

# **Strategische Partnerschaften in der Erwachsenenbildung**

## **Zusammenstellung der geförderten Projekte**

**Antragsrunde 2015**

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## Chancengleichheit und Inklusion

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

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

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

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<sup>[1]</sup> Vgl. Strategic Framework – Education & Training 2020. URL: [http://ec.europa.eu/education/policy/strategic-framework/index\\_en.htm](http://ec.europa.eu/education/policy/strategic-framework/index_en.htm)

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

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

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

<sup>[5]</sup> Vgl. EU-KOMMISSION: Erasmus+ Programmleitfaden 2015, V3 – URL: [http://www.na-bibb.de/fileadmin/user\\_upload/Dokumente/Erasmus\\_Plus/Dokumente\\_uebergreifend/2015/av\\_Programmleitfaden\\_DE\\_Version3.pdf](http://www.na-bibb.de/fileadmin/user_upload/Dokumente/Erasmus_Plus/Dokumente_uebergreifend/2015/av_Programmleitfaden_DE_Version3.pdf) Stand 15.03.2015, S. 117f.

## Chancengleichheit und Inklusion

**Projekttitle:** Professionalisierung pädagogischer Konzepte mittels Entwicklung eines Qualifizierungsangebots im europäischen Taubblindenwesen

**Akronym:** PropäK EQUAT

**Koordinierende Einrichtung:** Stiftung St. Franziskus Heiligenbronn

**Partnereinrichtungen:** RIJKSUNIVERSITEIT GRONINGEN, Netherlands  
Blindeninstitutsstiftung, Germany  
Deutsches Taubblindenwerk gemeinnützige GmbH, Germany  
Stichting Koninklijke Kentalis, Netherlands  
Österreichisches Hilfswerk für Taubblinde und hochgradig Hör- und Sehbehinderte - ÖHTB, Austria  
Oberlinhaus, Germany

**Projektnummer:** 2015-1-DE02-KA202-002264

**Laufzeit:** 24 Monate

**Antragsjahr:** 2015

### Zusammenfassung:

Due to missing possibilities in Europe for staff to get qualified in the field of deafblindness, it is strongly indicated to develop a broad and innovative staff training program. This is even more needed as you keep in mind the necessity for an outstanding expertise in the work with people with deafblindness, respectively the fatal consequences of a lack in expertise because of the high dependency of people with deafblindness owing to their combined loss of senses. This program can secure the participation of people with deafblindness in the society during their whole span of life.

Therefore it has to be taken into account that - because of the high specific of deafblindness in connection with comparatively just a few high qualified professionals - a pooling of competencies of the leading centres for deafblindness in the German language area (one from Austria, one from Switzerland and four from Germany) and the Netherlands (two centres) is required. It is solely with this method possible to generate a sustainable staff training program and an appropriate standard in the qualification of staff. The choice of the seven involved centres and 14 representatives (the so called "core team") is based on the highest possible excellence in expertise (i.e. international Master's course "communication and deafblindness" and experience (up to 40 years of work experience) in the field; it was possible to involve the best in their field in PropäK EQUAT and for the development of the staff training program.

Our goal is to develop a staff training program which consists on the systematic-methodic level out of six modules (I presence modules; II transfer phases; III learning partnerships; IV onlinesharing; V individual portfolio; VI learning congress) and on the level of content out of five qualification fields (I video analysis; congenital deafblindness and social interaction; III meaning making and practical training ; IV combined sensory impairment and acquired deafblindness; V learning congress). This training program addresses staff which is working with children and adults with deafblindness. Innovative is the way of teaching, as this is based on current findings from research in adult education and neurophysiology. Our method of developing the staff training program is to divide the whole program into six different contents and to allocate responsible people for these parts as well as team partners for them. These six parts form the six intellectual outputs: Four basis modules referring to the four standard books on communication and congenital deafblindness which were translated from English to German in the prior EU project. Beside these four basis modules there are two special modules which focus on video analysis and on combined sensory impairment as well as on acquired deafblindness. In every qualification area the six systematic-methodically modules are

considered. The concrete result is a folder for participants and for lecturers of the staff training program which contains aspects of content and methods attached to the qualification areas. This folder makes an independent implementation and participation of and in the staff training program possible.

Due to the staff training program the expertise in the German speaking area will increase and for the first time an European Standard will be developed. After the project, the staff training program shall be translated and a very high impact is possible. Generally, participants and people who were involved in the development of the program will gain more motivation for their everyday work. Additionally the field of deafblindness will become more and more recognised as a field on its own.

Next to the development of a staff training program a big impact will be reached by the two multiplier events, the future learning congresses which go along with the staff training program as well as the goal directed public relations.

Within the core team meetings the topic consultation for youths and adults will get a special space, which accords to the spirit of time of inclusion and leads to a shared expertise in this area between the partners as well as to a shared expertise with other partners with whom this knowledge is being shared.

Altogether seven core team meetings will take place and additionally two meetings of the working group, whereas the preparation referring staff training program is fulfilled by the members who are responsible for a part and their team partners and the core team works as a corrective.

Sustainable are the learning effects of the participants of the staff training program (there will be a pilot), the increasing motivation of the people who are developing the program as well as the increase in expertise in this team and in the core team. But also the existence of a program in German language as well as the possibility for translation into other languages. The European Network is being tightened and can in future open up for more partners.

## Chancengleichheit und Inklusion

<b>Projekttitel:</b>	<b>Migrant women's life improvement through body oriented approach</b>
<b>Akronym:</b>	MIWOLIMBO
<b>Koordinierende Einrichtung:</b>	<b>Europäische Vereinigung für Bildung, Kultur und Soziales ewiv</b>
<b>Partnereinrichtungen:</b>	A.RE.S. scarl, Italy Izmir Valiligi, Turkey Interkulturelles Forum Fulda e.V., Germany Stichting Tour, Netherlands
<b>Projektnummer:</b>	2015-1-DE02-KA204-002354
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

### Zusammenfassung:

This project focuses on the situation of migrant women in different European countries who are significant by a high risk of poverty, a weak financial position which frequently comes together with a lack of self-confidence and a negative wellbeing.

The aim of the project is to develop a high quality training to support these women in improving their lives by changing their financial situation, building up employability, working on their self-esteem and emotional balance. Five consortium partners cooperate in a two-year lasting strategic partnership to develop and implement an innovative training tool for adult education by working out a body-oriented approach.

The five partners from Germany (2 partners), Italy, the Netherlands and Turkey contribute their different qualities into this project:

- they focus on different groups of migrant women (from North-Africa, Eastern Europe, the Caribbean, Turkey, Morocco and Russia),
- they have different positions in the process of integration (migrant-self-help organizations, advisory support, training-service and governmental support),
- they are experts in intercultural competences,
- they are familiar with gender-related issues,
- they are familiar with the body-oriented approach. One of the partners (Eubikus/D) brings extensive knowledge and experience with the body-oriented approach into the consortium.

The transfer of the body-oriented approach into the training activities in combination with intercultural and gender-skills is the core of this project. By using body-work as methodological approach the bodily experiences gets the central tool of learning and developing consciousness about someone self. The partners are convinced that this approach will lead to sustainable results of the trainings.

As a first step the consortium realizes a staff-education program for 18 participants from all involved partners to develop the necessary professional skills (in body-oriented approach, intercultural skills, gender-skills) to implement the training-tool with migrant women. This program for 18 trainers will be realized in three steps:

- a) face-to-face workshop in Germany
- b) e-learning-program
- c) face-to-face workshop in Turkey.

As a second step four partners will develop local activities to realize a try-out of the training-tool with the target group of migrant women. This training includes 14 modules in seven steps. To do justice to the different migrant group the tool will need to be tuned on the specific needs and conditions. 64 women in 4 countries will participate in the try-out in give feedback about the effect of the training.

Based on this profound evaluation of the try-out the training will get improved. The partners will work out different options on how to reach out migrant organizations on one hand and get in touch with stakeholders from labor market and public entities on the other hand to implement the training tool in local networks. Each partner will implement two more trainings with migrant women following this approach during the time of this project (128 women will be reached).

The output will be a well-founded trainer's guide that explains the training tool, but also includes research about the target-group, intercultural and gender-skills. This guide will be accompanied by tutorial videos to give an impression of the body-oriented approach. In a brochure the consortium will document the staff-education program. A website will be developed for professionals in adult-education, migrant organisations, NGOs and labor-market to work on employability and wellbeing on migrant women and to make use of body-oriented approach.

We intend that the project will have results and impact on several levels:

For our target group of migrant women the risk of poverty gets reduced, because they will be able and motivated to take steps to improve their lives (including their financial situation and emotional wellbeing).

For the organizations active in adult education the quality of their programs will improve by working with this innovative approach. They will be working on a subject with high relevance and getting in touch with stakeholders representing migrant-groups as well as work-supporting systems. Trainers will gain new skills in using body-oriented and gender-related training-tools for different cultural groups.

In a long term perspective we foresee that the situation of migrant will get better in terms of financial independency and emotional wellbeing. Migrants should be able to build up a satisfied life with the integration of their migration as enriching life-experiences. Therefore they need space for personal development, as we offer it within our training. But they also need to face a positive attitude by trainers, employers and public entities.

With our project we contribute to an appreciative attitude towards migrant women – as well within themselves as also by the society as a whole.



<b>Chancengleichheit und Inklusion</b>
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<b>Projekttitel:</b>	<b>OUT-SIDE-IN: Inclusive Adult Education with Refugees</b>
<b>Akronym:</b>	OUT-SIDE-IN
<b>Koordinierende Einrichtung:</b>	<b>Gottfried Wilhelm Leibniz Universität Hannover</b>
<b>Partnereinrichtungen:</b>	DEUTSCHER VOLKSHOCHSCHUL-VERBAND E.V., Germany Folkuniversitetet, Stiftelsen vid Lunds universitet, Sweden ASTIKI MI KERDOSKOPIKI ETAIREIA KAIMI KUBERNITIKI ORGANOSI FOUR ELEMENTS, Greece konya buyuksehir bld, Turkey Provincia di Parma, Italy Speha Fresia, Italy SYNERGEIO MOUSIKOU THEATROU ASTIKI MI KERDOSKOPIKI ETAIREIA, Greece ZNANSTVENORAZISKOVALNI CENTER SLOVENSKE AKADEMIJE ZNANOSTI IN UMETNOSTI, Slovenia
<b>Projektnummer:</b>	2015-1-DE02-KA204-002503
<b>Laufzeit:</b>	36 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

2015 starts with global crises a new record number of refugees and provides European host countries with major challenges: ghettos in the largest "refugee Country" Sweden, followed by populist movements as PEGIDA in Germany and the classic first asylum country Italy, violence rise against asylum seekers in Greece, refugee tents as untenable terminals in transit countries such as Turkey and Slovenia.

General policy questions, are followed by the ones of everyday urban life and the new coexistence of majority population and refugees door-to-door. Host societies often show stabilization of prejudices and reservations, which are hardly broken on both sides: as refugees social participation opportunities and ways of communicating are missing, there are hardly any opportunities to meet with locals (contact hypothesis). This seriously hampers the social integration of refugees (2013 Federal Office for Migration and Refugees), nourishes new waves of "foreigners hostilities" and leaves the majority society unprepared for intercultural coexistence in immigrant societies.

Educational institutions can take in a key role in the tension between integration and separation of these two social groups. Although the educational landscape of inclusion debates are running on (European Agency / UNESCO) and the technical staff must rely on teaching intercultural competencies to successfully work with heterogeneous groups, still the target group of refugees remain a left out space. The new term "inclusive adult-education" (2012 Kil) tries to grab this gap and promotes a comprehensive commitment of adult education for inclusion. This means the accessibility of educational opportunities for all people regardless of "(..) ethnicity, (..) social or economic conditions". Especially adult and elderly refugees experience the threat of social exclusion.

OUT-SIDE-IN therefore is committed to qualify multipliers for the inclusion of refugees in adult education, offering new opportunities of interacting and channels of communication between these groups aiming to soften prejudices and to promote awareness and respect of multiple perspectives in today's immigration societies.

For this purpose, Out Side In developed a 5-module program for multipliers qualifying them for inclusive adult education with refugees:

A. At the micro level of the class:

1. Background knowledge and self-reflection to the target group Refugees (cognitive, affective Level)
2. Exercise instructions for new anti-discriminative learning together in groups including refugees (behavioral)
3. Guide for group reflections for prejudice reduction and awareness in groups including refugees (cognitive, affective)
4. Inclusive communication skills through innovative creative methods

B. Meso level of structural organization of education:

5. Sustainable outreach strategies for the target group of refugees

With 9 partners in the 6 mentioned countries, Out-Side-In will provide needs analysis for target groups, develop and test innovative educational material and methods for learner groups with refugees, train and support 150 multipliers for sustainable implementation and publish all project-results for public free access on its website.

Out-Side-In provides results that qualify educational staff in inclusive teaching and learning skills by creative methods for moderating groups including refugees, raise awareness for multiple perspectives and understanding between the majority society and refugees, reduces prejudices and offers new arrangements for their relationships, provide opportunities for participation and learning for refugees. Overall Out-Side-In contributes an educational puzzle that contributes its part for reaching more inclusive societies.

Out-side in includes 3 target groups

- a Primary: multipliers for adult education
- b. Secondary: refugees (minority)
- c. Secondary: Participants (majority society) in the education of the adult education

Out-Side-In works in an international team of experts for refugee work, adult education, creative teaching methods and science. The partners are located in transit and classical receiving countries for refugees and therefore are facing pressing challenges of integration of refugees into the local context. Differentiated common illumination of these international phenomena, sustainable responses with a European perspective can be developed in a fruitful collaborative way. Gaps in European adult education can thus be used to forward social inclusion.

<b>Chancengleichheit und Inklusion</b>
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<b>Projekttitel:</b>	<b>European Identity in times of crisis</b>
<b>Akronym:</b>	EITC
<b>Koordinierende Einrichtung:</b>	<b>Rahel-Varnhagen-Kolleg</b>
<b>Partnereinrichtungen:</b>	Abendgymnasium-Koeln, Germany Centro Comarcal Educación Adultos Infante, Spain STICHTING EURICON, Netherlands HF og VUC Fredericia, Denmark YOUTH AND LIFELONG LEARNING FOUNDATION, Greece TÜV NORD Bildung GmbH & Co. KG, Germany
<b>Projektnummer:</b>	2015-1-DE02-KA204-002319
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

It would be a European target to many educational institutions - and those of further education - to integrate young and elder adults from less educational environments, persons applying for asylum, and increasingly those labelled as so-called "poverty migrants" from Europe, into the respective societies' educational system.

Every participating institution of further education (three German partners: two colleges for further education as well as one educational institution covered by MOT (TÜV Nord), a Dutch institution (Euricon) and three institutions for further education in Denmark (VUC Frederici), Greece and Spain are involved with the complex of problems in different ways and commonly want to deal with it. Therefore they want to change their institution sustainably on different levels with the aim to develop a cognisable European identity: By implementation of cultural European references due to curricula and programs by concrete regional analysis of social consequences of the European crisis ("normalcy classes") as well as by innovative methods, the target groups are to be led to their institutions and to be fostered by education (examinations/certificates).

The methods, closely developed in the context of the project with high school teachers, will be didacticalised and made available on an open platform. This project will be externally evaluated by a group of researchers (Prof. Bellenberg).

## Chancengleichheit und Inklusion

<b>Projekttitel:</b>	<b>Training in Sexual Education for People with Disabilities</b>
<b>Akronym:</b>	TRASE
<b>Koordinierende Einrichtung:</b>	<b>Hochschule Merseburg, University of Applied Sciences</b>
<b>Partnereinrichtungen:</b>	AUTISME-EUROPE AISBL, Belgium Agrupamento de Escolas de Oliveira do Bairro, Portugal Elearning Studios Ltd, United Kingdom STICHTING HOGESCHOOL VAN ARNHEM ENNIJMEGEN HAN, Netherlands Kauno neigaliojo jaunimo uzimtumo centras, Lithuania
<b>Projektnummer:</b>	2015-1-DE02-KA204-002276
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

### Zusammenfassung:

The project “Training in Sexual Education for People with Disabilities – TRASE” with partners from DE, BE, NL, PT, LT, and UK focuses on training adult educators, multipliers, counsellors, staff, and parents of people with mental disabilities. The TRASE course will enable these target groups to perform sexual education for people with disabilities (final beneficiaries).

The UN Convention on the Rights of Persons with Disabilities emphasises amongst others their right to have equal access to programmes and information about sexual and reproductive health (Art. 25a). Different studies show that people with disabilities are at a significant higher risk of experiencing sexual violence than people of the same age without disabilities. This is amongst others due to a lack of sexual education for people with mental disabilities (see i.a. WHO World Report on Disability (2011)). Without sexual education people with mental disabilities often lack expressions to talk about assaults as well as the ability for sexual self-determination. The majority of professionals working with people with disabilities have not been trained to talk about sexuality or even to acknowledge the sexual and reproductive rights and needs of their clients.

To improve this situation the LLP Grundtvig project SEAD created a tool kit for sexual education for people with mental disabilities. There has been a great interest in this tool kit. However the target groups showed insecurity in using the tools and adapting them to the needs of their specific settings.

This is why TRASE aims to develop a training course for the users of the SEAD tool kit.

TRASE aims to develop new approaches to strengthen the education and training paths of prospective and practicing educators and caretakers, equipping them with all competences and skills needed to deliver high quality services and address increasingly diverse needs arising by acknowledgement of the UN Convention on the Rights of Persons with Disabilities (2006). TRASE contributes to the access to sexual and reproductive programmes and information of people with disabilities as stipulated in this Convention. Therefore the following results will be created:

- a. An extended and adapted SEAD Tool Kit (incl. approx. 3-5 new tools and 10 revised existing tools).
- b. A training course handbook (incl. curriculum and manual) to qualify professionals and parents to conduct sexual education for people with mental disabilities focussing on an adequate language, awareness of the impact of their own values and sexualisation, and most importantly appliance and adaptation of the SEAD Tool Kit depending on the respective settings.
- c. Accreditation of TRASE for the curricula at different universities in the participating partner countries to improve the education of prospective professionals in the field.

d. Dissemination of TRASE to different multipliers and organisations in the field which train active professionals to conduct sexual education.

e. Establishment of a TRASE homepage and e-learning platform providing all documents (i.a. TRASE handbook, extended SEAD tools) as well as e-learning modules for professionals and parents who do not have direct access to a TRASE training course.

In order to design such a training course all six well chosen partners (two universities, a day care centre, an umbrella organisation for people with disabilities, an education network, and an expert in new media solutions for people with disabilities) contribute with their own expertise and in close cooperation with their National Focus Group (3-5 professionals from partner organisations in their country) to its development. All partners are assigned the lead a specific parts of the project (intellectual outputs) .To ensure effective trans-European collaboration all decisions will be made consensually and the partners will meet four times during the project process for face-to-face workshops. Additionally, the two involved universities (DE and NL) will meet twice to intensively work on the main project outputs: the TRASE curriculum and TRASE manual.

In order to promote and evaluate the training course different multiplier events will take place in all partner countries as well as on a European basis during the project lifetime. Approximately 300 participants (e.g. adult educators, professionals, parents, policy-makers, media and people with mental disabilities) will be reached by these events and will give valuable feedback on the quality of the training course as well as function as multipliers in their organisations and networks.

The long term benefits of TRASE will be:

- awareness raising of the sexual and reproductive rights of people with disabilities,
- trained staff to support people with disabilities in being aware and making use of their rights,
- public awareness for the rights of people with disabilities,
- improved institutional settings to enable training of staff and sexual education for clients with disabilities.

<b>Chancengleichheit und Inklusion</b>
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<b>Projekttitel:</b>	<b>Family Trainer International - Network to empower families at risk and single parents</b>
<b>Akronym:</b>	FaTI - Network
<b>Koordinierende Einrichtung:</b>	<b>"NaturFreunde Deutschlands" Verband für Umweltschutz, sanfter Tourismus, Sport und Kultur, Landesverband Thüringen e.V.</b>
<b>Partnereinrichtungen:</b>	CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI, Italy Magisztrátus Alapítvány, Hungary Mihai Eminescu National College, Romania Point Europa, United Kingdom Stowarzyszenie Rozwoju i Integracji Młodzieży, Poland
<b>Projektnummer:</b>	2015-1-DE02-KA204-002371
<b>Laufzeit:</b>	36 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

The objective of the strategic partnership "Family Trainer International - Network to empower families and single parents" is to strengthen the target group of disadvantaged families and single parents through a qualification of social workers and volunteers working in the social sector to facilitate an equitable participation in social, cultural and political life in a national and transnational context.

The "Family trainer international" works according to the motto: "spot and strengthen the strengths". The project "Family Trainer International" therefore effects different social structures on different educational levels. It takes action on with the heterogeneous and challenging field of working with disadvantaged families and single parents, in the sector of advanced training and qualification for qualified employees and volunteers in the social sector and also embraces the political level.

- The seven partner organizations already work with families and single parents so far mainly on a local base and strive to expand and intensify the approach
- All partners are non-profit organizations which want to offer high-quality formats to families / single parents that due to the economic difficulties of the target group can only cost little.
- Furthermore, all partners operate in the field of (non-formal) education and social work.
- Connections to the regional family policy

These priorities will be combined to the strategic partnership and are the build the base of the project work together.

For three years the coordinating organization works with so-called voluntary "family leaders". This approach has proved to be sustainable in the national context and meets with great interest of our partners, especially abroad.

The project strategy allots first of all the conception of the training curriculum "Family Trainer International". In that training course there will be 28 multipliers from all partner organizations and 2 trainers participating. In the theoretical part features of the target group, socio-educational basics and methodological approaches will be taught and steadied.

In the start of the training a discussion of the term "families" in various characteristics will be stimulated, needs of the target group will be derived and ways of integration will be defined. Studies show that "family is still the important center of life for people.

Different countries all over Europe agree on that value system."

Other contents are:

- the legal system to work with the target group on a country comparison level;
- communication and crisis management especially in the area of family work;
- planning template for family work in theory and methodically application
- concrete methods of non-formal learning that apply for the work with parents and kids together
- portfolio of appropriate methods
- Intercultural training flanks the entire training, ( tools for bridging the language barriers)

The theoretical part is followed by two practical modules in which the multipliers will apply the theoretical basics. Families and single parents are actively involved in the two modules .

All the results of the training mobilities lead to the publishing of a training manual, translated in every language of the participant countries to perpetuate and disseminate the knowledge. This also enables a transnational adaptation of the training curriculum.

We are aware that lobbying is essential for a sustainable improvement of the situation of the target group. The political level will therefore be involved from the beginning of the project. The project partners will initially establish contacts to multipliers in the regional family policy. The variety of activities (described in the application) leads to a strategic multipliers event and to the agreement on common guidelines of the subject "inclusion of disadvantaged families and single parents". Thus, the political discourse will be stimulated and the perpetuation of lobbying the target group will be supported.

The project structure in the transnational context includes:

- Project meeting "Kick off" ( exchange of good practice and approaches)
- three learning mobilities to test the training curriculum "Family Trainer International" (in theory and practice)
- Multipliers event with politicians (Family politics)
- Final Project meeting ( publication and distribution of the manual /guideline)

The transnational activities are flanked by local actions.

## Citizenship

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

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

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

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

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

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



<b>Citizenship</b>
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<b>Projekttitel:</b>	<b>EUrbanities - Empowering civil participation through game based learning</b>
<b>Akronym:</b>	EUrbanities
<b>Koordinierende Einrichtung:</b>	<b>Comparative Research Network e.V.</b>
<b>Partnereinrichtungen:</b>	UrbanisTimo, Finland ASOCIATIA PENTRU TRANZITIA URBANA, Romania MAGYAR TUDOMANYOS AKADEMIA KOZGAZDASAG- ES REGIONALIS TUDOMANYI KUTATOKOZPONT, Hungary EURO-NET, Italy INSTYTUT ROZWOJU MIAST, Poland MINE VAGANTI NGO, Italy
<b>Projektnummer:</b>	2015-1-DE02-KA204-002434
<b>Laufzeit:</b>	36 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

All over Europe, citizen participation is often hindered by a lack of information, a lack of communication and cooperation between affected stakeholders as well as limited access to knowledge of the options available for voicing local interests. Citizens and stakeholders therefore require tools that can help them overcome barriers to participation. Our project involves the creation of a game based tool simulating neighbourhood participation to be used in training and teaching activities targeted at empowerment of citizens. The main target group of EUrbanities project is therefore composed by trainers and teachers who are actively working in different fields of education, related to empowerment of citizens and citizen participation: trainings of people working "on the field" as social workers, local development agents, etc; trainings in adult education or for youth for active citizenship.

In order to achieve this main product EUrbanities project will follow a three years long project cycle organised in three main phases:

1. construction of the knowledge: experience evaluations on neighborhood level development programs
2. creation of the game tool: identification of scenarios of participation and the creation of an interactive online game facilitating the simulation of these scenarios
3. promotion and sustainability of the game tool: development of a list of pedagogical recommendations and of a Product Dissemination Plan.

Along these three main phases, the main outcomes of the project will be as follows:

1. An ebook and a printed booklet presenting the experience evaluations and the methods used
2. An ebook and a printed booklet presenting the identified scenarios of citizen participation and the methods of simulation games
3. An online game tool facilitating the simulation of participation in training
4. A list of pedagogical recommendations for the use of the game tool in trainings and teaching
5. A Product Dissemination Plan identifying the activities needed for the sustainable extension of the use of the tool

EUrbanities will be built around different types of interactive transnational meetings and training sessions: transnational meetings for the presentation and exchange of experience evaluations, transnational meetings for the practical simulation of scenarios of citizen participation, two training

courses and transnational meetings for the experimentation of the tool. The project will be closed by a large multiplier event.

Teaching and learning activities will be continuously present in the project via non formal and formal training.

The lead consortium partner consists will engage 7 members. As a common background, they are all engaged in urban and social issues, with a particular focus on questions of locality, civil participation, social aspects of urban development.. However, the consortium's various approaches, activities and organizational forms reflect different remits and approaches:

- 1.institutional (basic) research (higher education);
- 2.locally embedded action research (vocational, primary and secondary education);
- 3.intercultural dialogue activities and trainings (non-formal and adult education)

as well as further special focuses on e-media, web development and game producing.

The project lead partner, Comparative Research Network has a sound experience in multidisciplinary research as well as in the organisation of international workshops and trainings in intercultural dialogue, digital storytelling, action research on bordering processes.

EUrbanities will have a direct impact on approximately 4000 people including participants of meetings and trainings, visitors of the project web site and the project's sites on the social media, readers of articles on the project and of course those who consult the project's results. As the main indirect effect played by the project is on urban neighbourhoods where local development projects take place (or will take place), we may presume that the indirect impact of the project have long-term relevance for a large section of the EU's population.

The sustainability of the project's results and the extension of its use on further stakeholders in other countries is at the core of the dissemination plan of the project. The Product Dissemination Plan will identify the main actions needed for the extension and sustainability of the game tool and all stakeholders will be invited to sign it and to commit themselves in some of the identified actions.

## Validierung informell und nicht-formal erworbener Kompetenzen

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

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

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

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

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

<b>Validierung informell und nicht-formal erworbener Kompetenzen</b>
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<b>Projekttitel:</b>	<b>ValiSkills - Feststellung beruflicher Handlungskompetenzen bei Geringqualifizierten als Zugang zum Berufsabschluss</b>
<b>Akronym:</b>	ValiSkills2
<b>Koordinierende Einrichtung:</b>	<b>ABU Akademie für Berufsförderung und Umschulung gGmbH</b>
<b>Partnereinrichtungen:</b>	MINISTERE DE L'EDUCATION NATIONALE DE L'ENFANCE ET DE LA JEUNESSE, Luxembourg Foundation European Centre Valuation Prior Learning, Netherlands IHK-Projektgesellschaft mbH, Germany TOP-PROJEKT-AKADEMIA SPOLKA Z OGRANICZONA ODPOWIEDZIALNOSCIA, Poland
<b>Projektnummer:</b>	2015-1-DE02-KA202-002353
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

A vocational degree is a prerequisite for skilled employment and social participation. Work experienced adults without formal degrees ("low or unskilled" workers) acquired in their employment careers valuable knowledge, skills and experiences that remain largely unconsidered and unproductive. Utilisation of this important resource is of high significance for backing up the economy's demand for skilled labour. It is a key educational challenge to valorise those applicable competences through recognition (validation) and/ or a degree oriented formal training, tailored to the individual needs. Formally low-skilled adults need efficient training offers that are appropriate to their needs and their situation, take previous learning performance into account and lead to a professional degree. The development of such individual training offers is based on identification and evaluation of their applicable professional competences through reliable methods and procedures.

The "ValiSkills" competence assessment procedure serves this purpose. It was developed in a Transfer of Innovation Project ( 2012-14 ) as a web-based procedure at the example of one profession and in the meantime introduced into further training practice ([www.valiskills.eu](http://www.valiskills.eu)). The follow-up project focuses at an essential extension of application scopes and dissemination prospects. For this purpose, it may rely at already existing ValiSkills application experience and the expertise from eight former and present project counties.

High quality application of the procedure and its instruments in the work with low qualified people demands therefor qualified staff. The project focuses at the development and allocation of a comprehensive further training curriculum (with teaching and learning materials) for VET experts in competence management.

It provides theoretical and practical knowledge for the professional and high quality application of "ValiSkills" and other procedures and experience from the European validation practice.

A further project aim is the extension of the range of professions and an improved flexibility of the instruments for opening new application prospects and establishing sustainable conditions for future further developments. Therefore technical and service professions will be made accessible and instruments (ePortfolio) will be designed technically more flexible and user friendly. Characteristics of professions will be analysed and defined in terms of action-oriented competence indicators.

A third aim is a transfer the ValiSkills procedure, formally focused at the German further training market, to Poland and an adaptation to the demands of the county.

The ValiSkills procedure and the accompanying qualification offer for competence management specialists are based on demands of the further training market. It will be developed for those needs and jointly introduced by the consortium partners into the training market. Training curriculum and ePortfolio will be jointly tested with future applicants. Results will be directly introduced into their daily training activities with low qualified learners.

<b>Validierung informell und nicht-formal erworbener Kompetenzen</b>
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<b>Projekttitle:</b>	<b>Teilzertifizierung im Berufsfeld Veranstaltungstechnik</b>
<b>Akronym:</b>	TeBeVat
<b>Koordinierende Einrichtung:</b>	<b>Betriebswirtschaftliches Forschungszentrum für Fragen der mittelständischen Wirtschaft e.V. an der Universität Bayreuth</b>
<b>Partnereinrichtungen:</b>	GECKO PROGRAMMES LIMITED, United Kingdom Global Partners Online Communication Services Trust reg., Liechtenstein SV-wtu e.U., Austria ; Vereniging voor Podiumtechnologie, Netherlands VPLT - Der Verband für Medien- und Veranstaltungstechnik e.V., Germany
<b>Projektnummer:</b>	2015-1-DE02-KA202-002429
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

The European Council stipulates transparency in the labor market. Especially non-formal and informal learning outcomes have to be formally recognized in a validation process. The majority of project partners have been dealing with the labor market and European transferable educational content in the field of "Event Technology" in two previous EU projects. By means of a "Competence Matrix" they managed to establish European comparability and transferability. In the labor market, there are many people entering the sector of "Event Technology" different from their educational or professional background. Although acting practically and solidly, they do not have any formal degree – with the resulting legal consequences, for example limited and restrictive insurance law and disciplinary consequences. This group of people is exemplarily fed to a validation process in all participating countries (DE, NL, UK, LI, AT ). A diagnostic tool will be developed and a way of formal recognition of the learning outcomes will be identified by investigating a small group of practitioners in each country using the diagnostic tool. The results will be presented to experts from institutions of formal recognition asking them under what circumstances they are willing to recognize this formally within their vocational training legislation. At the same time, the partners investigate in their national context to what extent these results are to be recognized transnationally. This can also lead to part recognitions. Based on the partner's profound knowledge of the profession, the processes at the labor market and the framework of the formal examination institutions, satisfactory results will be elaborated. It will be investigated how to create confidence and appreciating the practicability of validation amongst formal certifiers by using a solid diagnostic tool. The project aims to demonstrate a method, which enables a mutual recognition of non-formal and informal learning outcomes. The project team assumes that the exemplarily investigated participants can obtain a formal (partial) recognition and that overall the process of validation continues in the among experts itself. Finally, an international project presentation will be prepared in order to present the results to the guests and representatives from Europe during a conference at the University of Bayreuth.

A detailed work concept on behalf of the partners and a controlled reporting of the interim results will guarantee a targeted process of the partnerships. The publication of the diagnostic tool in relevant media and the further support by the coordinator BF/M-Bayreuth at the University of Bayreuth, together with long-term advice to stakeholders from other professional fields, will encourage the European Council's recommendations and promote long-term validation.

<b>Validierung informell und nicht-formal erworbener Kompetenzen</b>
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<b>Projekttitel:</b>	<b>ROMINKO Kompetenzbilanz - ein innovatives Instrument zur Feststellung, Bewertung und Anerkennung informell und nicht-formal erworbener Kompetenzen von Roma zur Förderung ihrer Berufsorientierung, Berufswegeplanung und Beschäftigungsfähigkeit</b>
<b>Akronym:</b>	ROMINKO
<b>Koordinierende Einrichtung:</b>	<b>Jugendstil e.V.</b>
<b>Partnereinrichtungen:</b>	Asociatia Vox Civica, Romania KISKUNHALAS VAROS ONKORMANYZATA, Hungary ASPE Ambulante sozialpädagogische Erziehungshilfe e.V., Germany Buzau Municipality, Romania FEDERAT EURO CENTRES BILAN ORIENT PROF, France Association for the Promotion of Human Resources in the South Great Plain, Hungary INSTITOUTO ANAPTIXIS EPICHEIRIMATIKOTITAS ASTIKI ETAIREIA, Greece OIKOKOINONIA Citizens' initiative for the support of vulnerable social groups, Greece
<b>Projektnummer:</b>	2015-1-DE02-KA204-002455
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

With 10 to 12 million members, Roma are the biggest ethnic minority in Europe. A relevant reason for their permanent discrimination is their low education level. Due to that the disadvantages are especially obvious in the education sector. A real segregation exists. Of course, actual education deficits, discrimination, prejudices and clichés of the majority population as well as missing motivation, self-chosen isolation and the lack of self-knowledge of Roma are responsible for their limited access to education and employment.

A large threshold for the access to education and employment, however, is the missing prove of their informally and non-formally acquired competences. Therefore, the recording, assessment and acknowledgment of those competences of Roma are the centre of our project. This way it will contribute to the implementation of the national Roma Integration Strategies in the partner countries as part of the Europe 2020 Strategy, particularly to the increasing of the employment rate and the reduction of the threat of poverty of Roma.

"ROMINKO" will be realised by partner organisations from Germany, France, Greece, Hungary and Romania and aims concretely at the modification of the French Model of Competence Balance for Roma older than 35 years because they are especially concerned by unemployment and limited education opportunities. After the successful test this target group will obtain tools for their new professional orientation, career planning and the improvement of their employability. For the exploitation of these tools Competence Councillors are needed. Therefore, education and labour market actors from Germany, Greece, Hungary and Romania will be trained based on developed training material who will again educate additional multipliers in their countries. In order to be able to provide Competence Balance in the partner countries, four adult education institutions will be certified as Competence Balance Centre within the project duration. Political decision makers ensure

a broad and sustainable application and use of the Competence Balance for the target group in the partner countries.

The project enables the target group in all partner countries for the first time to give a clear image of their personality and to recognise and assess existing strengths and weaknesses clearly. Based on this, they can plan a realistic future, check education and employment plans and build up motivations in order to face requirements of the education and labour market due to their strengths. Educational institutions, labour administrations, NGO and employers are familiar with the target group Roma and receive through the project appropriate instruments, methods and practices to involve Roma as learners, apprentices, job seekers, employees and partners and to make their participation in education and employment possible.



## Grundbildung

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

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

Die wichtigsten aktuellen Hintergrunddokumente sind hierbei:

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

Europäische Aktivitäten und Priorisierung:

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

<b>Grundbildung</b>
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<b>Projekttitel:</b>	<b>Games And Mathematics in Education for Adults - Compendiums, Guidelines and Courses for Numeracy Learning Methods Based on Games</b>
<b>Akronym:</b>	MathGAMES
<b>Koordinierende Einrichtung:</b>	<b>Volkshochschule Schrobenuhausen e.V.</b>
<b>Partnereinrichtungen:</b>	2nd Gymnasium of Messini, Greece Asociația Femeilor Jurnaliste din România "Ariadna", Romania Agentur Kultur e.V., Germany Association Connexion Roumanie, France Kypriaki Mathimatiki Etaireia, Cyprus CENTRE PÚBLIC D'EDUCACIÓ DE PERSONES ADULTES BENIASSENT, Spain Istituto Comprensivo Cena, Italy KRUG Youth Center (Krug Art Movement), Bulgaria Yeni Kusak Educators Association, Turkey
<b>Projektnummer:</b>	2015-1-DE02-KA204-002260
<b>Laufzeit:</b>	36 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

The project "MathGAMES - Games And Mathematics in Education for Adults – Compendiums, Guidelines and Courses for Numeracy Learning Methods Based on Games" is producing a compendium and a guidebook in 9 languages, which should give the answer to two main questions while rising numeracy in education:

1. How can we reduce the number of under skilled adults to promote social integration and participation into our society:

- a. how can we increase incentives for adult training by using games,
- b. how can we offer tailored learning opportunities to individual learners by using games,
- c. how can we provide information on access to the services of adult learning.

2. How can we save traditional and famous games in different countries from a loss?

During the project, the project partners will collect real examples, in which playing traditional games could bring low-skilled people out of isolation and helps participating in our society. In this part the mobility of trainers is necessary. In parts normal skilled people will play these games together with lower-skilled persons. The results are the "MathGAMES Compendium of Famous Traditional Games", which are books in 9 languages.

After that the partners of the project will prove, how traditional games could be implemented in their learning program for a better understanding, especially for lower-skilled people. The result are the "MathGAMES Numeracy Learning Guidebooks" in 9 languages.

At the third part of the project the project partners will prove by doing and testing during real courses and seminars that playing games between people with different skills assist the social integration and thus traditional games will be saved from a loss by transferring it to other people. The result is a "MathGAMES Teacher Training Course", which is held for the next 10 years in different countries. The e-presentation, the seminar and the teacher training course are published in English.

Finally the MathGAMES Testing and Evaluation Report is published. It is a report about the project, the work, the activities during the lessons, the competitions in schools, the meetings and the evaluation. The MathGAMES Project Report is published in English.

In total the project gives examples of good practice and hints for creating learning courses for using traditional games with normal and lower-skilled people fighting numeracy.

At the end of this project “MathGAMES - Games And Mathematics in Education for Adults – Compendiums, Guidelines and Courses for Numeracy Learning Methods Based on Games” we have produced 9 compendiums and 9 guidebooks, both are available as printed books and e-books, a website, in which we will present all the material, guidelines for a teacher training course and a detailed report about e.g.:

- A big part with a list of different traditional transnational games (photos, game instructions), which can provide social integration. Traditional games can be board games, card games, role plays, acts, folk games involving dramatics, e. g. but not computer games.
- A general, more theoretical short part about the theme: “Social integration and participation of lower-skilled people by using traditional games”. It should show learners in adult education, how precious it can be to add games in teaching lessons and offer so tailored learning opportunities to individual learners.
- Some example of best practice from the participating countries and organizations, how lower-skilled people are socially integrated by using traditional games (photos and description of the activity, place and country, effects on the people)
- Some example of best practice from the participating countries and organizations, how lower-skilled people is getting information on access to lifelong learning services in the local adult education.
- A description of the origin of games and their symbolic significance, e.g. games about “capture and release”, birth, ritual, etc.
- Interviews of participating people in their homes, care residences, etc. so that a compendium of authentic testimonies is created.
- “Games in performance” in front of small audiences of people, who are then given the opportunity to interpret the games and to perform them with the lower-skilled participants on their own, with the participants as audience.
- Filming, photographing and documentation of parts of the project to upload on our website.

## Grundbildung

<b>Projekttitel:</b>	<b>RomABC goes Europe! Entwicklung innovativer Instrumente zur Bekämpfung des funktionalen Analphabetismus von Roma in Europa</b>
<b>Akronym:</b>	RomABC goes Europe!
<b>Koordinierende Einrichtung:</b>	<b>Contacts for Europe registered Association</b>
<b>Partnereinrichtungen:</b>	Asociatia Vox Civica, Romania Cigány Kisebbségi Önkormányzat Kiskunhalas, Hungary ASPE Ambulante sozialpädagogische Erziehungshilfe e.V., Germany Bundesverband Alphabetisierung und Grundbildung e.V., Germany Cruz Vermelha Portuguesa, Delegação de Braga, Portugal Desincoop - Desenvolvimento Económico, Social e Cultural CRL, Portugal Association for the Promotion of Human Resources in the South Great Plain, Hungary Inspectoratul Scolar Judetean Buzau, Romania
<b>Projektnummer:</b>	2015-1-DE02-KA204-002381
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

### Zusammenfassung:

"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. In the partner countries of the project this concerns totally 13.8 million adults. According to experts the share of functional illiterates among adult Roma there is 40 to 60 per cent. Comparably high is the share among the 25 to 40 year old Roma.

Thus, often functional illiteracy is the reason for the hindered access of Roma to education and employment. It also hinders the maintenance or increasing of their employability.

In the partner countries alphabetisation measures are offered nationwide for the majority population and partially for migrants, but not particularly for Roma. This is necessary to consider their special needs in the improvement of their reading and writing skills. Existing offers lack co-ordination and interdisciplinary co-operation in the planning and implementation. Binding respectively uniform quality standards are completely missing.

Therefore, the development of basis curricula for the increasing of literacy of adult Roma as well as the modification of quality standards applied in the Free State Saxony for alphabetisation measures funded by the ESF and the elaboration and implementation of co-ordination concepts for alphabetisation measures are in the centre of our project. The created products will be tested in practise and optimised. In an according training, adult education experts will be enabled to use them for the first time already during the project.

"RomABC goes Europe!" will be realised by partners from Germany, Hungary, Romania and Portugal and aims particularly at the reduction of the number of functional illiterates among adult Roma, the improvement of their employability and the increasing of their participation in adult education measures. With that, the project contributes concretely to the implementation of the EU Framework for national strategies for the integration of Roma until 2020 and the national strategies of the

partner countries as part of the Europe 2020 strategy including the European Agenda Adult Learning, particularly the increasing of the employment rate and the reduction of the number of Roma concerned by poverty and social exclusion.

## Weitere Themen

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

<b>Weitere Themen</b>
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<b>Projekttitel:</b>	<b>Bildung neu denken - formales und nonformales Lernen in Europa</b>
<b>Akronym:</b>	
<b>Koordinierende Einrichtung:</b>	<b>Interkulturelles Netzwerk e.V.</b>
<b>Partnereinrichtungen:</b>	Hundested Skole, Denmark Intercultural life - educación activa por un mundo intercultural, Spain Stichting Schoolclash, Netherlands
<b>Projektnummer:</b>	2015-1-DE02-KA204-002431
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

The permanent change in our societies requires a review of our understanding of education and learning. Scientists and educators requires an adaptation of the structure and content of education to the latest outcomes of research in the field of learning-theory in the context of changing social structures and globalization.

As part of the discussion about a new culture of learning in the field of education informal and nonformal learning get more and more into the focus of observations and becomes more important. Increasingly, it is assumed that education takes place both in formal but especially in non-formal and informal processes not linked to a specific location or a certain age (lifelong learning).

The four partner - structures work within their national educational contexts at the interface between formal and non-formal education and express a real need to learn other concepts and methods which could eliminate the limits of the classical separation of this educational pillars.

The aim of this learning partnership is to rethink and questioning the concept of education and formal and nonformal learning in Europe and to demonstrate innovative methods and reflections that allows a different learning that focus to the challenges of the 21st century.

Involved are four structures; Schoolclash of Venlo, the Netherlands; Intercultural life of Granada, Spain, Hundested Skole from Hofedstaden, Denmark and interkulturelles netzwerk from Germany.

At this learning partnership will participate responsible for training and multipliers of the named structures as well as local partners. During four mobilities in the participating countries we want to make visits to projects and discuss alternative pedagogical concepts as well as testing methods. These are analyzed by the participants to a potential transfer to the own educational practice.

In addition to extending the personal skills of the participants, we expect a change in the educational profile of the participating structures. The results of the learning process as well as a presentation of the treated concepts and methods we want to publish in a manual of "good practice / best practice" which will be available for anyone interested free of charge.

## Weitere Themen

<b>Projekttitel:</b>	<b>Sakralräume als Europäische Erinnerungsorte: Potentiale entwickeln, Kompetenzen stärken</b>
<b>Akronym:</b>	
<b>Koordinierende Einrichtung:</b>	<b>OBak - Otto Bartning-Arbeitsgemeinschaft Kirchenbau e.V.</b>
<b>Partnereinrichtungen:</b>	Consistoriul Superior al Bisericii Evanghelice C.A. din Romania, departamentul Centrul de dialog si cultura Friedrich Teutsch al Bisericii Evanghelice C.A. din Romania, Romania Kerk in Den Haag, Netherlands Fundacja Borussia, Poland Herzogsägmühle (Innere Mission München - Diakonie in München und Oberbayern e.V.), Germany Kulturzentrum bei den Minoriten in Graz, Austria LINGUISTICA s.r.l., Italy The North Bohemian Museum in Liberec, Czech Republic stichting DEZINNEN, Netherlands Sudargo evangeliku liuteronu parapija, Lithuania
<b>Projektnummer:</b>	2015-1-DE02-KA204-002542
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

### Zusammenfassung:

“Sacral buildings as European locations of remembrance: developing potentials, strengthening competences” is the title of this Erasmus+ project (project period of two years from September 2015). Given the “Kirchensterben” in Europe (the phenomenon of abandoned churches) ten partners from Germany, the Netherlands, Austria, Czech Republic, Poland, Romania, Italy and Latvia foster new perspectives for the heritage of European religious heritage site with the conception of innovative resources of education. Aim of the project is to look for sacral buildings to become accessible as cultural capital for the general public. This cultural capital finds expression in sacral buildings as “European sites for remembrance”, since they embody a European identity that exceeds the mere function of a religious connoted place or just a tourist sight. Such a look certainly is not only relevant for churches alone, but includes synagogues and mosques. The driving force to give a qualitative impetus for education is the practical experience of people who are engaged locally with the subject for many years. They witness a need for education that is further conceptualized by practitioners, whereas a top down approach is considered as misleading. Hence, the task is to foster a knowledge transfer from the bottom that reaches the actors. The need for mutual learning as a social process finds recognition in the heterogeneous composition of the consortium. Practitioners with an economical religious bias as well as partners that approach the subject from a rather cultural and historical stance are included. Furthermore, actors from adult education university sector are associated. Above all, the project seeks to address and connect relevant civil initiatives, educational institutions and multipliers that share the aspiration of a long-term strategic commitment to strengthen the potential of sacral buildings as cultural capital. The project strengthens respective competences by developing modules feasible for adult education, school education, university sector and vocational training. The modules have a multidisciplinary conception, are based on the experience of practitioners and include elements of computer pedagogics with a focus on sacral room as analytical space of perception an space of meaning. They refer to a concrete local situation, are applied at six project meetings, presented publicly at a local place of remembrance and get evaluated by extern experts. In the follow-up of each meeting, the modules will be enhanced and



documented to make them reproducible for educational offer. Members of civilian initiatives, persons working in educational institutions as well multipliers are integrated at the project meetings in order to foster networking on the local level and discuss the possibilities of certification. In addition, modules are tested at a summer school in the broader framework of further education of staff in the educational sector. Embedded in the jubilee of reformation in 2017, a multiplier event takes place in Berlin to reach the professional audience. Besides the curriculum a 3 d visualization is produced that explains a fundamental understanding of sacral room. The outcomes of the project recognize the special need of people with disabilities. They are distributed in form of multilingual booklet, as well as digital as a DVD, the project website plus an app version and via social media. Furthermore, the basis for a digital atlas of sacral buildings via Google maps is set and further developed. The project covers European history and common European identity and links sacral buildings as European places of remembrance to core issues of European history such as migration and departure, banishment, rule and submission as well as understanding of people, intercultural dialogue, empowerment and renovation. Hence, the project aims to reinforce civil society structures and contributes to the awareness of European culture of memory.

<b>Weitere Themen</b>
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<b>Projekttitel:</b>	<b>The Mall Guidebook For Language Trainers</b>
<b>Akronym:</b>	MALL GUIDE
<b>Koordinierende Einrichtung:</b>	<b>iberika education group gmbH</b>
<b>Partnereinrichtungen:</b>	Active Citizens Partnership, Greece Dacorum Council for Voluntary Service, United Kingdom Danmar Computers sp z o.o., Poland RUNI CENTER, Bulgaria
<b>Projektnummer:</b>	2015-1-DE02-KA204-002384
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

We have recognized that there is not one specific way of learning, but rather there are different types of learners and teaching methods. Consequently, the curricula must be adapted to these different needs. Learning activities are no longer strictly related to face-to-face classroom situations, and we are beginning to accept that learning is a continuous process. It goes through many stages and can take place at many different scenarios.

Technology is changing the way our society operates. It offers us new opportunities and gives us access to sources we never could have imagined before. Unfortunately, our rigid education system is not flexible enough to apply all these free opportunities. Our education institutions and consequently, our trainers and teachers do not receive enough support and training to adapt their teaching plans to their learners' needs. Missing skills, tight schedules and lack of time for training preparation are the main reasons for not experimenting with new teaching methods and strategies.

This project aims to combat these problems by creating a reference guide for language trainers that will support them in acquiring or improving their digital competencies. The guidebook will encourage them in to use ICT solutions in their teaching and will facilitate the implementation of Mobile Assisted Language Learning (MALL) in their future classes.

The MALL Guidebook for Language Trainers will consist of:

- An online Catalogue compiling the most relevant digital learning tools, especially MALLs for SLA in partners' countries
- A guideline for trainers covering the methodological and technical aspects of the tools compiled in the catalogue
- A toolbox with five examples of possible implementations of the tools for language teaching
- Testing of the implementations
- A toolbox with five new developed tools for language teaching using OERs
- Testing the developed tools
- A concluding interactive online guidebook made up of all previously developed outcomes and a new section for links for further development programs and funding opportunities for trainers

Although the project is targeted to SLA adult education trainers, it also covers the needs of language teachers and trainers, trainers in general, language learners and education institutions.

The project aims to promote linguistic diversity and second language acquisition. This project will not only create new language tools, but it's goal is the creation of various reference tools for trainers to inform, motivate and support them by implementing MALL applications in their teaching.

We expect a positive impact on trainers, learners and education institutions.

Trainers and teachers will develop new skills for creating more flexible learning pathways in relation to the learners' needs and new digital expectancies. Their opportunities for professional development will also increase.

Learners will improve their attitude towards language teaching methods, increase their motivation for learning languages, and improve their abilities in foreign languages.

Learning providers will find support to enhance digital integration in teaching and training. They will be able to adopt innovative practices in education and effectively address students' needs. Lastly, they will become aware of the interconnection between formal education, non-formal education and informal education.

<b>Weitere Themen</b>
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<b>Projekttitel:</b>	<b>"Let's talk about Porno" - Aufklärung von Internetpornografie und Sexting im Familienalltag</b>
<b>Akronym:</b>	IpuS
<b>Koordinierende Einrichtung:</b>	<b>Stiftung Medien- und Onlinesucht</b>
<b>Partnereinrichtungen:</b>	Österreichische Gesellschaft für Kinderphilosophie, Austria Edukácia@Internet, Slovakia Fundatia romano-germana de pregatire si perfectionare profesionala in domeniul constructiilor, Romania Inter-kulturo, d.o.o., Slovenia UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE, Bulgaria Sambucusforum vzw, Belgium Studio Gaus GmbH, Germany
<b>Projektnummer:</b>	2015-1-DE02-KA204-002427
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

Each year, more than 3,7 million children are born in Europe, growing into a tight rearranged media world, whose development entails an unstoppable media embossing. In our view, the biggest challenge in the history of education, combined with a permanent task of prevention debate, because families are the place where the future course for the electronic media use is provided.

The Internet has become a formative element in everyday life of growing children. However, in addition to a variety of possibilities and opportunities that new media offer, they also involve risks and hazards. One of these risks, which is increasingly brought into focus of public attention within the last years, is Internet pornography and sexting.

Sexual concepts are the most demanded in all search processes and our growing children experience an almost unlimited availability. Thus they can practice an unprotected inconspicuous consumer behavior. Worldwide there are already 200.000 pages with pornographic content. In addition, they are filming or photographing their own sexual activities and disseminating them, called sexting.

Hence it is important to make young people aware of their responsibilities. Privacy filters are insufficient and access barriers can be overridden using the mouse. This sensitization needs first of all parental education and this has no alternative and is uncompromising. Parents are therefore the direct target group of IPUS 2015. They are an "emotional training camp" between enhancing control and encouragement of autonomy.

However, it is a topic for the children, which is full of shame and therefore difficult to discuss with the parents. In addition, pornography is a taboo for parents too. 52% of parents whose children have seen sex pictures on the Internet deny that their children have seen such things, according to the study "Euro Kids Online". Anyway, 12% of European children and adolescents between 9 and 16 years have already had experiences with the Internet, which were uncomfortable for them. This taboo topic we want to work on with a consortium of 7 European Member States DE, RO, BE, SL, AT, BG and SI and give families access through the language of these "embarrassing topic".

We counter this sustained educational task with a dual strategy, which is on the one hand based on teaching instrumental-qualification skills, and which serves a critical and reflective handling on the other hand. It is our goal to combine the two aspects and to integrate them into the social context of sex-education in the family.

For the implementation, the following results are expected (more be sought):

1. An interactive Internet platform in at least 7 languages with the following content.
2. Prevention / knowledge transfer in digital literacy through online learning units.
3. Learning modules for intervention and early detection through guidelines for conversation.

The Chairman of the Children's Commission of the German "Bundestag" Eckhard Pols as patron of this meaningful educational mission and an European project advisory committee will promote the understanding of these socio-political theme and reinforce the commitment to political participation as an interface to the youth media- protection.

The state of research, the view and the experience in Europe is different, so we need a transnational learning in professional exchange, in search of solution approaches. With the implementation of "IPUS 2015" we work actively on the European cross-section issue: "Media Literacy Education" by interpersonal, intercultural and social competences in Europe. The common challenge of strengthening media competencies of the parents softens culturally-traditionally well-established methods of education and creates space for effective, sustainable learning.

<b>Weitere Themen</b>
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<b>Projekttitle:</b>	<b>Educational Path for Emotional well-being</b>
<b>Akronym:</b>	EmPoWEring
<b>Koordinierende Einrichtung:</b>	<b>IFOTES Europe e.V.</b>
<b>Partnereinrichtungen:</b>	Telefono Amico Italia, Italy Erzdiözese München und Freising Körperschaft des Öffentlichen Rechts - Kath. TelefonSeelsorge München, Germany Magyar Lelki Elsosegely Telefonszolgalatok Szovetsege (LESZ), Hungary STICHTING NEDERLANDS INSTITUUT VOOR ONDERZOEK VAN DE GEZONDHEIDSZORG, Netherlands Scuola Nazionale Servizi Foundation, Italy Sensor Zuid Holland Zuid Midden, Netherlands Studio Rucli, Italy RUPRECHT-KARLS-UNIVERSITAET HEIDELBERG, Germany Végeken Egészséglélektani Alapítvány, Hungary
<b>Projektnummer:</b>	2015-1-DE02-KA204-002492
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

The project Educational Path for Emotional Wellbeing will create an innovative training path in the field of emotional health, crisis intervention, social inclusion. The project consortium includes 10 partners from 4 EU countries: Germany, Italy, Hungary, the Netherlands. The partners are the most expert European NGOs, Associations of volunteers and HEIs committed to Emotional Support, and will identify, through recent common projects and within the preliminary phase of “Educational Path for Emotional Well-being” proposal, the main research needs of emotional telephone emergency services and quality-improving measures in the areas of emotional health amongst the Association’s Members, as well encouraging pan-European cooperation. The project, that will last 24 months, will create a model of training curriculum on 5 key areas involved in Emotional Wellbeing:

1. Human resource skills related to emotional and mental health in various cultural and professional environments
2. Development of emotional intelligence, communication and interpersonal skills
3. Strengthening of coping skills and problem solving
4. Societal and individual needs, soft skills requested in present society and labour market
5. Social inclusion and sustainability

These macro areas have been provisionally identified during the proposal preparatory phase and will be re-designed according to the results of the initial project phase (leading to the development of Output 1- Emotional well being Initiatives Toward a Mindset Change). Within this phase, partners will undertake a survey aimed at identifying new Emotional well being models, training opportunities and needs, as to update the state of art of mental health problems, such as anxiety or stress, impact on productivity; a comparative analysis of the results will be carried out as to have a picture of what is going on in Europe on Emotional well being. As result of this work, inventories will be created and made available on line, respectively of initiatives and training opportunities in Emotional well being, with a focus on identifying existing modules and resources to be further adapted and developed to respond to the target groups needs. The training path (Output 2 - EMOTIONAL WELL-BEING MODULES AND RESOURCES) will be composed by a set of 5 modules, each composed by 30 h

structured at distance courses and in presence. This will result in a training offer of 120 h (70 h as e-learning, 40 h as one-week intensive course). The full set of modules will be tested in a joint demonstrative blended course, that will involve 150 participants from partner countries representing HEIs, NGOs, Foundations, Research Institutes and PA. The part of the course to be realized in presence will be implemented through a blended mobility action in Munchen aimed at strengthening knowledge and methodological exchanges. After testing the course, the curriculum will be improved and standardized according to partner HEI regulations and included in already existing MSc degree courses (Output 3 -MODEL AND RECOMMENDATIONS FOR AN EMOTIONAL WELL-BEING CURRICULUM).The model of curriculum will be accompanied by a set of policy recommendations for the validation and recognition of 30 ECTS with reference to the EQF Level 6,7 and the validating the new profile (Listener), ensuring long term project sustainability. The proposal aims at making lifelong learning and mobility a reality, by creating flexible learning pathways and addressing to adult learners which can be entered at different stage of their life encouraging the networking. The project will adopt a participatory approach with active involvement of stakeholders in the different project phases. Furthermore, by creating and validating a set of collaborative modules and resources in the test blended course will serve as an example of transnational Society-University-Welfare Cooperation that may be adapted to any other course subject, providing long-term sustainability of the project outcomes. EmPoWEring dissemination will raise awareness on Emotional Wellbeing across Europe, opening the path for Emotional Support initiatives in reaching different pedagogical goals and global challenges (all those in emotional distress, youth unemployment, elderly neglect or burn- out prevention) and that of local governments in social development. Dissemination will be ensured by a dedicated website and use of social networks, promotional video, and a eNewsletter to be distributed in partner countries and all over Europe.A strong link with relevant scientific societies (International Association of Suicide Prevention, World Federation for Mental Health, the World Alliance of Crisis Helplines and World Health Organisation will enable long-term sustainability and accessibility of project outputs. Within the projects, three multiplier events will be realized in Hungary, Italy and in Bamberg with a final international conference where a EU Networking for emergency service will be launched.

<b>Weitere Themen</b>
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<b>Projekttitel:</b>	<b>Let Europe Know about Adult Education</b>
<b>Akronym:</b>	LEK-AE
<b>Koordinierende Einrichtung:</b>	<b>Katholische Erwachsenenbildung Deutschland - Bundesarbeitsgemeinschaft e.V.</b>
<b>Partnereinrichtungen:</b>	EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS, Belgium Nordic Network for Adult Learning, Norway Akademie Klausenhof gGmbH, Germany ASOCIATIA EUROED, Romania Caixa de Mitoş Lda, Portugal CONEDU - Verein für Bildungsforschung und -medien, Austria Dansk Folkeoplysnings Samråd, Denmark KANSANVALISTUSSEURA, Finland VRIJE UNIVERSITEIT BRUSSEL, Belgium
<b>Projektnummer:</b>	2015-1-DE02-KA204-002327
<b>Laufzeit:</b>	36 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

Europe. Based on this experience, the consortium believes that disseminating information and reporting on trends, project/research results, developments, best practice and news in the area of adult all across Europe is needed.

Therefore the main OBJECTIVES of the project are to:

1. Enhance adult educator's competences through better training and understanding of
  - how to write journalistic articles for print and online media
  - how to report about adult education in mass media
  - how to increase adult educators' competences in writing about adult education for a European audience
  - how to write for readers living in an another geographical, cultural, political and educational environment
  - how to write articles that are relevant and understandable for the target groups
  - how to write articles for EPALE
2. Awareness raising for and promoting of Adult Education in Europe through:
  - developing trainings and tools on how to improve people's awareness and knowledge on adult learning, which means an increase in the lifelong learning benchmark through journalistic activities
  - reaching and informing a wider European audience about adult education through journalistic means
  - professionalization of adult education staff on journalistic ways of working
  - providing incentives and expertise for the adult education community to initiate more journalistic activities on adult learning
  - awareness raising measures about the high numbers of persons with low literacy levels
  - improvement of the level of key competences and transversal skills of adult education staff
  - Enhancing ICT uptake in work of the adult education
  - sharing best practice examples on how to inform about low literacy levels among adults
  - exchanging experiences on how to reach disadvantaged learners (in particular with low literacy levels)



- informing about and motivating national, regional and local policy makers to invest in LLL

The project will develop its products in three phases:

- Year 1 DEVELOPMENT: The first project year will focus on the development of the Intellectual Outputs: a Training tool box: "Journalism for adult educators" (O1) together with a simulation game "Journalism and literacy" (O2), an e-learning tool "Journalism for adult educators" (O3) including a handbook on webinar methodology (O4) and a brochure on "Informing Europe about Adult Education" (O5).
- Year 2 TESTING: the second project year will be designated to the national consultation on the products developed. Partners will test the IOs in learning/training situations or ask experts for their feedback on the products.
- Year 3 "ROLL-OUT": during the final project year all partners will organise multiplier events on national levels in order to present and receive feedback to the project and its products.

#### RESULTS

- Adult educators, trainers and provider will share and receive good practice examples on how to write about adult education for an international audience and how to reach out in the best way to the target groups. They will profit from each other's innovations and knowledge and will have a broader knowledge about the mass-media coverage on adult education.
- Policy-makers will receive better feedback from adult education institutions, which is based on better knowledge. They will get to know and use the European dimensions of adult education on a well-informed a

## Weitere Themen

<b>Projekttitel:</b>	<b>Inter-generational Ecological and Economical Co-learning</b>
<b>Akronym:</b>	ECOLE_IG
<b>Koordinierende Einrichtung:</b>	<b>Galerie für Zeitgenössische Kunst Leipzig</b>
<b>Partnereinrichtungen:</b>	ASOCIATIA PRO-TURISM NEDEEA VALCEANA, Romania atelier d'architecture autogérée, France Brave New Alps, Italy Myvillages.org, Netherlands THE UNIVERSITY OF SHEFFIELD, United Kingdom
<b>Projektnummer:</b>	2015-1-DE02-KA204-002414
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

### Zusammenfassung:

ECOLE\_IG implements informal local knowledge exchange structures in six European localities to facilitate inter-generational knowledge exchange and collaborative innovation with the aim to equip young people in underprivileged areas (rural remote, difficult urban) with the skills, confidence and support network to set up new entrepreneurial structures which are rooted in their local or regional traditions.

Europe's rural and peripheral communities have longstanding and often successful local and regional manufacturing and farming traditions. They often still have access to once-functioning infrastructures (eg. agricultural co-operatives, common land rights, communal bake houses etc), means and spaces of production (farms, workshops, tools, machinery, etc.) and related skills and knowledge, but lack long-term engagement, innovation skills and strategic developments by the younger generation.

Additionally many of these communities have suffered from global economic pressures and a general exodus of a younger entrepreneurial and technically skilled generation to the European metropolitan centres of creative industries and IT.

ECOLE\_IG focuses on bringing these two groups together: the young who want and need to set up local sustainable and resilient futures, and the older generation who holds relevant and precious local knowledge, access to resources and skills.

ECOLE\_IG stands for Inter-generational Ecological and Economical Co-learning and sets up a new network practice-led learning infrastructure across six exemplary European communities (from the remote rural to the deprived suburban) in order to initiate and stimulate cross-generational and cross-disciplinary learning and subsequently practiced entrepreneurship in places where a more traditional and organic 'passing-on' of knowledge and resources has been interrupted.

ECOLE\_IG will publish and widely distribute a case-study based on-line and printed manual to explain and demonstrate its methodology and parameters for application. The manual aims to encourage other educational organisation, communities and researchers to consider and replicate such an approach for future sustainable local resilience building and socio-economic development.

The ECOLE\_IG project will take place in Leipzig and its rural hinterland (DE), at the University of Sheffield and the village of Ballykinlar (UK), in rural Friesland (NL), the Parisian suburb of Colombes (FR), remote mountain communities in the Valcea County (RO) and the Vallagarina district in Northern Italy.

Participants include local communities of young people and older generations with different professional and educational backgrounds, unemployed young adults, pedagogues and trainers with a broad knowledge horizon, local organisations and NGOs and invited experts from the field of design, local economies and community-led development. Participants in the two international action research dissemination events include teachers and pedagogues from a wide range of organisations, cultural institutions and outreach workers, and researchers from the realm of sustainability, socio-economical development and resilience building.

The accompanying ECOLE\_IG Manual will be promoted and distributed locally, nationally and internationally with the ambition to encourage other communities and education facilitators and providers to replicate this locality specific inter-relational training model.

<b>Weitere Themen</b>
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<b>Projekttitel:</b>	<b>Sustainable Communities Incubator Partnership Programme</b>
<b>Akronym:</b>	SCIPP
<b>Koordinierende Einrichtung:</b>	<b>Global Ecovillage Network of Europe e.V.</b>
<b>Partnereinrichtungen:</b>	Fundacja Ogrody Permakultury, Poland Stichting EcodorpenNetwerk, Netherlands Global Ecovillage Network, United Kingdom Landsforeningen for Økosamfund, Denmark MTÜ Eesti Ökokogukondade Ühendus, Estonia Asociacion Red Iberica de Ecoaldeas, Spain Rete italiana villaggi ecologici - RIVE, Italy TRAJNOSTNI PARK ISTRRA, raziskovalno-izobrazevalni zavod za trajnostni razvoj, Gazon, Slovenia
<b>Projektnummer:</b>	2015-1-DE02-KA204-002499
<b>Laufzeit:</b>	24 Monate
<b>Antragsjahr:</b>	2015

**Zusammenfassung:**

## Rationale

A growing amount of civil initiatives and grassroots movements all over Europe is creating innovative sustainable projects and new lifestyles in their transition to a more just, sustainable and resilient future. Creating a low carbon society needs active engagement of civil society. This project aims to assist and support groups starting community-led sustainable projects with an adult education response, especially in terms of social skills as it turns out that many projects are failing due to lack of the necessary social and group communication skills. The project is created in response to a need for such increased levels of awareness and collaborative practice to spark change and development in a specific, sustainable direction. This project addresses the need for an integrated approach in Education for Sustainable Development that blends ecological, economic, social and cultural aspects in a balanced way.

## Partnership

The nine organisations that form SCIPP represent large groups of sustainable communities and grassroots initiatives throughout Europe. All project partners are active in the field of adult education for sustainable development in which ecological, economical, social and cultural aspects are integrated in a holistic approach. The partnership is based on shared, converging interests within change processes in response to increasingly interconnected global challenges. The partners are GEN-Europe (lead partner), RIE (Spain), RIVE (Italy), Trajnostni Park Istra (Slovenia), GEN NL (Netherlands), MTÜ Eesti Ökokogukondade Ühendus (GEN Estonia), LØS (Denmark), Fundacja "Ogrody Permakultury" (Poland) and GEN International (UK).

## Sustainable Communities Incubator - Educational material and trainings

In the project training material from all partner countries will be gathered and brought together in an open source incubator framework. Four of the partners have been involved in the development of the Ecovillage Design Education. The Italian and Spanish partners have further developed national programmes to assist the development of new projects, communities and eco-initiatives. In a series of six transnational meetings the existing training materials will be transformed in a collective and co-creative way into an Incubator Framework for Incubator Training and a supplementary TOT (training of trainers). Besides these training materials a comprehensive ICT e-learning platform will be created

to back up the Incubator Framework. This will include an innovative support system for online consultancy.

#### Dissemination

The project results will be disseminated through the wider networks of the partners consisting of networks of ecological communities, on both local, regional, national, European and international levels by utilizing existing channels, both internal and external. The project partners will provide a valuable and legitimate contribution to the adult education sector, but add a more innovative and entrepreneurial dimension in also wider green business circles.

At a regional and local level the project will provide incubator trainings to local rural and urban communities. The project and materials will also be presented nationally to relevant stakeholders, like adult education providers within the non formal education sector, but also to universities, research institutes and students, to municipalities and decision making bodies, NGO's with similar goals. As the organisations have strong links on both European and in some cases international level, the project and the produced materials will be presented on an European and international scale at international events.

#### Target groups

Target groups of the partnership are 1) the facilitators, trainers and consultants that will actively engage in the partnership and the trainees of the pilot incubator training, 2) trainers, educators and facilitators active in the field of ESD, 3) people from urban and rural sustainable communities and initiatives, traditional communities and villages, ecovillages, cohousing projects and ecological quarters, 4) green and social entrepreneurs and 5) other relevant stakeholders such as research institutes and universities, municipalities, decision makers and other government bodies as well as (international) NGO's active in sustainable development. Special target groups will be people in disadvantaged and rural areas and green and social entrepreneurs.

#### Outcome of the project

The outcomes of this project will strengthen community-led projects all over Europe by spreading access and knowledge about innovative tools for community building and social project design. It will provide a better understanding of participatory structures towards cooperative thinking approaches and co-creation attitudes and a network approach of thinking and doing in the creation of projects.

<b>Weitere Themen</b>
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**Projekttitel:** Internet – (k)ein rechtsfreier Raum, Lehren und Lernen durch die Datenschutz-App zur Verbesserung der Medienkompetenz im Bereich der Erwachsenen- Jugend- und Schulbildung

**Akronym:** DAPPS

**Koordinierende Einrichtung:** Recht in Europa e.V.

**Partnereinrichtungen:** Bartin Lisesi, Turkey  
BERUFSFORDERUNGSINSTITUT OBEROSTERREICH, Austria  
K MILIOS AND SIA OE, Greece  
Stiftung Medien- und Onlinesucht, Germany  
Inter-kulturo, d.o.o., Slovenia  
UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE, Bulgaria  
Sambucusforum vzw, Belgium

**Projektnummer:** 2015-1-DE02-KA204-002532

**Laufzeit:** 24 Monate

**Antragsjahr:** 2015

**Zusammenfassung:**

The European parliament prepared a proposal for a new data protection ordinance – at the same time e.g. in Turkey internet platforms like twitter were forbidden. Concerning to the topic data protection still people are really upset, so there is a high need to transform a wide spread feeling of insecurity into a feeling of security through education. The Consortium (consisting of experts from DE, FI, SL, TU and SI) will offer the project “Internet – no (an) extralegal room” as an opportunity for parents and consumers to enforce more personal responsibility regarding to data protection and data security. The Data-Protection-App (DAPPS) is the tool representing this opportunity. The consortium especially focuses on the data security of children and adolescents.

The European Parliament in 2012 already called for “to identify and apply all present possibilities to protect children against dangers from the digital world and to train and educate parents systematically how they can protect their children.” The intention of the project “Internet – no (an) extralegal room” is to contribute something to this appeal. With our project we want to help parents to protect and appreciate the value freedom (in form of data protection) for their children and adolescents. Privacy is an important concern in our democracy, which is requiring from the parents and citizen online-competence. Within the population sufficient knowledge about the system of justice including provision for data protection is rare. Consequently, the internet for many parents and consumers seems to be an extralegal room. Education about justice concerning media use is a central concern of parental media education, which for a long time carved and shadowy existence. Insecurity and mistakes regarding to the use of new media are a consequence, which also affects sons and daughters. “Internet – no (an) extralegal room” will offer an educational tool in form of a Data-Security-App (DAPPS)”. In addition to that, important information about the topics “copyright law, technical security, contextual security, advertisement, cybermobbing etc. will be created in form of three minutes lasting educational cinema movies, which will be spreaded also by the App. Background information regarding to the previously mentioned topics will extend the offer for parents to address also the target audience consumers.

The App will increase the understanding and sensibility of users of screen media for data protection. A password-check system will be available through the App in mobile form. The goal is that parents and their children can use the internet in a secure way and that all involved people are best as possible informed about the topic data protection and data security. To reach this goal we want to

address parents there, where also their children are: Through knowledge-spreading-events in schools. The education offer: "Internet – no (an) extralegal room" will prepare these events for schools and will perform them as an example together with all partners of the project. Today, where it is common that children and adolescents get already early in contact with media use, data protection and data security is a question of appreciation of the democracy and personal freedom. With this meaningful learning idea, justice in Europe wants to create in a consortium sensibility for data protection and in addition to that wants with its results to contribute for security and enlightenment. Within the closing symposium we want to discuss about the topic data protection and data security for children and adolescents together with representatives of schools, with data protection officers, politicians (regional, national and European) and also with representatives of the parents. During this symposium the tool APPS will be presented as a competent solution by offering concrete competence for action.

A "positioning paper" containing wishes and desires regarding to the topic security and protection of children and adolescents within the internet will be given to the politics. We are actively contributing to the creation process of the European cross-cutting issue "Education for media-competence", through the App by training of interpersonal, intercultural and social competences in Europe. The joint challenge for strengthening of media-competences of parents will necessarily soften cultural and traditional established educational methods and will create room for intelligent, sustainable and integrative learning. For spreading, in each partner country will be performed a generic major event in one school. Through the necessary procedure for estimating the demand for training and information regarding to the topic data security we get through to approximately 4000 parents in each country, who we invite for the generic major event in a school. For parents and consumers by DAPPS will be closed a huge leakage of data protection.