awareness on sustainable urban farming practices
- Extend European network
- Build synergies and collaboration at local, national and EU level
- Build staff capacities in adult education and blended learning
- Motivate partners to undertake/join similar projects

In terms of long-term impact, we expect to have contributed to engage more and more city dwellers in actions which can lead to positive effects on environment and create a generation of low-skilled adults who pursue education no matter of age or level of education. Further to that, by implementing similar projects, EU citizens become more acknowledged about EU values and the common community they belong to.

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

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

Project Title

Power, Peace, Poetry. Women's Perspectives on Society's Divisions

Project Coordinator

Organisation weltgewandt. Institut für interkulturelle politische Bildung e.V.
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Website www.weltgewandt-ev.de

Project Information

Identifier 2020-1-DE02-KA204-007738
Start Date Dec 1, 2020
End Date Nov 30, 2022
EC Contribution 84,385 EUR
Partners Stowarzyszenie Animowania Aktywnosci Lokalnej (PL) , Stowarzyszenie Biuro Obsługi Ruchu Inicjatyw Społecznych BORIS (PL) , Kildare and Wicklow Education and Training Board (IE) , OÜ Innowise (EE) , HORS PISTES (FR)
Topics Civic engagement / responsible citizenship ; EU Citizenship, EU awareness and Democracy ; Gender equality / equal opportunities

Project Summary

Europe is in a time of profound transformation. As a consequence, divisions in society are growing, including stereotyping and criticism of minorities or those who are perceived being different. Women's rights and the advances towards gender equality are under threat. Adult educators and staff of educational organisations need to be proactive and to respond appropriately when these issues arise both in the physical and online learning and environment and in learning materials. This applies to certain contents, but also to the handling of situations in which, for example, feelings of uncertainty or powerlessness may arise.

This project aims to improve this situation by supporting and enhancing educational practice that explores gender equality in a clear, peaceful, and democracy-sensitive manner. This will be achieved in two ways:

By empowering women and men to explore and express their perspectives, perceptions, questions, and hopes resulting in a series of stories that can be widely used.

By developing a Guide to Making the Case for Gender Equality.

The stories and guide will be developed during two 5 day exchanges of good practice, designed to enhance educators' skills in working with disadvantaged learners in the area of civic education. Direct online and offline activities will bring learners from partner organisations in five European countries together to test the educators' methods, and increase their skills and knowledge in civic education, critical thinking, and intercultural dialogue. They will also experience what is possible through participating in a European project and build relationships that will endure beyond the project. All outcomes will be documented on the project's website, thus widely accessible.

Ongoing monitoring and evaluation activities will ensure high-quality results. It is expected that the non-formal methods will be applied in the participating institutions and beyond at the local and regional levels and in the case of some institutions at national and international levels. It is also expected that the Making the Case for Gender Equality Guide will attract broad interest. Educators and project managers will increase their European networks. Learners will be confident in participating in community and public discourse on this issue. They will be motivated to engage in the struggle for gender equality, democracy, and human rights even in times of crisis.

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

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

Project Title

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

Project Coordinator

Organisation CULTURE GOES EUROPE (CGE)- SOZIOKULTURELLE INITIATIVE ERFURT EV
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Website www.cge-erfurt.org

Project Information

Identifier 2020-1-DE02-KA204-007554
Start Date Oct 1, 2020
End Date Mar 31, 2023
EC Contribution 284,163 EUR
Partners AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDFSI ANONYMI ETAIREIA (EL) , DRAMBLYS (ES) , IWM Gesellschaft für internationale Wirtschaftsförderung und Management mbH (DE) , A & A Emphasys Interactive Solutions Ltd (CY) , Spectrum Research Centre CLG (IE) , ASSERTED KNOWLEDGE OMORRYTHMOS ETAIREIA (EL)
Topics ICT - new technologies - digital competences ; Migrants' issues ; Social entrepreneurship / social innovation

Project Summary

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

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

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

The project promotes 3 main priorities:

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

Two are the main target groups:

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

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

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

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

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

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

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

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

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

Project Title

People, Places and Stories

Project Coordinator

Organisation LANDKREIS KASSEL
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Website www.landkreiskassel.de

Project Information

Identifier 2020-1-DE02-KA204-007698
Start Date Nov 2, 2020
End Date Nov 1, 2022
EC Contribution 255,559 EUR
Partners PLATform Opleiding, Onderwijs en Organisatie BV (PLATO) (NL) , FEDERATION FOR EUROPEAN STORYTELLING (BE) , UNIVERSITA DEL SALENTO (IT) , SMART REVOLUTION SRL (IT) , Association des Centres culturels de rencontre (FR) , UNIVERSITY COLLEGE LONDON (UK) , BLENDED LEARNING INSTITUTIONS COOPERATIVE (DE)
Topics New innovative curricula/educational methods/development of training courses ; Recognition (non-formal and informal learning/credits) ; Civic engagement / responsible citizenship

Project Summary

Social sustainability in present multicultural Europe is a challenge. Mutual understanding, communication & cooperation between (ethnic) groups, participation, equal opportunities and feelings of unsafety are issues in many societies, stirred up in recent years by migration & refugee peaks and terrorism. Inclusion, sense of belonging, identity building are the result of meaning and value making processes of individuals and groups trying to relate to their environment. Heritage and heritage identification processes play a crucial role in this. They can be used to revive nationalistic narratives and to sustain barriers by focussing on its traditional, ethnic, territorial elements or it can be used to revive inclusive narratives and to build bridges by focussing on participation & contemporary meaning making processes of all people feeling related to the heritage. The latter is the core of this project.

The 2018 European Year of Cultural Heritage established a societal cross-sectorial cooperation to increase the awareness of the crucial role of culture and heritage for social inclusion and European cohesion. Heritage (cultural, natural, tangible and intangible) is put forward as a vehicle for addressing social challenges and as an ideal ground for sustainability-development. In this view cultural heritage is not seen as a 'valuable relict of the past', it does not only relate to our cultural and historic roots but it also relates to present habits and to our value frameworks, as a group of resources which people identify as an expression of their constantly evolving values, beliefs, knowledge and traditions.

The FARO Convention Action Plan (Council of Europe, 2018) emphasises the new roles of cultural heritage in society: to reinforce a sense of belonging to a common European social & cultural space, to integrate heritage into social, environmental & economic processes, to develop heritage as a rich & meaningful interdisciplinary learning environment. All these roles crystallise in one of the key concepts of the Convention: heritage communities. "Heritage communities are self-organised, self-managed groups of individuals who are interested in progressive social transformation of relationships between peoples, places and stories, with an inclusive approach based on an enhanced definition of heritage." They are the ideal context to develop key competences such as cultural awareness, civic competences and learning to learn.

Therefore the People, Places and Stories (PPS) project focuses on the capacity building of heritage communities as a socio-cultural space for creativity, learning, participation & inclusion. The project wants to raise the civil society capacity to exploit heritage as an environment and resource for sustainable development. PPS will analyse what competences are needed for heritage community capacity building and develop a training curriculum for the stakeholders involved in order to improve the number, quality and impact of these communities on society as foreseen in FARO. The project targets heritage professionals, community mediators, participatory planning facilitators, adult educators, policy makers, citizens and communities.

Outputs will be: a good practice overview, a set of competences to implement FARO for stakeholders at grassroots level, Continuous Professional Development (CPD) modules in a blended learning modality for the target groups, competence validation at the level of the facilitators, a CPD blended learning course, a heritage community-based (competence oriented) learning model, an open badges system to validate the learning of the participants (community members).

Thanks to PPS heritage professionals/facilitators and policy makers will be better prepared to encourage and support an integrated & participatory approach to cultural heritage, adult educators will gain deep understanding of the competence-oriented training and validation potential in heritage settings and will be better prepared to exploit cultural heritage assets as a rich learning environment for competence oriented place-based learning, citizens and participants will gain personal and social competences for a successful engagement in socio-cultural processes.

The heritage sector is still stuck in CPD approaches aiming at safeguarding, protecting and presenting heritage. For the first time CPD will focus on the implementation of the new concepts and roles of heritage as in Faro. Its key concept: 'heritage communities', encompasses a rich bundle of learning opportunities and a great potential to address socio-cultural issues. Peoples, Places and Stories combines this with an innovative CPD approach focusing on competence-oriented training offers, blended learning and validation of non-formal learning, using a state of the art approach & online suite of instruments.

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

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

Project Title

Health Competences for NEET's

Project Coordinator

Organisation TIBOR Gesellschaft für Bildung, Beratung und Vermittlung mbH
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Project Information

Identifier 2020-1-DE02-KA204-007544
Start Date Nov 1, 2020
End Date Dec 31, 2022
EC Contribution 83,149 EUR
Partners INTERNATIONAL CONSULTING AND MOBILITY AGENCY SOCIEDAD DE RESPONSABILIDAD LIMITADA (ES) , Hellenic Social Supporting Association (EL)
Topics Access for disadvantaged ; Health and wellbeing

Project Summary

Context of the project:

With the project HeCoN we intend to increase the health awareness and the health competences of NEET's in Europe. To achieve this objective, we would like to set up transnational partner meetings among three European countries who work with the group of NEET's in different contexts. All partners have an already existing pedagogical knowledge of coaching NEETs in case work or group activities. With the project HeCoN we would like to discuss issues, gain shared values, developed Tools for professionals to work with NEET's on their health competences and thus support NEET's.

Objectives of the project:

The project aims to develop two innovative intellectual outputs for professionals (e.g. trainers, social workers, adult educators) who work with NEETs in different contexts. It serves to ensure that the direct target group intensively deals with influencing factors for maintaining health in training sessions and thus evokes health awareness in order to develop their own health literacy of NEET's in the long term.

The intellectual outputs (IOs) contain a collection of theoretical input and application-related methods for acquiring health skills. The (IOs) are divided into three different focal points, which should be worked out by each partner organizations and then will be discussed and supplemented together, always fed from the experience and current knowledge of the partners. The following topics are planned:

- 1) Nutrition
- 2) Physical Activities
- 3) Mindfulness.

Number and profile of participants:

After the development of each module referring to a specific health competence for NEET's, the generated input and methods of the Tool-Box will be tested on the indirect target group of NEET's in workshops by each partner. Throughout that, the project addresses 72 participants.

Description of activities:

- exchange of different situations of NEET's in each country
- exchange of different approaches to health
- elaboration of inputs and methods for trainings for NEET's
- testing trainings with NEET's
- implementing a Tool-Box for trainers to educate NEET's
- implementing a digital Tool-Box as virtual platform.

Methodology to be used in carrying out the project:

All partners set up two Intellectual Outputs as a guideline of "how to make NEET's aware of their own health situation" and to "educate and support NEET's". Within the project we do not only focus on the physical side of health competences, because this is mostly an issue for medicals and doctors if we are talking about severe physical health. Hence, the psychosocial context is taken into higher consideration as well as the mind-set of NEET's.

Short description of the results and impact envisaged:

We would like to set up an innovative topic as a chance to rise the competences of NEET's and impart methods/tools to stay in good health or to become healthier, even if other conditions (like a lack of job vacancies, less qualification...) of being NEET won't be changeable easily.

All organizations are working on different projects in adult education and different European projects. All of us face the similar topics in our daily work. To improve our own knowledge with the knowledge of other EU Member states, facing the same issues, we would like to start carrying out this topic transnationally. There are NEET's in every European Country. Only the highness of the rates differs. Nevertheless, the social and vocational exclusion is the same in general. We would like to point out similarities as well as differences and work on a common strategy for supporting NEET's in general and in their health well-being in special. With the project HeCoN we would like to discuss issues, gain shared values, train professionals such as social workers, trainers etc. and thus support NEET's.

Potential longer term benefits:

At an individual level, the project serves to promote health awareness and gain skills for maintaining physical and mental health in the direct and indirect target group.

The project results and the IO can help to have a common basis on health awareness at the group of NEET's and improve skills and competences of staff in adult education and the health literacy of all employees.

The developed tool box for health literacy is also disseminated at local and regional level through the involvement of stakeholders who work with NEET's, e.g. other adult education centres, NGO's, public health offices, health insurances, Jobcentres and so on.

Due to the impacts of the project, the establishment of a network of health literacy for NEET's can begin. If applicable, the impacts can be expanded in follow-up projects.

In a next step, the results obtained can be viewed and, if necessary, also checked for applications in other areas or an adaptation of the developed Intellectual Outputs of health literacy for other target groups.

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

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

Project Title

CREATE2Evaluate

Project Coordinator

Organisation Niedersächsischer Bund für freie Erwachsenenbildung e.V.
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Website www.nbeb.de

Project Information

Identifier 2020-1-DE02-KA204-007488
Start Date Nov 1, 2020
End Date Oct 31, 2022
EC Contribution 299,177 EUR
Partners INTERNET WEB SOLUTIONS SL (ES) , Inspectoratul Scolar Judetean Neamt (RO) , IDP SAS DI GIANCARLO COSTANTINO (ITALIAN DEVELOPMENT PARTNERS) (IT) , CASE - CENTRUM ANALIZ SPOLECZNO- EKONOMICZNYCH- FUNDACJA NAUKOWA (PL) , COMUNE DI PESCARA (IT) , NATIONAL UNIVERSITY OF IRELAND MAYNOOTH (IE) , INSTITUT DE HAUTE FORMATION AUX POLITIQUES COMMUNAUTAIRES (BE)
Topics Reaching the policy level/dialogue with decision makers ; Quality Improvement Institutions and/or methods (incl. school development)

Project Summary

Evaluation and Valorisation are crucial steps in creating viable strategies with long-term benefits. Yet many AE policies on the local and regional levels are not systematically evaluated. This is partly due to policy makers lacking the appropriate tools . CREATE 2 EVALUATE addresses this gap by designing a set of useful tools and templates to help AE policy makers and agents active in the AE policy processes evaluate existing strategies, draw actionable conclusions and design better strategies in the future. Far from asking policy makers to justify their work it will help them structure their internal work processes more efficiently as well as improve the quality of resulting programmes. To make the new tools available the consortium, consisting of eight partners from seven countries, will adjust the platform designed for the preceding project CREATE to meet the new requirements.

CREATE 2 Evaluate is indeed a follow-up of 'Competitive Regions and Employability of Adults through Education' (CREATE) which ran from 2017 to 2019. This project aimed and still aims to enhance performance and efficiency in adult education by addressing the gap between EU/national strategies and local/regional implementation as well as the challenge of formulating appropriate AE policy. The goal is to enable policy makers to better coordinate and plan policy, share experiences and enhance inter-regional and cross-border cooperation. To that aim the CREATE consortium created an open resource Toolbox containing useful tools, best practice cases as well as networks for relevant stages of the policy cycle. In collecting tools for the Toolbox it became clear that tools were sorely lacking in one crucial area: evaluation. The original set of tools plus the ones yet to be designed can be found via: <http://www.projectcreate.eu/> .

In addition to creating the evaluation tools, CREATE 2 EVALUATE will provide support for implementation by designing guiding documents which will facilitate up-take and increase impact at systemic level. Stimulate the debate around the role of evaluation in strategies and the policy cycle to improve the image of evaluation – not as a means to find blame and point fingers, but as a way to improve the processes and outcomes to the benefit of all involved. Additionally, agents interested in working with the new tools for evaluation can also benefit from the existing virtual community established under CREATE. The virtual community highlights the cooperative approach run by the consortium who believe they can only create viable instruments for the AE sector by incorporating the existing expertise from practice as much as possible. Beyond the lifetime of the project partners aim to enable players in the AE field to exchange experiences and cooperate more stringently to achieve more sustainable and efficient results informed by the sector's real needs.

The consortium will collaborate with sector representatives to pilot and refine the tools in order to create easy-to-use templates that can be applied directly. The primary target groups of CREATE 2 EVALUATE are policy makers, managers in AE provider organisations and AE umbrellas at regional, national as well as EU levels, because they are centrally involved in designing policy and programmes and/or in putting strategies and programmes into action. They represent two perspectives on the processes but are equally affected by them and thus both profit from transparent evaluation procedures.

All tools and other project results will be available as Open Educational Resources in accordance with Erasmus+ guidelines.

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

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

Project Title

I-WELCOME - Reinforcing migrant women's integration in society and the labour market

Project Coordinator

Organisation K.I.T. - KULTUR IM TURM E.V.
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Website www.kitev.de

Project Information

Identifier 2020-1-DE02-KA204-007557
Start Date Nov 1, 2020
End Date Dec 31, 2022
EC Contribution 285,224 EUR
Partners RUSENSKA TARGOVSKO INDUSTRIALNA KAMARA (BG) , Rinascita Società Cooperativa Sociale (IT) , Academia Postal 3 Vigo S.L. (ES) , ASSERTED KNOWLEDGE OMORRYTHMOS ETAIREIA (EL) , A & A Emphasys Interactive Solutions Ltd (CY) , PISTES SOLIDAIRES (FR)
Topics Gender equality / equal opportunities ; Cooperation between educational institutions and business ; Integration of refugees

Project Summary

i-WELCOME is a 26 months' project for adult education in line with the Parliament Assembly (Doc. 14606, August 2018) focused on "Migration from a gender perspective: empowering women as key actors for integration".

i-WELCOME aims to increase TCN women's capability to enter the labour market and social life of the host society, via the organization of Up-Skilling trainings and Job Shadowing Schemes.

The i-WELCOME partnership is composed of 7 partners from 7 countries: GE, IT, FR, CY, GR, BG, SP.

More specific the project aims to:

- raise TCN women's awareness in regards to their rights (access to education, work);
- develop self-confidence and self-determination;
- provide opportunities for vocational training available from an early stage after their arrival in the host country;
- integrate gender equality and diversity management in the training of LMS involved in the elaboration and implementation of integration programs;
- support Job Shadowing Schemes and the use of positive role models;
- facilitate active participation of community members.

The objectives described above will be achieved through:

- an UPSKILLING PATHWAYS PROGRAMME for enhancing employability competencies of TCN women by developing curricula and implementing trainings, based mainly on the non-formal method (IO1)
- An EDUCATIONAL PACK TARGETING LMS for enhancing their capabilities related to intercultural skills, to be more gender-sensitive and raising awareness on obstacles that TCN women face and on ways to empower them as key actors and multipliers of integration (IO2)
- a PORTAL (IO3), able to host a community of users as a social environment where everyone can interact and share information, experience and knowledge, offer Skills validation and as an e-learning source.
- An A-Z i-Welcome TOOLKIT for setting up the COMMUNITIES

The i-WELCOME project is expected to have an IMPACT on:

- TCN women
- Labour Market Stakeholders
- native-born women (from the host community who will support TCN women)

IMPACT ON TCN WOMEN:

- Acquire employability skills
- Make their first steps into the labour market;
- better understanding of their right to access to education and work;
- develop professional networks with LMS and host community;
- Improved independence and self-esteem – embrace them to visualize their role in society;
- Get an insight into the employers' culture of the host country;
- Acquire work experience in other sectors except cleaning, catering, and care services;
- Be informed about the characteristics of a profession and its limitations;

IMPACT ON LMS:

- More aware on the characteristics and integration challenges that TCN women face;
- Acquire intercultural skills for supporting multiculturalism within the workplace
- More aware regarding prejudices and stereotypes in relation to TCN women which are often faced as victims, low educated, threats for the economy of the host society;
- Better understanding the need for the application of gender equality policies and equal opportunities in their companies;
- Increase their capacity in applying innovative solutions for supporting the integration of TCN women.

IMPACT ON MENTORS (women of the host community):

- Better understanding of their contribution to the integration of TCN women;
- More tolerant towards different nations/cultures/genders;
- Change their attitudes regarding stereotypes and prejudices about migrants;
- More sensitive on the integration challenges that TCN women face;
- Have a more positive image for non-European women, and thus provide support for their integration;

IMPACT ON PARTNER ORGANIZATIONS:

- Development of groups within the partner associations to build up and manage projects related to promoting labour integration of TCN women in their countries and transferring their gained expertise;
- Enhanced skills of project management, which can be helpful for the future implementation of further integration measures. Participating organizations will have the possibility to assess their capacity in the field;
- Development of an online network for the promotion of upskilling pathways for TCN women;
- Strengthening their links with the community, LMS and TCN women;

Considering the crisis in Greece's borders, where more than 4 million refugees from the Middle East and Africa are seeking asylum in Europe, none can't doubt that refugee crisis is again at its peak and it doesn't concern only the participating countries, but also, the majority of EU countries. As the efforts of the EC in designing strategies and tools for the integration of TCNs target all Member States, the aim of the project cannot be restricted only for the national level. It is expected to affect the EU as a destination of cultural and social openness and multicultural diversity. Thus, it can be argued that the project's aim and scope have to be implemented transnationally as it will produce valid tools that could be transferrable in other EU contexts with minor modifications.

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

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

Project Title

Curriculum Financial Basic Education/30 days challenge

Project Coordinator

Organisation RECHT IN EUROPA EV
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Website www.recht-in-europa.eu

Project Information

Identifier 2020-1-DE02-KA204-007550
Start Date Oct 1, 2020
End Date Sep 30, 2022
EC Contribution 188,065 EUR
Partners Asociación Socioeducativa Eduplus (ES) , Sambucusforum vzw (BE) , Schuldnerberatung Oberösterreich (AT) , MITEINANDER IN EUROPA EV (DE) , International Banking Institute (BG) , UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE (BG)
Topics Key Competences (incl. mathematics and literacy) - basic skills ; Economic and financial affairs (incl. funding issues) ; New innovative curricula/educational methods/development of training courses

Project Summary

The educational project entitled: "Curriculum and Challenge for Learning and Applying Financial Literacy"(FibiC) trains every user in the implementation of a competent and self-determined handling of money.

Money is a mirror of joys, fears, origins and hopes. 30 percent of Europeans currently have no savings at all. This is the result of a first European savings study conducted by the market research company TNS on behalf of ING-DiBa. More than 14,000 adults in 14 European countries were questioned about their savings behaviour. Over a financial lean period of three months, only 49 percent of Europeans could bridge their current standard of living with their own savings. 30% of people in Europe live without any savings at all. Why?

Money awareness and behaviour is culturally, traditionally and familially shaped. Conditioning is mostly unconscious.

Hardly anything connects our problems and desires as much as money. It underlies our problems and drives us. The competent handling of money cannot be found in any textbook, although this basic competence is so existential. Recent studies by the OECD have shown that people with less basic financial education are more likely to take out expensive loans, overdraw their credit lines more often and save less for their old age. Some of them have difficulty paying their bills and need professional help to deal with their debts adequately. In times of Corona, the need for many people to manage with less money is intensified as unemployment and short-time work increase.

It is more important than ever to learn how to budget with the available resources. Because people who manage well financially rethink spontaneous purchasing decisions, pay attention to their overdraft limit, pay their bills on time and save more.

As in many European countries, there is an urgent need to improve understanding of money and financial matters and to empower people to manage money wisely. Such efforts could (and should) be integrated into a European strategy for financial education,

This (learning) task is carried out by a consortium of 5 partner countries (DE, BG, ES, AT, BE) All partners have extensive experience in adult education.

The declared aim is the development of a curriculum that serves as a guideline and orientation for educational institutions when they plan and design their education and training measures. The curriculum will define the required knowledge and competences and will be applicable across target groups, adaptable and sustainable transnationally. The didactic approach is anchored-instruction based and describes a learning environment that confronts the learners with problems that they should solve independently. With this method we want to counteract knowledge without application or reality related context. From this background, the idea arose to develop a topic-related challenge in the form of a challenge calendar for the respective building blocks that are part of the curriculum, which allows users to deal with problems from the real context, thus giving them the opportunity to deconstruct, analyse and reconstruct their understanding. (e.g. Buy Nothing List)

Training material with practical exercises already exists in Europe (e.g. DE-"CurVe"; "Klartext" AT)) Within the framework of our project "FibiC", material from various sources is collected, checked and combined into concrete knowledge modules.

The curriculum is structured in modules that cover all important topics related to basic financial education.

The partners plan to make the curriculum available to as many education providers and different adult education institutions as possible during the project period and afterwards. The long-term goal is to establish the curriculum as a European reference framework-

Such a reference framework will ensure comparable quality throughout Europe.

Initially, the module-related challenge will be available free of charge to all target groups in 6 languages with an initial quantity of 5000 units. By solving the Challenge tasks, users from different approaches will benefit other

countries, because the handling of money is culturally, traditionally and familially influenced. The results are published on a website and linked to each partner site. FibiC" will disseminate all results via the European Consumer Debt Network (ECDN) in all member states. "FibiC" will soften traditional, cultural patterns of behaviour in dealing with money and will strengthen transnational learning in its implementation.

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

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

Project Title

Gamification of eco-friendly habits in adult education

Project Coordinator

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

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

Website www.fh-mittelstand.de

Project Information

Identifier 2020-1-DE02-KA204-007517

Start Date Nov 1, 2020

End Date Apr 30, 2023

EC Contribution 216,674 EUR

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

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

Project Summary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Project Title

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

Project Coordinator

Organisation GOTTFRIED WILHELM LEIBNIZ UNIVERSITAET HANNOVER
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Website www.uni-hannover.de

Project Information

Identifier 2020-1-DE02-KA204-007452
Start Date Nov 1, 2020
End Date Apr 30, 2023
EC Contribution 322,670 EUR
Partners RAZVOJNO IZOBRAZEVALNI CENTER NOVOMESTO (SI) , Parents' Association "Step by Step" (HR) , THE NOTTINGHAM TRENT UNIVERSITY (UK) , ASSERTED KNOWLEDGE OMORRYTHMOS ETAIREIA (EL) , A & A Emphasys Interactive Solutions Ltd (CY) , Family and Childcare Center - branch in Skopje (MK)
Topics ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Health and wellbeing

Project Summary

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

The project addresses the following priorities:

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

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

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

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

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

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

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

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

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

It is expected that by the end of the project:

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

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

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

Project Title

Meine Sprache- Deine Sprache- Gelingenheitsfaktoren guter Bürgerbeteiligung

Project Coordinator

Organisation Christliche Sozialhilfe Köln e.V.
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Website www.csh-koeln.de

Project Information

Identifier 2020-1-DE02-KA204-007444
Start Date Oct 1, 2020
End Date Jan 31, 2022
EC Contribution 40,700 EUR
Partners ASSOCIATION DES AGENCES DE LA DEMOCRATIE LOCALE (FR) ,
Agrupación Europea de Cooperación Territorial León-Bragança (ES) ,
Akademie für politische Bildung und demokratiefördernde Maßnahmen
(AT)
Topics Access for disadvantaged ; Civic engagement / responsible citizenship ;
Social dialogue

Project Summary

The project "My language - your language" deals with success factors for good citizen participation.

The operational objective is to look at best methods and practices in the context of (civic) participation at the international level, to receive further training and to learn skills on how to achieve target group-oriented participation on the ground. The overall objective is social inclusion and the strengthening of civil society involvement and participation of previously uninvolved citizens.

The scientific discourse on citizen participation and its methods is extensive and controversial. Both science and practice state that people with an educational background participate and disadvantaged groups are excluded. In addition, practical experience shows that municipal calls for participation are generic and not adapted to the target groups to be reached, and that existing networking structures are not taken into account.

With the project "My language - your language - success factors for good civic participation" the four European partner organisations from Germany, Austria, Italy (with headquarters in France) and Spain would like to analyse the described gap of the lack of target group oriented access in accordance with the priorities "social inclusion" and "common values, civil society commitment and participation" and work on the following questions:

- What is the experience of partner organisations with participation of people of different ages and nationalities, who are interested in and distant from participation, as well as people who are close to and distant from education?
- Which best practice methods are there in the area of culturally sensitive addressing and participation in the partner countries?
- What influence do individual values, the living environment and interculturality have on
- access to people and their participation?

Through the Strategic Partnership, this topic is to be developed in four transnational workshops of several days' duration in the partner countries. In their work, all partner organisations deal with the issue of participation of different target groups on an operational or strategic level. Due to the different focuses and expertise of the partner organisations, a large thematic breadth and depth is generated.

During the project period the project group will work on an OPERATIVE level with the

- the exchange of good practice in terms of content and differentiated access to different citizens and local diversity
- the international aspect in the context of participation
- and the educational approach resulting from the two aspects mentioned above apart.

On an INDIVIDUAL level, the actors deal with different milieus and diversity on site in the workshops. This is intended to increase the empathy of the professionals towards the citizens. At the INSTITUTIONAL level, the innovative approach has an integrating effect, as the focus is on diversity and differentiated access to the respective groups. At LOCAL/ REGIONAL level the project is action-oriented. Participating actors should address target groups in their familiar language through networked, cross-functional learning. This promotes the connection between organisations and authorities at local and regional level. In addition, it has an integrating effect and strengthens the community and is intended to strengthen civic involvement. After completion of the project, social integration will be promoted and civic participation strengthened at SYSTEM LEVEL. It also promotes greater interaction between citizens, actors, administration and politics. The bottom-up approach will strengthen networking, communication and professional skills.

Documentation is provided through regular reporting on a project homepage and is disseminated locally through

press reports, work in committees and network structures. In the future, a more in-depth examination of this topic is envisaged by addressing the target group via a proposal with intellectual output.

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

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

Project Title

SenQuality - Preparation for later life

Project Coordinator

Organisation WISAMAR BILDUNGSGESELLSCHAFT GEMEINNUTZIGE GMBH
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Website www.wisamar.de

Project Information

Identifier 2020-1-DE02-KA204-007435
Start Date Dec 1, 2020
End Date Feb 28, 2023
EC Contribution 234,692 EUR
Partners DOMSPAIN SLU (ES) , C.M. SKOULIDI & SIA E.E. (EL) , C.F.C.D.C. CENTRE FOR COMPETENCE DEVELOPMENT CYPRUS (CY) , Polygonal (IT) , Centrum Kształcenia Ustawicznego w Sopocie (PL) , ALMA MATER EUROPAEA-EVROPSKI CENTER, MARIBOR (SI)
Topics Health and wellbeing ; Intercultural/intergenerational education and (lifelong)learning ; Open and distance learning

Project Summary

The SenQuality project addresses the topic of individual later life preparation in order to support well-being in old age.

Demographic ageing is likely to be of major significance in the coming decades. Low birth rates and higher life expectancy will lead to a much older population structure. In 2018 about one fifth of the EU-28 population were 65 years and older. During the next decades this is expected to gradually increase up to 28.5 % in 2050 (eurostat, Ageing Europe, 2019). The demographic change will have far-reaching implications. Expected cuts in social security systems, challenges for the health and care systems etc. emphasize an increased responsibility of individuals to prepare for later life. But also personal age-related changes influence future well-being. This includes bodily changes, role transitions when retiring but also losing independence or trusted people. Several studies have shown that planning and preparing for age related changes is associated with increased well-being in later life, e.g. Noone et.al., Preretirement planning and well-being in later life, 2009; Yeung & Zhou, Planning for Retirement: Longitudinal Effect on Retirement Resources and Post-retirement Well-being, 2017; Preston et.al., Planning and preparing for later life, 2018. However, many people have not thought much about their later life nor taken future-oriented actions.

The aim of the project is to raise awareness for the importance of planning for later life in a positive way and offer an individual, easy-accessible and flexible planning tool for own measures. The main result will be an online platform at which adults can search and find answers for their personal later life planning. This will be done with the help of self-reflection and different material and good practices as inspiration for a concrete action-plan.

Preparation will not only concern financial aspects, which some persons might see as difficult to influence, but nine different life domains:

- Finances
- Emergencies & Exceptional Circumstances
- Mental & Physical Fitness
- Housing
- Looks & Appearance
- Social relationships
- Health
- Leisure Activities & Lifestyle
- Work & Employment.

The project follows by this the assumptions of Anna E. Kornadt (University of Luxemburg) and Klaus Rothermund (University of Jena) who see preparation as a lifelong and multidimensional process and defined in their studies these domains (e.g. Preparation for old age in different life domains, 2014). Preparations are considered for an active "third age", where the loss of the work role and its substitution with leisure activities or bridge employment are relevant, and for a "fourth age" in which the deterioration of one's health, dependence/independence, generativity issues, and closeness to death becomes more important.

The main target group of this project are therefore adults in their middle age between 40 and 65 as well as seniors in their 3rd age around retirement. They will be the direct beneficiaries of the preparation tool. Piloting is foreseen with 175 adult learners. In addition, also adult educators, counsellors, psychologists and other related professional groups will be involved as participants to contribute to the different IOs but also to benefit from the self-reflection concept and the online platform for own counselling offers.

In a first Intellectual Output, "Domains for later life preparation", an information pack will be elaborated with description, concrete information and advice on the nine domains relevant for later life incl. good practice examples for preparation. This will form an individual result but also the basis for the contents of the online platform on later life planning.

The 2nd output contains the development of a methodological framework as concept for assessment,

self-reflection and action plan in the nine domains concerned. It will ask about the current situation and where it should go (plans, hopes, values etc.) besides supporting to find individual answers what to do to reach the own aims.

Both outputs lead to an online platform for later life planning (IO3) as main result of the project. After introductions into each domain, the current situation of the users will be illuminated in form of a self-reflection, based on the conceptual framework developed in IO2. Good practice examples and different also country specific sources and materials will serve as inspiration for own planning.

The impact of the SenQuality project will be an increased motivation of adults to prepare for later life in a stage in which this still can be influenced in addition to an increased knowledge on how to plan for later life. Considering the demographic changes in Europe and its related challenges but also individual challenges for people in getting older, there is no doubt about the necessity of individual preparation for later life. The topic is of societal interest. The project intents to offer a European solution for a European problem.

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

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

Project Title

Literacy of migrants in their mother tongue to strengthen intercultural competences

Project Coordinator

Organisation Afghanic Information Center (Afghanic) e.V.
Address Justus von Liebigstr 24 , 53121 Bonn , DE
Website www.afghanic.de

Project Information

Identifier 2020-1-DE02-KA204-007426
Start Date Sep 1, 2020
End Date Feb 28, 2022
EC Contribution 47,205 EUR
Partners Afghanska Föreningen i Örebro (SE) , "Afghan Wolus" Kultur & Sportverein-Österreich (AT) , Afghansk Kulturforening (DK) , advisa WIRTSCHAFTSAKADEMIE E.V. (DE)
Topics Migrants' issues ; Key Competences (incl. mathematics and literacy) - basic skills ; Teaching and learning of foreign languages

Project Summary

Many migrants from Afghanistan not only want to improve their language skills in their new home country, but they also want their children to learn their mother tongue. Speaking often works well, but the biggest challenge is reading and writing. The proportion of migrants who speak the language of the host country at home is particularly high in Germany, Slovakia and other European countries. In Germany, 36% of migrants speak German at home. More than 25% of students in North Rhine-Westphalia have a migration background. In many regions, children can learn their mother tongue in so-called "language of origin classes". Offers in Germany are available in Albanian, Bosnian, Farsi, Greek, Italian, Croatian, Kurdish, Polish, Portuguese, Romanesque and Turkish. Not in Pashto and often not in Dari. In some regions, children go to class in the mosque. There are hardly any offers for adults. Through the exchange of good practice, we would like to find ways to improve the offer to learn the mother tongue for adult migrants from Afghanistan. Four project meetings and one learning activity take place during the project. On the project website we also offer documents for download on Dari and Pashto. Another important point of our project is the establishment of a network.

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

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

Project Title

Building Inclusive Lifelong learning systems by Developing a European Understanding of Bildung for the Next Generations (BILDUNG)

Project Coordinator

Organisation DEUTSCHER VOLKSHOCHSCHUL-VERBAND EV
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DE
Website www.dvv-international.de

Project Information

Identifier 2020-1-DE02-KA204-007412
Start Date Dec 1, 2020
End Date May 31, 2023
EC Contribution 291,649 EUR
Partners Dansk Folkeoplysnings Samråd (DK) , EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS (BE) , KANSANVALISTUSSEURA (FI) ,
Eesti Rahvaülikoolide Liit (EE) , DAFNI KENTRO EPAGGELMATIKIS
KATARTISIS (EL) , AONTAS (IE) , ASSOCIACIÓ CATALANA PER
L'EDUCACIÓ, LA FORMACIÓ I LA RECERCA (ES) , VERBAND
OSTERREICHISCHER VOLKSHOCHSCHULEN (AT)
Topics New innovative curricula/educational methods/development of training
courses ; Civic engagement / responsible citizenship ; Pedagogy and
didactics

Project Summary

By adopting the holistic concept of 'Bildung' rather than 'education' and exploring its political and practical potential for adult learning and education (ALE) systems in Europe, this project will contribute to innovation in the sector and promote social inclusion as well as address key challenges for European society. New developments - be it in terms of new technologies or dealing with a changing climate, among many others - leave many people feeling overwhelmed and uncertain. In many European countries, traditional education prioritises labour-related competencies and skills over other important aspects of life, namely striving to unfold one's unique potential and taking responsibility as an active and empowered citizen. ALE, based on Bildung, has the power to help people navigate increasingly complex environments and the unknown future as well as stimulate tolerance, curiosity and promote interpersonal and civic skills.

BILDUNG will contribute to a holistic provision of ALE in Europe by providing civil society-led research on the relevance of Bildung to current ALE provision, by exploring more in-depth four critical themes, namely democracy, sustainability, digitisation and basic skills, and by providing a political and practical roadmap for the implementation of Bildung in ALE systems in Europe. In the understanding of this project, Bildung is learner-centred learning that is not only transmitting skills and knowledge, but is, first and foremost, an empowering approach that enables people to steer their personal development and to become active members of their communities and society. Bildung is a concept that is not only relevant for the development of ALE as such, but, when implemented, also has a deep impact on a large number of other policy sectors and fields. This makes it highly topical within the current political context in Europe.

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

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

Project Title

Boosting Contemporary Teaching Methods for Europe

Project Coordinator

Organisation FA-Magdeburg GmbH
Address Schoenebecker Str. 119 , 39104 Magdeburg , SACHSEN-ANHALT , DE
Website www.fa-md.de

Project Information

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

Project Summary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Project Title

families - future abilities for families in rural european communities

Project Coordinator

Organisation Landkreis Anhalt-Bitterfeld
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Website www.anhalt-bitterfeld.de

Project Information

Identifier 2020-1-DE02-KA204-007420
Start Date Sep 1, 2020
End Date Aug 31, 2022
EC Contribution 87,675 EUR
Partners IHK BILDUNGSZENTRUM HALLE-DESSAU GMBH (DE) , Otepää Rural Municipality (EE) , Daugavpils novada dome (LV) , OPSTINA RASKA (RS) , INNOVA ESZAK ALFOLD REGIONALIS FEJLESZTESI ES INNOVACIOS UGYNOKSEG NONPROFIT KFT (HU) , Powiatowe Centrum Pomocy Rodzinie w Pszczynie (PL)
Topics Cooperation between educational institutions and business ; Inclusion - equity ; Social entrepreneurship / social innovation

Project Summary

In a two-year project, seven partners from six European countries will exchange their experiences and develop transferable solutions and new strategies under the theme “Future viability of families in European rural areas”. The rural areas of Europe and the regions involved in the project are exposed to risky change: economic decline, lack of jobs and development prospects, as well as the increasing loss of services, education and cultural offerings are causing steady emigration, especially of young women. Demographic change is also leading to an aging population, threatened by mobility and health care deficits as well as social isolation. This could lead to entire regions being undocked from general development.

To keep people in the region and to motivate others to move in prospectively, the project aims to strengthen the compatibility of family and work as a location factor and thus contributing to greater equal opportunities in rural areas despite geographical obstacles.

Bridging the gap between politics, administration and business, the project bundles a wide variety of European experiences: transferable solutions of the partners will be identified and new strategies developed to promote equal participation, self-determination and equality of people in professional and social life. Local decision-makers will be empowered to find flexible political measures and local solutions to keep the population (especially workers and families) in the region. In addition, business-related actors will be involved in the project.

Furthermore, a goal-oriented cooperation between municipalities and companies will be initiated and supported.

Our project goals are:

1. Sustainable strengthening of family friendliness as a central challenge of the future and an important location factor in rural regions of Europe
2. Analysis and documentation of similarities and differences in the partner regions as well as exchange of good ideas, methods and practices
3. Establishing and strengthening of regional networks for the compatibility of family and work as well as the establishment of a European network
4. Development, expansion and updating of competencies to strengthen the location factor family friendliness (for municipalities, companies etc.)
5. Setting new impulses for the compatibility of family and work in order to counteract the shortage of skilled workers and demographic change
6. Improving cooperation between companies and municipalities, acting together and utilizing development potential (family friendliness as a cross-sectional Task)

The achievement of goals can be measured based on the following results and success factors:

1. Gaining knowledge through the Europe-wide exchange of experiences
2. Best practice catalog for a successful work-life balance (in English and national language)
3. Strategy for raising awareness of the compatibility of family and work (in English and the national language)
4. Implementation of individual measures at companies/municipalities by at least 2 project partners to improve the compatibility of family and work
5. Active public relations (classic media work, presence in social networks)
6. European added value: transnational problem solving by bundling transnational expert knowledge (project team, other stakeholders), common European identity through transnational project work and building a European network

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

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

Project Title

Health begins in the family: Prevention and health promotion for families in precarious circumstances in Europe

Project Coordinator

Organisation Diözesan-Caritasverband für das Erzbistum Köln e.V.
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Website www.caritasnet.de

Project Information

Identifier 2020-1-DE02-KA204-007389
Start Date Nov 1, 2020
End Date Oct 31, 2022
EC Contribution 112,400 EUR
Partners Association of Lithuanian Children's day care centres (LT) , PISCESWM LTD (UK) , Ministry of Employment, Health and Social Affairs NRW (DE) , Caritas der Diözese Linz (AT) , ASOCIATIA CARITAS - ASISTENTA SOCIALA FILIALA ORGANIZATIEI CARITAS ALBA IULIA (RO) , FONDAZIONE DIOCESANA CARITAS TRIESTE ONLUS (IT)
Topics Health and wellbeing ; Access for disadvantaged

Project Summary

Families who are socially disadvantaged and have multiple burdens to confront are also at a disadvantage in terms of health. The seven partner organisations involved in our project come from Germany, Romania, Lithuania, Austria, Italy and the United Kingdom. In the course of their day-to-day counselling and assistance, they have found that particularly the children and adolescents in these families are exposed to a wide array of health risks. Studies have shown that poverty has an impact on the health of children and adolescents. They found a greater incidence of cavities, overweight, accidents, diabetes and coordination disorders as effects of this poverty. Early-screening examinations and vaccinations are also less frequent among children in socially disadvantaged families. Health examinations prior to primary-school entry have found a disproportionate incidence of gross-motor coordination and speech disorders as well as an increased need for early intervention. Complicating matters is the fact that this particular social group – which apparently has the greatest need for preventive measures to promote health – is also barely reached by such measures.

To date, preventive health care and health promotion amongst disadvantaged families has not been a central field of action for the project partners involved. Within the framework of our European cooperation, however, we wish to devote central importance to this topic in our daily educational and counselling outreach. For one, we seek to interact with fellow stakeholders around the importance of preventive health care and health promotion in the European context, thus creating a common knowledge base, while at the same time familiarising ourselves with good practices amongst participating Member States. To this end, a total of six 2.5-day Transnational Project Meetings (TPM) will be held during the two-year project period. Around 20 specialists from amongst the project partners will participate in each of these meetings.

To make our European cooperation effective at local level as well, we would also like to initiate and conduct local testing of concrete offerings in counselling and education on the subject of health for parents in disadvantaged and poor families. Working with parents will contribute towards improving the health awareness, health behaviour and state of health of children and adolescents in their families. In this respect, we pursue a 'setting approach'; this means that the counselling and educational offers we initiate for parents will be tested, for example, in a daycare centre, counselling centre or urban residential quarter. The family-based perspective will form an essential element of our project work. We anticipate providing advice on health issues to a total of around 350 to 400 families as part of our project. We will work within the scope of individual consultations, on the one hand; but we will also enlist the method of group consultation.

Through our project work, we specifically seek to promote implementation of the European Pillar of Social Rights at the political level as a new and central strategic concept for the European Union. Particularly where Section 11 (Childcare and support to children) and Section 16 (Health care) are concerned, through our joint work, we would like to ensure that the Pillar also has a practical impact on the citizenry of the EU.

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

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

Project Title

EU Networks for sustainable future

Project Coordinator

Organisation GLOBAL ECOVILLAGE NETWORK OF EUROPEEV
Address ROSA-LUXEMBURG-STR. 89 , 14806 BAD BELZIG , BRANDENBURG , DE
Website WWW.GEN-EUROPE.ORG

Project Information

Identifier 2020-1-DE02-KA204-007742
Start Date Dec 1, 2020
End Date Nov 30, 2022
EC Contribution 117,178 EUR
Partners HRVATSKA PERMAKULTURA (HR) , Stichting EcodorpenNetwerk (NL) , Coopérative Oasis (FR) , Samenhuizen (BE) , Soncni Gric, drustvo za trajnostno kulturo bivanja, Hrvoji (SI) , Felkelo Nap Kozhasznu Egyesulet (HU)
Topics Civic engagement / responsible citizenship ; Regional dimension and cooperation ; International cooperation, international relations, development cooperation

Project Summary

European networks for sustainable future is a project for exchange of good practice and peer to peer learning between national networks that connect sustainable communities and community led initiatives from seven European countries. The objective of this partnership is to connect on the regional level and explore possibilities for future regional cooperation. This connection will happen in two separate and fairly diverse European regions.

One regional network will be created between GEN Netherlands, Oasis France and Samenhuizen from Belgium. Two organisations from Luxembourg will join this project as associate partners interested to join this new regional network once it will be formed. Another regional network will be formed between three partners who represent countries that are geographically placed on the junction between south and north and east and west Europe: Permaculture Croatia, Felkelo Nap Hungary and Sunny Hill Slovenia. One Serbian organisation will join as an associate partner in the formation of this regional network.

The applicant organisation GEN Europe has 25 years tradition and connects ecovillages all around Europe, that are supported locally by their national networks who act as the link between small projects and the umbrella network GEN Europe. Three partners in this project are members of this umbrella organisation while other three are complementary networks with similar values and vision for the future.

The aim of the project is to connect these networks regionally to better serve their member organisations by providing high quality trainings and mentoring programs on socio-economic, environmental and cultural topics of sustainability. Each member organisation has valuable experience and expertise in some area that can inspire others. Exchange of experience, knowledge and examples of good practices that will happen during this project will mutually inspire partners to be able to offer even better and more holistic support to their members.

All partners are promoting alternative lifestyles and support creation of sustainable communities, ecovillages and co-housing projects that are ever more interesting models for groups of people who believe that stepping together can bring them better opportunities to conduct satisfactory life in cooperation with like minded people. Although their scope of work is similar the historical and socio-economic context of the partner organisations are fairly different. As a consequence the challenges they face call for different approaches. The levels of democracy and citizens participation in the two regions are not comparable. This diversity between partners will enrich the learning experience for all partners with some cultural insights and recognition of different realities inside the united Europe.

The main activities of this 2 year long project are:

2 transnational meetings

- a kick off meeting where all partners will meet together, exchange experience and explore possibilities for transnational cooperation and transfer of knowledge during the project
- an evaluation meeting where assessment of the cooperation and achievement of objectives will be evaluated.

The next steps for the time after the project will be set.

2 regional meetings, one in each region, where only regional partners and the representative of GEN Europe will be present in the mentoring role. These two meetings will be dedicated to the formation of the regional networks.

2 trainings for 20 participants each:

- Art of networking and regional cooperation that will equip selected participants sent by partner organisations to set solid foundations for their regional networks.

- CLIPS (Community Lead Incubator Program for Sustainability) intended for the members of the newly formed regional networks, that offers tools and guidance to the community led projects in their initial stages.

Besides these activities the tangible results will be:

- two web pages: one for each new regional network
- a database of existing initiatives in both regions will be created and linked to the new webpages, to the webpage of GEN Europe and Oasis networks.

The project will have a long term impact on all participating partners and is intended to last long beyond the duration of this project, as an inspiration and example for others.

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

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

Project Title

Successfully develop high-quality online trainings to older adults

Project Coordinator

Organisation FRIEDRICH-ALEXANDER-UNIVERSITÄT ERLANGEN-NÜRNBERG
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Project Information

Identifier 2020-1-DE02-KA204-007628
Start Date Dec 1, 2020
End Date May 31, 2023
EC Contribution 374,929 EUR
Partners Silver Thread Limited (IE) , FONDACIJA LALE (BG) , Bundesarbeitsgemeinschaft der Senioren-Organisationen e.V. (DE) , UNIVERSITAT JAUME I DE CASTELLON (ES)
Topics ICT - new technologies - digital competences ; Research and innovation ; New innovative curricula/educational methods/development of training courses

Project Summary

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

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

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

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

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

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

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

Project Title

Sustainable living in Europe

Project Coordinator

Organisation Systeme in Bewegung e.V.
Address Riedebachweg 29 , 21423 Winsen/ Luhe , NIEDERSACHSEN , DE
Website www.systemeinbewegung.de

Project Information

Identifier 2020-1-DE02-KA204-007421
Start Date Oct 1, 2020
End Date Sep 30, 2021
EC Contribution 32,800 EUR
Partners Escuela Oficial de Idiomas de Segovia (ES) , UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE (BG) , Greendation e.V. (DE) , Akademie für politische Bildung und demokratiefördernde Maßnahmen (AT) , Sambucusforum vzw (BE)
Topics Environment and climate change ; Health and wellbeing ; Social/environmental responsibility of educational institutions

Project Summary

The global environmental crisis has been brought to society's attention in the last two years by movements such as "Fridays for Future" or "1 Million Women". All over Europe, all over the world, people are thinking about how to stop the climate collapse or the littering of our oceans. Different people in different countries come to different points where they want to start. Some try to consume less animal products, some avoid plastic packaging when shopping, some use the bicycle instead of the car. But there is also great uncertainty among many people: is it really so much more harmful to fly 1000 km than to drive a car? Does an e-mail really cause less CO2 than a letter? How much and what plastic can be recycled well? Which foods really have a good carbon footprint? Many families are insecure or feel that they cannot make a difference themselves. The partner organisations have experienced this in their daily work from families they work with.

At the same time, there are attempts to tackle the problem from the institutional side: The EU is calling on its member states to draw up and update their "Waste Management Plans" and is trying to raise public awareness of the issue, and many EU-funded projects are tackling the issue from various angles. There are already good solutions to many problems and questions, and some of them already existed at the time of today's grandparent generation, they have just been forgotten. And some of them have to be sought beyond the borders of one's own country.

So we want to search in a consortium of DE, AT, BE, ES and BG for practicable solutions, traditional skills and answers to urgent questions. To this end, we will collect and answer some of the detailed questions that families ask themselves when trying to live more sustainably. We will also learn about practices and behaviours that were common in today's grandparent generation and are now gaining importance again in terms of a more environmentally friendly lifestyle. The results of our exchange will be made available to the families in the network of the partner organisations and through social media to the widest possible audience.

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

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

Project Title

Urban Spaces. A European cultural history between 1918 and 1939 as a multilingual and variable film construction kit.

Project Coordinator

Organisation Opladener Geschichtsverein von 1979 e.V. Leverkusen (OGV)
Address Haus-Vorster Str. 6 , 51379 Leverkusen , NORDRHEIN-WESTFALEN , DE
Website www.ogv-leverkusen.de

Project Information

Identifier 2020-1-DE02-KA204-007747
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 447,271 EUR
Partners Oulun Suomi-Saksa Yhdistys ry (FI) , Jülicher Geschichtsverein 1923 e.V. (DE) , Lehrstuhl für Mittlere und Neuere Geschichte (Rheinische Landesgeschichte) und Didaktik der Geschichte (DE) , Schwedter Heimatverein e.V. (DE) , UNIVERZA V LJUBLJANI (SI) , Stowarzyszenie ODRA 1945 (PL) , The Bracknell Forest Society (UK) , Towarzystwo Milosnikow Ziemi Raciborskiej (PL) , The University of Buckingham (UK) , Städtische Museen Schwedt/Oder (DE) , Société Historique de Villeneuve d'Ascq (FR) , OULUN YLIOPISTO (FI)
Topics Creativity and culture ; Research and innovation ; International cooperation, international relations, development cooperation

Project Summary

StaR / UrbS is based on two pillars: On the one hand, the history of the 1918-1939 phase is being worked through in 8 European cities on the basis of a cultural space-semiotic concept. The city is understood as a social space, which is formed in the conditions of the material conditions (architecture, infrastructure, institutions of politics and economy etc.), in that the actions of the urban society and its urban consciousness are understood as reactive processes, which, however, not only form the social space or the urban culture in the first place, but simultaneously have an effect on it. In other words: material and ideal urban culture are in a complementary relationship. Due to their heterogeneous nature and history, the 8 cities participating in the project are well suited to describe and compare the individual cities as cultural space during the years 1918-1939. The structural insights gained can be transferred to the present and as such can be made fruitful for historical-political adult education.

This refers to the second pillar, which is based on the foundation of urban history research; it is the focus of StaR / UrbS. Historical research results in about 100 film clips, which can be combined in different forms, so that they can be used to narrate different stories about the development of urban history from 1918 to 1939. The range of variation refers on the one hand to the content, so that the urban history of a city or in a bi- or multilateral comparison or even a European development can be presented by combining the clips. Due to the multilingualism of the clips, even bi- or multilingual combinations are possible. Above all, the variety of combinations allows for different didactic concepts. This can result in films that meet the standards of historical-political didactics or contradict them in such a way that appropriate interventions become necessary in the mediation process. For this purpose, a didactic manual is being developed simultaneously with the Digital Clip Kit (DCK) on how to make films from the clips and use them in educational work (Clips build History = CbHis). The DCK as well as the CbHis will be conceived in a joint process running parallel to the historical research work and realized with the support of experts for digital media. In the final phase of the project, they will be converted into an Internet presence that will make both permanently available and thus become a new instrument of historical-political education work in Europe.

In order for DCK and CbHis to develop the greatest possible broad effect, it must be ensured from the outset that both the basic historical research and the didactic implementation meet the conditions and needs of different European political and historical cultures. For this reason, international cooperation in the field of historical research and didactics of history must be guaranteed from the very beginning. Only through the cooperation of an internationally composed project group and the inclusion of experts in historical research and history education as well as specialists in the field of digital media development can the goal be achieved that historical-political adult education does not create a uniform and uniform European historical consciousness in Europe, but rather, through educational work, lays the foundation for enabling the broadest possible circles in Europe to discuss their historical consciousness based on different experiences. For this purpose, dealing with the urban environment is certainly better suited than national history, which is often highly politically charged.

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

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

Project Title

DISABILITY ENTREPRENEURSHIP EXPERT

Project Coordinator

Organisation Internationale Akademie für Management und Technologie (INTAMT) e.V.
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Website www.intamt.de

Project Information

Identifier 2020-1-DE02-KA204-007739
Start Date Oct 1, 2020
End Date Nov 30, 2022
EC Contribution 321,664 EUR
Partners FONIX AS (NO) , OZARA STORITVENO IN INVALIDSKO PODJETJE DOO (SI) , IZMIR VALILIGI (TR) , Internationale Agentur für Marketing und Technologietransfer (INTAMT) GmbH (DE) , CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE (IT)
Topics Social entrepreneurship / social innovation ; ICT - new technologies - digital competences ; Disabilities - special needs

Project Summary

Fostering entrepreneurship and inclusive societies as one of the top EU policy priorities followed by the DISENEX project idea, which aims to promote the empowerment of PWD through entrepreneurship and entrepreneurial education. Understood as self-empowerment, the concept pursues the goal of increasing autonomy and self-confidence of vulnerable groups. It also aims at the identification and further development of one's own strengths and competencies. The core of the project is considered to be innovative through integration of the existing tools and programs that have already proven their reliability and efficiency with easily perceptual visual products widely used in the entertainment sector, but increasingly also in education.

Pursuing the idea of building a sustainable strategic alliance for adult education with the current aim of filling the gap by enhancing social entrepreneurship activities among PWD, the project consortium is determined to achieve the following key objectives:

- To increase the self-employment and (social) entrepreneurship rates among PWD
- To pool knowledge of trainers, adult educators, startup support services and economic development authorities to understand and manage the potential of PWD within the social economy sector (both nationally and EU-wide)
- to create a single-window system that helps PWD to discover, elaborate and implement the entrepreneurial opportunity
- make decision makers be aware of the problems encountered by the disabled people, learn about their economic and creative potential, adjust the existing and respectively develop new strategies and policies for empowering PWD for entrepreneurship.

The consortium aims at creation of the innovative, relevant and handy instrument to provide the most crucial elements for persons with disabilities to consider and implement the pathway of becoming (social) entrepreneurs.

The following main outputs are planned to be delivered and following results be reached:

The production of the motivational learning documentary mini-series constitutes the major outcome of the DISENEX project.

The output composes a single media product leveraging the opportunities created by relative cost-efficiency of the digital video production and the power of the messages received from the peers - people with disabilities who have managed to get loose from the predestined ties of discrimination. limited self-realization opportunities and/or protective social infrastructure.

Through popularisation of the YouTube format storytelling in the last two decades, short videos have become one of the most accepted and accessible forms of delivery of news, information, knowledge, ideas and even certain practical skills. Therefore it was a conscious choice of the project consortium to instrumentalize this media for the sake of fostering social entrepreneurship among people with disabilities. Another notable cultural phenomena of the last years is the mass shift of the professional film industry to the production of television series. The idea of the consortium is to try an innovative approach of reaching the goals of an Erasmus+ adult education project with the unconventional combination of popular entertainment with the educational motivational strategies.

2. The primary educational output is set to be the integrated DISENEX learning course. Prior to the application drafting the partnership has already checked around 20 previously implemented Erasmus+ projects, other publicly funded and open licensed e-learning, audiovisual, education & training resources on entrepreneurship in general, inclusive and social entrepreneurship. Therefore instead of developing a new one from scratch, the consortium will analyze, select and adapt the existing ones in order to spare resources. Nevertheless, the work

will be not limited to just copying and compilation. The main focus is devoted to systemic integration and structural adjustment. The methodological concept is based on EntreComp (The Entrepreneurship Competence Framework).

3. DISENEX Portal, an all-in-one platform consisting of:

Online Educational resource

Database created through intensive data collection, systematisation and integration that will comprise the national legal frameworks regulating the business activities, links, documents, forms etc., each country's specific requirements for setting up a social business, public and independent institutions providing consultancy, technical support, funding, network platforms, start-up services etc.

Disability Entrepreneurship Expert Protocol that provides guidelines for establishing own business,

Startup and Networking Desk, enabling building networks and communication to the start-up community and business advisers. This desk will be crucial for filling in the gap between legislative regulations and execution processes in each country.

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

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

Project Title

Qualification for sustainable services of general interest - NahDa

Project Coordinator

Organisation Spes e.V.
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Website www.spes.de

Project Information

Identifier 2020-1-DE02-KA204-007717
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 446,165 EUR
Partners K-Punkt Ländliche Entwicklung im Kloster Heiligkreuztal (DE) , DORV UG (haftungsbeschränkt) (DE) , Komimo vzw (BE) , Landelijke Vereniging voor Kleine Kernen (NL) , SPES GMBH (AT)
Topics New innovative curricula/educational methods/development of training courses ; Social entrepreneurship / social innovation ; Civic engagement / responsible citizenship

Project Summary

In many communities in rural areas of Europe, services of general interest are threatened or have already been lost - with serious negative effects on the quality of life of the people living there. They feel disconnected and in many places a disenchantment with politics or even democracy is developing. Neither the market nor politics have been able to stop the collapse of structures. New approaches are therefore needed to ensure the sustainable provision of services of general interest, which are (co-)initiated by citizens and implemented together with all local actors.

The project is dedicated to this challenge.

Within democratically structured participation processes in 7 pilot communities, citizens are enabled and supported in initiating and if necessary, running multifunctional centres of sustainable services of general interest – NahDa-Centres. A NahDa-Centre offers not only food and goods for daily use, but also other services that are currently lacking and needed in the villages - such as medical and social care, gastronomy, post office, bank, mobility, meeting rooms, barrier-free living space, cultural offers...

In order to support citizens in the conception of needs-oriented and economically viable NahDa-centres, two software tools with application guidelines will be developed: A basic-analysis-tool for the calculation of profitability and a tool for activating household surveys - for the holistic and demand-oriented development of offers in the NahDa centres. The tools and application guidelines will be available to the NahDa-Teams and other initiatives and developed with few barriers and high usability to give access to users with different levels of prior knowledge.

In an online database, researched best-practice projects for sustainable services of general interest from several European countries are prepared and compiled, so that the NahDa-Teams do not have to reinvent the wheel, but can learn from the best. The database is also available to other interested communities or local initiatives and can inspire and motivate them to initiate NahDa-processes and new NahDa-Centres.

The committed citizens - the NahDa-Teams - are empowered by professional Trainers, the NahDa-Process coordinators, who are also specifically trained for their work: Certified curricula are developed for the training of the NahDa-Teams as well as for the training of the process coordinators. Within the framework of the project, 20 employees of the partner organisations will be trained as adult trainers and process coordinators in the field of sustainable services of general interest and approx. 56 citizens in 7 model communities will be qualified to develop and operate perfectly fitting NahDa-Centres for their communities as local NahDa-Teams.

Residents and community leaders of the pilot communities who are not actively involved in the NahDa teams are reached through awareness-raising activities and public events and sensitized for sustainability issues.

In the pilot communities, NahDa-Centres are established as a visible sign of sustainable consumption and lifestyle. In this way, citizens experience the possibilities of shaping their own lives in a democratic culture with a high degree of self-efficacy. In addition, local jobs are created, regional economic cycles are strengthened and in the long term the quality of life is increased for all.

The ECTS-certified training courses for process coordinators are offered by the partner organisations on an ongoing basis after the end of the project and are available to other adult education institutions.

After the end of the project, the partner organisations will carry out the NahDa-ideal process in other interested communities and qualify further NahDa-Teams within the framework of this process. The ideal processes and the project results from the pilot communities will be compiled in a handbook for Europe-wide transferability. The project results will be presented to relevant stakeholders and the associated partners from politics, church, economy, civil society, science and research in three international multiplier events. In addition, the multiplier events offer the participants opportunities for exchange on topics of sustainable services of general interest, for

getting to know already existing best practice projects, as well as for international networking.

The project partners of the consortium have the common intention to initiate a European network of rural academies for sustainable services of general interest (LAND). In LAND-Academies, as future competence centres for innovative, sustainable solutions for challenges in rural areas, further qualifications for process facilitators and citizens will be offered.

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

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

Project Title

The Art to Dance Community - an African Way of European Inclusion

Project Coordinator

Organisation Tanz der Kulturen e.V.
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Website <http://www.tanz-der-kulturen.de/>

Project Information

Identifier 2020-1-DE02-KA204-007610
Start Date Sep 1, 2020
End Date Jul 31, 2022
EC Contribution 179,123 EUR
Partners Popolomondo - Associação Cultural (PT) , Association Dju Dju (FR) , Centar IGW Zagreb (HR) , NamaStay - Social Justice Lab e.V. (DE)
Topics Creativity and culture ; Inclusion - equity ; Pedagogy and didactics

Project Summary

Under the title "The Art to Dance Community - an African Way of European Inclusion", organizations from social, artistic, and therapeutic fields from Germany, French, Portugal, and Croatia have joined forces to establish a methodological framework and international network for intercultural dance pedagogy.

The transnational, interdisciplinary project proposal is intended to provide the actors with a platform to share knowledge, exchange good practices, collectively develop professional standards and innovative methods, jointly implement them in practice, evaluate and disseminate them comprehensively.

Dance for cultural and media aesthetic education, as a communication tool, creative expression, an instrument for individual and collective change as well as socio-political discourses form the thematic framework of the project.

By synergistically merging socio-cultural, pedagogical, therapeutic, and artistic perspectives, African music and dance traditions will be operationalized as a tool for social inclusion.

Structurally, the project cycle as a whole consists of knowledge accumulation, method construction, practical implementation, evaluation, embedding into the scientific discourse, and dissemination in terms of regional, national, and international stakeholders.

In order to conceptually reconcile the demands of professionalism and individualized support, the project relies on the development of transferrable process models, on which both, the activities, as well as the jointly compiled practical formats, are based on and which evoke a continuous feedback process due to the structure of mutual interactions of the theory-practice transfer.

In addition to a six-week intensive phase in Portugal, the project activities include staff mobilities for practical implementation in France, Croatia, Portugal, and Germany. In terms of content, each activity is assigned an individual, thematic focus in order to illuminate the project objective from a new perspective.

In co-production, transferable formats and innovative methods are developed, implemented in the previous practices of the host organization, and jointly evaluated for action research purposes.

In accordance with the main goal of the political educational mandate of Germany, the methodology is supposed to enable the individual to self-reflect and cope with their own life within society in a self-effective manner.

The aim of the interdisciplinary approach is to offer new perspectives and approaches towards solutions regarding current demographic change and the accompanying questions of social justice and cultural identity.

The artistic-therapeutic encounter is intended to promote an active altercation with individual and collective identities and realities and, as a dialogical platform, enable communication beyond verbal language barriers.

In line with the EU framework strategy, the overall project pursues a bottom-up policy, in order to provide new approaches towards the participatory shaping of a European community through creative processes.

With this pilot project, we want to initiate a paradigm shift from deficit-oriented integration requirements towards a perception of cultural diversity as added social value.

In regards to the actual implementation, a large number of low-threshold workshops and interactive concerts will be arranged to cover the broadest possible range of target groups.

Multiple cooperations with social institutions and inclusive event designing aim at particularly targeting marginalized populations whose access would be otherwise hindered by their socio-economic status.

In addition, the joint participation in well-established cultural events and festivals is supposed to significantly expand the project's reach and enable sustainable coworking beyond the project duration.

Furthermore, in terms of concrete results, a practice-oriented, methodical handbook for European dance pedagogy will be created and published royalty-free, which, embedded in a toolbox of additional audio-visual material, enables the transferability and a large sphere of applicability as well as widespread dissemination in a sustainable manner.

At an intangible level, the intercultural and interdisciplinary approaches are supposed to complement and expand scientific discourses around the educational potential of dance in multicultural contexts.

In addition, the strategic partnership intends to establish structures for sustainable networking, exchange, and

cooperation within the consortium as well as towards external organizations and stakeholders. Overall, the proposal acts as a pilot project in terms of shaping transnational, interdisciplinary inclusion work in a European context.

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

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

Project Title

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

Project Coordinator

Organisation FRIEDRICH-ALEXANDER-UNIVERSITÄT ERLANGEN-NÜRNBERG
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Project Information

Identifier 2020-1-DE02-KA204-007590
Start Date Dec 1, 2020
End Date Nov 30, 2022
EC Contribution 257,803 EUR
Partners EUROPEAN CENTER FOR QUALITY OOD (BG) , PRISM - PROMOZIONE INTERNAZIONALE SICILIA - MONDO (IT) , Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej - FRAME (PL) , Associazione INNOVAMENTIS (IT) , Jazykova skola s pravem statni jazykove zkousky PELICAN, s.r.o. (CZ)
Topics Teaching and learning of foreign languages ; Open and distance learning ; ICT - new technologies - digital competences

Project Summary

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

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

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

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

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

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

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

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

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

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

Project Title

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

Project Coordinator

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Project Information

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

Project Summary

Background

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

Objectives

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

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

Participants

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

Activities, results and sustainability

Preparation, Research, BRIDGE THE GAP! Fact Sheet

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

Development, Training Concept & Curriculum

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

Trainings, Age-friendly environment projects, Multiplier Events

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

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

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

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

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

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

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

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

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

Project Title

Living Intangible Culture

Project Coordinator

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

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Website www.ileu.net

Project Information

Identifier 2020-1-DE02-KA204-007725

Start Date Oct 1, 2020

End Date Sep 30, 2022

EC Contribution 254,170 EUR

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

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

Project Summary

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

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

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

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

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

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

The project aims to:

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

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

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

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

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

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

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

Project Title

Scaling and Implementation Plan for Digital Badges across Europe

Project Coordinator

Organisation relevantive GmbH
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Website <https://www.relevantive.de>

Project Information

Identifier 2020-1-DE02-KA204-007700
Start Date Sep 1, 2020
End Date Feb 28, 2023
EC Contribution 214,176 EUR
Partners Studieorganisasjon Folkeuniversitetet (NO) , Stichting Bloom (NL)
Topics Recognition (non-formal and informal learning/credits) ; Social entrepreneurship / social innovation ; Access for disadvantaged

Project Summary

Badge Europe aims to create a widely adapted and technically innovative Conceptual Model and Toolkit for the implementation of Digital Badges as a growth-focused training incentive across Europe. It is a Strategic Partnership between the Folkeuniversitetet (Public University) in Norway, which delivers high-quality, affordable classes to a large population of adult learners; the Stichting Bloom (Bloom Foundation) in the Netherlands, an organization focused on learning among vulnerable groups of society, including those distanced from the labour market and migrant communities; and relevantive GmbH in Berlin, Germany, an agency specializing in UX consulting that has focused on online skill-sharing and non-linear learning paths. The project will span 30 months, and will be focused around an iterative research and development process involving over 100 learners, 30 employers and 30 education providers from the three participating countries.

Digital Badges are an online mechanism for making visible and validating a wide range of skills and learning. The purpose of Digital Badges is to overcome two main obstacles to development in the workforce and social equity: to incentivize learning and training across a maximum range of the populace, and to leverage competencies latent in jobseekers and the active workforce, focusing on those competencies that are vital to the modern economy but which are not easily validated by existing qualifications. As such, Digital Badges are a unique instrument with an enormous potential to transform the lives and careers of individuals, the impact of educational organisations, the success of public policy, and the strength of the European market and society.

Of special importance to the project is the ability of Digital Badges to impact the professional lives of those who have not been integrated into existing educational frameworks, have not followed traditional career paths, or have not received formal qualifications. This may include individuals who exit school without a degree, former workers who have been disengaged from the labour market, adult learners with non-linear career or training paths, socially and economically vulnerable adults, and asylum seekers and refugees.

By offering these populations a technologically enabled path toward motivated learning and transparent validation, Digital Badges will encourage social entrepreneurship across Europe, creating new pathways of incentive and qualification that will be well matched to develop the workforce for the rapidly evolving European labour market. However, to ensure the effectiveness of Digital Badges, comprehensive research and innovative solutions are required.

Although disparate initiatives around Digital Badges already exist in Europe, there has been no comprehensive, research-based, fully inclusive initiative to create wide implementation based on the needs of all stakeholders; this project will undertake to be that initiative.

The necessary culmination of this project will therefore be the Digital Badge Toolkit: a set of relevant, practical, and immediately actionable documents designed for stakeholders to begin taking advantage of Digital Badges for their individual and organizational goals. To create a Toolkit that is maximally effective across Europe, the project team will: 1) research the Digital Badge landscape in Europe and globally; 2) run consultation sessions with stakeholders across multiple European nations, including learners, employers, educational organizations, and policy makers; 3) lead innovation workshops that will leverage the team's combined educational, technological, design, and management experience to conceive of powerful user-focused solutions; and 4) develop and compose the documents that will comprise the Digital Badge Toolkit.

The work team will consist of ten lead researchers from the three participating organizations: the Folkeuniversitetet (NO), Stichting Bloom (NL) and relevantive (DE). The team brings important and varied

approaches to integrating a wide range of adult learners into social and work life, and their different countries' contexts will provide critical insight into the research landscape, helping to ensure the development of a conceptual model that applies cross-nationally.

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

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

Project Title

Communication as a useful tool for caregivers in longterm care for elderly

Project Coordinator

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Website www.wohlfahrtswerk.de

Project Information

Identifier 2020-1-DE02-KA204-007685
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 290,735 EUR
Partners PANEPISTIMIO AIGAIYOU (EL) , COOPERATIVA SOCIALE COOSS MARCHE ONLUS SOCIETA COOPERATIVA PER AZIONI (IT) , Duale Hochschule Baden-Württemberg Stuttgart (DE) , BERUFSFORDERUNGSINSTITUT OBEROSTERREICH (AT) , APHOI KOUMANAKOU & SIA EE (EL)
Topics Health and wellbeing ; New innovative curricula/educational methods/development of training courses ; Key Competences (incl. mathematics and literacy) - basic skills

Project Summary

In the COMMUNICARE project, the main objective is to improve the communication skills of informal and non-formal caregivers in long-term care (LTC).

Communication is a basic human need that enables personal and social interaction and is the main expression of human relationships. In the framework of LTC and elderly care, a successful communication has significant impact on three main aspects that characterize quality in LTC:

- a) The ageing well and best possible quality of life for both the care recipients and caregivers
- b) The effectiveness of the assumed treatment and care giving protocol
- c) The direct and efficient synergy (cooperation) between the caregiver and the care recipient

Furthermore, negative notions like ageism, disdain, anger, neglect, or positive ones like compassion, affection, worry, can define the quality and the result of the communication and subsequently of the care giving procedure in LTC. Therefore a very important parameter for achieving the best possible quality in LTC depends on a well-based and smooth communication between the caregiver and the care recipient. Based on this COMMUNICARE aims to update the communication skills of informal and non-formal caregivers for achieving the best possible quality of life for their beneficiaries and themselves developing training content concerning:

- Principles for effective communication in LTC for elderly
- Basic principles and methods of communication in different chronic diseases and in reduced hearing
- Communication in the new era of technological and medical advancements in LTC

The six participating organizations are:

WW: Wohlfahrtswerk für Baden-Württemberg is one of the biggest care providers in the south of Germany offering all kinds of services for the elderly. Furthermore, WW has its own training centre and experience in adult learning and further training professional healthcare workers.

FZ: Frontida is the most successful home care provider in Greece. FZ will bring its` know how on describing the needs and difficulties in communication of both direct and indirect target groups in home care environment.

COOSS: Cooperativa Sociale main objective is to support the integration of disadvantaged people through the provision of social, assisting, social-care, educational and training services and to propose interventions to meet the different needs of the local community.

BFI: Berufsförderinstitut Oberösterreich is the largest educational institution for adult learners in Austria. They will use their expertise for the preparation and development of education and training materials for informal and non-formal caregivers in LTC, which is a rather diverse group of learners.

DHBW: Duale Hochschule Baden-Württemberg brings more than 40 years of experience in providing high-quality education programmes that include practical training. With their academic background DHBW ensures that the materials are synchronous with current developments in social- and health care.

UAEGEAN: Due to its capacity in developing multimedia content the University of the Aegean will provide the technological excellence in the field of ICT learning tools, and can make the project's training content not just easily accessible and comprehensive, but also fun and interactive.

Planned methods and activities during the project are a baseline study including an education gap analysis, the development of training content, the development of the online training platform, pilot studies and the development of a sustainability plan.

The envisioned impact and main result is raising awareness on the importance of communication as a useful tool on the hands of the caregivers, and achieving an effective and mutually beneficial relationship between the caregiver and the care recipient.

Which lead to the following long-term benefits:

1. Developing a meaningful and trustful relationship between the care giver and the care recipient.
2. Improving quality of life for patients in LTC.
3. Improving the quality of life for the caregivers

4. Promotion of home based care and of person-centered approach in LTC.
5. Upgrading the role of informal/non-formal caregivers in LTC.

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

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

Project Title

Discovering Digital Competences for Teachers

Project Coordinator

Organisation Volkshochschule der Stadt Selb
Address Lessingstr. 8 , 95100 Selb , BAYERN , DE
Website www.vhs-fichtelgebirge.de

Project Information

Identifier 2020-1-DE02-KA204-007586
Start Date Oct 1, 2020
End Date Dec 31, 2022
EC Contribution 201,502 EUR
Partners ANKARA MILLI EGITIM MUDURLUGU (TR) , Lärcenter Falköping (SE) , Suomussalmen kunta (FI) , Otsolan Kannatusyhdistys ry (FI) , CFA Joan Carles I (ES)
Topics Pedagogy and didactics ; ICT - new technologies - digital competences

Project Summary

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

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

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

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

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

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

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

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

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

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

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

Project Title

Digitalisation Experts in Adult Education

Project Coordinator

Organisation BLENDED LEARNING INSTITUTIONS COOPERATIVE
Address BERTHEAUSTR 10 , 37075 GOTTINGEN , NIEDERSACHSEN , DE
Website www.reveal-eu.org

Project Information

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

Project Summary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Project Title

KAUZ - Werkstatt für Klima, Arbeit und Zukunft

Project Coordinator

Organisation Common Future e.V.
Address c/o Thinkfarm, Oberlandstraße 26-35 , 12099 Berlin , DE
Website www.common-future.org

Project Information

Identifier 2020-1-DE02-KA204-007671
Start Date Sep 1, 2020
End Date Aug 31, 2023
EC Contribution 309,278 EUR
Partners LIBERA UNIVERSITA DI BOLZANO (IT) , Periskop - Kollektiv für solidarischen und ökologischen Wandel (AT) , Ustanova za obrazovanje odraslih Dante (HR) , UNIVERSITAET SIEGEN (DE)
Topics Energy and resources ; Civic engagement / responsible citizenship ; Environment and climate change

Project Summary

The ecological limits of our planet make major changes in our European way of life inevitable. In their well-established work, "The imperial mode of living", university professors Ulrich Brand and Markus Wissen have shown how our mode of living leads to global unsustainable development and causes rapid climate crisis. The choice our society has to make is whether prospective social changes will be by design or by disaster. In the project KAUZ we provide education for adults to empower them to take action for a Just Transition towards a solidary mode of living, that secures workers' rights and livelihoods during the shift towards an ecologically sustainable mode of production that counteracts climate crisis and protects biodiversity.

The main OBJECTIVE of the project is to create a high quality blended educational package on the imperial and solidary mode of living, and Just Transition which promotes active citizenship, for which as underlying METHODOLOGY we will apply the Global Citizenship Education and Education for Sustainable Development concepts.

For this purpose we will create four different intellectual outputs that can be used by NGOs and adult educators to raise awareness for these issues:

- (1) We will create 4 workshop programs including teaching and learning material providing profound education on the project's topics.
- (2) We will create a coherent educational series of microlearnings to be shared via social media and reach a broad audience. It will comprise images, infographics, comics and short videos together with short text that can be consumed within three minutes inciting light bulb moments.
- (3) We will shoot educational videos comprising whiteboard animation clips explaining key terms, and thought-provoking talks with leading field experts. They will be included as content for discussion in our workshop series, while at the same time being (re)usable as standalone learning content.
- (4) By creating a podcast-series, we want to reach out to people on their way to work, while doing chores, doing sports etc. In two distinct programs, on one hand, interviews will be held with everyday-role models - from farmers and employees to activists - about their strategies to defy a resource consuming lifestyle; on the other hand, experts will discuss project related topics such as sustainable development, ecological and fair production and consumption.

The test-workshops will include a total of 240 PARTICIPANTS, the multiplier events 220 multipliers and the project's online learning will reach up to several 1000s.

Our target group divides into two sub-groups: firstly, adult education professionals, particularly those working in the field of sustainability; secondly and as final beneficiaries, persons of employable age between 18 and 65 open to explore alternative, solidary ways of living and production. We chose this group because our intellectual outputs lay a focus on the topic of work and production.

To ensure the LONG-TERM BENEFITS of the project, all content will be made available for download on a newly created website. Further, a database will be established, containing institutions, organizations, networks and dedicated individual multipliers which can be approached to hold workshops and disseminate the educational package.

Through a distinct future plan and the active search for sustainable sources of financing to conduct the workshops and create even more microlearnings, videos and podcasts will guarantee sustainability of the project's outcomes, even after the project's funding period has ended. Therefore we intend to gain a certain degree of prominence and to raise interest for participation in additional countries.

ACTIVITIES

Two TRAININGS will be held:

- 1) Train-the-trainer for two workshops and an expert training on framing and moderation skills
- 2) Train-the-trainer for two workshops, peer-learning via the exchange of experiences, expert training on organizing and funding activities beyond the project's lifetime to ensure long lasting success.

Four MULTIPLIER EVENTS events are planned as a travelling exhibition "On the unstoppable path to a solidary way of living" with stopovers in all the partner countries.

RESULTS AND IMPACT

A network will be established between four different institutions, which have experience with the concept of the imperial mode of living, the solidary mode of living, an ecologically sustainable Just Transition, with designing digital and face-to-face teaching material for adults and teachers, and with implementing trainings for adults and teachers in AT, DE, I and HR.

The project promotes active citizenship via interactive tools and the creation of lasting networks among the target audience.

The intended impact of the project is the empowerment of adult learners to take part in a Just Transition that aims at transforming European societies towards ecological and sustainable development as promoted in the New Green Deal of the European Union.

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

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

Project Title

My e-Start

Project Coordinator

Organisation LANDKREIS KASSEL
Address WILHELMSHOHER ALLEE 19-21 , 34117 KASSEL , HESSEN , DE
Website www.landkreiskassel.de

Project Information

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

Project Summary

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

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

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

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

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

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

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

Project Title

Empowerment of migrant and refugee women

Project Coordinator

Organisation KulturLife gGmbH
Address Max-Giese-Str. 22 , 24116 Kiel , SCHLESWIG-HOLSTEIN , DE
Website www.kultur-life.de

Project Information

Identifier 2020-1-DE02-KA204-007398
Start Date Nov 1, 2020
End Date Jan 31, 2023
EC Contribution 246,839 EUR
Partners DRUSTVO ZA RAZVIJANJE PROSTOVOLJNEGA DELA NOVO MESTO (SI) , MOBILIZING EXPERTISE AB (SE) , Frontiera Lavoro (IT) , InterAktion - Verein für ein interkulturelles Zusammenleben (AT) , CSI CENTER FOR SOCIAL INNOVATION LTD (CY)
Topics Migrants' issues ; Integration of refugees ; Labour market issues incl. career guidance / youth unemployment

Project Summary

EMIRE (Empowerment of migrant and refugee women) aims to empower women with migrant/refugee background for integration to the labour market and foster social inclusion. EMIRE develops concepts and tools for social workers, employment advisers and volunteers to support the empowerment process enabling women to become self-effective in their own integration process. In addition, a positive perception of women with migration/refugee background in the labour market is supported and thus integration is promoted.

Since 2015, about 800.000 women have come to Europe as a result of the refugee crisis, 44.1% of these are 18-45 years old while half of this stated group is not in employment in the receiving country. The main obstacles for women with migration/refugee background when trying to enter the labour market are: recognition of qualifications and previous professional experiences; lower language skills than men from the same group (common reasons: lower schooling level in the countries of origin, less practice due to lacking social contacts in Europe due to predominant family structures); gender inequality.

For many women, Europe means a realistic chance of building up an own professional identity and adds to obtaining professional qualifications, as only 1/3 of them were in employment before migration. Furthermore, EMIRE helps to reflect on traditional family structures since women with migrant/refugee background mostly migrate with their families and remain in traditional family constellations.

EMIRE addresses two main target groups:

- 1) Women with migrant/refugee background between 18 and 45 years old who are currently not integrated to the labour market. This age group has high potential of establishing itself on the labour market in the long term and of gaining qualifications.
- 2) Social workers, employment advisers, consultants and volunteers who work with adult migrants and who accompany women in the integration process.

Both groups are actively involved in the EMIRE's activities e.g. through participation in local activities, focus groups or training events. Furthermore, they contribute to the development of the project's intellectual outputs to test and use them lastly.

EMIRE produces 3 intellectual outputs:

IO1 "Video platform: My personal pathway"

In IO1 personal stories of women with migrant/refugee background about e.g. their approaches to find a job, to integrate themselves to the labour market, will be shared. To see and to listen to a personal story has undeniably a different effect on human beings than just receiving this information by looking at data and statistics. By choosing this digital format, content can be shared easily on social media and also women with migrant/refugee background who might mainly be within their families and homes, being therefore rather difficult to reach, will have access to it and can start a self-discovery and their own empowerment process.

IO2 "Toolkit: Support the creation of a female professional identity through empowerment of migrant or refugee women"

A toolkit for social workers/employment adviser and volunteers who work with women with migrant/refugee background. The toolkit will focus on their practical day to day work. It will especially help with how to handle challenging situations which can occur during the work processes with women with migrant/refugee background. The methodologies will be based on: 1) Theory of resilience 2) Theory of non-violent communication and 3)

Theory of Emotional Intelligence.

IO3: "How the empowerment of migrant women will lead to the integration into the labour market"

Policy guideline in form of an interactive eBook especially designed for decision makers at local, national and European level. It builds upon the needs of decision makers and supports the local migrant initiatives when they reach out to decision makers.

The desired impact on women with a migration/refugee background will vary depending on the starting situation of the women when being involved in the project, e.g. whether they live with their family or have come to Europe alone, whether they have professional qualifications etc.

The main expected impact on women includes the following:

- 1) empowerment
- 2) ability to build an own professional identity
- 3) knowledge and awareness of different family structures and the role of women
- 4) image of women with migrant/refugee background in society will change
- 5) sensitisation of future female generations

Desired impact on social workers/employment advisers/volunteers:

- 1) ability to establish a trusting relationship with their clients more quickly
- 2) increased competencies of stress and emotion management, communication, better understanding of cultural diversity among families and the special role of women in the migrant/refugee group
- 3) ability to work in diverse cultural environments
- 4) ability to apply non-formal methods to formal environments to empower women with migrant/refugee background

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

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

Project Title

Social inclusion of migrant women through art, sport, civic education and group coaching

Project Coordinator

Organisation BIDA e.V.Kultur und Bildung
Address Meininger Str.138 , 98529 Suhl , THÜRINGEN , DE
Website www.bida-kultur-bildung.de

Project Information

Identifier 2020-1-DE02-KA204-007371
Start Date Sep 14, 2020
End Date Sep 13, 2022
EC Contribution 57,599 EUR
Partners Le Diwan des Mille et Un Mondes (FR) , Club Deportivo de Judo Finisterre Laguna de Duero (ES) , European Integration and Training Centre ALPHA (ES) , IL FILO D ARIANNA (IT)
Topics Gender equality / equal opportunities ; Migrants' issues ; Inclusion - equity

Project Summary

Migrant women face challenges and barriers as both migrants and women, namely, a double disadvantage that is also confirmed by research. Despite having tertiary education similar to that of native-born women and migrant men, migrant women face additional obstacles in labour integration process, such as discrimination, lack of networking, mismatching job needs and qualifications, family-related commitments. In order to improve their labour market integration, migrant women need support and guidance through their integration process, they must be informed on their rights and obligations in the host society, they must be empowered, they must have access to trainings and be able to take full advantage of their skills.

In this context the current project aims to apply a comprehensive approach providing networking opportunities, practical and transversal skills, assisting and facilitating the migrant women integration path into the EU societies through civics, art and sport coaching schemes, that could be an answer to the challenges they encounter.

The 4women project will be based on the partners' practices that using the civics, art and sport, and especially the benefits of self-defence trainings and group coaching, could help to bring people from various cultural and ethnic backgrounds together and can contribute to the integration and inclusion of women with migrant backgrounds and therefore to the community cohesion.

To this end, the project aims to:

- Build a social integration model for migrant women linked with non-formal education and life-long learning (LLL) methods;
- Exchange knowledge and transfer good practices among partners on art, sport, civic education and group coaching of vulnerable adults;
- Empower migrant women towards social inclusion, civic engagement and participation in the EU societies;
- Provide awareness raising opportunities for stakeholders and general public to support migrant women in their integration process;
- Promote intercultural dialogue and strengthen knowledge and acceptance of social, ethnic, linguistic and cultural diversity in society.

4women will increase the opportunities for social inclusion of all women, regardless of nationality, race and gender, using art, civics and sport values and taking into account the underlying European values.

Main target groups will be the adult education providers (social workers, trainers, coaches, mentors, etc.) working with vulnerable adult learners, and especially with migrant women, and the migrant women in 4 EU countries themselves, where their social inclusion was identified as a challenge by the partners' experts.

The consortium brings together 5 organisations from Germany, Italy, France and Spain, each of them with specific expertise in the AE field. The transnational cooperation between public & private sector is strengthened through the involvement of associated partners, where public institutions will ensure sustainability of the 4women outputs.

The project duration is 24 months, calculated in order to implement correctly the planned action and achieve the project objectives. Main activities will be the development of Training Programme "Art, Civics, Sport & Coaching for Migrant Women's Inclusion" for AEPs in 5 languages; JST where 15 staff members of the partners will exchange knowledge and practices on the developed training units; pilot tests with 150 migrant women in 4 EU Member States; local/regional dissemination events, where total of 125 representatives of the target groups are expected to assist; creation of 4women cross-border cooperation Network, website and project social group.

The methodological approach taken by 4women is based on common decision making, adopting the initiative of regular exchange of practices, aiming to ensure that all consortium members are involved in the project's progress, being aware of specific strengths of particular partners. The working methodology establishes an organic approach where the local and transnational activities are in constant interexchange and nourish each other at the various stages of the project, while dissemination ensures its success and sustainability. By building a common training programme, addressing the needs of the target groups in 4 countries, provided in 5

languages, with the use of art, civics and sport activities, along with a training component on transversal skills, the 4women project answers the needs of women's integration, while countering for gender equality and civic awareness at European level.

At long-term will be achieved improved independence, self-esteem and self-confidence of the migrant women through empowerment sessions and civic engagement; better relationship between migrant women and the host EU societies; promotion of new tools in the AE field for social inclusion of vulnerable learners; transfer of knowledge and best practices between AEPs in the partner countries and the rest of the EU, thanks to the planned 4women follow-up activities.

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

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

Project Title

Remote Working Skills for All

Project Coordinator

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

Project Information

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

Project Summary

BACKGROUND

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

NEEDS & CHALLENGES

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

OBJECTIVES

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

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

PROJECT PARTNERSHIP

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

RESULTS

The REMSKA project is expected to have the following results:

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

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

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

POST-PROJECT SUSTAINABILITY

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

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

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

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

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

Project Title

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

Project Coordinator

Organisation ISIS GMBH
Address KASSELER STRASSE 1A , 60486 FRANKFURT , DE
Website www.isis-sozialforschung.de

Project Information

Identifier 2020-1-DE02-KA204-007447
Start Date Dec 1, 2020
End Date Jul 31, 2023
EC Contribution 385,040 EUR
Partners AGE PLATFORM EUROPE (BE) , LUNARIA ASSOCIAZIONE DI PROMOZIONE SOCIALE (IT) , AFEDEMY, ACADEMY ON AGE-FRIENDLY ENVIRONMENTS IN EUROPE BV (NL) , Bildungsstätte Anne Frank (DE) , SHINE2EUROPE, LDA (PT) , UNIVERZITA KARLOVA (CZ)
Topics Civic engagement / responsible citizenship ; Romas and/or other minorities ; New innovative curricula/educational methods/development of training courses

Project Summary

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

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

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

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

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

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

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

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

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

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

Project Title

BILDUNG - MOTOR & THEATRICAL ASPECTS OF LIFELONG LEARNING

Project Coordinator

Organisation arco - Erlebnispädagogik e.V.
Address Wellritzstraße 49 , 65183 Wiesbaden , HESSEN , DE
Website www.arco-wiesbaden.de

Project Information

Identifier 2020-1-DE02-KA204-007749
Start Date Sep 1, 2020
End Date Apr 30, 2022
EC Contribution 136,454 EUR
Partners Miedzynarodowe Centrum Spotkan Mlodziezy (PL) , ASOCIATIA CULTURALA BRANART (RO) , LEARNING CENTER FOR YOUTH (CY) , Lietuvos verslo kolegija (LT) , Positiva Milano (IT) , Contrôle-Z Nouvelle Aquitaine (FR)
Topics Disabilities - special needs ; Access for disadvantaged ; New innovative curricula/educational methods/development of training courses

Project Summary

“BILDUNG – MOTOR & THEATRICAL ASPECTS OF LIFELONG LEARNING” is an international cooperation for adult education. It's aiming towards actions and insights about "learning to learn" regarding motor and theatre methodology in social work and education.

Against the background of increasing national and European tensions as well as a lack of effectiveness in the education system as shown by PISA, BILDUNG has set the goal to contribute to these fields in both a practical sense of direct-help and in a sustainable, systemic approach on an European niveau based on the diversity of methods of thematic theater and movement-methods in life long learning.

The objectives of the project are:

1. The creation of a reliable quality-measure plus an understandable guidance in the social- and educational work with theater and movement forms, specifically regarding the work with people with fewer opportunities- ergo enabling a reliable quality-management for this workfield.
2. Strengthening of European cooperation in research and development.
3. To help adults with fewer opportunities to enhance their skills, self-confidence and career opportunities in several phases of the project.
4. Making a european contribution to the development of: the educational landscape, learn learning, subjectorientation, the body's role in learning, equal opportunities, intercultural learning and the benefits of theatrical methods.
5. The development of an empirically secured method- manual.
6. The development of an empirically and practically secure online method-pool with public availability. Third party institutions contribute and use this platform further after the projects completion.
7. Organization and execution of a congress and trainings of regional and international multipliers.

The number of participants vary within the project-phases and -units and totals to about 20 professionals and trainees from the partner organizations, several hundreds of regional multipliers with different professional level and more than hundred participants with fewer opportunities.

The project will run for twenty month and includes three project-phases, fully documented and processed for the international public. Each phase includes five main project-units which are evenly distributed over the participating organizations..

The "Input phase" serves the collection and documentation of the methods of the individual partner organizations and the horizontal transfer of these skills to the other partners; and secondly, the development of innovative models of action which will be implemented in the next phase. In addition, regional multipliers are given the chance to participate in the method-training of the host organization. The meetings run over two and a half days at a selected venue on an average of six hours a day

BILDUNG will be continued in second innovative Application.

There theproject will be started again in an Input-phase to come to the „laboratory-Phase“ and include a „Multiplier-Phase“

In the "Laboratory-phase" the findings and hypotheses of the previous phases being developed further, validated and translated into practical methodology. The focus varies greatly in terms of topic, methodology, and empirical approach.

The "Multipliers- phase" at the end of the project includes a multiplier-trainings parallel conducted by the partner organization. The results of work of BILDUNG are going to be passed on at these trainings and with a

BILDUNG-Congress. The project ends with a transnational conclusion-meeting in Wiesbaden.

The development of the participating institutions and professionals to "think-tanks" in the subject of "motor and theatre aspects of life long learning" - which includes a solid understanding of general educational processes, subject orientation and learning dynamics is among the most important effects of BILDUNG. They will be able to multiply their knowledge holders autonomously and sustainable.

In the context of the international project-units participants with fewer opportunities will be making important experiences find creative ways of self-expression and get supports in learning how to acquire new knowledge on their own. The cultural diversity is celebrated and seen as an opportunity and thus BILDUNG contributes to international understanding.

The outputs of BILDUNG - a online method-pool, a manual, the multiplicator-educations and the big BILDUNG-congress - may contribute to the improvement of social help- and educational processes. Especially in consideration of the BILDUNG Congress the project results will contribute to the european debates on education and help towards a more efficient and humane education systems for all age groups.

BILDUNG is going to be a vivid thematic platform for professionals from around the world and a useful key-tool for quality assurance in the social and educational work without geographical, socioeconomical or cultural limitations long after the project is completed

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

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

Project Title

Women Performing Europe - The Magdalena Project Across Borders

Project Coordinator

Organisation PROTAGON - FREUNDE UND FOERDERER FREIER
THEATERAKTION

Address ORBERSTR. 57 , 60386 FRANKFURT , HESSEN , DE

Website www.protagon.net

Project Information

Identifier 2020-1-DE02-KA204-007718

Start Date Sep 1, 2020

End Date Aug 31, 2022

EC Contribution 106,718 EUR

Partners Stowarzyszenie Grupa Artystyczna TERAZ POLIŹ (PL) , NORDISK
TEATERLABORATORIUM (DK) , Teatro Nucleo S.C.A.R.L. (IT)

Topics Creativity and culture ; Inclusion - equity ; Gender equality / equal
opportunities

Project Summary

As social and historical subjects, women also have the right to propose new ways of being in the world, based on diversity of opinion, culture and civic education. We are at a time when it is crucial to encourage women to position themselves in the face of social conflicts, extremist nationalism, pandemics, discrimination, racism, etc. In the frame of their Strategic Partnership, there will be organized four transnational meetings in the project, as well as carry out job shadowing and professional development activities for women with social disadvantage. At the same time, a research compilation in the field will be conducted, and discussed during the transnational meetings is for the production of common results. Which will be the following: one Tool kit online for Women's Leadership in cultural work; one YouTube Chanel with 7 web-series with statements of invited artists from the Magdalena Project Network; one online handbook with reflections on the project activities. It is worth to highlight that the production of the project results will be guided by the intersectional feminist perspective, in which aims not to categorize women within a bourgeois and white logic, but to invest in it, how aspects of one's social and political identities (gender, race, class, sexuality, ability, etc.) might combine to create specific modes of discrimination.

In this sense, most of the methods are practised in common at each person involved in the activities, to train new ways of self-expression (learners) and methods to stimulate active citizenship (trainers). Our partnership involves four organizations, one from Germany, Italy, Poland and Denmark, with diverse expertise in adults civic education, committed to empowering disadvantaged. The participants of the project will go through a capacity building program created by the project, they are older and young learners with some migrant background or social vulnerability.

We wish to bridge the mentioned gap through creative approaches based on their experiences and concerns. They work with methods they will experiment– theatre, role-playing and situational games, discussion events with (local) politicians, world café, decolonial cultural dance, creative writing, among others. These activities also take place within the context of a cultural event, festival or meeting. The objectives of the project are to improve the quality of education in and to increase the take-up of these subjects in the work conditional.

Therefore, to ensure sustainability and dissemination of project results, the Strategic Partnership foresees conferences at local, national and European level, as well as designs jointly a follow-up strategy.

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

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

Project Title

CHAT YOUR VALUE - Crisis Help-lines Assisted by Trained Young Volunteers

Project Coordinator

Organisation IFOTES Europe e.V.
Address Dödter Straße 10 , 58095 Hagen , NORDRHEIN-WESTFALEN , DE
Website www.ifotes.org

Project Information

Identifier 2020-1-DE02-KA204-007667
Start Date Sep 1, 2020
End Date Aug 31, 2022
EC Contribution 82,500 EUR
Partners Telefono Amico Italia (IT) , SOS Amitié France (FR) , ASOCIACION INTERNACIONAL DEL TELEFONO DE LA ESPERANZA (ES) , Magyar Lelki Elsosegely Telefonszolgalatok Szovetsege (LESZ) (HU) , Federatie van Tele-Onthaaldiensten in Vlaanderen en Brussel (BE) , Ass. Culturale ARTESS - Association for Research and Training on Emotional Support Skills (IT)
Topics Health and wellbeing ; Civic engagement / responsible citizenship

Project Summary

According to the International Association of Telephone Emergency Services (IFOTES), there are about 350 crisis centers in Europe with over 20,000 volunteers providing emergency assistance day and night in over 4 million telephone calls and an increasing number of internet contacts, over 200,000 in 2019. 2-3 thousand volunteers have to be trained every year to keep the crisis helpline working around the clock.

The task of crisis services is to accompany those people, to provide contact or relationship, to relieve them emotionally, to give orientation and, if necessary, to absorb suicidal crises. Most crisis services work with volunteers who are carefully trained for this responsible activity for months.

The need for chat advice is growing, people who cannot talk about their problems or want to use the "silent" chat to get advice and support. Experience shows that the more difficult problems are named in the chat. Often it is about (sexual) experiences of violence, abuse and in many cases also about suicide.

Therefore, there is also a great demand for volunteers in the chat. These must be well trained and accompanied and supervised in their counselling work in the chat. In order to prevent many volunteers from switching from telephone counselling to chat counselling and being absent on the telephone, it is urgently necessary to train people specifically for chat work. Here, an exchange about the experiences and procedures in the participating European countries at the beginning of the project is of great importance.

The proposed project will be organized by 6 European NGOs which maintain Telephone Emergency Services (TES).

Aim of the project

The aim of the Strategic Partnership "Chat Your Value (CYV)" is to achieve an additional value of knowledge and experience throughout common reflection and exchange on best practices of communicating, recruiting and training young volunteers to work in the chat service of helplines, and exploring possible structural changes in TES to allow young people to join and stay in TES.

European dimension

Most of the TES have more or less a long tradition between 20 and 60 years and independent historical development. And although they work under the same umbrella and with the same objectives they developed their individual professionalism on a national or local level. All the partners are involved in very active national networks of crisis centres. They profit from the national exchange of knowledge and experiences. Because of a very similar structure and purpose of crisis centres all over Europe, there must be even a higher benefit of cooperation on European level.

The common feature of all the hotlines across Europe is that all the work on the phone and in chat is done by trained volunteer workers, carefully trained and supported by full- and part time staff members working on crisis helplines. During the years the crisis centres developed their own training strategies and tools for the education of consultants for telephone and chat.

"Chat your Value (CYV)" also wants to focus the diversity of listeners across Europe. There is an important common interest of all partners to explore the gender structure of the listeners and to point out strategies how to adjust the training and recruitment instruments appropriately to gender specifics. Most of the partners' crisis

centres have the difficulty to recruit and keep young male listeners. All the partners will try to answer the questions linked to gender aspects, e.g. what are effective strategies on equal recruitment and qualifying male and female listeners for chat consultancy.

In addition, cultural and religious aspects of reasons of calling become more and more a common point of attention, as multiculturalism and multi-religiousness are no more the remark of just few European areas. Therefore, the partners will learn from each other how to consider the type of personal crises of callers in combination with their cultural and religious background.

Results

The work programme is focussed on sharing and exchange of good practice and foresees 5 Transnational Partner Meetings (DE, FR, ES, BE, IT).

During these meetings, a document that will be developed together by the partnership is a best practice handbook with recommendations and practical examples on three main priorities/actions:

1. Possible TES changes in the management of the service and human resources, especially on regard of young volunteers
2. A communication campaign aimed to recruit young volunteers, especially for the chat service
3. Guidelines for training young volunteers in listening skills, adopting innovative tools developed in the European TES environment

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

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

Project Title

Virtual Mobilities for All

Project Coordinator

Organisation Pädagogische Hochschule Freiburg
Address Kunzenweg 21 , 79117 Freiburg , BADEN-WÜRTTEMBERG , DE
Website www.ph-freiburg.de

Project Information

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

Project Summary

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

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

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

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

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

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

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

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

The objectives of the project are to develop and pilot:

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

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

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

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

Project Title

Pathway to equality

Project Coordinator

Organisation Copernicus Berlin e.V.
Address Sophien str. 28/29 , 10178 Berlin , BERLIN , DE
Website <https://www.copernicusberlin.de/>

Project Information

Identifier 2020-1-DE02-KA204-007595
Start Date Sep 1, 2020
End Date Apr 30, 2022
EC Contribution 120,274 EUR
Partners EUROPEYOU (ES) , FUTURO DIGITALE (IT) , ASSOCIACAO INTERCULTURAL AMIGOS DA MOBILIDADE (PT)
Topics Inclusion - equity ; Home and justice affairs (human rights & rule of law) ; Romas and/or other minorities

Project Summary

European societies have never been static, and transformation continues in all member states. In the last years, political and economic upheavals and war have spurred migrations to and within Europe. The churning of European populations and influx of migrants have rendered some indigenous peoples' minorities and created societies that are rich in ethnic, linguistic, and cultural diversity. However, people from minority groups tend to be poorer and to have less power, less influence and less access to remedies to tackle their problems than those from the majority population. Minorities struggle to realize all types of human rights, whether civil and political, economic, social or cultural, whether as individuals or as groups. Entrenched discrimination on ethnic or religious grounds is also a common precursor to conflict.

Additionally, the negative political populism is also growing. In such political polarization, young adults especially those with minority backgrounds are the most vulnerable. These appearances make even more complicated the social-political inclusion of the young adults minorities. The latest finding of Fundamental Rights Report (FRA, 2019) are reflecting on the widespread socio-economic disadvantages of these groups of young adults.

Following, young adults minorities face a high degree of vulnerability that places them at greater risk for negative outcomes.

Thus, there is a need to enhance human rights education in the society to prevent unequal treatment of young adults and to get opportunity of minority young adults for future and better inclusion in the society. Effective human rights education not only provides knowledge about human rights and the mechanisms that protect them, but also develops the skills needed to promote, defend and apply human rights in daily life. "Pathway to equality (PTE)" project aims to strengthen the competences of adult educators in key concepts of human rights education with minority young adults and provide them the necessary knowledge and tools as learning resources to promote equality and address intolerance in the society.

The direct target group of the project will be adult educators involved in adult learning who will upgrade their skills in human rights education, whereas the indirect target group are young adults learners.

All project activities will be strictly interconnected each other and project objectives will be achieved through a careful project planning and defined project methodology. In fact, the project will be managed in a collaborative way, based on collective intelligence and regular communication.

Details of the schedule can be seen in the schedule (see GANTT chart). This schedule will be used as a base for the overall project management and tracking of the project milestones. This methodology also mean that steps must be realized in time bound manner as any lateness or missing parts can have direct influence on other partner work.

The following methodology will be applied: Plan, Do, Check, Act. The main outcomes of the project will be: four transnational meetings, four outputs, two training events and four multiplier events. All outputs will be available as OERs.

Adult educators will:

- Develop new skills and knowledge in key concepts of human rights of young adults minority, which is an important issue in Europe right now and on the role that adult educators can play and so raise the impact of their work.

- Reinforce practical methods, tools and practices that they can adopt and adapt to their context and so make it easier to protect human rights of young adults minority and promote tolerance and equality. This will happen through the specific skills that they will acquire through the TEs (C1&C2) and the other projects outputs.

- Raise participants' capacity and motivation to apply new methods and implement local multiplying events.
- An increased network with colleagues from other countries and organizations with the common goal of developing quality projects in the future.
- Improve their abilities to deal with new situations and unexpected ones, thanks to specific skills in working with young adults through non-formal and formal education.
- Act as multipliers of knowledge acquired in their local area, especially of other Erasmus+ projects giving educational opportunities to the young adults of the local context.
- Present Erasmus+ framework and capacitate the participants to take advantage of future learning, mobility or volunteering opportunities.

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

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

Project Title

Soft Skills Assessment and Competence Validation for Volunteers in Transnational Crisis

Project Coordinator

Organisation media k GmbH
Address Goethestraße 10 , 97980 Bad Mergentheim , BADEN-WÜRTTEMBERG ,
DE
Website www.media-k.eu

Project Information

Identifier 2020-1-DE02-KA204-007592
Start Date Oct 1, 2020
End Date Sep 30, 2022
EC Contribution 266,895 EUR
Partners QUALED občianske združenie pre kvalifikáciu a vzdelávanje (SK) ,
INTEGRA INSTITUT INSTITUT ZA RAZVOJ CLOVEKOVIH
POTENCIALOV VELENJE (SI) , Asociación andaluza de apoyo a la
infancia - ALDAIMA (ES) , CE.S.CO.T. VENETO - Centro Sviluppo
Commercio Turismo e Terziario (IT) , Wissenschaftsinitiative
Niederösterreich (WIN) (AT) , AKADIMAIKO DIADIKTYO (EL)
Topics Recognition (non-formal and informal learning/credits) ; Civic engagement
/ responsible citizenship

Project Summary

Within a few weeks, the Corona crisis has led to developments in the field of volunteer work which for years seemed unthinkable and which have turned current developments that gave cause for concern into the opposite. Even though data cannot be available at the time of writing this application, it is already possible to say with certainty:

- Voluntary work and the associated assumption of responsibility in civil society have gained a completely new appreciation.
- The tools developed for this purpose (such as platforms for placing volunteers) were developed, activated and used virtually "overnight" thanks to digital technologies.

People not only volunteer for the well-being of their neighbours, offer interactions with people who cannot leave the house or take on shopping services. They also take on activities that have nothing to do with their actual job: Those affected by short-time work or lack of orders are also involved as volunteers in areas outside their profession where support is urgently needed: in care, in agriculture, or in the mobility economy.

Regardless how different in terms of professional background the volunteers are, they have one thing in common: Volunteering in times of the pandemic is an opportunity to proactively combat limited employment and loss of income, to be socially active and to feel being part of civil society. Equally important, it is also a way to gain new soft skills like team spirit, critical faculties, communication skills, intercultural competence, stress management, discipline, and self-confidence. Volunteering is an effective learning environment, especially for those people who had to realize that their professional activity is by no means systemically relevant in terms of crisis management. Strictly speaking, volunteering is a great opportunity, namely that of acquiring and validating soft skills and then being able to use it in any professional environment as an additional qualification.

However, how can a volunteer recognize and validate those new skills? How can an employer be made aware of these skills as an added value for the creation of teams, stress situations or intercultural tasks? Consequentially, it is absolutely fundamental to properly validate those "soft skills", i.e. new personal competences. Although the wording suggests otherwise, it is "soft skills" that can make the difference in working life.

Therefore, the overall aim of the CRISISS project is to provide organisations which employ volunteers with support and guidance to implement internal systems of recognition of soft skills, in order to empower volunteers to recognize and appreciate their growth in soft skills.

In order to reach this objective, the specific objectives are

- to create Soft Skills Identification (IO1) and Assessment Tools (IO2), in order to support volunteers to recognize and validate their own soft skills, increase the awareness of the importance of soft skills in professional life, and to recognize informal and non-formal competences through evidence gathering;
- to elaborate Self-Promotion Tools (IO3) which will assist volunteers in promoting their soft skills they have acquired in volunteering, and provide the instruments they need to use for presenting and taking advantage of their soft skills in an effective way;
- These materials will be made available at a multilingual and interactive e-platform (IO4) and as mobile apps for smart phones (IO4). Parts will also be available as podcast or can be activated by smart-home voice assistants such as Alexa or Siri. All products will remain accessible at least five years after the end of the project, i.e. until 2027.

The transnational collaboration will benefit from the various experiences and competences of the partnership which consists of 7 institutions working with volunteers, organisations working with people with disabilities, youth and family counselling organisations, social partners, adult education institutes, social research centres and ICT experts for the development of open educational resources (OERs).

The primary target groups for our project are organisations which employ volunteers in their daily work. The secondary target group are the volunteers who will be able to use the assessment and promotion tools and for whom the visualisation, documentation and recognition of formally, non-formally and informally acquired soft skills in the field of volunteering during the pandemic will increase their career opportunities as well as their personal development.

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

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

Project Title

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

Project Coordinator

Organisation CENTRUM FUR INNOVATION UND TECHNOLOGIE GMBH
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Project Information

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

Project Summary

BACKGROUND

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

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

OBJECTIVE

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

PROJECT PARTNER

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

ACTIVITIES

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

METHDOLOGY

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

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

RESULTS

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

IMPACT AND BENEFITS

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

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

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

Project Title

Flip Edu Up

Project Coordinator

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Project Information

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

Project Summary

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

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

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

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

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

The main outcomes of the project:

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

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

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

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

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

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

Project will:

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

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

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

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

Project Title

Digital Practices for Inclusive Programs

Project Coordinator

Organisation IBERIKA EDUCATION GROUP GGMBH
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Website www.iberika.de

Project Information

Identifier 2020-1-DE02-KA204-007526
Start Date Dec 1, 2020
End Date Nov 30, 2022
EC Contribution 257,150 EUR
Partners SYNERGASIA ENEGON POLITON (EL) , SWIDEAS AB (SE) , CESIE (IT) , CLAVIS sprog & kompetence (DK)
Topics ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Disabilities - special needs

Project Summary

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

OBJECTIVES:

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

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

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

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

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

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

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

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

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

IMPACT & RESULTS

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

The project will achieve:

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

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

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

Project Title

Balkan-Migrationstrialog

Project Coordinator

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Project Information

Identifier 2020-1-DE02-KA204-007481
Start Date Sep 1, 2020
End Date Feb 28, 2022
EC Contribution 43,200 EUR
Partners Institute for research and policy analyses - Romalitico Skopje (MK) ,
Udruzenje Roma Intelektualaca (RS) , Römisch-Katholische
Kirchengemeinde Waldkirch (DE)
Topics Integration of refugees ; Inclusion - equity ; Migrants' issues

Project Summary

Organisations involved in advising and supporting migrants, particularly Roma, who come to Germany from Serbia and North Macedonia and who return to these two countries from Germany, establish a network for the exchange of information, experience and good practices for the benefit of all project partners and the target group. Building on the specific expertise of each organisation regarding the legal and social situation in their country, each partner shall support the other and provide information to improve the quality of advice for the target group.

The project shall also offer the opportunity to provide feedback to competent actors in Germany regarding the experiences and issues of the Roma community in dealing with the process of migration to Germany, such as experiences of discrimination. It shall also assist in educating relevant actors in Germany (as well as the general public) regarding the situation of Roma in these countries, raising awareness of issues like segregation, discrimination and racism. By doing so, the project shall contribute towards assisting the process of integration of people with migrant backgrounds in Germany. The partners shall also cooperate in sharing their experiences regarding ways, means and methods to best reach and communicate with the target group - (prospective) migrants and returnees.

The project partners see an urgent need to improve the flow of information on the framework conditions of migration between the Western Balkans and Germany. For example, actors in Serbia and North Macedonia need information on the frequently changing German migration law, such as asylum law or labour migration, including recognition of qualifications. Actors in Germany need reliable information on the situation of those returning from Germany - for example on reintegration opportunities. The expertise of the project partners on the situation of returnees can be useful in exchanges with return counselling centres in Germany and with those responsible for projects supporting returnees. Transnational exchange brings great added value because the framework conditions of other countries can only be understood with the help of competent local partners. Reliable information in this field brings a great added value for the respective clientele - i.e. migrants and returnees. Reliable information on the situation of returnees is particularly important in order to support those affected in exercising their rights. This promotes social inclusion and contributes to the fight against the discrimination often experienced by those affected, many of whom belong to the Roma minority, in all countries in question. The insights gained in the project will be of benefit beyond the three countries involved, since information for returnees is just as relevant for those returning from other countries than Germany, and information on migration to Germany is also relevant for other countries of the Western Balkans which are not in the EU.

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

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

Project Title

Climate Box

Project Coordinator

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Project Information

Identifier 2020-1-DE02-KA204-007443
Start Date Oct 1, 2020
End Date Sep 30, 2022
EC Contribution 233,271 EUR
Partners ASOCIACION CAMINOS - ASOCIACION PARA EL INTERCAMBIO EDUCACION Y DESARROLLO SOCIAL (ES) , CESIE (IT) , OUT OF THE BOX INTERNATIONAL (BE) , DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH (AT) , CATRO BULGARIA (BG)
Topics Access for disadvantaged ; Environment and climate change ; New innovative curricula/educational methods/development of training courses

Project Summary

As the protection of our planet will constitute a serious challenge for many years to come, it is important to sensitize all citizens on climate change topics and provide them with an opportunity to reflect on their own personal contribution. However, we cannot expect people from disadvantaged backgrounds to seek, take part in and even understand climate-related issues on their own. Therefore, it is crucial to avoid exclusion by spreading awareness and providing tailored environmental education to people, who are less likely to obtain such knowledge due to their socio-economic situation.

Climate Box is based on the assumption that socio-economically disadvantaged groups and low-educated adults are less likely to a) obtain tailored information about climate issues and b) actively seek information about climate-related topics, as they are facing challenges related to their socio-economic status and may not perceive climate issues as their priority.

The aim of Climate Box is to create a toolbox containing 60+ ready-to-use micro learning units, which adult educators can easily integrate into their courses to increase climate awareness and motivate participants to live a more eco-friendly lifestyle. The project creates outputs tailored to specific needs of the disadvantaged with a particular focus on easy-to-understand information applicable to everyday life, such as energy and food consumption, water usage, waste reduction, clothing and mobility choices.

The main target groups of this project are a) trainers and adult educators, who will be the direct users of the developed educational materials and b) socio-economically disadvantaged groups of people, who will be the main beneficiaries of the project's outputs. Particular attention is given to the unemployed, those with low education levels and those with a migration background.

A total of five intellectual outputs will be produced: a report on climate education for disadvantaged adults (IO1), Climate Box training materials (IO2), Online resource base for climate education (IO3), Open Badge for climate education via a learning app (IO4), Guidance publication for adult educators (IO5). All intellectual outputs are designed with a vision of sustainable use way beyond the project's lifetime.

The main impact of Climate Box lays in the strengthening of climate awareness among disadvantage groups of people, who are otherwise unlikely to obtain such information on their own. Through simple, entertaining and easy-to-understand learning materials, disadvantaged groups will be able to integrate basic climate-friendly behaviour into their everyday life and thus positively contribute to the environment. By introducing innovative learning tools and methods, the project will also strengthen professional competences of adult educators and significantly increase their social and communication skills.

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

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

Project Title

Action for Future - How to Initiate Active Engagement of Young Adults in European Local Communities and Societies

Project Coordinator

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Project Information

Identifier 2020-1-DE02-KA204-007415
Start Date Oct 16, 2020
End Date Oct 15, 2022
EC Contribution 194,349 EUR
Partners ASSOCIAZIONE FORMAZIONE PROFESSIONALE DEL PATRONATO SAN VINCENZO (IT) , Your Ideas Matter LTD. (BG) , LoPe - forening for mikrointegrering (NO) , BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH (AT)
Topics Civic engagement / responsible citizenship ; New innovative curricula/educational methods/development of training courses ; Access for disadvantaged

Project Summary

The Action for Future project combines the efforts of 5 partners, representing different regions of Europe – Central (Germany and Austria), Eastern (Bulgaria), Northern (Norway) and Southern (Italy). The starting point of our joint effort is supporting adult trainers in the delivery of training to young adults in risk through design thinking methodology for civic engagement and participation. By equipping adult trainers with the adequate design thinking manual (IO1) and resource book (IO2) we aim at increasing the quality of training provided to disadvantaged young adults, so that they can successfully engage in community development initiatives. In that sense, our proposal is in direct link with one of the adult specific priorities of Erasmus+ programme for 2020, which emphasises on “extending and developing the competences of educators and other personnel in effective teaching of low-qualified adults”.

The end-users of our project consortium are disadvantaged young adults, who face different obstacles towards achieving desired personal and professional development like low economic status, low qualification, unemployment, isolation due to minority and/or refugee background, mental and physical disabilities. Engaging them in meaningful civic engagement and participation initiatives, will contribute to their higher level of self-esteem, autonomy and motivation to learning development. This will influence their overall education achievements and ensure the learning outcomes from adult education will be sustained and upgraded in long term perspective, which is a guarantee for their success in life. In this perspective our project is in line with Social Inclusion and Civic Engagement and Participation horizontal priorities of Erasmus+.

Our innovation proposed focuses on enriching the regular adult education processes, regardless of the thematic focus (key competences training, employment training, entrepreneurship training, etc.) with a design thinking methodology, which will allow engaging learners in a community focused learning process, based on active civic engagement and participation activities.

Tangible results (outputs)

1. IO1 – Adult Trainers’ Design Thinking Manual, electronic document available in all partner languages and English.
2. IO2 – Adult Trainers’ Design Thinking Resource Book in all partner languages and English.
4. 40 adult trainers integrate IO1 and IO2 in their daily work (piloting: 15 and exploitation:25).
5. 180 young adult learners in risk are engaged in adult education courses based on IO1 and IO2 (piloting: 75 and exploitation:105).
6. 1200 adult trainers and other stakeholders reached through dissemination activities (5 multiplier events, 48 online publications, 20 thematic presentations at external events, ongoing information provision).

Intangible results (outcomes)

1. Improved professional competences of adult trainers in partner organisations and beyond to embed design thinking in regular adult education courses;
2. Improved motivation for learning and development of young adult learners in risk;
3. Improved civic and participation competences of young adult learners in risk;
4. Improved awareness of adult education communities in partner countries and beyond in the area of empowerment training provision.

The main impact dimensions envisaged can be summarised as follows. The overall quality of adult training

provision in our organisations will improve. The motivation of adult trainers will be increased. The employability prospects for young adults in risk will improve as a results of acquired high learning achievements and motivation. Local communities will benefit from the increase in the number of active and community conscious citizens.

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

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

Project Title

Green Initiatives in Rural Areas - GIRA

Project Coordinator

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Website www.europahaus-marienberg.eu

Project Information

Identifier 2020-1-DE02-KA204-007375
Start Date Sep 1, 2020
End Date Feb 28, 2023
EC Contribution 127,420 EUR
Partners POLSKA FUNDACJA IM. ROBERTA SCHUMANA (PL) , To Spiti tis Evropis sti Rodo (EL) , MAISON DE L'EUROPE DES YVELINES (FR) , Europahuset Gävleborg (SE) , Learn for Life (NL)
Topics Civic engagement / responsible citizenship ; Rural development and urbanisation ; Environment and climate change

Project Summary

See above.

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