**P R O J E K T S K I Z Z E**

**Erasmus+ Strategische Partnerschaften 2020**

**Bitte füllen Sie ALLE zutreffenden Felder aus.**

**Nur dann können wir Sie zu Ihrer Projektskizze beraten.**

Stand: 05.11.2019

**Bitte wählen Sie eine der Prioritäten aus. Geben Sie in jedem Fall eine horizontale oder eine bildungsbereichsübergreifende Priorität als Ihre Hauptpriorität an, die zu den Zielen Ihres Projekts passt. Darüber hinaus können Sie max. zwei weitere zutreffende Prioritäten wählen. (s. Programme-Guide, S.100ff.)**

**Horizontale Prioritäten**

[ ]  **1.** **Supporting opportunities for all in acquiring and developing key competences, including basic skills**:

In order to foster employability, socio educational and personal development, as well as participation in civic and social life. Priority will be given to projects that support and reinforce the development of key competences for all individuals from early childhood and throughout life. In a fast changing world, this includes multilingual competences, entrepreneurial mind set, critical thinking and creativity, cooperation in science, technology, engineering, arts and mathematics (STE(A)M) fields, as well as skills in fields such as climate action, artificial intelligence, but also social and learning to learn competences. This would include actions of cooperation with players in the research and innovation sector, civil society as well as in the private and public sector.

[ ]  **2.** **Social inclusion:**

Social inclusion is an overarching priority across all sectors of the programme. Promote in particular through innovative and integrated approaches ownership of shared values, equality, social inclusion, diversity and non discrimination. Priority will be given to projects that support and assess new approaches to reducing disparities in accessing and engaging with formal and non formal education, as well as projects that tackle discrimination, segregation and racism. The programme will support the integration of people with migrant backgrounds, including gathering and disseminating good practices on the issue. Priority will also be given to projects that encourage the establishment of sustainable links between organisations active in education, training, youth and sport and the society at large, including at local and regional level.

[ ]  **3.** **Common values, civic engagement and participation:**

The Programme will support active citizenship and ethics in lifelong learning; it will foster the development of social and intercultural competences, critical thinking and media literacy. Priority will also be given to projects that offer opportunities for people’s participation in democratic life, social and civic engagement through formal or non formal learning activities. The focus will also be on raising awareness on and understanding the European Union context, notably as regards the common EU values, the principles of unity and diversity, as well as their social, cultural and historical heritage.

[ ]  **4.** **Environmental and climate goals:**

The programme aims to support, across all sectors, awareness raising about environmental and climate change challenges. Priority will be given to projects aimed at developing competences in various sustainability relevant sectors, developing green sectorial skills strategies and methodologies, as well as future oriented curricula that better meet the needs of individuals. The programme will also support the testing of innovative practices to prepare learners, staff and youth workers to become true factors of change (e.g. save resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.). Priority will also be given to projects that through education, training, youth and sport activities enable behavioural changes for individual preferences, consumption habits, and lifestyles.

[ ]  **5.** **Innovative practices in a digital era:**

The Programme will support the taking up of digital technologies and of innovative and open pedagogies in education, training, youth and sport. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by underrepresented groups. The Programme will also support the use of the European frameworks on digital competences of educators, citizens and organisations, including the development and use of open educational resources, open textbooks, and free and open source educational software. Priority will be given to actions that promote innovative methods and tools for teaching, training, learning and assessment as drivers of improvements in lifelong learning.

[ ]  **6.** **Supporting educators, youth workers, educational leaders and support staff:**

Priority will be given to actions that strengthen the recruitment and professional development of educators (e.g. teachers, trainers, professors, tutors, mentors, coaches, staff in early childhood education and care), youth workers, educational leaders (e.g. school heads, rectors, department heads) and support staff (e.g. teaching assistants, career counsellors, human resource specialists in companies). Particular attention will be given to actions that allow to better deal with inclusion and diversity, including cultural and linguistic, through the use of more diverse and more adapted teaching, training and youth work styles.

[ ]  **7.** **Transparency and recognition of skills and qualifications:**

Priority will be given to actions that support learning and labour mobility; actions that facilitate transitions between different levels and types of learning, transitions to the world of work as well as transitions between different jobs. The programme will support in particular better services and information or guidance for learners, exploring the potential of digital technologies to facilitate automatic mutual recognition and the validation at local, regional, national, European or international level of competences acquired through informal and non formal learning. The programme will also support the effective launch and implementation of the new Europass framework and the access to tools and services for skills and qualifications.

**[ ]  8. Sustainable investment, quality and efficiency of education, training and youth systems:**

Priority will be given to actions that promote sustainable funding models, including exploring innovative approaches, to ensure adequate and sustainable investment in education, training and youth, including performance based funding and cost sharing, where appropriate.

**[ ]  9. Social and educational value of European cultural heritage, its contribution to job creation, economic growth and social cohesion:**

Priority will be given to actions contributing to raising awareness of the importance of Europe's cultural heritage through education, lifelong learning, informal and non formal learning, youth as well as sport, including actions to support skills development, social inclusion, critical thinking and youth engagement. New participatory and intercultural approaches to heritage, as well as educational initiatives aimed at fostering intercultural dialogue involving teachers and pupils from an early age will be promoted.

**Bildungsbereichs-spezifische Prioritäten**

**Berufsbildung**

[ ]  **1.** **Developing partnerships supporting the setting up and implementation of internationalisation strategies for VET providers,** aimed at putting in place the necessary support mechanisms as well as contractual frameworks to promote quality mobility of VET staff and learners, including promoting the automatic mutual recognition of qualifications and learning outcomes; developing student support services to foster VET internationalisation and learner mobility, through actions aimed at informing, motivating, preparing and facilitating the social integration of the VET learner in the host country, while enhancing their intercultural awareness and active citizenship.

[ ]  **2. Developing partnerships aimed at promoting work based learning in all its forms**, for both young and/or adults and in particular for the implementation of the Council Recommendation on a European Framework for Quality and Effective Apprenticeships. These partnerships can also aim at developing new training content and joint VET qualifications that integrate periods of work based learning, opportunities to apply knowledge in practical workplace situations, and embedding international mobility experience whenever possible.

[ ]  **3. Increasing the quality in VET through the establishment of feedback loops to adapt VET provision,** including by setting up or testing graduate tracking arrangements as part of quality assurance systems in line with the Council Recommendation on tracking graduates, and the Recommendation on the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET).

[ ]  **4.** **Enhancing access to training and qualifications for all, with a particular attention to the low skilled, through continuing VET,** notably by increasing quality, supply and accessibility of continuing VET, validation of non formal and informal learning, promoting work place learning, providing for efficient and integrated guidance services and flexible and permeable learning pathways; includes developing partnerships between micro, small and medium sized companies and VET providers aimed at promoting joint competences centres, learning networks, support to pooling of resources, and providing initial and/or continuing training to their staff.

[ ]  **5. Further strengthening key competences in initial and continuing VET, in particular literacy, numeracy, digital, entrepreneurship, as well as languages**, including common methodologies for introducing those competences in curricula, as well as for acquiring, delivering and assessing the learning outcomes of those curricula.

[ ]  **6.** **Supporting the uptake of innovative approaches and digital technologies for teaching and learning,** as outlined in the Digital Education Action Plan, including the effective use of the SELFIE self reflection tool to support a comprehensive approach to innovation, and the use of digital technologies for pedagogical, administrative, technical and organisational change.

[ ]  **7.** **Introducing systematic approaches to, and opportunities for, the initial and continuous professional development of VET teachers, trainers and mentors** in both school and work based settings (including apprenticeships), as well as through the development of effective digital, open and innovative education and pedagogies, as well as practical tools; raising the attractiveness of the professions for VET teachers, trainers, mentors and leaders.

[ ]  **8. Developing sustainable partnerships to establish and/or further develop national, regional and sectoral skills competitions organisations,** as a form of raising the attractiveness and excellence in VET. These partnerships could also develop and support the practical arrangements for the preparation, training and participation of VET learners and staff in international, national, regional and sectoral skills competitions, while working closely together with businesses, VET providers, chambers and other relevant stakeholders.

**Erwachsenenbildung**

[ ]  **1.** **Improving and extending the supply of high quality learning opportunities for adults** by making available flexible learning offers adapted to their learning needs (e.g. blended learning, digital learning applications), and by the validation of skills acquired through informal and non formal learning.

[ ]  **2.** **Supporting the setting up of and access to upskilling pathways for adults with a low level of skills**, knowledge and competences allowing them to enhance their literacy, numeracy and digital competences, as well as other key competences, and to progress towards higher qualifications, including through skills identification and screening or tailored learning offers.

[ ]  **3. Increasing learning demand and take up through effective outreach, guidance and motivation strategies** which support the Upskilling Pathways by encouraging and supporting low skilled and/or low qualified adults or through developing guidance as a service to ensure that adults have access to relevant learning throughout life.

[ ]  **4.** **Extending and developing the competences of educators and other personnel who support adult learners**, in particular in assessing their prior knowledge and skills and in motivating them to learn; improve teaching methods and tools through effective use of innovative solutions and digital technologies.

[ ]  **5.** **Developing mechanisms to monitor the effectiveness** and improve quality assurance of adult learning policies and provision, and to track the progress of adult learners.

**Partnereinrichtungen:**

**Bitte beschreiben Sie Ihr Projektthema: Worum geht es, auf welchen konkret festgestellten Bedarf wollen Sie und Ihre Partner damit reagieren? Bitte stellen Sie kurz einen Bezug zu den gewählten Prioritäten her. Erläutern Sie zudem den europäischen Mehrwert des Projekts.** (max. 1.500 Zeichen)

**Wenn Sie eine SP für Innovation planen, beschreiben Sie bitte, welche qualitativ hochwertigen Produkte („intellectual outputs“) Sie planen und inwieweit diese innovativ sind?** (max. 1.500 Zeichen)

**Planen Sie eine SP zum Austausch guter Praxis, beschreiben Sie bitte, welches Ziel Sie damit verfolgen und welche Ergebnisse erstellt erreicht werden. Bitte machen Sie auch Angaben dazu, wie die Projektaktivitäten überprüft werden.** (max. 1.500 Zeichen)

**Bitte nennen Sie die direkten/indirekten Zielgruppen sowie ggf. die Branche, die von den Ergebnissen/Produkten profitieren werden.** (max. 1.500 Zeichen)

**Falls zutreffend: Welche Veranstaltungen mit Multiplikatoren („multiplier events“) planen Sie? Bitte machen Sie Angaben zu Anzahl, Ziel und Zielgruppen.** (max. 1.500 Zeichen), **(Multiplier Events sind nur in Zusammenhang mit „Intellectual outputs“ förderfähig!)**

**Falls zutreffend: Beschreiben Sie bitte, welche Art von Lehr-/Lernaktivitäten („teaching/training/learning activities“, s. PG S.107, S.110, S.299ff.) Sie planen, was damit erreicht werden soll und wer voraussichtlich daran teilnehmen wird.** (max. 1.500 Zeichen)

**Bitte nennen Sie Aktivitäten, mit denen die Projektergebnisse verbreitet werden sollen und wen Sie damit erreichen wollen. Welche Stakeholder unterstützen Sie dabei?** (max. 1.500 Zeichen)

**Welche Wirkungen wird Ihr Projekt auf individueller, institutioneller, lokaler/regionaler und ggf. Systemebene erreichen?** (max. 1.500 Zeichen)

**Wie stellen Sie die Nachhaltigkeit Ihrer Projektergebnisse sicher?** (max. 1.500 Zeichen)

Bitte senden Sie Ihre Projektskizze

für den Bereich **Berufsbildung** an

partnerschaften-berufsbildung@bibb.de

für den Bereich **Erwachsenenbildung** an

partnerschaften-erwachsenenbildung@bibb.de

Bitte schreiben Sie im Betreff der E-Mail:

**Projektskizze Strategische Partnerschaften 2020**

**Wir werden Sie zeitnah kontaktieren und beraten.**

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| Ist es für die Einrichtung der erste Antrag für eine Strategische Partnerschaft? | [ ]  Ja [ ]  Nein |
| Reichen Sie einen Antrag erneut ein, der bisher abgelehnt worden ist? **(Die Skizze muss trotzdem vollständig ausgefüllt werden!)** | [ ]  Ja [ ]  NeinFalls Ja, geben Sie bitte die alte Antragsnummer an      |
| Geplante Projektdauer(Die Projektdauer muss zwischen 12 und 36 Monaten liegen.) |       |
| Höhe des geplanten Budgets **auf Grundlage der Budgetübersicht im** **Programme-Guide (PG), engl. Version 1 (2020), S.116-123** |       |
| (Vorläufiger) Titel Ihres Projekts |       |
| Für welchen **Bildungsbereich** werden Sie Ihren Antrag stellen? | **[ ]  Berufsbildung** **[ ]  Erwachsenenbildung** |
| Für **welches Format** einer Strategischen Partnerschaft (SP) haben Sie sich entschieden? | **[ ]  SP zur Unterstützung von Innovationen - mit**  **Geistigen Leistungen (Intellectual Outputs)****[ ]  SP zum Austausch guter Praxis - ohne**  **Geistige Leistungen (Intellectual Outputs)** |

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