

# **Strategische Partnerschaften in der Erwachsenenbildung**

## **Zusammenstellung der geförderten Projekte**

**Antragsrunde 2017**

(Stand 20.10.2017)

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

Zur Antragsfrist am 31.03.2017 erhielt die NA beim BIBB im Bereich der Erwachsenenbildung 92 Anträge mit einem Antragsvolumen von 21.134.553,99 €. 66 Anträge mit einem Antragsvolumen von 18.805.948,99 € entfielen auf Partnerschaften zur Unterstützung von Innovationen und 26 Anträge mit einem Antragsvolumen von 2.328.605,00 € waren für Partnerschaften zum Austausch guter Praxis vorgesehen.

Zur Förderung vorgesehen sind momentan 22 Anträge zum Austausch guter Praxis mit einer Mittelbindung von 1.869.855,00 € und 22 Anträge zur Unterstützung von Innovationen mit einer Mittelbindung von 6.482.727,00 €.

Insgesamt konnten bisher im Bereich der Erwachsenenbildung 44 Anträge für eine Strategische Partnerschaft eine Bewilligung über 8.352.582,00 € erhalten.

(Stand Oktober 2017)

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<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	In the footsteps of a migrant
<b>Akronym:</b>	-
<b>Koordinierende Einrichtung:</b>	Solar e.V.
<b>Partnereinrichtungen:</b>	ASOCIATIA A.R.T. FUSION, RO SOCIETA' COOPERATIVA SOCIALE CAMELOT A R.L., IT Stichting Refugee Company, NL
<b>Projektnummer:</b>	2017-1-DE02-KA204-004299
<b>Laufzeit:</b>	01.09.2017 – 31.08.2020
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Migration - and the situation of refugees in particular - is a hot topic in public debates all over Europe. While millions of people are on the move as a result of war, economic deprival, social inequality, climate change and discrimination to look for better opportunities elsewhere, in Europe the hostilities and xenophobia against migrants are rising. As a consortium of dedicated and expertised organisations from different European countries, we see the urgent need to inform people about the complexities of the migration process and raise awareness in society about the difficulties migrants and refugees face.

Role-play games have proven to be a very effective method in sensitizing people about their prejudices and stereotypes, addressing people's empathy and provoking reflection and critical thinking. We see the strength of non-formal educational methods and role-play games in particular, but found out that there is no existing role-play game that offers a holistic and accurate picture of the migration process in Europe. For this reason we have decided to join forces and work towards a new and innovative method that embodies the migration process in all its complexities.

With our consortium we want to develop an attractive and high quality educational toolkit, namely a role-play game called "In the footsteps of a migrant". The game should fulfill the need for a more comprehensive approach on the topic of migration in the non-formal educational sector. The game should raise awareness on the complex reality of asylum procedures, migration policies, border control, the media circus around it and how this influences public opinion and eventually the law. The game will show the (in)human side of what migration entails, it will be an interactive learning experience in which the unimaginable becomes imaginable.

We have chosen for a transcultural cooperation to promote a European perspective and approach to connect the topic of migration to the fields of youth an education on an international level. We believe a transnational approach offers deeper insights to the migration situation as a whole and can contribute to a re-integration of the different political viewpoints and realities into a common European perspective.

Our consortium consists of 4 partner organisations representing experiences from North, West, South and Eastern Europe. Our development team is formed by 2-3 people per partner that are all experts in the fields of migration and inclusion, youth work and/or education. One of our fundamental aims is to include migrants and their perspectives in this project, of which some are part of our core-team. Our direct target group will be multipliers in the fields of non-formal and formal education that can use the game in their daily work with youth, (young) adults, transnational learners

groups etc. Our indirect target group are learners and trainees in (non-)formal adult and youth education that will experience the game as participants.

The main activity of this project is aimed at the intellectual output of an innovative and high quality educational toolkit that brings the migration experience to life. The project will therefore focus mainly on the development, try-out, evaluation and dissemination of the method. The division of the tasks to the different partners has been done according to their fields of expertise. In general the project will consist to a large extend of knowledge and good practice exchange, qualitative and quantitative data research, game-design and development of a new method, try-out phases and dissemination events. The whole project will be guided by a constant quality monitoring and evaluation process. All phases of the project are connected by 8 partner meetings in the respective countries.

The envisaged impact of this project reaches across multiple levels and touches different target groups. The objective we envisage is to make the situation of refugees and migrants in Europe more noticeable and comprehensible and to impart knowledge on topics such as causes of fleeing, escape routes, bureaucratic obstacles, living conditions, legal status, conflict on values etc. The simulation game is a tool to challenge and fight stereotypes, racism, xenophobia and polarization in European societies and to strengthen democratic values, diversity and respect of human rights. Besides the production of a new high quality non-formal method, the project also fosters good practice exchange and cooperation between our partner organisations, strengthens their networks and transcultural skills, extends their teaching skills and knowledge on methods development and empowers their capacities in raising empathy and awareness for migrants and their realities in Europe.



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

<b>Projekttitel:</b>	Compass - Setting Migrants and Refugees in the Right Direction
<b>Akronym:</b>	Compass
<b>Koordinierende Einrichtung:</b>	Intern. Bund - IB Berlin-Brandenburg gGmbH für Bildung und soziale Dienste (IB BERLIN-BRANDENBURG GGMBH)
<b>Partnereinrichtungen:</b>	Alos Centro Europeo de Idiomas, S.L, ES Associazione Artistica Culturale "A Rocca", IT Europe for Diversity Culture and Coexistence, EL Kirkkale Aile ve Sosyal Politikalar IL mudurlugu, TR RLN (UK) Ltd, UK
<b>Projektnummer:</b>	2017-1-DE02-KA204-004237
<b>Laufzeit:</b>	01.10.2017 – 30.09.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

In March 2016, Eurostat reported that more than 1.25 million people have claimed asylum in the EU in 2015, which is a reliable figure although not all migrants claim asylum. The key objective of this project is therefore to enable migrants and receiving authorities and volunteers to be able to communicate far more effectively with each other. We will develop a platform (available for both PC and phone) that contains basic vocabulary, including phrases particularly relevant to migrants and the situations they face (1000 words and phrases in total). Our research clearly indicates that most migrants carry a mobile telephone (understandably, so they can communicate back to their home and families; and with each other if groups are separated). Their telephones are usually pre-paid, they typically arrange to carry international chargers and many carry sim cards for use in different European countries. The language content will cover the 5 most widely spoken migrant languages and the 7 most relevant EU languages. Any one language can be instantaneously translated into any of the other twelve languages. This provides a highly flexible tool that caters for the wide number of possible language combinations between migrants and authorities in receiving countries.

In achieving the overall aim of far more effective communication between receiving countries and migrants, the following objectives will be pursued. Authorities and volunteers will be better able to communicate with migrants by: 1 clarifying legal and statutory status and responsibilities. 2 describing support that is available - such as food, shelter and clothing. 3 clarifying short term or urgent needs and support, such as healthcare and onward travel options.

A mobile telephone and internet based learning application will be developed through a unique collaboration which enables instantaneous and fully flexible translation between 5 key migrant languages and 7 key languages spoken in receiving countries.

The project will develop a partnership between the language experts, the support and volunteer agencies and the ICT provider to enable the most user friendly and flexible tool to be tailored to the needs of all users. The tool will allow two way translation and learning of key words and phrases needed, particularly in early contacts. This will include categories around health, legal issues,

transport and women's issues. Both support agencies and migrants will be able to personalise their own vocabulary library, adding and subtracting words and phrases as needed.

200 individuals as a minimum will test and validate the platform, learners being drawn from the 5 target migrant groups and the target 5 receiving countries.

Total usage levels will be monitored - we expect open access traffic to exceed 2000 users by project end and at least 5 additional migrant/ asylum support agencies to have adopted its use.

An impact report containing case studies and evaluating the relevance and use of the compass tool including its applicability and dissemination success.

We will adapt the technology from our eLSi and EasySpeak projects to this project so it works seamlessly on mobile telephones. Our research suggests that most migrants already have mobile telephones. Or, they can easily access one because most travel in groups where some other group members are very likely to have mobile telephones. The languages will be: Greek, Italian, Turkish, German, Spanish, French and English, Albanian, Dari, Pashto, Kurdish, Arabic.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitle:</b>	Gesundheit als Thema der Grundbildung für Männer in Europa weiterentwickeln
<b>Akronym:</b>	HelpMen
<b>Koordinierende Einrichtung:</b>	Sozialwissenschaftliches Institut Tübingen
<b>Partnereinrichtungen:</b>	infoMann - actTogether asbl, LU Institut für Frauen- und Männergesundheit (Standort MEN Männergesundheitszentrum), AT Kardinal Nikolaus Cusanus Akademie, IT VOLKSHOCHSCHULVERBAND BADEN-WURTTENBERG EV, DE
<b>Projektnummer:</b>	2017-1-DE02-KA204-004244
<b>Laufzeit:</b>	01.10.2017 – 30.11.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Das Projekt „Gesundheit als Thema der Grundbildung für Männer in Europa weiterentwickeln“ nimmt die Frage auf, wie Männer mit gesundheitlicher Grundbildung (Health Literacy) besser erreicht werden und diese aktiv verbessern können. Im gesamten Feld der Gesundheitsbildung und -förderung sind Männer stark unterrepräsentiert. Außerdem liegt eine Differenzierung der Angebote in Bezug auf Männer mit geringeren Bildungschancen bislang kaum vor, so dass bildungsbenachteiligte oder migrierte Männer nicht explizit im Blick sind. Dies birgt das Risiko, dass sich gesundheitliche und soziale Nachteile dort verfestigen, denn Menschen mit erhöhtem Grundbildungsbedarf zeigen häufig auch gesundheitliche Probleme und sind gesundheitlich weniger informiert. Gesundheit ist insofern ein wesentliches Gleichstellungsthema bei Männern.

Leitperspektive des Projekts HelpMen ist es, Männer mit gesundheitlicher Grundbildung besser zu erreichen, indem Zugangsbenachteiligungen partizipativ abgebaut werden. Dies soll ihnen ermöglichen, ihre gesundheitliche Lage zu reflektieren und nach Möglichkeit zu verbessern sowie sich grundlegende Gesundheitskompetenzen anzueignen. Damit dies gelingt, werden Multiplikatoren und Multiplikatorinnen im Bereich der Gesundheits- und Grundbildung sensibilisiert, qualifiziert und mit einem Curriculum ausgestattet, das sie in die eigene Praxis umsetzen.

Im Projekt HelpMen arbeiten fünf Institutionen zusammen. Der Ansatz ist im deutschsprachigen Raum, dort aber unter Berücksichtigung anderer Erst-Sprachen, so dass ein Fokus auf Integration und Migration gelegt werden kann.

Die zentralen Aktivitäten sind neben den projektbegleitenden Partnertreffen eine Sondierung der männerbezogenen Gesundheitsgrundbildung in den Ländern und eine systematisierende länderübergreifende Recherche, aus der ein Leitfaden zur Analyse und Bedarfserhebung vor Ort abgeleitet wird. Aus deren Ergebnissen wird ein Handlungscurriculum entwickelt, das in mehreren Pilotveranstaltungen von den Partnern erprobt, dokumentiert und ausgewertet wird. Die Ergebnisse werden in einer Publikation veröffentlicht und auf regionalen Seminarkonferenzen vorgestellt.

Das Projekt folgt einer Methodik der Interventions- und Handlungsforschung, der einen Theorie-Praxis-Transfer integriert. Die Projektpartner bilden und verstehen sich als eine Fokusgruppe zum Themenkomplex, der untersucht wird. Darüber hinaus werden Männer in den Pilotveranstaltungen partizipativ und aktiv beteiligt. Für den internationalen Erfahrungsaustausch und Wissenstransfer wird die Methode der so genannten Soft Open Method of Cooperation (SMOC) praktiziert. Die Qualität des Projekts wird regelmäßig mit Methoden der Selbstevaluation erhoben.

HelpMen schafft eine breite Wissensbasis für Fachkräfte und Bildungsorganisationen zur gesundheitsbezogenen Grundbildung von Männern. Dies ermöglicht, dass Gesundheitskompetenzen von Männern nachhaltig gestärkt werden. Ein zentrales Ergebnis ist das gemeinsam entwickelte Curriculum und die Veröffentlichung der gesamten Projektergebnisse in Buch- und Broschürenform. Durch das Projekt entsteht ein Kristallisationskern zur europaweiten Vernetzung im Bereich Männer-Gesundheits-(Grund-)Bildung.

Das Projekt gibt einen Anstoß, Gesundheit als ein Thema der Grundbildung aufzunehmen, geschlechterdifferenziert zu thematisieren und männerbezogen weiterzuentwickeln. Die Integration von Gesundheitsaspekten in den Kanon der Grundbildung verbessert die gesundheitlichen Voraussetzungen für gesellschaftliche Teilhabe gerade bei Bildungs- und Zugangsbenachteiligten und im Sinn von Gesundheitskompetenzen.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	Facilitating Migration and Workplace Integration with Qualified Personnel and Concepts
<b>Akronym:</b>	MaWIC
<b>Koordinierende Einrichtung:</b>	DEKRA AKADEMIE GMBH
<b>Partnereinrichtungen:</b>	DEKRA Akademie Felnöttképző, Munkavédelmi és Szolgáltató Kft., HU FOLKUNIVERSITETET STIFTELSEN VID LUNDS UNIVERSITET, SE Fundación Laboral del Metal, ES GOTTFRIED WILHELM LEIBNIZ UNIVERSITAET HANNOVER, DE TYOTHOSEURA RY, FI
<b>Projektnummer:</b>	2017-1-DE02-KA204-004163
<b>Laufzeit:</b>	01.09.2017 – 31.08.2020
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

“Integration through work” is one of the cornerstones of success in order to ensure a smooth integration of migrants / refugees in general into their new living environment abroad. But integration through work may not end with signing the employment contract in order to be successful. Workplace integration is an interactive process that requires efforts from all parties involved: the migrant worker, the employer and its personnel and in some areas of work even the employers’ customers or clients. Besides very practical and legal aspects, intercultural and social processes are key in order to pave the way for a smooth workplace integration especially to cope with the effects of refugees’ crisis Europe currently faced with.

In order to facilitate the successful integration of migrants at the workplace the MaWIC project explores and shapes the role of a “Migration and Workplace Integration Coach” (MaWICoach) and develop a tailored training for educators. MaWICoaches will be supporting persons providing the necessary guidance and coaching of employers and migrant workers within the workplace integration process and also involve the personnel. Future MaWICoaches are educators and trainers of adult institutions, further vocational institutions, HR managers as well as personnel in companies responsible for workplace integration of new personnel. Related to the MaWI-Coach profile it develops a workplace integration concept addressing the employers side of the integration process with adequate tools and instruments as well as a migration and integration support concept addressing the workplace integration of migrant workers themselves complementary to public efforts undertaken in order to integrate migrants into local communities. Both concepts and the integrated tools are meant to support Migration and Workplace Integration professionals and those fulfilling such roles in their everyday work with migrants and their employers. In this way training is combined with intercultural coaching including diversity competence, which will lead to individual coaching and enhances learning possibilities for migrants, employers and employees. All those MaWIC solutions are offered as Open Education Ressources in order to lay grounds for the further development of workplace integration tools and their sharing among integration professionals. They are complemented by recommendations addressing criteria for a successful and sustainable

integration of migrants at the workplace including aspects of various subordinated topics that are related to migration and integration.

The MaWIC solutions build a comprehensive basis for professionalisation of integration concepts for migrants at the workplace at micro, meso and macro level being indispensable in the light of the refugee crisis and a generally increasing need to integrate migrant workers at workplaces in the European Union Member States. MaWIC makes therefore a contribution to jointly tackle the challenges and effects of the refugee crisis as a joint European endeavor.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitle:</b>	Multidimensional training of adult volunteers to foster migrants' integration
<b>Akronym:</b>	MAV
<b>Koordinierende Einrichtung:</b>	ifa Akademie gGmbH
<b>Partnereinrichtungen:</b>	DAFNI KENTRO EPAGGELMATIKIS KATARTISIS, EL European Management Education & Learning (e-mel) LLP, UK MAKRO Yonetim Gelistirme Danismanlik Ltd. Sti., TR SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LTD, CY UNIVERSITA DEGLI STUDI DI NAPOLI FEDERICO II., IT UNIVERSITATEA STEFAN CEL MARE DIN SUCEAVA, RO
<b>Projektnummer:</b>	2017-1-DE02-KA204-004284
<b>Laufzeit:</b>	01.11.2017 – 31.10.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

The project "Multidimensional training of adult volunteers to foster migrants' integration" (MAV) is strongly committed to achieve "take-up and effective outreach" of the targeted migrants: the conceptual orientation of the project is based on integration to be promoted through involvement of migrant volunteers acting as mentors of other migrants. "Guidance and motivation strategies" are yet conceived as relevant objectives in order to achieve integration in a smooth but immediately effective manner, to stimulate the migrant volunteers to become propagators of the awareness, soft skills and competences learnt within their wider migrants' communities. The method chosen strategically combines into an integrated learning package traditional approaches with innovative motivation and guidance tools, to ensure the migrants volunteers' interest, hence the propagation of the benefits of the MAV adult learning via these migrant volunteers to other migrants.

In this way, MAV will directly contribute to enhance the achievement of migrants integration, in the meanwhile promoting the sustainability of the project behind its completion.

MAV is focused on volunteers who serve as "mentors" for other migrants (including refugees, third country national and non native in general) in order to better guide them into the European labor market, help them to identify and improve their skills and competences, continue to build upon the training which they might have had in their countries of origin.

We will create a form of learning tool kit for adult volunteers (especially adult migrants in volunteering) to better self-train and qualify volunteers to manage for "their migrants" the transition process between "arriving as migrants" up to integrating into the local labor market of the receiving country, in this way contributing to the enhancement of more inclusive societies.

In particular, the project is implemented in the seven project countries Germany, Italy, Romania, Greece, United Kingdom, Cyprus and Turkey by seven expert entities sharing different but complementary focus areas, which will carry out a demonstrative learning of volunteers to promote

their engagement in becoming mentors and facilitators of other migrants as further users of the "lesson learned".

This will create in time a propagation effect of benefits that will broadly extend in time the impact envisaged along the implementation of the project, which is therefore already of great relevance for the project countries.

MAV conceives integration as opportunity offered to migrant volunteers to improve their own employability and then promote the employability of other migrants. Integration is seen as an evolutionary system of relationships among migrants themselves -, related to choice, needs and capacity of networking, and not only as static combination of individual situations.

Within this conceptual orientation, MAV integrates relevant considerations in the field in a comprehensive and multidimensional approach, and expects to achieve the following results.

During the project: to involve directly a total amount of 510 key players in the project countries to participating to the project implementation and to implement the MAV communications toolkit as package of learning modules and resources to improve adult learners soft skills and competences.

After the completion of the project: to put in place the MAV framework and specific methodology, carefully designed to the scope of expanding in time far beyond the duration of the action, and from the project countries and other European countries in the partners' networks, to the overall Union.



<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	Caring for Volunteers working with Refugees
<b>Akronym:</b>	caseWORK
<b>Koordinierende Einrichtung:</b>	FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG
<b>Partnereinrichtungen:</b>	E-C-C Verein fuer interdisziplinäre Bildung und Beratung, AT FOUNDATION FOR RESEARCH AND TECHNOLOGY HELLAS, EL INTEGRA INSTITUT, Institut za razvoj clovekovih potentialov, SI OXFAM ITALIA ONLUS, IT
<b>Projektnummer:</b>	2017-1-DE02-KA204-004189
<b>Laufzeit:</b>	01.09.2017 - 31.08.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Europe struggles for adequate approaches and solutions to cope with the high numbers of refugees and asylum seekers arriving. Alone in 2015 the European Refugees Crisis has brought more than 1 Million migrants to Europe. The more people in Europe are looking for protection, the more help has been organised. Volunteers distribute donations of clothes, take refugees in to give language lessons, support in the communication with local authorities or in the health care process. The number of volunteer refugee helpers has risen sharply in the past three years. Citizens of European countries are willing to help with time, dedication and financial resources. And these people are a keystone in the necessary process of integration in order to minimise isolation from receiving communities and to provide opportunities to refugees and asylum seekers to develop their human potential and skills. For a better help on both sides it is crucial to provide these motivated volunteers with information, knowledge and emotional support. Even if the number of asylum seekers in Europe has decreased after the peak in 2015, their integration is a long-term process not finished after the asylum procedures, and it needs the long-term engagement and competent support of European volunteers.

Thus, the project caseWORK aims at supporting and qualifying volunteers and enabling them to do their demanding work competently and successfully. In an innovative online learning environment, volunteers will be supported to find necessary information, to develop transversal skills such as intercultural communication competences and to be prepared for the very emotional task of supporting people that have been affected by a crisis situation and seek for protection. Volunteers are highly motivated and committed, but they need information, advice, support and help for developing the necessary skills. It is also essential to be aware of the challenges, limitations and potential (emotional) frustration in the support process.

The main output of caseWORK will be an online training seminar, presented in a user-friendly online learning environment, for volunteers, comprising three main topical areas:

1. Information: The main aim of this topical area of the online seminar is to enable the volunteers to accelerate and to facilitate the asylum procedure and thus to prepare the newcomers for a successful long-term integration.

2. Intercultural Competence: this area of the online course aims at providing volunteer helpers with the necessary sensitivity and awareness for their work with people from different cultural backgrounds. They get enabled to act as mediators between different cultures, understanding the cultural background, thinking and acting patterns of the refugees and to carefully introduce them to the cultural standards of Europe and the single receiving countries.

3. Psychological support: In this module the challenges and pitfalls of volunteer work will be introduced and discussed in the scope of human and social psychology tradition. Volunteers will be able to reflect their motives and individual limits and to cope with emotionally demanding situations.

caseWORK is based upon innovative pedagogical approaches such as learner-centred education, flexible and distance learning, learning with multimedia elements, and combines those approaches with motivating technologies that enable the learners to find content and orientation adapted to their individual needs.

Volunteers receive all necessary information on asylum procedures on European, national and regional level. The participants are trained to develop their intercultural competences, to get aware of intercultural differences and to integrate their competences in their work routine. Learning about coping strategies and psychological competences will be of positive impact for the volunteers, but also for the refugees and asylum seekers who are supported by individuals who developed emotional strengths and strategies to handle demanding situations.

The project's dissemination and exploitation strategies are parts of an overall valorisation process with the objectives of further using the outputs after the project's end, establishing the caseWORK learning environment and content as a standard training offer for volunteers working with refugees and asylum seekers, and transferring the results to similar contexts and target groups.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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**Projekttitle:** Urban GARDens for the social INtegration of migrants  
**Akronym:** UGAIN  
**Koordinierende Einrichtung:** TECHNISCHE UNIVERSITAET MUENCHEN  
**Partnereinrichtungen:** anstiftung, DE  
Asociación Cantabria Acoge, ES  
Federation of City Farms and Community Gardens, UK  
FOLKUNIVERSITETET STIFTELSEN VID LUNDS UNIVERSITET, SE  
Gartenpolylog - GärtnerInnen der Welt kooperieren, AT  
On Projects Advising SL, ES

**Projektnummer:** 2017-1-DE02-KA204-004151  
**Laufzeit:** 01.12.2017 – 31.05.2020  
**Antragsjahr:**

**Zusammenfassung:**

Currently, Europe experiences the by far most extensive wave of migration since the aftermath of the Second World War. According to the latest data available (EUROSTAT, May 2016) a total of 3.8 million people immigrated to one of the EU-28 Member States during 2015, while at least 2.8 million emigrants were reported to have left an EU Member State. On 1 January 2015, the number of people living in the EU-28 who were citizens of non-member countries was 19.8 million while the number of people living in the EU-28 who had been born outside of the EU was 34.3 million.

For instance, for Germany alone, the newly arriving migrants and refugees in 2015 exceeded 1 million people and the number of asylum applicants per million inhabitant is nearly 3.000. The total number of arrivals to Europe by the end of December 2016 has been recorded as 387.739. Even though the numbers of arrivals have decreased in the last year, we still have to seek permanent solutions to support and facilitate migrants and refugees integration. In 2015, 40.2% of the non-EU-born population in the EU was assessed to be at risk of poverty or social exclusion (AROPE) compared with 21.7% of the native-born population. The integration would allow migrants and refugees to become economically productive and it would lead to self-reliance, dignity and social interaction.

Socially integrated migrants may represent a resource for the whole society and especially for the labour market of the receiving countries: migrants may be part of the solution to the challenge of ageing and decrease of the European working population. In this context a fundamental part of the integration process is the professional development of migrants. Career guidance is proven to provide migrant workers with better information, increased self-awareness, self-confidence, motivation and autonomy, increased enrolment in C-VET and general education, higher rates of completion of learning and better understanding of the receiving country's society and culture (CEDEFOP, 2015).

Intercultural urban gardens have proven to be the perfect context for social integration: they gather natives and immigrants who work the soil together creating a field of learning and change that goes far beyond planting and harvesting garden produce.

UGAIN will provide a comprehensive training system that will allow promoters of urban gardens initiatives, both ongoing and not yet started, to convert the urban garden in a meeting point for social integration and guidance of migrants. The primary target group of the project are NGOs, associations, municipalities, local governments involved in, or planning, an urban garden activity. The training materials and resources we are going to develop are aimed at training trainers/advisors belonging to such organisations.

In this way, we will make them able to provide refugees and migrants (especially the low-skilled and low-qualified ones) the basic training and guidance they need for social and labour integration.

The main objectives of the project are:

- To foster the use of urban garden initiatives as a meeting point for social integration and guidance of migrants;
- To share good practices in this domain;
- To provide a common ground for interaction between migrants and the local population thus improving the understanding of the receiving country's society and culture and fostering an intercultural exchange;
- To improve the employability of migrants and their possibility to access the labour market and the social services of the receiving country thus making possible an effective social integration.

The main project product, which development will follow the OER approach, will be a web-based Training App compatible both with desktop and mobile devices.

The main elements of the training app will be: a Summary Report about urban gardens for social integration and guidance of migrants; 15 case studies and training modules providing the knowledge needed to turn a urban garden into a meeting point for social integration and a career guidance handbook.

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

<b>Projekttitle:</b>	Training older experts to share their knowledge and create their own learning material
<b>Akronym:</b>	GrandExpertS
<b>Koordinierende Einrichtung:</b>	FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG
<b>Partnereinrichtungen:</b>	Art-Age, NL Bundesarbeitsgemeinschaft der Senioren-Organisationen e.V., DE DUBLIN CITY UNIVERSITY, IE FUNDACJA NA RZECZ KOBIET "JA KOBIETA", PL Tulip Foundation, BG
<b>Projektnummer:</b>	2017-1-DE02-KA204-004264
<b>Laufzeit:</b>	01.09.2017 – 31.08.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

The number of older people is rising in all European countries and the time people spend in retirement with good health conditions also. At the same time, the interest and desire among older adults to participate in further education increases, too. In all European countries there are efforts to enable aging well, with an emphasis on health, social activity and cultural or learning activities. Many activities for seniors are designed with attendance and thus remain out of reach for several people, among others older adults with mobility restrictions, family commitments, or people from rural areas. Additionally, training offers are usually designed and prepared by professional trainers but do not involve a participatory approach for the target group itself.

With regard to the above mentioned points, the aim of the GrandExpertS project is to empower older adults with expertise or skills in a particular field to develop their own high-quality, innovative and interactive ICT based courses to be shared with other seniors. The approach applied is based on innovative pedagogics and practices and includes a well-balanced combination of knowledge transfer and learning from experience. New forms of learning and the use of digital learning technologies make further education accessible for everyone, and support the target group in keeping in pace with technological developments.

The activities of the project will be centered on three main intellectual outputs, namely 1) Authoring training for the creation of digital content, 2) Innovative, interactive learning platform, and 3) Set of digital, multimedia enriched learning content. In the project, 28 older experts will be trained to become authors of digital content in which they share their knowledge, skills and experiences. 110 older adults will be directly involved in project activities through testing and evaluating the developed materials. In addition to that, more than 70 practitioners and stakeholders from senior organizations and education institutions will be reached through the multiplier events.

The project contributes to innovation and internationalization in adult education, strengthens cooperation between seniors, raises the level of key competences and skills, stresses active participation in a European society, increases opportunities for further development of older adults, and helps to give everyone the chance to participate in education activities. Strongly included in this

is an emphasis on EU 2020 goals (improving the quality and efficiency of education and training, enhancing creativity and innovation at all levels of education and training, making lifelong learning a reality). The set of project objectives serves the aim above and includes:

- Improve and expand (digital) learning opportunities for older adults with Internet skills by enriching the learning offers with new contents and topics
- Development of an innovative approach to enable seniors to create their own multimedia enriched learning offers. To guarantee high quality or learning materials, the seniors will be trained in an online course.
- Facilitate access to learning opportunities through internet-based offerings
- Promotion of interregional and European networking and cooperation among seniors

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

<b>Projekttitle:</b>	Staff's European Lifelong Learning Academy
<b>Akronym:</b>	STELLA
<b>Koordinierende Einrichtung:</b>	IB Südwest gGmbH für Bildung und soziale Dienste - Behindertenhilfe Südwest
<b>Partnereinrichtungen:</b>	cooperativa sociale Kara Bobowski, IT ESTIA - Support & Social Care Center for People with Intellectual Disability, EL Jaunuoliu dienos centras, LT North West Play Resource Centre, UK Papillons Blancs de Lille, FR Polskie Stowarzyszenie na Rzecz Osob z Niepełnosprawnością Intelektualną Kolo w Gdansk, PL Sensus Stockholm-Gotland, SE Spastic Children's Foundation of Turkey (Turkiye Spastik Cocuklar Vakfi), TR Stichting Kindercentra Noord-West Hoek, NL
<b>Projektnummer:</b>	2017-1-DE02-KA204-004167
<b>Laufzeit:</b>	01.11.2017 – 31.10.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

STELLA is a transnational, two-year project carried out in the frame of the ERASMUS+ program. Partners from ten different countries form a strategic partnership cooperating for innovation in the action's prioritized fields social inclusion, diversity and staff's education. The participating partners are organisations in Germany, Poland, Italy, Greece, the United Kingdom, Sweden, France, Lithuania, the Netherlands and Turkey. The participating organisations have gathered years of precious work experiences with people with disabilities and people with special needs. Furthermore, the partners are well connected through their memberships in the international network of Caravan 2000. Through previously carried out projects most of the consortium partners have established trustworthy and reliable working relationships which are essential for the fast starting, effective work on the high-quality innovative outcomes and for reaching the objectives of this project.

The project STELLA addresses the agenda for new skills and jobs included in the Europe 2020 Strategy as well as the intended Erasmus+ contribution to support implementation of the European policy agenda for individual and organizational growth, jobs, equity and social inclusion and the Declaration of Human Rights by the United Nations.

Based on previously gathered observations and experiences regarding the strong wish of people with disabilities for an independent living, the partners could produce a needs analysis to identify the demanded competences which would support people with disabilities on their way to independent living and which would improve their professional chances drastically. These needs and competences include areas such as social (and social media) behavior, self-esteem, development of critical thinking, emotion control, team ability, analytical thinking, technical and communication skills.

STELLA practicably targets these competences and produces as an innovative output a handbook for staff, trainers, HR responsible and educators on “How to improve basic work skills of people with disabilities”. The needs analysis is based on former projects’ lessons learned from different European countries and is not limited to certain areas of professionalism. Therefore, the innovative output is transferable and applicable to every field of the labor market as well as on an international dimension. The project is also carried out in an innovative way: During the project implementation people with disabilities are staff members of the work packages’ teams.

The main objective of the project is the production of the handbook which basically provides everyone who operates in an inclusive work environment information and methods on how to improve basic work skills for people with disabilities. Additional objectives are to raise awareness of working in an inclusive team, to strengthen the digital era competences of the staff by working in virtual teams, to foster intercultural competences, to foster the EU citizenship, to include people with disabilities in all aspects of the implementation of the project and to improve the opportunities and conditions for people with disabilities for an independent living. Furthermore, the partners target a perceivable progress in terms of organizational learning by using project management methods based on the competence base line of the International Project Management Association (IPMA).

STELLA activities are carried out on a national level (group discussions, workshops, role plays, job shadowing and video analysis). On a transnational level, four meetings in Germany, Greece, Turkey and Lithuania are predefined in a milestone plan during the project span of 24 months. Further activities address project marketing aspects, e.g. open houses and round rounds, to raise the project acceptance among the direct and indirect target groups and other stakeholders. The project consortium believes that STELLA will have a huge overall impact. Almost 9000 people are currently employed by the project partners and their associated partners. Additionally 1000 trainers and educators can be reached directly through the network of Caravan 2000 in which the partners are embedded.



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

<b>Projekttitel:</b>	BADGES for quality learning approaches and validation of non-formal learning in cultural/heritage contexts
<b>Akronym:</b>	BADGES
<b>Koordinierende Einrichtung:</b>	LANDKREIS KASSEL
<b>Partnereinrichtungen:</b>	Associazione Culturale Imago Mundi Onlus, IT BUPNET BILDUNG UND PROJEKT NETZWERK GMBH, DE INSTITUTO POLITECNICO DE LEIRIA, PT Landcommanderij Alden Biesen, BE MALOPOLSKI INSTYTUT KULTURY W KRAKOWIE, PL PLATform Opleiding, Onderwijs en Organisatie BV (PLATO), NL TRENDHUIS, BE
<b>Projektnummer:</b>	2017-1-DE02-KA204-004204
<b>Laufzeit:</b>	01.10.2017 – 30.09.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

The project BADGES aims at recognizing and valorising the huge lifelong learning potential of European cultural and natural heritage sites. Nowadays the concept of lifelong learning is strictly connected with the validation of non-formal and informal learning and the relevance of recognizing the entire scope of knowledge and experience held by an individual, irrespective of the learning context is widely remarked. Despite the growing interest and the European institutions' strong commitment to promote validation systems in different learning situations, there are contexts, such as the heritage and cultural sites, where concrete experiences of competence validation are rather few and scattered.

BADGES aims at providing a fully fledged methodology to support both cultural and natural heritage sites in offering learning enhancement experiences to their visitors, and the opportunity to have the new knowledge and skills acquired during the learning experience recognized and validated.

The main objectives are:

- to develop a methodological frame for competence based informal and non-formal learning in cultural and natural heritage
- to build cultural and natural heritage staff capacity for developing and organizing validated non-formal learning at their sites.
- to set up a European platform for issuing electronic badges as a certificate for competence development
- to create a community of interest around this topic and support the creation of a 'badging culture' as part of an approach to personal and professional development and to employability.

The main target groups of the project are professionals working in museums or other heritage or cultural organisations, natural parks, archaeological sites and people visiting these cultural sites, etc. that can be invited to make the most of the experience by getting a badge.

The project will start with a research on:

- Good practices in European cultural and natural heritage sites, with a specific focus on the learning dimension.
- Heritage professionals' needs in terms of educational methodologies
- Successful examples of electronic badges usage

First of all, an inventory of relevant competences will be identified. They will be related to transferable social, personal and organisational competences (SPOC) that may be acquired in the specific learning contexts and also field competences connected to the cultural and natural heritage topics tackled by the individual institutions. The description of the competences will follow the LEVEL5 validation system, a well proven methodology to validate social and personal competences acquired in informal and non-formal learning. For each competence, a framework will be set up along the dimensions of knowledge, skills and attitudes.

The competences identification will lie the ground for setting up the validation system which considers the following stages: Identification, Assessment, Documentation and Certification with Badges. The Badges issuing system will be based on an open learning space which consists of a successfully piloted open source software and Moodle as open source Learning Management System. The last component of the BADGES approach will be the learning system, that connects the competence framework with individual learning pathways in heritage contexts. All the components of the BADGES methodology will be transferred to a group of recruited professionals working in the field of cultural and natural heritage that will be invited to attend a European short-term course. Finally, the project main outputs will be wrapped up in a Toolkit freely available.

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

**Projekttitel:** Using Artistic Disciplines for Educational and Social Inclusion

**Akronym:** Art4Inc

**Koordinierende Einrichtung:** Jugendförderverein Parchim/Lübz e.V.

**Partnereinrichtungen:** Centrum Inspirace, z.u., CZ  
DECROLY SL, ES  
INNOVENTUM OY, FI  
RegioVision GmbH Schwerin, DE  
The Rural Hub CLG, IE  
UNIVERSITATEA DIN PITESTI, RO

**Projektnummer:** 2017-1-DE02-KA204-004158

**Laufzeit:** 01.11.2017 – 31.10.2019

**Antragsjahr:** 2017

**Zusammenfassung:**

The heterogeneous nature of European society continues to expand due to processes of change brought about by specific national compensatory programmes that support an increase in the numbers of refugees and asylum seekers. Heterogeneous learning groups within Member States from school education right up to third level are increasingly characterized by differences most notably concerning educational background; level of school education completed; motivation and willingness to learn; vocational career plans; language barriers as well as social and cultural differences.

If goals of inclusion and integration for refugees and asylum seekers are to be achieved there are a wide range of personal, social, cultural and professional competences that need to be acquired for integration with host countries, entry to the labour market and for achieving sustainable employment. The 8 key competences set out by the European Commission in 2006 are still extremely pertinent throughout European society. They are an immediate and identifiable baseline of achievement for migrants and refugees on which educators throughout Europe need to focus their efforts. This is, however, easier said than done when educators at all levels are faced with such linguistic, social and cultural differences and barriers.

Educators need to look at a wide range of alternative teaching approaches if they are to successfully build the key competence profile of these displaced communities. In a pedagogic context, the centuries old techniques of storytelling, drama and music have faded into the background and are rarely now considered as appropriate techniques for knowledge transfer and key competence building. History tells us of a different era when literacy and language were for the few rather than the masses; when the wisdom of the wise and the rule of the powerful were transmitted by stories, morality plays and in rhyme and song. The art4inc project will endeavor to bring these unique and effective techniques into the modern age to help overcome linguistic, social and cultural barriers and build key competences among our refugee and asylum seeking neighbors.

Specific steps in the development of the art4inc project will include:

1. A comprehensive in-service training course for adult education staff to support them in the use of artistic disciplines like storytelling, drama and music for training with heterogeneous student groups to build key competences
2. The adaptation, modification and production of a range of pedagogic resources that use the different artistic disciplines to build key competences for inclusion within the refugee and asylum seeker target group and the presentation of these new resources in media-rich formats in a digital toolbox of alternative basic skills development resources
3. Providing a bespoke, multilingual e-learning platform to support learning in dynamic on-line environments
4. Draft a Scientific Paper that captures the learning within the framework of the project and make key recommendations for future developments.

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

<b>Projekttitel:</b>	Reconstructing an Environment for continuing professional development and Validation for Educators in Adult Learning
<b>Akronym:</b>	REVEAL
<b>Koordinierende Einrichtung:</b>	BLENDED LEARNING INSTITUTIONS COOPERATIVE
<b>Partnereinrichtungen:</b>	AONTAS, IE ARISTOTELIO PANEPISTIMIO THESSALONIKIS, EL Centrum vzdelávania neziskových organizácií, SK CONSIGLIO NAZIONALE DELLE RICERCHE, IT Deutsches Institut fuer Erwachsenenbildung eV Leibniz-Zentrum für Lebenslanges Lernen, DE Landcommanderij Alden Biesen, BE PLATform Opleiding, Onderwijs en Organisatie BV (PLATO), NL VYTAUTO DIDZIOJO UNIVERSITETAS, LT
<b>Projektnummer:</b>	2017-1-DE02-KA204-004215
<b>Laufzeit:</b>	01.10.2017 – 30.09.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

The Adult Education sector in the EU Member states is rather heterogeneous – in the southern and eastern countries there are independent organisations or individuals that often lack support and lobby while in many other European member states, adult education staff is very diverse in regard to their professional and educational background. In parallel, there is no approach for a certification procedure for Adult Educators competences. In general there is a need for the professionalization of Adult Educators. KA1 courses ought to be a source of professionalization on the European level but there is no central platform where professionals can find high quality Continuing Professional Development (CPD) courses and course providers can advertise and organise their courses and learning offers according to professional and European standards.

European validation systems and instruments have not really been implemented in KA1 courses yet. Additionally, there is a lack of high quality learning and teaching materials for the professionalization of adult educators that can be used without legal copyright issues (OER). By now there is no systemic approach that interconnects KA1 courses to the EQF system – which hampers a systemic approach to a true European validation of professionals in adult education in these EU-funded courses.

REVEAL shall combine existing approaches of frameworks for professional competences for adult educators and compile a system that offers the opportunity to allocate KA1 courses on different competence levels. This way a modular European CPD system emerges which promotes transparency, comparability and which directly converts the EQF in the professionalization of AE.

The core output of the project is the REVEAL Implementation strategy for the Professionalization of Educational personnel in Adult Education. It is based on a fully-fledged European qualification for educational professionals regarding Competence Oriented Learning and Validation (COL&V), which is designed, developed and piloted with a group of 20 professionals in blended learning methodology

including a rich open learning environment, the REVEAL platform, that will have a specific section that acts as showroom for KA1 courses.

The platform is centrally managed and maintained on an open source e-Portfolio system consisting of a combined learning and validation environment that shall be developed on the basis of a sound technical ECVET specification. The specification is grounded on a research survey that will address KA1 course providers, KA1 educational institutes, KA1 learners (professionals), their requirements and experiences on competence development and validation.

REVEAL will create for the first time a system that allows the European educational community:

- to communicate and manage their European development plans online
- to match sending organisations and course providers along quality criteria
- to integrate validation of competences and competence developments
- to set up personal qualification profiles for each individual learner and to connect these to EUROPASS, ECVET and LEVEL5 instruments.

In fact, the REVEAL platform is a place where professionals find high quality Continuing Professional Development (CPD) courses and course providers can advertise and organise their courses and learning offers according to professional and European standards. Moreover, REVAL will establish a powerful network and platform aiming at setting up a large scale European OER network and material repository from which community members may take or add OER-contents. Therefore, the REVAL project will strongly contribute to the professionalization of educational personnel in adult education and will ensure a quality check for KA1 courses based on European standards.

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

<b>Projekttitel:</b>	Vitality Interventions for Migrants
<b>Akronym:</b>	VIM
<b>Koordinierende Einrichtung:</b>	BUPNET BILDUNG UND PROJEKT NETZWERK GMBH
<b>Partnereinrichtungen:</b>	CESIE, IT DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH, AT KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU, EL MAGENTA CONSULTORIA PROJECTS SL, ES SOSU OSTJYLLAND, DK
<b>Projektnummer:</b>	2017-1-DE02-KA204-004250
<b>Laufzeit:</b>	01.11.2017 – 31.10.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Staying in good health, adopting healthy life styles and being informed about the health system of the host country as well as having confidence to make use of it are pre-requisites of successful integration of refugees and newly arrived migrants into their European host societies. But clearly, there is a lack of consideration in the existing integration programmes of the specific challenges migrants face with regard to health issues. Well-being, poverty, employment and legal status are factors that have crucial impact on the health of refugee immigrants as well as on the exertion of their right to access quality healthcare. Although migrant women share many integration challenges with migrant men, their exclusion risks are even more pronounced, because of simultaneous gender, racial and class discrimination.

Adult education has an important role to play in this context. While it is very difficult to get those migrants who would need it most involved in health information classes, adult education should try to work with these target groups where they can be found, i.e. in integration, education and training programmes on other subjects.

VIM addresses adult educators and training providers working with migrants and refugees in various contexts: general adult learning classes, language courses, labour market programmes, integration courses and other. The project substantially seeks to extend the professional competence of these educators to address health issues in their teaching, without being health education experts themselves. A toolbox with small, ready-to-use health education units will be developed, which helps educators to support migrants to stay in good health, adopt healthy life styles and be informed about the health system of the host country as well as build confidence to make full use of it.

Main outputs to be produced include:

- Research report with collection of good practice in health education and results from detailed needs analysis
- Tool box with small training units on health issue for adult educators

- Educational guidelines for educators how to integrate the small training units in to various kinds of education classes
- Online hub for migrant health education with resources, links etc.
- Publication “VIM in Practice” with insights from implementing the approach
- VIM quality badge to be awarded to trainers and training providers that adopt the VIM methodology. The badge aims to add to the sustainability of the project at European level and shall attract adult educators and training providers to adopt the VIM approach in their contexts

The project partnership consists of education, health, migration and gender experts from five major migration entry and host countries (DE, AT, DK, IT, GR) that will make a strong and concerted effort to spread the information about the VIM offer, trying to reach as many potential users and beneficiaries as possible. Through their local and regional networks the partners will disseminate the project in order to recruit a relevant number of representatives of the direct target group – adult educators – and their final beneficiaries – migrants and refugees – for the envisaged project activities.



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

<b>Projekttitel:</b>	Competitive Regions and Employability of Adults through Education
<b>Akronym:</b>	CREATE
<b>Koordinierende Einrichtung:</b>	Niedersächsischer Bund für freie Erwachsenenbildung e.V.
<b>Partnereinrichtungen:</b>	IDP SAS DI GIANCARLO COSTANTINO (ITALIAN DEVELOPMENT PARTNERS), IT INSTITUT DE HAUTE FORMATION AUX POLITIQUES COMMUNAUTAIRES, BE Internet Web Solutions SL, ES Jadransko Euroregija, HR Ministerium für Kultus, Jugend und Sport Baden-Württemberg, DE NATIONAL UNIVERSITY OF IRELAND MAYNOOTH, IE VIDZEMES PLANOSANAS REGIONS, LV Vysocina Education, CZ
<b>Projektnummer:</b>	2017-1-DE02-KA204-004117
<b>Laufzeit:</b>	01.11.2017 – 31.10.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

AE policies and strategies are set by EU and National governments but are implemented by regional/local authorities: in EU, regions are responsible for education and training, and it is at local level that decisions are taken and put in practice. Regions manage the EU Social Fund: in 2007-13 EU regions spent only 47.4% of allocated ESF funds for AE; with significant variation in the use of funds certified as of March 2014: from 12% in RO to 69% in LV (DG-EMPL 2014 “ESF Expert Evaluation Network: Main ESF achievements 2007-2013”). Despite available financial resources, regions still face the challenge of developing appropriate AE policies. DG-EAC “Mind the Gap: Education Inequality across EU Regions” 2012 reports major geographic disparities in AE across and within EU regions: “big regional disparities persist in terms of [AE] opportunities and achievements in the EU”.

The above lead to a clear policy recommendation: “more systematic (comparative) research on governance of lifelong learning, especially related to learning at regional level, is urgently needed”, DG Research, 2012 “New skills and jobs in EU: Pathways towards full employment”.

Regional/local authorities are the closest-to-citizen public authority and can redirect citizens to education and training. There is an immediate need to overcome such regional disparities by empowering regional/local authorities to design effective AE policies and programmes –in cooperation with social and private actors- and embed them in local development strategies.

CREATE originates from the need to identify and exploit success factors to improve effectiveness and impact of AE with the overall objective of reducing geographic disparities in educational opportunities and outcomes across and within EU regions. CREATE’ will enhance policy formulation and promote evidence-based AE policy and practice, also by further aligning strategy, policy and funding of AE.

CREATE brings together regional/local authorities (including a EuroRegion), academia, third and private sectors involved in AE to build cross-sectoral synergies for the realisation of a truly EU project: CREATE directly involves 29 regional/local authorities from 9 countries and is devoted to the target group of local policy makers involved in formulation, implementation and monitoring of AE.

Activities:

- a) Benchmark and comparatively assess AE policies for regional development
- b) Extrapolate best practices, lessons learned, effective policy options and tools
- c) Build CREATE ToolBox for policy makers on how to embed AE in regional economic development strategies

CREATE hinges on the “collate -> develop -> deploy” methodology applied to policy tools and solutions. CREATE main results are:

1. CREATE network, platform and virtual community for enhanced cooperation between regional authorities to promote development of adult education systems and their integration in local/regional development
2. CREATE ToolBox for closer alignment of adult education to economic development strategies at regional level

CREATE will produce immediate impact and benefits on the participating organisations as it will serve as a privileged platform for policy dialogue and cross-border collaboration to enhance the labor-market relevance of AE and its integration in local economic development policies. In addition, CREATE will widen and expand its scope and scale as it will become a platform on which other regional actors and authorities will be invited to share their practices and use the CREATE ToolBox for enhance AE policies and systems.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	Mobile Basic Education for Adults
<b>Akronym:</b>	MobileBE
<b>Koordinierende Einrichtung:</b>	Volkshochschule Hannover
<b>Partnereinrichtungen:</b>	CENTRO PUBLICO DE EDUCACION DE ADULTOS RICARDO SOLA ALMAU, ES CONSORZIO O.P.E.N.: OFFENDERS PATHWAYS TO EMPLOYMENT NATIONAL NETWORK, IT DIE WIENER VOLKSHOCHSCHULEN GMBH, AT INSTITUT NATIONAL DE FORMATION ET DE RECHERCHE SUR L'EDUCATION PERMANENTE INFREP SAS, FR Knowledge Association Lovech, BG Västerås folkhögskola, SE VHS Göttingen Osterode gGmbH, DE
<b>Projektnummer:</b>	2017-1-DE02-KA204-004241
<b>Laufzeit:</b>	01.10.2017 – 31.07.2020
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

In the MobileBE project we develop new methods for offering basic education (literacy, numeracy, IT) to adults who due to special circumstances of life are not able to attend traditional or existing learning offers. The methods will be custom-made for the target groups so to enable them to engage in learning activities. The methods will answer the problems these groups face regarding attending events at a given time or place (therefore "mobile"). The methods may (but do not necessarily) include forms of distance learning or e-learning. 16 new methods will be developed by 8 partner organisations in 7 countries.

Each new method will include custom-made elements for accessing and motivating the target groups (recruiting), initial competence analysis (diagnose) and validation of learning outcomes.

The new methods will be tested in local pilot projects in two iterative cycles each to ensure a quality result. They then will be documented and disseminated to adult educators across Europe for further use with similar target groups.

The direct target group are educators working in adult literacy and second-chance education. They will exchange experience and good practice and cooperate to develop the new methods.

Final beneficiaries are adults with deficits in basic education (literacy, numeracy, computer-related problem-solving) and with specific limitations impeding them to attend existing learning offers. They are adults who will profit from custom-made learning arrangements that are flexible in time and location and pay attention to specific disabilities or needs. Such limitations may be caused by health condition, family situation, occupation, problems with transportation or remoteness of place of living, precariousness of environment, and many more.

**OBJECTIVES**

- Exchange of experience on methods already in use to include the target group in learning activities
- Developing and testing new methods
- Disseminate the new methods so that they be used widely in the future.

The long-term objective is to REDUCE THE NUMBER OF FUNCTIONAL ILLITERATES, who are currently up to 20 % of population in Europe, in Germany 7.5 million of the indigenous only.

OUTPUT 1: Documentation of existing good practice including teaching methods, methods for recruiting, competency analysis, and validation.

OUTPUT 2: Professional video documentaries of pilots; for dissemination, multiplication and as a tool for motivating future participants.

OUTPUT 3: 16 new methods for offering basic education to adults with mobility limitations, tested in pilot projects, presented as e-book, supplemented by teaching aids and implementation guidelines to enable others to apply the methods. The documentation includes methods for recruiting of participants, competence analysis and validation of learning outcomes. Published in English and selected local languages.

This is a cooperative project implemented by 8 equal partners. They all are non-profit adult education providers with long-standing experience in literacy and basic education. Based on that they have identified target groups at the margins of society who are factually excluded from learning opportunities. Working as a team, with one partner as network facilitator, they develop new methods to approach such groups.

Dissemination and Multiplication:

- Publishing of documentation, teaching aids, implementation guidelines and motivational videos.
- Multiplier events in 7 countries
- Training event (3 days) with multipliers to enable them to apply the new methods.

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

<b>Projekttitle:</b>	EduACtion Towards the Creation of Alternative Food NeTworks
<b>Akronym:</b>	EATingCRAFT
<b>Koordinierende Einrichtung:</b>	INTERNATIONALE VEREINIGUNG BIOLOGISCHER LANDBAUBEWEGUNGEN EV
<b>Partnereinrichtungen:</b>	AGROOIKOPOLIS ELLINIKO DIKTIO AGROOIKOLOGIAS DIATROFIKIS KYRIARXIAS KAI PROSVASIS STI GH, EL MOUVEMENT INTER-REGIONAL DES AMAP, FR Nature & Progrès, FR PRO-BIO LIGA pobocny spolek, CZ RESEAU INTERNATIONAL URGENCI, FR TUDATOS VASARLOK KOZHASZNU EGYESULETE, HU
<b>Projektnummer:</b>	2017-1-DE02-KA204-004162
<b>Laufzeit:</b>	01.09.2017 – 30.11.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

The project “EATingCRAFT – Education Towards the Creation of Alternative Food Networks” is built on a strategic partnership between 7 European organisations involved in sustainable food production and consumption. The project objective is to design an innovative and high-quality training program aiming at up-skilling adult learners interested in building alternative food networks. We will assure the dissemination and the accessibility of the results to various stakeholders by building capacity for staff and multipliers and making the training program freely accessible through the project website.

The focus is on Participatory Guarantee Systems (PGS) and its synergies with CSA (Community Supported Agriculture) initiatives. PGS are a locally quality assurance system, alternative to third party certification where producers and consumer certify the production through a participative methodology. PGS offer a complementary method to third-party certification; they are low-cost, locally-based system of certification, with a strong emphasis on social control and knowledge building. During the initial conception of the project, partners assessed the frequency and quality of educational programmes focusing on PGS in their countries. The mapping showed that, even though PGS are implemented in at least 5 countries in the EU and some PGS workshops have been carried out ad-hoc, no comprehensive education initiative addressing the needs of adult learners in this field is currently available.

Through this training program adult learners will gain theoretical and applied knowledge about sustainable agriculture, guarantee systems and stakeholder involvement. Competence enhancement will happen within the natural living and learning environment of participants allowing for adults with different backgrounds to access high-quality learning opportunities, regardless of previous experiences.

To target social inclusion and improve access for disadvantaged learners, the project is reaching out specifically for participants from vulnerable groups, such as small-scale farmers who are based in less favored areas, experiencing social exclusion and weak market access due to lack of entrepreneurial skills. Other key targets groups are facilitators belonging to community groups and grassroots organizations, educators, decision makers, certifiers, researchers and students.

Our project follows the Erasmus+ priorities by developing an innovative training program of 4 modules and a comprehensive interactive toolkit for adult learners. The modularity is an essential feature: it allows flexible participation for individual learners, free pass between modules and the combination of contents. Each module will be then tested during multiplier events implemented in Hungary, Czech republic and Greece, since one of the objectives of the project is to promote dissemination and adaptation of the training materials to local situations.

Upon completion of the project, stakeholders will have acquired knowledge on PGS and will be motivated to work together to implement PGS and similar initiatives. At political and academic level, growing attention will be given to participatory system bringing increasing recognition of PGS at institutional level. Thanks to a staff-training event, staff members will improve their skill and competences, bringing new inputs and capacity within their organizations and networks, building stronger partnerships and extending their networks at international level.

The project will therefore contribute to enhance knowledge on PGS and to spread the implementation of sustainable short value chain activities based on participatory approaches. Through this virtuous initiatives, rural communities will be empowered ensuring better livelihood for farmers and local business, improved and high quality access to food for local communities and meaningful relationships among citizens and institutions.

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

<b>Projekttitel:</b>	JobAct Europe - social inclusion by social arts
<b>Akronym:</b>	JobAct Europe
<b>Koordinierende Einrichtung:</b>	Projektfabrik gGmbH
<b>Partnereinrichtungen:</b>	CUTS Cabinet Ursula Teubert Solutions, FR Fondation d'Auteuil, FR Patchanka Società Cooperativa Sociale, IT Periszkop Egyesület, HU Szubjektív Értékek Alapítvány, HU TECHNISCHE UNIVERSITÄT DORTMUND, DE VIVAIO PER L'INTRAPRENDENZA Associazione Promozione Sociale, IT
<b>Projektnummer:</b>	2017-1-DE02-KA204-004280
<b>Laufzeit:</b>	01.09.2017 – 31.10.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

JobAct Europe establishes a new form of education and social work – we call it SOCIAL ART. Social Art combines classical fields of social work with creative techniques developed in theatre and acting. Social Art is a further development of the JobAct theatre approach developed by the lead partner over the last 11 years. In Social Arts, social work becomes an art and art becomes social work. In Social Arts the materials of the artists are not canvas, marble or stages, but social issues. The social artist will apply an artistic approach and methodology to solve these issues. Creativity, imagination and inspiration are the key skills of the social artist to overcome the obstacles. Based on their combined experiences the partners will collaboratively develop this general approach towards the social inclusion of four different target groups in need. The target groups will be selected by all partners at the beginning of the project based on the relevance of the issue, the expertise of the project consortium to tackle the issue and a European dimension of the solution.

During the project development process for the new formats, we'll put great emphasizes on the scalability and 'trainability' of the new approaches. We will develop one-week train-the-trainer courses, to train pedagogues and theatre practitioners the new methodology. During this project four teaching and training activities will be conducted, one for each social issue. We plan to train 20 trainers per training, thus summing up to 80 trainers total acquiring the new methodology. Together with the trained trainers, all project partners will be able to implement the new formats in their own product portfolio and run Social Arts projects themselves. The project consortium seeks to implement the new formats in the daily operations of the partners and thus scale the new approaches of social work to all four countries.

Based on the trainings the project partners will be enabled to launch pilot projects. Based on the combination of social work and theatre training, participants of the pilot projects will be empowered, provided with the skills and competencies they lack, and supported to find their way (back) into the labor market.

The whole process will be continuously monitored and documented in order to disseminate the project results. We intend to develop three different intellectual outputs summarizing the new approach of Social Arts and offering a tool set for the four target groups concerned, dealing with qualifications of the social artist and frame conditions to run these new formats and giving a best practice collection about the four target group adaptations. Potential funding strategies are included, because their development marks a crucial step for the successful scaling of the new approach on a European level. To disseminate the intellectual outputs, we will hold four multiplier events, one per country, to share the results and the new methodology with interested third parties and practitioners. We expect to have up to 200 guests in all four events towards the end of this project.

The project consortium consists of 8 partners from 4 countries. The partner selection is diverse by size and scope of the organizations, ranging from freelancers to an international organization. It is also diverse by the field of expertise combining partners from theatre and acting, social work, business consulting and innovation management, fundraising and project management, entrepreneurship training and academia. Each partner adds a special expertise towards the goal to develop sustainable and realistic, new approaches for the social inclusion of disadvantaged groups.

Main results of the project are the tool set that can be used by trainers to carry out social art projects with different target groups, by multipliers to learn about the principle and its fields of application and a European Network that includes organizations and stakeholders who share the vision of making art an education principle. With the help of the project, individual job chances for disadvantaged groups are improved verifiably and institutions who work with these groups are given the opportunity to expand their curricula by an effective approach. By providing a tool set to enable adaption of the approach to individual purposes, the education principle can be used in various fields of action.



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

<b>Projekttitel:</b>	aSsessing Competences fOr fUTure
<b>Akronym:</b>	SCOUT
<b>Koordinierende Einrichtung:</b>	Deutsches Institut fuer Erwachsenenbildung eV Leibniz-Zentrum für Lebenslanges Lernen
<b>Partnereinrichtungen:</b>	Andragoski zavod Ljudska univerza Velenje, SI DAFNI KENTRO EPAGGELMATIKIS KATARTISIS, EL DEFOIN Formacion para el Desarrollo y la Inserción, ES DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH, AT SwIdeas AB, SE
<b>Projektnummer:</b>	2017-1-DE02-KA204-004194
<b>Laufzeit:</b>	01.10.2017 – 30.09.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

In the last five years, more and more new immigrants and refugees mainly from Syria, Iraq, North Africa and Afghanistan have been coming to Europe. They are fleeing from war, oppression and terror and are seeking for asylum and a better life. Countries like Germany, Slovenia, Austria, Sweden, Greece and Spain are most challenged to integrate the new immigrants into their societies. Therefore, it is important to collaborate transnationally in a partnership of the above mentioned countries and to benefit from mutual experiences as well as from examples of good practice.

The key factors for the integration of new immigrants in the European societies are education, training, language and work. Often new immigrants could not take any official certificate of their home country. In addition to this the educational systems in their home countries are very different compared to the host state. This fact makes it complicated to recognize and validate any formal degree and to find a suitable job that matches best their competences. Especially the recognition of learning that is either related to daily life activities such as work, family or leisure and of learning that has not been provided by an education or training institution is of particular significance for migrants. In short, new immigrants have a huge demand to make informal and non-formal competences visible and documented.

The ProfilPASS is a tool based on the assumption that people have learnt a lot but are not aware of their own competences. It is a means to reveal hidden competences, interests and resources each person has. In the EU-funded project called KISS ([www.profilpass-international.eu](http://www.profilpass-international.eu)) it was adapted and translated into French, Bosnian, Spanish, English and Slovenian. It was successfully implemented in training and counselling with young adults who wanted to find out more about themselves in order to get a training or a job that matches their competences and interest's best. This expertise and experience collected over the years provides a strong basis for this project.

The ProfilPASS is a self-evaluation tool that helps people to reflect on themselves. Since this process can be challenging, it is necessary that new immigrants are accompanied by professional counsellors. These counsellors will be trained during the project. In addition to the self-reflective tool ProfilPASS, the project also aims to develop a set of tools that assess competences from an outside perspective.

All of the tools will be collected in a so called toolkit. About 120 new immigrants will take part in the project, they will be supported by 30 counsellors from 6 countries. The counsellors will be trained during the project based on reference materials (curriculum, methods how to apply the toolkit) that will be developed, too.

Finally, the toolkit will be applied in all participating partner countries.

The project pursues two main intellectual outputs:

1. Toolkit for competence assessment for new immigrants based on ProfilPASS
2. Reference material (curriculum and manual) to the toolkit.

Both outputs will be available for free and can be used by other interested stakeholders. Employers, new immigrants and organisations working with new immigrants can use the toolkit and benefit from it beyond the lifetime of the project. In the long term the results of the project will promote the integration of new immigrants.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitle:</b>	Professionalisierung von Trainern für Arbeitsorientierte Grundbildung
<b>Akronym:</b>	PROFI-TRAIN
<b>Koordinierende Einrichtung:</b>	bbb Büro für berufliche Bildungsplanung R. Klein & Partner GbR
<b>Partnereinrichtungen:</b>	ANDRAGOSKI CENTER REPUBLIKE SLOVENIJE, SI BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH, AT CENTRE FOR THE SUPPORT OF EIMPLOYMENT AND ENTREPRENEURSHIP OF WOMEN - ERGANI H, EL ERUDICIO nadacni fond, CZ MINISTRY FOR EDUCATION AND EMPLOYMENT, MT
<b>Projektnummer:</b>	2017-1-DE02-KA204-004126
<b>Laufzeit:</b>	01.09.2017 – 31.08.2020
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Europaweit bleibt die Beteiligung gering qualifizierter Beschäftigter an betrieblicher Weiterbildung weit unterdurchschnittlich, ihr Arbeitslosigkeitsrisiko hoch. In den Fachkräftedebatten geraten diese Beschäftigten in den letzten 10 Jahren verstärkt als endogenes Potenzial zur Sicherung der Wettbewerbsfähigkeit in den Blick. Als Zugangsmöglichkeit zur Gewinnung von gering qualifizierten Zielgruppen für das lebenslange Lernen werden zunehmend die Unternehmen wichtig. Arbeitsorientierte Grundbildung als Weiterbildungsangebot erweist sich im europäischen Raum als bedeutsamen Weg, Beschäftigte ohne Berufsabschluss, mit Migrationshintergrund und im Aufnahmeland beschäftigte Geflüchtete für eine Weiterentwicklung ihrer Grundkompetenzen zu erreichen. Vielfältige nationale und europäische Projekte und Implementierungsstrategie haben empirische fundierte Erkenntnisse zu diesem innovativen Weiterbildungsfeld darüber generiert, wie Zugänge zu Unternehmen und Beschäftigten, arbeitsnahes Lernen und Kompetenzentwicklung gestaltet werden kann und welche organisationalen Bedingungen dieses Geschäftsfeld befördern. Dabei hat sich gezeigt: Wenn Strategien der Weiterbildung für an- und ungelernete Arbeitskräfte erfolgreich sein sollen, muss das arbeitsorientierte Lernen professionell gestaltet werden.

PROFI-TRAIN nutzt die Wissensbestände um arbeitsorientierte Grundbildung und leistet einen zentralen Beitrag zur Professionalisierung durch ein transferfähiges Weiterbildungskonzept für lehrend und disponierende Tätige in der Weiterbildung. PROFI-TRAIN steht für ein innovatives Verständnis von arbeitsorientierter Grundbildung, dessen Realisierung sich als besonders erfolgreich erwiesen hat: die Angebote sind bedarfsorientiert, individualisiert, maßgeschneidert und orientiert an veränderten Anforderungen an die Grundkompetenzen von Arbeitskräften. Die Lernangebote werden aus konkreten Arbeitshandlungen abgeleitet und zielen auf die Verbesserung von Arbeitshandeln. Lernen findet arbeitsnah, im Unternehmen, statt.

Für die Professionals stellt arbeitsorientierte Grundbildung eine enorme Herausforderung dar, denn Bezugspunkt für Organisation, Inhalte, Nutzen und Realisierung von Lernangeboten bildet die Lebenswelt „Arbeit“ mit ihren komplexen Handlungssituationen. Der Arbeitsplatz wird zur

Gelegenheitsstruktur für Lernen. Das professionelle Agieren in diesem Feld braucht systemisches Wissen und Beratungskompetenzen im Kontakt mit Unternehmensvertretern und Beschäftigten, zeichnet sich auf Planungs- und Umsetzungsebene durch hohe Flexibilität aus und muss sich an der Entwicklung kompetenten Arbeitshandelns der Teilnehmenden messen lassen. Es braucht Kompetenzen, die über die pädagogischen, didaktisch-methodischen und disponierenden Kompetenzen klassischer institutioneller Kursplanung und -gestaltung hinausreichen.

PROFI-TRAIN zielt auf ein in sechs Ländern erprobtes, flexibles Weiterbildungskonzept zur Professionalisierung arbeitsorientierter Grundbildung.

- Pädagogisch und disponierend Tätige in den Partnerländern werden ihre Kompetenzen weiterentwickelt haben, um arbeitsorientierte Grundbildung professionell zu realisieren.
- Weiterbildungseinrichtungen können sich für arbeitsorientierte Grundbildung aufstellen, die Hochschulen und die einschlägigen Weiterbildungsanbieter die Weiterbildung ‚Kompetent für arbeitsorientierter Grundbildung‘ in ihre Curricula und ihr Leistungsspektrum integrieren und so zur nachhaltigen Nutzung beitragen.
- Politische Entscheidungsträger und Stakeholder auf nationaler und europäischer Ebene können die Projektergebnisse im Rahmen arbeitspolitischer Programme und Strategien zur Erhöhung der Weiterbildungsbeteiligung nutzen und zur Stärkung arbeitsnahen Lernens (WBL).

Zur Zielerreichung entwickelt, erprobt und evaluiert PROFI-TRAIN ein aus drei Bausteinen bestehendes Weiterbildungskonzept: Ein Handbuch für das Selbststudium, sechs curricular aufbereitete thematische Module für die Realisierung von Seminaren und ein Leitfaden für die Stakeholder. Im Ergebnis wird ein in verschiedenen Ländern erprobtes, evaluiertes und auf nationale Kontexte hin spezifiziertes, transferfähiges Weiterbildungskonzept als Onlinefassung in fünf Sprachen zum Download vorgelegt. Auf breiter Ebene werden sie nationalen und europäischen Akteuren der Weiterbildung, deren Dachorganisation und weiteren nationalen und europäischen (politischen) Entscheidungsakteuren zur Nutzung bereitgestellt.

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

<b>Projekttitle:</b>	Validating Integration Competences of refugees
<b>Akronym:</b>	VIC
<b>Koordinierende Einrichtung:</b>	DEUTSCHER VOLKSHOCHSCHUL-VERBAND EV
<b>Partnereinrichtungen:</b>	ARISTOTELIO PANEPISTIMIO THESSALONIKIS, EL BUPNET BILDUNG UND PROJEKT NETZWERK GMBH, DE DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH, AT ENAIIP NET IMPRESA SOCIALE SOCIETA' CONSORTILE SRL, IT EUROCIRCLE, FR
<b>Projektnummer:</b>	2017-1-DE02-KA204-004196
<b>Laufzeit:</b>	01.11.2017 – 31.10.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

After the arrival of hundreds of thousands refugees in the past two years, Europe is now faced with the task to integrate those refugee immigrants with a legal title to stay. In main entry countries (Greece, Italy) and major host countries (Germany, Austria, France) there are a number of different educational offers in place which aim at easing immigrants' pathways to integration into the labour market and society in large: vocational qualification assessment programmes, language courses, European value and integration courses, general labour market qualification, orientation and insertion programmes, informal counselling and support centres, refugee volunteering schemes. They all aim at increasing the competence of refugee immigrants to integrate into the European host societies. But there is no common, precise and operationalized definition of this "integration competence". Nor are the effectiveness of the integration programmes measured or their impact on the individual integration competence assessed.

This is the starting point of VIC, which aims to

- Collect the varying objectives of integration programmes across Europe and distil from them an operational working definition of "integration competence"
- Provide adult educators working with refugee immigrants with tools to promote, plan, actively develop and validate integration competences among the target group
- Implement these tools in various different types of educational programmes as listed above
- Carefully evaluate their feasibility, adequacy and impact

A competence validation approach is for the first time applied to the target group of refugee immigrants. It can be a valuable contribution to the self-assessment and further individual competence development of refugee immigrants. The identification and recognition of competencies acquired in different types of integration measures help refugees to reflect on their competences in terms of integrating into the society and being an active citizen. It can help them become more active as they will understand what this can mean. In addition, the individual support of the final beneficiaries provides valuable support for people who might not have any social networks.

Through the VIC system, refugee immigrants will get receive more systematic and better support of their integration competence development, and a certification which may help in the labour market on the one hand, and certainly boost their confidence and motivation for integration on the other hand.

VIC does not have to start from scratch but can build on solid and valuable experiences gained with a scientifically developed competence validation methodology: The LEVEL5 system, which is based on a three-dimensional model which maps the development of:

- Knowledge (-> cognitions)
- Skills (-> actions) and
- Attitudes (-> emotions and values)

VIC does not only create added value for the refugee immigrants. In addition, adult education providers, state agencies and NGOs doing educational work with the refugees will get an assessment methodology which makes the impact of their programmes visible and thus helps to account for efficient spending of taxpayers' and money and private donations. Outcomes of the validation can also be used to make existing integration measures more suitable in order to promote the integration process in an optimal way.

The core outputs to be produced by the VIC project are a research report, a competence framework, a blended learning course for adult educators, a feasibility and impact report, and audiovisual success stories.

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

<b>Projekttitel:</b>	Multiperspektivität in der Erwachsenenbildung am Beispiel der Ostseegeschichte
<b>Akronym:</b>	Ostseegeschichte
<b>Koordinierende Einrichtung:</b>	Academia Baltica e.V.
<b>Partnereinrichtungen:</b>	AARHUS UNIVERSITET, DK FACHHOCHSCHULE LUBECK, DE Fundacja Borussia, PL LINNEUNIVERSITETET, SE RIGAS STRADINA UNIVERSITATE, LV Tallinna Linnaarhiiv, EE TARTU ULIKOOL, EE UNIWERSYTET SZCZECINSKI, PL VYTAUTO DIDZIOJO UNIVERSITETAS, LT
<b>Projektnummer:</b>	2017-1-DE02-KA204-004286
<b>Laufzeit:</b>	01.09.2017 – 31.08.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Das Europäische an der Geschichte Europas ist die Geschichte seiner Nationen und Grenzen, diese scheinbar paradoxe These haben führende europäische Historiker wie Krzysztof Pomian mehrfach hervorgehoben. Europa – gleich ob als politisches Projekt oder geographisch definierte Region – ist ohne die Diversität seiner Einwohner, Gesellschaften und Kulturen nicht denkbar. Gleichzeitig ist Europa als Konzept geprägt von der Vorstellung der Einheit in der Vielfalt – e pluribus unum. Eine Betrachtung der Geschichte Europas ist daher einerseits ohne eine Thematisierung nationaler Geschichten nicht möglich. Andererseits ist eine Geschichte Europas auch mehr als nur eine Addition von nationalen Geschichten, sondern sie muss ihre wechselseitigen Verflechtungen berücksichtigen. Vor diesem Hintergrund setzt sich das Projekt zum Ziel, europäische Geschichte multiperspektivisch zu betrachten und diese unterschiedlichen Perspektiven in einem Lernkonzept sichtbar und so hinterfragbar zu machen. Auf dieser Grundlage können dominante nationale Sichtweisen, die vielfach noch den Geschichtsunterricht bestimmen, für transnationale und europäische Beziehungen geöffnet werden. An konkreten Beispielen wird das Konzept dann mit internationalen Teilnehmergruppen erprobt und weiterentwickelt werden. Aus einer solchen Beschäftigung mit den Spannungen und Verflechtungen europäischer Geschichte kann das Projekt auch Argumente zu den in der jüngsten Zeit raumgreifenden öffentlichen Debatten über (Neo-)Nationalismus und Euroskeptizismus vermitteln.

Mit dieser Zielsetzung haben sich zehn Projektpartner mit Erfahrung in der Vermittlung von Geschichte und in der Erwachsenenbildung zusammengeschlossen, um im Rahmen von ERASMUS+ ein multiperspektivisches Lernkonzept für die Erwachsenenbildung zu entwickeln. Dieses Lernkonzept macht Differenzen in der Interpretation von Geschichte deutlich, erklärt diese und kann für eine Verständigung über Grenzen hinweg genutzt werden. Das Projekt wird zu einem europäischen Geschichtsbild beitragen, das verschiedene nationale Perspektiven integriert

(Multiperspektivität). Multiperspektivität kann historisch-politische Entwicklungen aus verschiedenen Perspektiven begreifbar machen, Verständigung nach Konflikten ermöglichen, soziokulturelle Barrieren abbauen und gegenseitiges Verständnis fördern.

Gerade in der Erwachsenenbildung zeigt sich, dass insbesondere das Konzept der multiperspektivischen Geschichtsvermittlung noch deutliche Defizite aufweist. Politische Erwachsenenbildung ist kaum transnational ausgerichtet und wird meist lokal oder regional organisiert und durchgeführt. Für das Konzept ist ein länderübergreifender Ansatz zentral, um verschiedene Perspektiven zu integrieren. Die Ostseeregion eignet sich durch ihre multikulturelle Prägung und transnationalen Verflechtungen als Pilotregion, um Debatten über die Vielschichtigkeit und den Wandel von Identitäten zu führen. Daher wird das Konzept am Beispiel der Ostseeregion entwickelt und getestet werden.

Das Lernkonzept setzt sich aus drei Kernelementen zusammen:

- Konzept Geschichte multiperspektivisch schreiben - ein Leitfaden
- Online-Tutorium zur Multiperspektivität in der Geschichtsvermittlung
- Lernmaterialien, in denen anhand von Fallbeispielen Multiperspektivität konkret vermittelt wird
- Online-Plattform, über die das Online Tutorium und die Lernmaterialien frei zugänglich sind

Das Lernkonzept wird im Projekt im Rahmen eines Pilotworkshops mit den Zielgruppen getestet und evaluiert. Die Ergebnisse dieses Workshops dienen der gezielten Verbesserung des Lernkonzepts. Die Ergebnisse des Projekts werden der Fach-Community auf einer Veranstaltung im Sommer 2019 präsentiert.



<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	Weiterentwicklung innovativer Instrumente zur Bekämpfung des funktionalen Analphabetismus von Roma in Europa
<b>Akronym:</b>	RomABC - the next dimension!
<b>Koordinierende Einrichtung:</b>	JUGENDSTIL EV
<b>Partnereinrichtungen:</b>	Asociatia Vox Civica, RO BIOPOLITICS INTERNATIONAL ORGANISATION, EL Bundesverband Alphabetisierung und Grundbildung e.V., DE Csácsé Rom Cigány Kulturális Egyesület, HU Humán Erőforrásért Egyesület Dél-Alföldi Régió, HU Inspectoratul Scolar Judetean Buzau, RO Kontakte für Europa e.V., DE PANHELLENIC CONFEDERATION OF GREEK POM, EL
<b>Projektnummer:</b>	2017-1-DE02-KA204-004217
<b>Laufzeit:</b>	01.09.2017 – 31.08.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

„Wen nSi edi esenT extle sen, wi sse nSie, w iem ans ic hfü hlt, wen nmann ich tri chti gle se nka nn.“  
(Quelle: ""Grundbildung in Europa: Projekte und Perspektiven"", NA BIBB)

Geschätzte 73 Mio. erwachsene Europäer gelten - der UNESCO zufolge - als funktionale Analphabeten. Dies entspricht 1/5 der erwerbsfähigen Bevölkerung im Alter von 18 bis 64 Jahren. Legt man belastbare Zahlen zum Ausmaß des funktionalen Analphabetismus in den Partnerländern zugrunde, betrifft dies 7,5 Mio. Erwachsene in DE; 2 Mio. in GR, 1,2 Mio. in HU und 3,8 Mio. in RO. Hinsichtlich des Literalitätsgrades von Roma gibt es leider keine validen Zahlen. Experten zufolge beträgt der Anteil der funktionalen Analphabeten bei erwachsenen Roma in den Partnerländern zwischen 40 und 60 %.

Aus diesem Grund wurden im Rahmen der Strategischen Partnerschaft „RomABC goes Europe!“ Curricula für Alphabetisierungskurse für Roma entwickelt, die deren besonderen Bedürfnissen Rechnung tragen. Die darin avisierte Verbesserung der Lese- und Schreibkompetenzen greift jedoch zu kurz, da sich funktionaler Analphabetismus auch im Rechnen, im Umgang mit IKT bzw. in der Handlungsfähigkeit im Alltag widerspiegelt.

Deshalb steht die Weiterentwicklung des Curriculums zur Erhöhung des Literalitätsgrades erwachsener Roma mit den Schwerpunkten Rechenfähigkeit, Grundfähigkeiten im IT-Bereich und Handlungsfähigkeit im Alltag im Mittelpunkt unseres Folgeprojektes.

Darüber hinaus sind die Entwicklung eines Trainer-Handbuches, eines Basis-Wortschatzes sowie themenbezogener Wortschätze, die Ausbildung von Trainern im Rahmen einer Pilotschulung und die Erarbeitung einer Konzeption für entsprechende Mobilitätsprojekte (KA1) weitere Bestandteile des Projektes.

„RomABC - the next dimension!“ wird von Partnerorganisationen aus Deutschland, Griechenland, Ungarn und Rumänien umgesetzt und zielt insbesondere auf die Reduzierung der Zahl der funktionalen Analphabeten unter erwachsenen Roma, die Steigerung ihrer Beschäftigungsfähigkeit und die Erhöhung ihres Anteils an Erwachsenenbildungsmaßnahmen ab. Das Projekt leistet somit einen konkreten Beitrag zur Umsetzung des EU-Rahmens für nationale Strategien zur Integration der Roma bis 2020 und der nationalen Strategien der Partnerländer als Bestandteil der Europa 2020 Strategie einschließlich der Europäischen Agenda Erwachsenenbildung, insbesondere der Erhöhung der Beschäftigungsquote und der Reduzierung des Anteils der Roma, die von Armut oder sozialer Ausgrenzung betroffen sind.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	Increasing Volunteers' Skills across Europe
<b>Akronym:</b>	InVolvE
<b>Koordinierende Einrichtung:</b>	Verein für Inklusion und Soziale Arbeit e.V.
<b>Partnereinrichtungen:</b>	EVROCENTAR OBUCHENIE I PARTNYORSTVO 21 VEK EOOD, BG Andragoski zavod Ljudska univerza Velenje, SI APROXIMAR- COOPERATIVA DE SOLIDARIEDADE SOCIAL CRL, PT Associazione Artistica Culturale "A Rocca", IT EUROPEAN CONNEXION, FR Fundacja Rzecz Społeczna, PL MANCOMUNIDAD DE LA RIBERA ALTA, ES OESTERREICHISCHE JUNGARBEITERBEWEGUNG, OEJAB, AT Sillogos goneon ke kidemonon atomon me anapiria TO ERGASTIRI, EL
<b>Projektnummer:</b>	2017-1-DE02-KA204-004213
<b>Laufzeit:</b>	01.11.2017 – 30.04.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

During the so-called refugee crisis 2015 and 2016 a large series of impressive voluntary campaigns and gestures has been developed all over Europe. But this amazing work, in many cases, originate also tremendous side effects stress and pressure as well following words from a volunteer who works around the refugee camp near Calais in France might give example: "Working on a camp can be exhausting and upsetting but to see the human spirit continue to shine through adversity puts many of my trivial concerns into perspective." (Quoted from <https://www.theguardian.com/world/2016/sep/02/meet-the-volunteers-europe-refugee-crisis>). Not everyone is in a position to cope with physically and mentally exhausting unpaid work. Volunteers generally bring varying blends of technical expertise and other life skills to their role. They also have personal expectations of what they will achieve through volunteering. Regardless of the particular setting, volunteers often are dealing with singular difficulties and performance-related problems. The following situations can be observed among volunteers:

- a) A fading motivation throughout the time or in case of changing tasks and responsibilities as well as in circumstances of upcoming troubles,
- b) A lack of self-awareness and self-regulation regarding psychic risk, over commitment, overload of work, etc.
- c) An insufficient capacity to face and/or solve conflicts.

These difficulties are probably not a lot different from other businesses, except a much greater 'voluntary' element influencing the outcomes. It is much easier for a volunteer to withdraw (or reduce) their service if they are not motivated or able to handle with the above mentioned situations. Correspondingly, a priority relays on delivering specialized training to build up among volunteers the related capacities of self-awareness and self-regulation, to learn and practice skills

which enables volunteers to identify and minimise or overcome the above mentioned difficulties in field.

The implementing partners from 10 EU member states have asserted that in their own training design the issue of soft skill training in volunteering environments isn't considered satisfactorily and that tailor-made training programs would overcome this competency gap. The project creates a framework to support and push exchange of best practices of training arrangements that are focus on enhancing soft skills and preventing the above mentioned difficulties, and knowledge sharing in matters of curriculum, standards and tools for volunteer training (include staff training). The project specific objectives are to:

1. "browse" national and European best practices and and related experiences, products (curriculum, tool boxes, learning materials, etc.).
2. collect methodological information on how to develop training programs for strengthen soft skills in setting of voluntarism, taking in special account the particular learning resources that volunteers have available;
3. identify essential elements for the development an efficient open training program tailored to the specific needs of two target groups: the board and managing staff members in civil society organisations which engage volunteers in their work, and the volunteers themselves.
4. increase the capacities of the participant organisations and their staff members regarding language skills, intercultural competences and networking on international level.

Considering the different institutional, academic and even cultural backgrounds as well as variety multi-faceted approaches to training of volunteers, the partner organisations are aware of avoiding a one-size-fits-all approach and based on that conviction, they stress on the need to develop a very concise overview of the best practices of learning design. Meeting these differences and dealing with them is not only about demonstrating the competency for transnational cooperation and the organisation's overall capability, but it is also one pathway to achieve the project targets and a solid resource to improve existing efforts.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	Step Across The Border
<b>Akronym:</b>	SATB
<b>Koordinierende Einrichtung:</b>	Unter Druck Kultur von der Strasse e.V.
<b>Partnereinrichtungen:</b>	L'Embobineuse, FR True North Health CIC, UK
<b>Projektnummer:</b>	2017-1-DE02-KA204-004296
<b>Laufzeit:</b>	01.09.2017 – 31.08.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

SATB is as an educators' training initiative. It implies the exchange of concrete techniques and formats for arts-based workshops that have been proven relevant and effective in our work. These formats of adult education include screen printing, theater, costume performance and music workshops, which are especially apt for creating a sense of one-self and experiences of expressing ones personality in public. These techniques are designed to represent low-barrier learning experiences, suitable also for learners with limited formal education experience.

These workshop formats represent low-cost, ""DIY"" forms of social work that grass-root organizations, with limited economic resources, can apply. SATB Internal and public meetings with invited target group specialists, seek to promote the discussion on the issues of homelessness, migration, gender and LGBTI rights and how to design projects that address the intersectionality of such experiences of marginalization, creating safe spaces whilst maintaining the open character of our initiatives.

Project results will include: transfer of knowledge and capacities across the organizations, as well as concrete activities in which our target groups will be engaged in new workshop formats aimed at self empowerment, a sense of self and self worth; production of educational media in the forms of 3 online audiovideo tutorials and finally, 4 x public art expositions produced together with the target groups in Berlin, London and Marseille.

SATB comprises of 3 initiatives with distinct yet overlapping target groups. The Berlin collective Czentrifuga employs art and specifically screen printing, as a form of learning experience geared towards homeless and socially marginalised people, many of whom are wide removed from any formal educational context. Parent association, Unter Druck Kultur von der Strasse e.V., has a second location, Unter Druck, which is a busy meeting point, cafe and creative workshop space for the homeless and socially marginalised people.

In the currently increasing atmosphere of Nationalism and Xenophobia in parts of Europe and America, female or gender descrimination is on a sharp increase and, in the case of female or LGBTQAI refugees, the problematic is doubled, facing bigotry both within and outside their own communities.

These unfolding new developments begin to intersect with the associations "traditional" client base and play an increasingly important focus for Czentrifuga / Unter Druck construct, which has facilitated a cooperation with the London social and therapeutic help initiative for women and women migrants, True North Health. TNH operates from Cafe Caramel and The Hive social centers in London. TNH is a new construct with women and transgender members from notable organisations such as London Eaves Project which pioneered specialist services for victims of sexual trafficking by providing refuge and therapeutic support.

l'Embobineuse is the third partner in the SATB project, it is a cultural and social center in Marseille, and, since 2 years, has incorporated an interactive theater programme with local young adults, mostly from migrant backgrounds and difficult economic conditions.

The partners hope to profit directly from the project through the provision of new workshop formats and structural adjustment to accommodate the issue of gender/LGBTQAI rights. SATB seeks to address other grass-roots organizations in the effort to strengthen networks by producing and sharing pedagogic materials and documentation from SATB workshops and discussions, that may be adopted or adapted by others in similar D.I.Y. approaches for creative adult education.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	Connecting Memories: The Power of the Past and the Future of Europe
<b>Akronym:</b>	COMEM
<b>Koordinierende Einrichtung:</b>	weltgewandt. Institut für interkulturelle politische Bildung e.V.
<b>Partnereinrichtungen:</b>	Akademia Humanistyczno-Ekonomiczna w Lodzi, PL ASOCIACION MALAGUENA DE EDUCACION Y FORMACION EUROPEA (A.M.E.F.E.), ES Helinä Rautavaaran etnografisen museon säätö, FI Hors Pistes, FR
<b>Projektnummer:</b>	2017-1-DE02-KA204-004260
<b>Laufzeit:</b>	01.11.2017 – 31.05.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Either consciously or not, people refer to the history of a society and this shapes their self-perception as citizen. However, an 'anchoring' in the past is not given, it is on the contrary produced through reflecting and debating, through social interaction and thus creating a 'standpoint'. When people talk about history, they often 'negotiate' belonging.

The more and more right-wing tendencies in all over Europe are mostly linked with a (re-)nationalisation of history. This goes along with the claim of the 'right' and only true point of view. History is then less regarded as a source of inspiration which allow to discover the diversity of the world. However, this richness is in Europe alive as the topics and cultures to memorize history strongly differ. An exchange on the different themes and taboos of thinking history would definitely foster mutual understanding and accepting plurality at the same time.

This Exchange of Good practices aims to share methods and didactic skills to a) enhance intercultural dialogue in times of political tensions and b) to reach so-called disadvantaged learners, among them those who tend to right-wing populism. Trainers from 5 organisations in North, South, West and Central Europe share their perspectives on different historical experiences during three transnational project meetings and apply participative, creative approaches within two training activities. Each partner cooperates with local organisations (mostly community centers) to reach their learners / target groups directly. The project results in one chapter of teaching material on history education with disadvantaged adult learners. History education is certainly 'future education' - by debating on the prospects of Europe.

The project's impact is the professionalisation of trainers and an enhanced quality of their educational offers. Participants experience self-esteem and self-efficacy, taking part in society's matter and can better cope with plurality.

The project management takes orientation on the work-based structure methodology.

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

<b>Projekttitel:</b>	Scie-citizens - Evaluating Bridges between science, education and society
<b>Akronym:</b>	Scie-Citizens
<b>Koordinierende Einrichtung:</b>	Comparative Research Network e.V.
<b>Partnereinrichtungen:</b>	Biblioteka Publiczna im. Marii Konopnickiej w Suwalkach, PL CHANGEMAKER AB, SE ELLINOGERMANIKI AGOGI SCHOLI PANAGEA SAVVA AE, EL SC Centrul de Resurse si Consultanta in Educatie SRL, RO School Raising, IT SPOLECZNA AKADEMIA NAUK, PL
<b>Projektnummer:</b>	2017-1-DE02-KA204-004125
<b>Laufzeit:</b>	01.09.2017 – 30.09.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Scie-Citizens believes in the power of participation in education. The partnership was built upon realizing that the role of facts become again more and more relevant for every citizen. The partners are aware that in lifelong learning the “academic ivory tower” seems to be the ultimate bastion, resisting to be involved with other learning paths. However, the approach of Citizens Science is an innovative methodology, involving both top-down but as well from a grass-root level learners and citizens to be involved in research and science. We believe that instead of reinventing methods, it will be more productive to evaluate existing tools, identify smart practices, collect, review and share them. Thus, Scie-Citizens consists out of partner from different education sectors, covering the geographic scope of all of Europe.

The mission of Scie-Citizens is to advance citizen science through knowledge sharing, collaboration, capacity building, and advocacy. The project aims to encourage broad and meaningful participation in citizen science through promoting inclusive and collaborative partnerships and facilitating a community that shares practices, knowledge, and tools to bring recognition to the value and impact of citizen science.

The project seeks to create an assessment tool for identifying smart practices using citizen science approaches and collect those practices in a method handbook. The handbook will be a tool-box for trainers, teacher and other facilitators to create innovative and tested instructions all over Europe and across all educational sectors.

During 7 project meetings we will work on 70 good practice examples, and 7 policy briefs, which will be published in a comprehensive project eBook. All methods will be documented, collected and published at the end of the project. In order to identify smart practices, the partnership will collect indicators and create an assessment tool. The tool and the method handbook will be open accessible and will be used by institutions from all education sectors in formal and non-formal learning. The project can be understood as a pre-assessment of the needs to create and test European curricula in citizenship building.



The project targets directly trainer and teacher in all educational sectors. We expect the participants of the project to extend their knowledge on using citizens science methods in their curricula. We expect participants organizations to professionalize and innovate their curricula through new methods. We expect learners to become more motivated to perform lifelong learning and we expect stakeholders to become more aware on the need to include participatory methods in teaching and training.

As declared in the Digital Market Strategy, European citizens need innovative approaches to keep up-to-date in the ever changing work market. A key 21st competence is the so called Information Literacy, the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. This became even more relevant lately, in the time of skepticism towards science and the wake of misinformation and so called “Fake News”. The European Commission is tackling the spread of false information through their code of conduct to combat illegal online hate speech. The problem is rather tackled through self-regulation of the social media outlets. However, a more securing way to fit counter information is to engage and enable citizens to fact check and getting involved in both addressing and researching publicly perceived problems and deficits. A conduct on citizen science will help to inform the public and empower the European Citizens to assess information received.

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

<b>Projekttitle:</b>	Universität der drei Generationen - Kraft durch Vielfalt
<b>Akronym:</b>	-
<b>Koordinierende Einrichtung:</b>	Policultura e.V.
<b>Partnereinrichtungen:</b>	ASSOCIAZIONE DI PROMOZIONE SOCIALE "INSIEME", IT Emigration Project, BE Fundacja Pokolenia-Pokoleniom, PL Polonia Nova Közhasznú Kulturális Egyesület, HU
<b>Projektnummer:</b>	2017-1-DE02-KA204-004123
<b>Laufzeit:</b>	01.09.2017 – 31.08.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

"Universität der Drei Generationen - Kraft durch Vielfalt" ist ein Projekt, in dessen Kern ein Networkingsprogramm für NGOs aus unterschiedlichen EU-Staaten liegt, das die Erweiterung und Entwicklung der Kompetenzen von Mitarbeitern und ehrenamtlichen Helfern zum Ziel hat, die in ihren Ländern verschiedene "Universitäten" - informelle Bildungsangebote für Erwachsene veranstalten. Jede der am Projekt beteiligten Organisationen bietet Vorträge in anderer Form an: "Universität der Drei Generationen" (UTP) (Deutschland, Belgien), "Offene Polnische Universität" (Ungarn), als Zusammenarbeit mit der Universität des Dritten Lebensalters (Uniwersytet Trzeciego Wieku) (Polen) oder als offene Vorträge (Italien). Jeder der Partner hat deshalb eigene Methoden erarbeitet und sich auf bestimmte Bereiche spezialisiert. Im Rahmen des Projekts sollen die stärksten Seite jeder dieser individuellen Spezialisierungen erschlossen werden, damit sie von den anderen Partnern in direkter Zusammenarbeit aller teilnehmenden NGOs für eigene Aktivitäten übernommen werden können. Es kommt zum Austausch guter Praxis, der der Erweiterung von organisatorischen und themenbezogenen Kompetenzen der NGO-Mitarbeiter dienen soll. Auf diese Weise werden fünf Organisationen mittels eines einzelnen Projekts gleichzeitig von den Erfahrungen der anderen lernen und profitieren und so eine optimale Formel für ihre Angebote im Bereich informeller Erwachsenenbildung herausarbeiten.

Am Projekt nehmen fünf NGOs teil: der Verein "Policultura e.V." aus Deutschland, die Stiftung "Pokolenia Pokoleniom" aus Polen, die Gesellschaft "Emigration Project" aus Belgien, die Gesellschaft "Polonia Nova Közhasznú Kulturális Egyesület" aus Ungarn und die Gesellschaft "INSIEMA" aus Italien. Es beteiligen sich ca. 25 Mitarbeiter und ehrenamtliche Helfer der hier aufgeführten Organisationen, darüber hinaus ca. 15 Experten und 400 Hörer als Rezipienten des Projekts. Es sind Personen aller Altersgruppen, von Anfang 20 bis Ende 70, Studenten, Rentner, Unternehmer, Repräsentanten freier Berufe und viele andere.

Die Projektteilnehmer werden der Reihe nach alle beteiligten Länder besuchen, um an einem Vortrag der dortigen "Universität" sowie einem Workshop teilzunehmen. Jeder der Partner bereitet für die übrigen Organisationen also eine Präsentation der von ihm realisierten Erwachsenenbildungsinitiative sowie den Workshop zu einem ausgewählten speziellen Thema im Zusammenhang mit Erwachsenenbildung vor. Die Beteiligten besprechen als Veranstalter

verschiedenartiger Bildungsangebote gemeinsam die Stärken und Schwächen jeder der Initiativen, damit in den defizitären Bereichen einzelner Projekte die Übernahme erfolgreicher Konzepte anderer Partner möglich wird, die sich auf den jeweiligen Bereich spezialisiert haben. Darüber hinaus möchten die Partnerorganisationen für die Zukunft Methoden wechselseitiger Unterstützung auf Gebieten wie IT, Marketingberatung, Austausch von Expertenwissen usw. entwickeln.

Wichtigstes Resultat der Kompetenzerweiterung der NGO-Mitarbeiter soll die Verbesserung der Qualität der Erwachsenenbildungsangebote und in der Folge ein höheres Interesse an den Vorträgen seitens der Hörer sein. Längerfristig soll das Projekt zur Verbreitung wichtiger Werte der Charta der Grundrechte der Europäischen Union wie: Menschenwürde, Antidiskriminierung, kulturelle, religiöse und sprachliche Vielfalt. Aus den Berichten der Europäischen Kommission geht nämlich hervor, dass ethnisch und rassistisch bedingte Diskriminierung die in der EU am weitesten verbreitete Form der Ungleichbehandlung darstellt. Eine breit verstandene, sich an alle Generationen richtende informelle Bildung soll zu einer Veränderung von negativen Denkschemata führen und die Vorteile sichtbar machen, die sich aus Integration für den Alltag und den normalen Bürger ergeben. Dieser Prozess erfordert das Engagement und die Mitwirkung vieler Personen, vor allem aus NGOs, sowie ihre Zusammenarbeit auf dem Gebiet der gesamten EU.

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

<b>Projekttitel:</b>	Building Bridges for Europe
<b>Akronym:</b>	BBEurope
<b>Koordinierende Einrichtung:</b>	Institut für virtuelles und reales Lernen in der Erwachsenenbildung an der Universität Ulm e.V. (ILEU)
<b>Partnereinrichtungen:</b>	AGORA Platform - Active Communities for Development Alternatives Association, BG Asociatia "Liga Scriitorilor" Filiala Timisoara Banat, RO FEDERUNI, IT Pucko otvoreno uciliste Zagreb, HR Slovenska univerza za tretje zivljenjsko obdobje, zdruzenje za izobrazevanje in druzbeno vkljucenost, SI UNIVERSITAET ULM, DE UNIVERSITATEA DUNAREA DE JOS DIN GALATI, RO UNIVERSITY OF RUSE ANGEL KANCHEV, BG
<b>Projektnummer:</b>	2017-1-DE02-KA204-004188
<b>Laufzeit:</b>	01.10.2017 – 30.09.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

The project's objective is the creation of an online Method-Toolbox which can be used in European education programs and actions in the context of adult and especially older adult education. Central task will be the development of criteria for the analysis of projects and methods with the focus on good practices in the areas offostering critical thinking, European consciousness and solidarity and the reduction of prejudices.

The Method-Toolbox should help to improve and extend the supply of high quality learning opportunities tailored to the needs of different target groups and individual learners.

Partner organizations from Germany, Italy, Slovenia, Croatia, Romania, Bulgaria are members of the educational networks Danube-Networkers, the international association DANET e.V., the FEDERUNI Network of Italian Universities of the Third Age and in Bulgaria the Platform Agora. All partners are perienced in national and international work with different target groups, especially older learners.

Collected will be methods of learning and transnational European cooperation, which will then be analyzed and adapted for work with the target groups of this project, especially older people, women, prople with low education, and for learning settings (formal, non-formal, informal) in general adult education in Europe.

There will be four partner meetings and also cooperation via online tools. Taken into consideration will be various learning arrangements, target groups and differences in work conditions, culture, languages, as well as the educational and social framework of the respective countries and the applicability of the methods in the respective countries, focusing the cooperation of education providers from West, middle and Southeast Europe.

To identify projects suitable for dissemination, a survey will be carried out on national and international level. Learners in the partner organizations will be asked about the effects of their participation in European projects. In the first partner meeting, criteria for good practice will be developed. In the second and the third partner meeting the partners will present and analyze selected relevant projects with focus on lifelong learning for older people, social participation, intergenerational dialogue and new media, related to the issues of EU citizenship, EU awareness and democracy

The results of the analyses will be documented in a Method-Toolbox which can be used free of charge by other education and learning providers, stakeholders and interested individuals. Dissemination of the results will be made via mailing lists and newsletters of the partners' networks and other educational associations and networks. Each partner organization and their networks will offer learning activities identified and influenced by the processes of the project. The cooperation in the project and the utilization of the Method-Toolbox will promote European networking of education providers.

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

<b>Projekttitel:</b>	Volunteer Organizations' Input to Community Education
<b>Akronym:</b>	VOICE
<b>Koordinierende Einrichtung:</b>	Gemeinsam leben und lernen in Europa e.V.
<b>Partnereinrichtungen:</b>	Centrul de Voluntariat Cluj-Napoca, RO Kuopion Setlementti Puijola ry, FI Marom Klub Egyesület, HU Mezigeneracni a dobrovolnicke centrum TOTEM, z.s., CZ STADTLABOR GRAZ - INNOVATIONEN FÜR URBANE LEBENSQUALITÄT, AT
<b>Projektnummer:</b>	2017-1-DE02-KA204-004285
<b>Laufzeit:</b>	01.09.2017 – 31.08.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Learning does not just take place in schools, universities, vocational schools or at the workplace, but also in our surrounding community: knowledge and social skills development can be acquired throughout life in a modular manner and through different educational experiences such as the undertaking of projects and activities in our local community, through neighborhood help or local volunteer work. This form of informal learning resource is also known as "COMMUNITY EDUCATION" (CE). CE is a process of personal and community transformation, empowerment, challenge, social change and collective responsiveness. So therefore CE is significant for the promotion of learning and social development work, as well as for the social, economic, cultural, environmental and political development in local communities. Especially volunteer centers, intercultural centers and neighborhood-help centers are important providers of CE programs for individuals and groups in their communities as they offer a wide range of education programs, which are for free, easy accessible and address problems and opportunities on local and personal level. Through these learning, training and volunteer activities they support the capacity building of individuals and groups of all ages and backgrounds and improve their ability to participate in democratic processes. As their scope is much broader and less formal than educational institutions such as schools, colleges and universities, they reach large sections of the population, and therefore are taking out learning and development opportunities to socio-economically disadvantaged individuals and poorer areas within their communities.

6 volunteer/(inter)cultural/neighborhood-centers across the EU, working on local level but representing different traditions of volunteering in Europe, got together and formed the transnational partnership "VOICE: Volunteer Organizations' Input to Community Education". At least 18 staff members and volunteers working in CE programs will be present in the transnational meetings. With their CE programs on local level, partners will reach at least 300 participants in total with at least 90 of them being disadvantaged. Additionally partners will involve other NGOs, (adult) education providers, stakeholder on local, national and international level.

As the current dominant discourse around education for the economy seems to ignore the value and impact of CE and its importance personal development and strengthening communities, partners want to address this important and innovative resource of learning. Therefore this transnational project wants to explore

- a) the value and impact of “Community Education”,
- b) the role of CE providers in local communities,
- c) the professional development of CE practitioners
- d) the success factors of CE programs,
- e) how CE increases the skills, confidence, networks and resources of participants, and
- f) how CE contributes to tackle problems and grasp opportunities, which occur within local communities.

Within the VOICE-project the involved partners’ organizations want to explore the community education approach practiced by them, and want to exchange their expertise and experiences in providing non-formal learning and training opportunities for their local communities. They will meet 6 time, each partner hosting one transnational meeting. During each meeting partners will learn about the CE program of the host partner, and exchange their expertise the various aspects of implementing successful CE programs.

Within this partnership partners want to show, how they support the sense of community, increase the participation of local inhabitants into learning and also how they encourage people taking responsibility about their own lives and community, become active citizens and thereby increasing their social capital.

The result will be an eBook including an input about the community education approach in learning, practical tips on the implementation of community education programs in local communities, the role and success factors of volunteer/ neighbourhood/ intercultural centers as important providers of CE programs as well as a good practice collection of learning and training programs offered by the involved partners. This eBook will be disseminated on local, regional, national and international level in order to raise awareness for the importance of CE and its contribution to the education system and community development, to promote staff development of CE providers and to strengthen the expertise and skills of CE practitioners, to provide a useful resource to support the development of community education programs, and to inspire CE practitioners how to implement CE programs in practice or improve existing ones.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	Aufbau und Vernetzung von Stadtführungen in Gebärdensprache
<b>Akronym:</b>	-
<b>Koordinierende Einrichtung:</b>	Netzwerk der Gehörlosen-Stadtverbände e.V.
<b>Partnereinrichtungen:</b>	ENTE NAZIONALE SORDI SEZIONE PROVINCIALE DI BOLZANO, IT Gehörlosenverband Niederösterreich, AT Kaerntner Landesverband der Gehoerlosenvereine, AT Stadtverband der Hörgeschädigten Leipzig e.V., DE Steirischer Landesverband der Gehörlosenvereine im Österreichischen Gehörlosenbund, AT
<b>Projektnummer:</b>	2017-1-DE02-KA204-004288
<b>Laufzeit:</b>	15.09.2017 – 14.09.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Das Projekt "Stadtführungen in Gebärdensprache" wird allen Gehörlosen, Cochlea Implantat Trägern, Schwerhörigen und Hörenden mit Gebärdensprachkompetenz in erster Linie zur Verfügung stehen, für einen weiteren Schritt zur wahren Barrierefreiheit. Ziel ist es, Städte zuerst im deutschsprachigen Raum danach auch durch weitere Partnerschaften in ganz Europa mit gehörlosen StadtführerInnen auszustatten, dafür Schulungen zu konzipieren und möglichst viele Führungen zu professionalisieren um die Unabhängigkeit für die Gehörlosengemeinschaft zu stärken.

Der Bedarf an der visuellen Sprache ist groß, jedoch gibt bis heute immer noch viel zu wenig Möglichkeiten in Europa für Gebärdensprachnutzer ohne aufwendige Terminvereinbarungen mit GebärdensprachdolmetscherInnen an Kulturveranstaltungen wie z.B. einer Stadtführung teilzunehmen. Lästige Kostenübernahmeverfahren, wer die/den GebärdensprachdolmetscherIn zum gewünschten Zeitpunkt übernimmt hindern oft die Teilhabe am Kulturangebot. Das Projekt soll es möglich machen eine normale, gleichwertige Führung für Menschen mit Hörbehinderung anzubieten. Damit möglichst viele GebärdensprachnutzerInnen an den Stadtführungen teilnehmen können, werden die Führungen auch durch die internationale Gebärdensprache untermauert. Auch nach Ende des Projektes wird durch die jeweiligen Stadtverbände darauf geachtet das Ergebnis der eingeführten Städteführungen in Gebärdensprache zu erweitern um eine Nachhaltigkeit zu garantieren. Durch dieses Projekt wird nicht nur Hintergrundwissen und Bildung der tauben Menschen fundierter, auch der Arbeitsmarkt wird in diesem Zusammenhang profitieren.

Die Chancengleichheit und Inklusion, nicht zuletzt das Potenzial der gehörlosen Menschen sind zu fördern und zu begünstigen.



<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitle:</b>	Art Therapy: European Path in Social Inclusion
<b>Akronym:</b>	-
<b>Koordinierende Einrichtung:</b>	UeberBruecken
<b>Partnereinrichtungen:</b>	ASOCIACION DE ARTETERAPIA DE GRANADA ESPACIO INTERNO, ES Cooperativa Sociale Artemide, IT Fundación Escuela de Solidaridad, ES
<b>Projektnummer:</b>	2017-1-DE02-KA204-004298
<b>Laufzeit:</b>	01.11.2017 – 31.10.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Im Laufe der europäischen Geschichte, von den Griechen bis zu den Römern über das Mittelalter hinaus bis hin in die Neuzeit, ist eine deutliche Beziehung zwischen „Kunst“ und deren Einfluss auf das körperliche und geistige Wohlbefinden und ihre Wirkung auf die Gesundheit der Menschen und ihre nachweisbaren Vorteile für die Prävention von Krankheiten bekannt.

Aus diesem Grund haben sich die Fundacao Escuela Solidaridad (SP), die soziale Organisation Artemide (I), Espacio Interno (SP) und die sozial künstlerische Organisation ÜberBrücken (D), kollektiv beschlossen ein Projekt mit KollegInnen aus verschiedenen europäischen Ländern, auf der Domäne der Kunst-Therapie, in Bezug auf die „Anwendung“, im künstlerischen, therapeutischen und pädagogischen Bereich, für Menschen aus benachteiligten Lebenssituationen, die vom Risiko der sozialen Ausgrenzung bedroht sind zu entwickeln. Diese Methoden sollen besonders für die Fachkräfte die Möglichkeit bieten, sich fortzubilden und innovative Praktiken zu verwenden, die auf eine genesende Wirkung anstrebt und gleichzeitig eine Chance bietet die Kunst-Therapie in unserer Gesellschaft, mehr Sichtbarkeit und Anerkennung zu verschaffen

Ziel dieses Projekts ist es in kurzer Zeit, innovative und wirksame Kompetenzen, für Fachkräfte im pädagogisch, therapeutisch und künstlerischen Fachbereich, zusammen mit ihren KollegInnen den Partnerorganisationen, aus Italien, Spanien und Deutschland, zu entwickeln, auszutauschen und mit den betroffenen Personen ihrer Organisationen zu teilen und zu realisieren. Übereinstimmend mit der für 2020 entworfenen europäischen Strategie, wollen wir die Möglichkeiten für die genannten FachkräftInnen, in Bezug auf die Qualität der Fortbildung und die der Ausbildungsumstände in ihrem Kontext, deutlich verbessern. Mittels der erworbenen innovativen Methoden, werden die PädagogInnen ihre Kompetenzen stärken und gleichzeitig stimulieren, in der Erwachsenenbildung mittels effektiver Methoden, für sozial ausgegrenzte Personen mit Risiko der Marginalisierung anzuwenden.

Die Kunsttherapie steigert nach Angaben der Experten Körper- und Selbstwahrnehmung, führt zu einer Erweiterung des Bewusstseins und fördert den authentischen Ausdruck durch die Integration des Unbewussten. Sie versteht sich als „die psychotherapeutische Verwendung von kreativen Ausdrucksformen zur Integration von körperlichen, emotionalen und kognitiven Prozessen des Menschen“ und hat sowohl positive Auswirkungen auf das Verhalten des Individuums, als auch auf

das von Gruppen. Wir sehen Kunst-Therapie als eine außergewöhnliche Möglichkeit, verantwortungsbewusste Veränderungen in Organisationen, Gruppen, bei Individuen und Projekten zu introduzieren. Dieses Projekt umfasst 21 ExpertInnen, eine Mobilität nach Italien, Spanien und Deutschland, an denen Kurse in Beratung, Bioenergetik, Tanz und Video-Story-telling erteilt werden.

Außerdem sollten innovative Methoden des Unterrichts und der Arbeit in öffentlichen Netzen entwickelt werden, um eine engere Zusammenarbeit mit lokalen, regionalen und nationalen Institutionen zu erreichen und die Kunst-Therapie, als offizielle Art der Intervention zu fördern. Aus dieser Gegenüberstellung wird die gegenseitige Akquisition von innovativen Praxis-, Wissens- und transversalen Kompetenzen in Bildungs-, Kommunikations- und Diffusionsdomänen entstehen, in denen alle Partner unterschiedliche Erfahrungsgrade haben und einbringen können, das heißt intergenerationell, zwischenmenschlich und interkulturell und in Bezug auf die Dynamik, den Personen mit bestimmten Problemen, wie ältere Menschen, MigrantInnen, Müttern, Behinderten, Armen, Ausgeschlossenen, aber auch Künstler\*Innen, Psycholog\*Innen, Ergotherapeut\*Innen usw. Sie alle wollen die Praxis der Kunst als Arbeitsinstrument erfahren und erlernen und sich gegenseitig bereichern und das Arbeitsinstrument gemeinsam weiterentwickeln.

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

<b>Projekttitel:</b>	Akzeptanz für kulturelle Vielfalt - erinnern, entwickeln, erproben
<b>Akronym:</b>	-
<b>Koordinierende Einrichtung:</b>	Christliche Initiative Internationales Lernen e.V.
<b>Partnereinrichtungen:</b>	9DWUNASTYCH, PL Directia Generala de Asistenta Sociala si Protectia Copilului Bihor, RO Evangelische Akademie Wien, AT Mazowieckie Samorzadowe Centrum Doskonalenia Nauczycieli w Warszawie, PL
<b>Projektnummer:</b>	2017-1-DE02-KA204-004172
<b>Laufzeit:</b>	01.09.2017 – 31.08.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Vor dem Hintergrund der aktuellen Fluchtbewegung in die Staaten der europäischen Gemeinschaft geht das Projekt der Frage nach, wie Erwachsenenbildung dazu beitragen kann, die Akzeptanz der Aufnahmegesellschaften für kulturelle Vielfalt zu befördern. Die Entstehung einer inklusiven Gesellschaft, in der Menschen unterschiedlicher religiöser Zugehörigkeit und ethnisch-kultureller Herkunft akzeptiert sind, erfordert Einstellungsveränderungen in der Aufnahmebevölkerung, die Auseinandersetzung mit Vorurteilen und die Sensibilisierung für diskriminierende Praktiken.

In einem Konsortium von fünf Partnerorganisationen aus Deutschland, Polen, Österreich und Rumänien werden dafür geeignete didaktische Konzepte und Methoden ausgetauscht und geprüft. Das Projekt geht von der Annahme aus, dass ein historisch-biografischer Ansatz in der Erwachsenenbildung sowie Lernen im sozialen Umfeld besonders geeignet ist, diese Einstellungsveränderung zu befördern. Zudem nimmt es die Forderung an die Erwachsenenbildung auf, die eigenen Angebote kritisch auf kulturalisierende Zuschreibungen und „unconscious biases“ zu prüfen.

Ziel des Projekts ist es daher Konzepte und Methoden der partizipativen Arbeit im Sozialraum, der Erinnerungsarbeit und der Anti-Diskriminierungsarbeit im Austausch mit Partnerorganisationen kennen zu lernen und zu erproben. Die Innovation des Projektes besteht in dem Versuch der Verknüpfung der Methoden und der systematischen Reflexion unter der Perspektive „Beförderung von Akzeptanz für Vielfalt“.

Mit dem Projekt sollen ca. 100 Personen erreicht werden, die als Erwachsenenbildner und Trainer in der Anti-Diskriminierungsarbeit, der Flüchtlingsarbeit und der Personalentwicklung von Lehrern und Sozialpädagogen tätig sind. Weitere 100 Personen, die als Stakeholder, Experten, Bürgerinitiativen mit dem Thema befasst sind, werden einbezogen.

Im Projektverlauf werden drei konzeptionell mit einander verknüpfte (short-time) Lernaktivitäten (workshops) in der Region Frankfurt am Main, Wien und Warschau durchgeführt. Die Methodik der Workshops folgt den Prinzipien der Subjekt- und Erfahrungsorientierung.

Erwartet wird, dass die Teilnehmenden ihre Handlungskompetenz bezogen auf die Beachtung von Diversity (in Schule und Kommune) erweitern und diskriminierende Praktiken erkennen, dass sie die Lernchancen von partizipativen Prozessen bei der Flüchtlingsaufnahme erkennen und die Bedeutung von Erinnerungsarbeit für die interkulturelle Offenheit wahrnehmen.

Dies Wirkungen sollten in der Modifikation von didaktisch-methodischen Konzepten der Einrichtung resultieren, in der Kooperation mit neuen Netzwerkpartnern für Erwachsenenbildung im regionalen Raum und in der Verbindung zu einer europäischen Erinnerungskultur, die die Fluchterfahrungen und Vertreibungen des 20. Jahrhunderts als Auftrag wahrnimmt, für das Leid der Flüchtlinge der Gegenwart Verantwortung zu übernehmen.

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

<b>Projekttitel:</b>	Sustainable Integration for Afghan Women in the European Labour Market
<b>Akronym:</b>	Afghan Women
<b>Koordinierende Einrichtung:</b>	advisa Unternehmensberatung GmbH
<b>Partnereinrichtungen:</b>	ARSAP - IMPRESA SOCIALE, IT British Afghan Womens Society, UK STOWARZYSZENIE WSPOLPRACY POLSKO-AFGANSKIEJ HAMKARI, PL
<b>Projektnummer:</b>	2017-1-DE02-KA204-004269
<b>Laufzeit:</b>	01.09.2017 – 31.08.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

The number of refugees sparked in Europe in recent years. Afghans are one of the largest among them. Therefore, there is a substantial need for their integration measures. With our project, we want to contribute to the support gender dimension of the immigration by supporting only Afghan women migrants and build professional capacity and educational capacities to enabling enter to the EU labour market. We will exchange our good practices and we want to develop new guidelines and programs to help Afghan women migrants. This is significantly important to support them and enhance their key capacities in order to enter the EU labor market.

the main objective of our project is to seek ways and exchange our practices how to help Afghan women to achieve and gain relevant and high quality skills and competences. Afghan women needs to be prepared before applying to the job and start working outside of their homes and in a workplace. Cooperation will involve an exchange of methods and practices to broaden and strengthen our competencies at European level. We will look at the situations around Afghan women migrants in the individual partner countries and elaborate solutions to the problems of their key capacities (socio-educational and professional).

The project management and coordination will be carried out by the partner from Germany and the task of disseminating project results will be transferred to all project partners. Throughout the project, there will be 4 transnational project meetings, which will be used to cope with the existing capacities and resources to be used, to develop plans for learning exchange of good practices and to develop a network with participating partner organizations. The core aim of our activities is exchange of good practices among project partners in order to develop new guidelines, methods, and programs to help Afghan women migrants entering to the European labour market. There will be also three workshops designed for the second year which will be discussed how methods and guidelines we will develop to support Afghan women migrants on their socio-educational and professional developments.

In our methodology for this project we are planning to make sure a mechanism of planning, developing, controlling, and delivering set up for the project to make sure project partners involve

and implement their tasks accordingly. The core theme for the project is about coordination between the partners on implementation, quality check and outcomes of the project.

The intercultural competence of the participants should be strengthened as well as openness for processes at European level in connection with the work in the area of Afghan women in Europe. The established network of internal and external partners will be used to discuss the possibilities and methods of education for Afghan migrants and to promote the dissemination of the project results achieved.

The current and future needs of the Afghan women migrants are taken into account in the project. The established network will remain stable and active even after completion of the project. Other projects can also benefit long-term from the project results achieved and the nature of the project.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	From intention to implementation based of european know-how
<b>Akronym:</b>	-
<b>Koordinierende Einrichtung:</b>	Creative Europe
<b>Partnereinrichtungen:</b>	Associação EDINSTVO, PT Bagreeva Konsulentntjenster, NO Centro per lo sviluppo transnazionale tra l'Italia e la Russia, IT Russian academy society in Bulgaria, BG
<b>Projektnummer:</b>	2017-1-DE02-KA204-004121
<b>Laufzeit:</b>	01.09.2017 – 30.06.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Im Rahmen des Projektes „From intention to implementation based of european know-how“ findet eine internationale Vergleichsanalyse des Integrationsprozesses der beruflichen Integration der Flüchtlinge durch Existenzgründung.

Um eine breite europaweite Vergleichsanalyse durchführen zu können, wurden 5 Organisationen aus 5 EU-Länder ausgewählt. Die Projektpartner bilden eine Mischung aus Ländern, die teils aus EU-Gründern, aber auch Ländern, die erst vor kurzem der EU beigetreten sind, besteht. Die geografische Lage umfasst den Westen, Süden und den Norden. Die Projektpartner kommen aus Deutschland, Italien, Portugal, Bulgarien und Norwegen. Dabei sind nicht nur Projektpartner aus wirtschaftlich stabilen EU-Länder, sondern ebenfalls aus Ländern, die aktuell in einer Wirtschaftskrise stecken.

Um diese internationale Vergleichsanalyse realisieren zu können, wird ein breites Spektrum der modernen Methoden des soziologischen Untersuchens angewendet.

Es werden Fokusgruppen gebildet, es finden Befragung und Interviews statt und es wird Fach-Spezifische Recherche (Fach-Literatur, Massenkommunikationsmittel, Rechtsgrundlage) betrieben.

Für die Festlegung der Zielgruppen werden folgende Parameter untersucht: Herkunftsland, Alter, Berufs- / Ausbildungsniveau, Gender-Differenzen; wie wird diese Differenz seitens Flüchtlingsgruppe und Bevölkerung gesehen und die Bewegungsgründe in die Existenzgründung zu gehen.

Das Thema dieses Projektes ist die berufliche Integration von Migranten / Flüchtlingen in den Arbeitsmarkt durch Existenzgründung, basierend auf Best-Praxis-Beispielen der Europäischen Partnereinrichtung. Das Hauptmerkmal des Projektes liegt in den innovativen Inputen und Realisierungsideen, die dadurch zustande kommen, dass die Migranten und Flüchtlingen die ""neue Heimat"" unter einem anderen Gesichtspunkt gesehen haben. Hinzu kommt die Rolle der öffentlichen und staatlichen Einrichtungen in dem jeweiligen Land, die Hilfe auf dem Realisierungsweg gewähren. Des Weiteren wollen wir herausfinden, wie mit den unterschiedlichen Strukturen kommuniziert wird und welche Komplikationen und Lösungen dadurch entstehen.

Die erzielten Ergebnisse stellen eine Grundlage des nachfolgenden Projektes dar, wo das Kommunikationsmodell „Flüchtling – Flüchtlingsgruppe – Aufnahmegesellschaft - öffentliche und staatliche Einrichtungen“ betrachtet wird. Dieses Modell hilft einen Leitfaden der beruflichen Integration durch Existenzgründung zu erstellen und die Fragen zu beantworten, wie in den

unterschiedlichen Ländern der Prozess aussieht, sowie welche kulturellen Unterschiede besonders fördernd oder behindernd erscheinen.



<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitle:</b>	Train the Provider: European Exchange on Training Programmes for Adult Education Providers
<b>Akronym:</b>	TtP
<b>Koordinierende Einrichtung:</b>	Niedersächsischer Bund für freie Erwachsenenbildung e.V.
<b>Partnereinrichtungen:</b>	EPISTIMONIKI ENOSI EKPEDEFSIS ENILIKON, EL Folkeuniversitetet Øst, NO UNIVERSITATEA DIN PITESTI, RO
<b>Projektnummer:</b>	2017-1-DE02-KA204-004160
<b>Laufzeit:</b>	01.09.2017 – 31.08.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Adult education is an important factor contributing to economic well-being and social inclusion in Europe. In many cases regional and national umbrella organisations as well as professional associations, universities and large education providers take on the task of providing adult education staff with sufficient high quality opportunities to maintain and extend skills they need to support and bring about these positive economic and social developments. Those efforts are usually directed at (free-lance) teachers as well as pedagogical, administrative and executive staff in the organisations. These institutions thereby attend to the important tasks of quality assurance and professionalization of staff in adult education and they contribute to the development of the field of adult education as a whole.

To provide these organisations with the opportunity to exchange good practice, the project "Train the Provider" aims to facilitate and promote the exchange between such institutions across Europe. The overarching goal is to learn from each other to further improve the quality of centralised staff training programmes in adult education. This goal is pursued via four interlinked objectives:

Structural problems such as difficulties in reaching target groups, difficulties in extrapolating relevant new topics, low numbers of participants, low course implementation rates will be analysed and linked to individual educational, economic, political and social contexts.

Through this second step the project partners gain insights into established educational practices across Europe in order to approach their identified problems from different perspectives of similar institutions across Europe. The focus here is to find possible solutions to overcome the problems identified by considering the partners' practices for one's own purpose and by collectively working on those problems on the basis of good practice.

The insight into the partners' staff training programmes offers the opportunity to uncover gaps in one's own training programme concerning topics or target groups. The partners will establish a European canon to identify issues of regional, national and European importance.

The exchange facilitated by the project shall enable the partners to set benchmarks together, which allow comparison, such as course implementation rates, costs and numbers of participants. This list is

to be substantially extended throughout the project and will form a principal result for uptake by both consortium members and other similar organisations across Europe.

The project work heavily relies on the exchange of practical experience between the project partners. It will be based on approaches to transcultural comparison and therefore on changing perspectives in order to solve concrete problems the partner organisations face in their day-to-day work. Furthermore, the project will follow some methodological considerations stemming from quantitative educational research.

The participating institutions have been selected to bring in the respective skills and to form a representative group in terms of the type of organisation, adult education systems, adult education participation and EU-membership.

The project has an immediate positive impact on the staff that is involved in regional or national staff training processes within their organisations. This positive effect on staff training programmes will then trickle down to improve the overall quality of adult education in the respective regions so that individual learners will benefit from the project. Through coordinated dissemination efforts, the project will reach organisations similar to those involved in the project across Europe, who will benefit from good practice examples, problem solving approaches and benchmarking.

"Train the Provider" will prove to be an extremely sustainable project since the results will crucially influence the partners' regular work. Furthermore, the partners and their networks will continue to make use of and spread the basic parameters, methods and benchmarks developed in the project.

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

<b>Projekttitle:</b>	Europe4refugees - follow the routes
<b>Akronym:</b>	EU4R
<b>Koordinierende Einrichtung:</b>	Internationales Bildungs- und Begegnungswerk, ökumenischer Verein für Begegnung, Versöhnung und Zusammenarbeit e.V. (IBB)
<b>Partnereinrichtungen:</b>	borderline lesbos, EL Dialogos - Consulting Center for Education and Career, EL EUROMASC - European Masters of Skilled Crafts, NO Ghetto Out - Casa Sankara, IT Hitzacker/Dorf eG, DE Szubjektív Értékek Alapítvány, HU
<b>Projektnummer:</b>	2017-1-DE02-KA204-004271
<b>Laufzeit:</b>	01.09.2017 – 30.11.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Flüchtende überschreiten die südlichen und östlichen europäischen Grenzen und verbleiben in den Erstaufnahmeländern oder wandern weiter in Richtung Mittel- oder Nordeuropa. Die Aufnahmebedingungen, Rechtssituation und Integrationsbemühungen von Geflüchteten sind in den europäischen Ländern zumeist unterschiedlich. Ebenso verschieden ist der Grad der Unterstützung durch staatliche, kommunale oder zivilgesellschaftliche ehrenamtliche Strukturen. Schließlich gibt es auch unterschiedliche Ansätze zur Unterbringung von Geflüchteten, angefangen von Transitzone über Ansiedlung in genossenschaftlich organisierten Wohn- und Lernprojekten im ländlichen Bereich bis hin zu Unterbringung in Übergangseinrichtungen und Wohnungen in städtischen Ballungsgebieten. Flüchtende, die mit mehr oder weniger langem Zwischenaufenthalt durch Transitländer reisen, finden also unterschiedlichste Bedingungen in den europäischen Ländern vor und müssen sich unter Umständen mehrfach neu orientieren. Fachpersonal der allgemeinen Weiterbildung unterstützt und realisiert in Projekten und regelmäßigen Angeboten die soziale, strukturelle und sprachliche Integration der sehr heterogenen Gruppen von Geflüchteten durch Kurse, Beratung und temporäre Angebote mit verschiedenstem Inhalt. Ziel ist hier immer, erwachsenen Geflüchteten vielfältige Basis- oder Fachkompetenzen für ihre weitere Zukunft zu vermitteln und sie entsprechend, auch unabhängig von ihrer Bleibeperspektive, zu beraten.

Im Projekt Europe4refugees – follow the routes treffen Mitarbeitende aus der Arbeit mit Geflüchteten aus fünf Süd-, Mittel-, Nord- und Osteuropäischen Ländern (Deutschland, Griechenland, Ungarn, Italien und Norwegen) im Zeitraum von 27 Monaten zum Austausch über diese Modelle zu Kurzzeit- Trainingsaktivitäten als Fortbildungen für Erwachsenenbildner\*innen in den fünf Ländern zusammen. Die Idee ist, die Fluchtrouten und Aufenthaltsstationen von Geflüchteten innerhalb Europas aus dem Blickwinkel von Weiterbildung nach zu verfolgen. Die sieben beteiligten Partnerorganisationen (je zwei aus Griechenland, Region Thessaloniki/Insel Lesbos und Deutschland, Dortmund und Hitzacker, je eine aus Italien, Region Apulien, aus Ungarn, Budapest und aus Norwegen, Oslo) sind non-for-profit und profit- Weiterbildungseinrichtungen, zivilgesellschaftliche Assoziationen, Genossenschaften und NGO, alle in der mittelbaren oder unmittelbaren Arbeit mit

Geflüchteten oder mit der meist ehrenamtlichen Helferstruktur tätig. Die Partner sind fast paritätisch in städtischen Ballungsgebieten und in ländlichen Regionen aktiv, was eine zusätzliche Qualität für den Austausch guter Beispiele darstellt.

In gemeinsamen Kurzzeit-Lern-Aktivitäten in jedem der fünf Länder werden die Projektbeteiligten in je dreitägigen Workshops neue Perspektiven entwickeln. Dies geschieht durch eine Kombination aus Seminar Einheiten mit Experten, Vor-Ort Hospitationsbesuchen bei NGO und Bildungsträgern und Dialogveranstaltungen mit örtlichen Verantwortlichen der Flüchtlingsarbeit mit anschließenden Transfer- und Auswertungs-Units. Durch den Austausch über die Arbeit in den beteiligten europäischen Ländern erhalten sie interkulturelle Sensibilisierung, länderübergreifendes Wissen zur Situation Geflüchteter in Europa und Beratungs- und Planungskompetenz für die eigene Arbeit in der Weiterbildung. Durch Vergleich der Integrationsgrade und Inklusionsansätze in diesen beispielhaften Ländern lernen die Projektteilnehmer\*innen Best-Practice, ähnliche und neue Ansätze der Arbeit mit Geflüchteten kennen.

Durch Adaption von Ideen für die Arbeit im eigenen Land wird so auch die Annäherung europäischer Standards in der Bildungsarbeit und in der sozialen Arbeit mit Geflüchteten initiiert. Zugleich entsteht durch diese Lernaktivitäten ein Netzwerk innerhalb der europäischen Erwachsenenbildung. Dies ermöglicht durch regelmäßigen Austausch der beteiligten Praktiker\*innen zu den Migrations- und Fluchtbewegungen im Projektzeitraum und darüber hinaus (z. B. durch Weiterpflege des Netzes über quartalsweise Newsletter o.ä.) schneller als bisher auf Bildungs- und Planungsbedarf in der Arbeit mit Geflüchteten zu reagieren. Eine so entstehende länderübergreifende Bildungs-Task Force als Pendant zu multilateralen Arbeitsgruppen auf der politischen Ebene kann wichtige Anregungen und Informationen auch in die regionalen und lokalen Bildungsnetzwerke der beteiligten Länder einspeisen und geeignete Follow-Up Maßnahmen, wie zum Beispiel die Erstellung eines Europahandbuches für die Flüchtlingsarbeit anregen.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	Validation of Competences of Adult Educators
<b>Akronym:</b>	VOCAE
<b>Koordinierende Einrichtung:</b>	Deutsches Institut fuer Erwachsenenbildung eV Leibniz-Zentrum für Lebenslanges Lernen
<b>Partnereinrichtungen:</b>	ARISTOTELIO PANEPITIMIO THESSALONIKIS, EL CITEFORMA, PT ErikKaemingk, NL FOUNDATION EUROPEAN CENTRE VALUATION PRIOR LEARNING/ STICHTING EUROPEESCENTRUM WAARDEREN VAN LEREN, NL HALBA BENEDICTE, FR VERBAND OSTERREICHISCHER VOLKSHOCHSCHULEN, AT
<b>Projektnummer:</b>	2017-1-DE02-KA204-004193
<b>Laufzeit:</b>	01.12.2017 – 28.02.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

All European member states are requested to have in place arrangements for the validation of non-formal and informal learning, including specific elements and following some particular principles described in the European Guidelines for Validating non formal and informal learning by CEDEFOP.

In some countries of the partners, there exist already systems of validation prior learning; some have gained experiences with validation through projects but have not set a system in place so far. It is a fact that adult education providers play a major role in it, because they are often the implementing bodies of the validation systems.

In the partnership, we aim to exchange experiences and compare validation systems, which have been developed and/or have been implemented. We will focus on how validations systems have been developed, how they meet the requirements of the CEDEFOP guidelines and what role adult education is playing in the system. Furthermore, we will analyse strong and weak points during the implementation process and give recommendations for further development of validation systems.

Concrete aims are:

- Identify and compare different systems of validation and the involved stakeholders, political embedding, financing, business models, framework requirements and validation instruments
- Identify and compare the role of adult education in implementation, realization and provision of validation systems including analysis of main task of adult education staff and requirements for the personnel working in validation
- Identify and compare different models and guidelines for quality assurance in the validation process

- Summarise the results of the project in recommendations with regard to strengths and weaknesses. Point out good practice examples and conditions of success. Identify further needs of support and research

The results of our projects will be presented in form of blog posts, articles in international journals and EPALÉ, newsletter and via presentations at conferences, workshops or seminars that the partners attend.

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

<b>Projekttitle:</b>	Inclusive Family Education and Support in the Light of EU 2020
<b>Akronym:</b>	IFES 2020
<b>Koordinierende Einrichtung:</b>	Diözesan-Caritasverband für das Erzbistum Köln e.V.
<b>Partnereinrichtungen:</b>	Asociatia "Caritas - Asistentă Socială" Filiala Organizației Caritas Alba Iulia, RO Association of Lithuanian Children's day care centres, LT Caritas der Diözese Linz, AT Fondazione Diocesana Caritas Trieste Onlus, IT Ministry of Employment, Integration and Social Affairs NRW, DE PISCESWIM LTD, UK
<b>Projektnummer:</b>	2017-1-DE02-KA204-004282
<b>Laufzeit:</b>	01.10.2017 – 30.09.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

The proposed project will be implemented by 6 European NGOs and a regional Ministry from 6 EU Member States active in the field of social work and policy, particularly in family education and counselling. In order to successfully attain the social and inclusion objectives of EU 2020 the partners will exchange information on their practices and strategies for fighting poverty innovatively and critically assess achievements from a European perspective. Methods used will focus on cooperative learning and mutual assessment, discussions with specialists, workshops and cross-border transfer of know-how. Activities comprise local/regional workshops with disadvantaged/poor families on the issues of poverty and social exclusion in order to give them a voice in the EU 2020 debate and to enhance active citizenship and participation in all spheres of social, political and economic life.

Additionally, the partners will organise regional or local forums with relevant stakeholders from politics, administration and education, in order to discuss the contents of the Europe 2020 strategy and to explore how the strategic objectives can influence specific policies designed for families on site

At transnational level, there will be six partner meetings in all partner locations order to exchange good practice on the following issues:

1. What is the significance of the family in Europe today and with regard to the economic crisis and how can family support and education concepts be designed in a manner that provides effective information, promotion and support to families, in particular those from disadvantaged parts of society?
2. What information, education and support can be provided to improve poor families' financial insecurity?
3. What educational offers and support can be successful to improve practical life skills, enhance key competencies and foster resilience?

4. What concepts can be provided to improve work-life balance and strengthen women within the family, as they traditionally have to shoulder the biggest burden and their wellbeing has direct impact on their children?

5. How can we come up with family education concepts that motivate families to actively participate in local societies and to contribute their ideas to family policy discussions in order to ensure that their interests are effectively represented?

6. What is the meaning of the Europe 2020 strategy for educational work with and integration aid for disadvantaged families and how can it be transferred to specific politics?

The project will increase awareness and knowledge about the challenges which families - and notably with fewer opportunities - are facing in the light of the current financial and employment crisis in the EU. Partners want to place more emphasis on the family education and family policy in relation to the Europe 2020 strategy and increase knowledge the different national frameworks that are in place and the latest developments through transnational exchange and dialogue.

Sharing of good practice at transnational level will also provide innovative formats and methods for non-formal learning and low-threshold community programmes helping to overcome the vicious circle of poverty and social exclusion.

Exchange of good practice and cooperation will support partners and other social service providers to come up with concepts for socially disadvantaged families and children that manage to reach these groups and provide them with effective support. The project will increase public understanding that the fight against poverty and the improvement of living conditions for poor families are urgent issues in all EU Member States.

In the medium term, the capacities of NGOs to address the depth of the family crisis in the EU will increase and good practices will be scaled up at both the national and international levels ensuring a real impact of interventions. This will help to reduce the risk of poverty and contribute to improved equality, social cohesion and inclusive growth as stipulated in the EU 2020 strategy.



<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	Rural European Association Development Innovation Team - Active citizens in rural areas
<b>Akronym:</b>	READ IT
<b>Koordinierende Einrichtung:</b>	Europahaus Marienberg
<b>Partnereinrichtungen:</b>	Europahuset Gävleborg, SE Learn for Life, NL MAISON DE L'EUROPE DES YVELINES, FR POLSKA FUNDACJA IM. ROBERTA SCHUMANA, PL To Spiti tis Evropis sti Rodo, EL
<b>Projektnummer:</b>	2017-1-DE02-KA204-004135
<b>Laufzeit:</b>	01.09.2017 – 31.08.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

"Rural European Association Development Innovation Team. READ IT - Active citizens in rural areas" is a highly ambitious and innovative education project that focuses on the development of rural areas in Europe.

Knowing of all the political facts around demography, rural exodus, brain drain, overageing, underdeveloped social infrastructure etc. we see the challenges of rural areas in the 21st century but we do not have a successful approach to overcome those challenges. Do we not? This strategic partnership focuses exactly on this question: How to improve living conditions in rural areas and how to activate citizens in local communities to develop their own village for the better?

The project is special because it brings together experiences and needs from all directions of the European Union thus having the great chance to have a balanced approach of experience exchange, best practice sharing and development of new approaches for active citizenship in rural areas. Next to an ongoing learning process with four transnational meeting to highlight the process the partnership will develop an (online) manual that brings together all the different aspects of the project. This manual will be open-source for all people and institutions involved in rural community development. It will be a sustainable tool as it stays available long after the partnership officially ends and may even lead to further cooperation in this specific area. Besides providing this great pool of knowledge the strategic partnership will also implement different ideas in the rural areas and communities connected to the partner organization to transfer the theory into practice. By doing this we will be actively engaged in local development in rural areas and experience what work and where are the obstacles. The project will be a vivid tool for real life activities and will not stay in the theoretic bubble. Local people will be trained and qualified as multiplier and local authorities and politicians will be involved in the learning process of this partnership so that both groups of people are able to transfer new strategies into their communities. As the manual will be publicly available it will be a great tool for everybody involved in rural development of active citizenship reaching out into every part of the European Union. Knowing that this partnership will not be the end of rural development, this project offers also new incentives for future projects that focus on specific issues

or even updating the whole learning and experience process in a new strategic partnership that goes deeper on the matter.

All in all this project offers a broad platform of exchange, learning and development on active citizenship in rural areas with a strong part on being practical by simultaneously providing theoretical background. This golden thread will guide all partner organizations through the whole learning process to achieve the set goal of the education partnership.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitle:</b>	Europäische Lebens - und Arbeitswelten - Partizipation
<b>Akronym:</b>	EULA PARTI
<b>Koordinierende Einrichtung:</b>	Evangelisch-lutherische Kirche in Norddeutschland, Jugendaufbauwerk Koppelsberg
<b>Partnereinrichtungen:</b>	akademie am see. Koppelsberg, DE Bildungshaus Kloster Neustift, IT Bildungshaus Schloss Retzhof, AT Firma Wien Work Integrative Betriebe und AusbildungsgmbH, AT Lebenshilfewerk Kreis Plön gGmbH, DE
<b>Projektnummer:</b>	2017-1-DE02-KA204-004137
<b>Laufzeit:</b>	01.09.2017 – 31.08.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

"Beteiligte im Projekt „Europäische Lebens- und Arbeitswelten – EULA PARTI“ sind die Evangelisch – Lutherische Kirche in Norddeutschland – Jugendaufbauwerk (JAW) Plön Koppelsberg als Koordinator sowie das Bildungshaus Kloster Neustift (Südtirol); Wien Work - Integrative Betriebe und AusbildungsgmbH, Wien (Österreich); die Akademie am See – Koppelsberg (Deutschland) und das Lebenshilfewerk Kreis Plön (Deutschland).

Gemeinsam mit unseren Partnereinrichtungen haben wir festgestellt, dass es, wenn überhaupt, nur sehr wenige inklusive Angebote im Bereich Erwachsenenbildung im europäischen Kontext gibt, die sowohl auf Menschen mit Behinderungen abzielen, aber auch auf Menschen ohne Behinderungen als Zielgruppe ausgerichtet sind. Unser Ziel ist es, dies zu ändern.

Alle Partner bringen regionale Erfahrungen in diesem Bereich mit ein. Im Projektzeitraum vom 01.9.2017 – 31.8.2020 wollen wir uns in insgesamt sechs Treffen bei den jeweiligen Partnern über unsere Erfahrungen in guter Praxis austauschen. Dies geschieht unter Einbeziehung von Menschen mit Behinderung aus den Einrichtungen Wien Work - Integrative Betriebe und AusbildungsgmbH, dem Lebenshilfewerk Kreis Plön sowie dem Jugendaufbauwerk Plön Koppelsberg als Experten und Interessenwahrer in eigener Sache.

Der europäische Mehrwert liegt im Aufbau eines Netzwerkes für inklusive und partizipative Erwachsenenbildung, unter Einbeziehung aller relevanten Stakeholder in der Erwachsenenbildung in den Partnerregionen.

Zudem werden wir im Projektzeitraum weitere europäische Partner mit dem Ziel identifizieren, gemeinsam einen Folgeantrag „Strategische Partnerschaften Innovation“ zu stellen, bei dem es darum gehen wird inklusive Module in der europäischen Erwachsenenbildung zu entwickeln und als Pilotprojekt zu erproben. "

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	Roma HEALTH Care
<b>Akronym:</b>	Roma HEALTH Care
<b>Koordinierende Einrichtung:</b>	JUGENDSTIL EV
<b>Partnereinrichtungen:</b>	Asociatia Forum Art Buzau, RO Dél-Alföldi ZÖLD HÍD Egyesület, HU Panhellenic Federation of Greek Rom, EL Roma Democratic Development Association SONCE, MK Romano Drom Pleven, BG
<b>Projektnummer:</b>	2017-1-DE02-KA204-004216
<b>Laufzeit:</b>	01.09.2017 – 31.12.2018
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

„...Sie klauen wie die Raben, sind arbeitsscheu und ein Volk von ruhelosen Nomaden...“ – wenn die Rede auf „Zigeuner“ kommt, sind wir mit Vorurteilen schnell bei der Hand. Weitaus schwerer wiegt jedoch die Tatsache, dass sie jederzeit mobilisierbar sind, was nicht nur regelmäßige Ausschreitungen, sondern auch deren tatsächliche Lebensumstände auf traurige Art belegen...

„Roma HEALTH Care“ zielt darauf ab:

- durch zielgerichtete Recherchen, Befragungen und Interviews in Roma Communities der Partnerländer vor Ort die tatsächliche Situation in den Bereichen Gesundheitsschutz, Krebsvorsorge, Impfungen, Suchtprävention und -behandlung, sexuelle Aufklärung und Hygiene zu analysieren;
- Beispiele guter Praxis mit europäischem Transferpotential zu identifizieren;
- gemeinsam mit Roma und Roma-Organisationen, Experten und Stakeholdern die vordringlichsten Handlungsbedarfe in diesen Bereichen zu ermitteln, die mit vorhandenen Ressourcen vor Ort sowie zielgerichteten Aktivitäten im Rahmen von europäischen Projekten gedeckt werden können, und Konzepte für entsprechende Folgeprojekte zu entwickeln. Deren Umsetzung wird dazu beitragen,
  - \* die hygienische Situation im Lebensumfeld von Roma zu verbessern;
  - \* die Gesundheitskompetenz von Roma zu verbessern;
  - \* die Teilnahme an Krebsvorsorgeuntersuchungen und Impfungen zu initiieren;
  - \* sexuelle Aufklärung zu fördern und Verhütung zu thematisieren;
  - \* Sucht zu thematisieren und wirkungsvolle Präventionsmaßnahmen zu entwickeln;
  - \* die Kompetenzen von Erwachsenenbildnern in den genannten Bereichen zu erhöhen und
  - \* die interdisziplinäre Zusammenarbeit mit relevanten Stakeholdern und Organisationen der Zivilgesellschaft zu verbessern.

Das Projekt wird von je einer Partnerorganisation aus Deutschland, Bulgarien, der Ehemaligen Jugoslawischen Republik Mazedonien, Griechenland, Ungarn und Rumänien umgesetzt.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	IIEF - Inklusion und Integration in Europa für Fachkräfte in der frühkindlichen Bildung, Jugend- und Sozialarbeit
<b>Akronym:</b>	IIEF
<b>Koordinierende Einrichtung:</b>	FAIRbund e.V.
<b>Partnereinrichtungen:</b>	Association Odyssee, FR Camphill Communities of Ireland – KCAT, IE European Education & Learning Institute, EL
<b>Projektnummer:</b>	2017-1-DE02-KA204-004287
<b>Laufzeit:</b>	01.10.2017 – 30.09.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Das Projekt "Inklusion und Integration in Europa für Fachkräfte in der frühkindlichen Bildung, Jugend- und Sozialarbeit" ist eine strategische Partnerschaft zwischen 4 Einrichtungen aus Deutschland, Irland, Frankreich und Griechenland, welche unter anderem in der Erwachsenenbildung aktiv sind. Die Idee ist es gemeinsam Strukturen und Voraussetzungen, die Inklusion und Integration ermöglichen, zu erarbeiten. Wichtig ist dabei der gegenseitige Austausch von bisherigen Erkenntnissen und die Erarbeitung einer Handreichung, welche Inklusionsmethoden und Integrationsinstrumente zusammenfasst.

Inklusion und Integration sind die aktuellsten Herausforderungen der europäischen Gesellschaften. Durch das Projekt möchten wir erreichen, dass Fachkräfte, die in ihrem Arbeitsalltag mit inklusionsbedürftigen Kindern, Jugendlichen und Familien arbeiten, qualitativ hochwertige inklusive Angebote gestalten können und sich eine vorurteilsbewusste pädagogische Haltung aneignen. Mit Hilfe von guten Beispielen aus anderen europäischen Ländern können die Fachkräfte neue Ideen und Erkenntnisse zum Thema Inklusion gewinnen, Hemmungen abbauen und interkulturelle Kompetenzen stärken.

Die Projektaktivitäten sind aufgeteilt in Vor- und Nachbereitung von transnationalen Treffen, den transnationalen Treffen mit den Projektpartnern und den Treffen der ProjektteilnehmerInnen zur Entwicklung und Umsetzung von Methoden und Instrumente der Inklusion und Integration bzw. zur Durchführung von Selbstevaluierung anhand des Index für Inklusion. Der Index für Inklusion ist eine im Internet frei erhaltbare und in verschiedensten Sprachen erreichbare Arbeitshilfe für Einrichtungen, die sich inklusiv aufstellen möchten. In der Vorbereitungsphase des Projektes werden alle Projektpartner anhand dieses Materials die Einrichtungssituation bzgl. Inklusion und Integration beleuchten.

Im Rahmen des Projektes sollen 5 transnationale Treffen stattfinden: das Kickoff und Abschlusstreffen mit je einer öffentlichen Veranstaltung wird in Deutschland organisiert und jedes weiteres Partnerland organisiert je ein Treffen vor Ort. Während dieser Treffen werden als Methoden Diskussionsrunden, Besichtigungen von Einrichtungen und Beobachtung von wirksamen

Inklusionsmethoden in der Praxis, Videoarbeit, kollegiale Supervision und Vorträge und Präsentationen über Instrumente der Inklusion verwendet.

Am Ende des 2-jährigen Projektes möchten wir eine gute Partnerschaft mit den anderen Einrichtungen aufgebaut haben, allen MitarbeiterInnen die Möglichkeit gegeben haben im Projekt mitzuwirken und an den Entwicklungen des gemeinsamen Integrationskonzepts mitzuarbeiten. Die gewonnenen Erkenntnisse und Ergebnisse möchten wir gerne mit anderen Einrichtungen teilen und unsere Einrichtungen für z.B. Konsultationen öffnen.

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

<b>Projekttitle:</b>	Firefighting Volunteering for all
<b>Akronym:</b>	FireVall
<b>Koordinierende Einrichtung:</b>	Gemeinde Kabelsketal
<b>Partnereinrichtungen:</b>	Devetaki Plateau Association, BG FREDERIKSBORG BRAND OG REDNING, DK INNOVA ESZAK ALFOLD REGIONALIS FEJLESZTESI ES INNOVACIOS UGYNOKSEG NONPROFIT KFT, HU MTÜ Misso vabatahtlikud, EE Vatrogasna zajednica Grada Zagreba, HR wisamar Bildungsgesellschaft gemeinnuetzige GmbH, DE
<b>Projektnummer:</b>	2017-1-DE02-KA204-004145
<b>Laufzeit:</b>	01.09.2017 – 31.08.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

In order to reduce the time of response in case of fires or other incidents and therefore decrease the number of people dying or being injured many European countries depend on volunteer fire brigades. They are of particular importance in rural areas, but especially there the number of people wanting to join volunteer fire fighting brigades is unfortunately decreasing. The aim of the "FireVall" project is therefore to counteract this trend by exchanging good practices among volunteer fire brigades across Europe. The good practices will not only focus on recruitment strategies in the different countries but also on the organization and financing of volunteer fire brigades.

Some countries like Germany have a longstanding tradition in volunteer fire brigades. In other countries like Bulgaria, volunteer fire brigades gained more importance in recent years. In addition, the organization of volunteer fire brigades is very different in each country. Therefore, the partners can learn a lot from each other and their experiences enhancing the effectiveness and quality of the work carried out. The partnership is composed of 7 partners from 6 countries, who have extensive knowledge on the training of volunteer fire fighters and the organisation and funding of volunteer fire brigades in their country. The exchange will focus on the following relevant questions:

- How do volunteer fire brigades acquire new/ enough members, motivate and maintain them?
- What is the public perception and the importance of volunteer fire brigades in the partner countries?
- What are the legal regulations regarding volunteer fire brigades in the partner countries?
- How are volunteer fire brigades organized and financed?
- What is the educational framework/ training/ qualification behind volunteer fire brigades?

As a result, good practices answering the aforementioned questions will be collected and discussed during 5 transnational meetings. After the meetings, the relevant good practices are shared with the



local teams of volunteer firefighters to evaluate them regarding their usability and adaptability within the local contexts. Considering this feedback the good practices will be summarized, translated into the partner languages and presented on the project website.

At local, regional, national and European level, the project addresses volunteer fire brigades and their members, since they can directly profit from the project results. They will be able to adapt the collected good practices in order to sustain and improve the activities and services in their countries. Hence, the volunteer fire brigades can increase the number of volunteer firefighters and improve the organisation of regular activities, training, information, monitoring, operational response and fire precaution measures. The secondary target group of the project is the general public, who will be made more aware of the importance of volunteer fire brigades and their need to be supported by the local communities. An important target group for dissemination are also policy and decision makers who are involved in the regulations and financing of volunteer fire brigades.

The project results will remain free to use also after the end of the project. Volunteer fire brigades from countries not involved in the project might be interested to describe their systems or good practices on the project website as well. In addition, the lessons learned during this project can trigger new cooperation between volunteer fire brigades and can also be useful input for other projects.

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

<b>Projekttitel:</b>	Level Up! Learning networks in Europe
<b>Akronym:</b>	Level Up!
<b>Koordinierende Einrichtung:</b>	Ländliche Erwachsenenbildung Thüringen e.V.
<b>Partnereinrichtungen:</b>	Association Generations, BG EPISTIMONIKI ENOSI EKPEDEFSIS ENILIKON, EL Fundatia Centrul Educational Spektrum, RO Latvian Adult Education Association, LV Sinergia Società Cooperativa Sociale, IT
<b>Projektnummer:</b>	2017-1-DE02-KA204-004242
<b>Laufzeit:</b>	01.12.2017 – 31.03.2019
<b>Antragsjahr:</b>	2017

**Zusammenfassung:**

Our experiences from implementing learning mobilities for adult educators show that within our existing European network learning mobilities lack transnationality. We implement workshops together with our European partners within the Erasmus+ programme since 2014, and we were only able to arrange groups of participants from one country for our fields of activity and requested learning topics in adult education. From the first day on we tried to organize learning activities with transnational participants. But we failed. Despite of intensive promotion and offers to our network partners to support them by applying for mobility projects it is currently not possible to allure participants for our transnational learning opportunities abroad as well as for the workshop offers by our own organization. It seems that within the Erasmus+ programme there are too many hurdles for adult education organizations in Europe. Especially small and unexperienced organization are shy of applying for own mobility projects. Quite often time and efforts are too considerable, and the prospects of success are valued too low.

This lack of transnationality within learning mobilities doesn't satisfy the idea of European learning in the context of the Erasmus+ programme. We want to change this actual situation for our future participants of learning activities and for our European partners in adult education in Europe and offer a possible approach with this project.

We will advance learning activities in a more transnational way. We will use a structured process and a collaborative approach. It connects the know-how and the strengths of European adult education organisations for application and implementation of learning mobilities. Each of our project partners has skills referring to learning mobilities. At the end of the project all partners will have benefitted from the structured collaboration process and will have the same knowledge available that is necessary to apply for and implement learning mobilities.

Due to our project objectives – develop project proposals for mobility projects in a collaborative way to be able to organize learning activities transnationally - it is necessary to bring the persons together, who will be involved in this process. Therefor the partner organisations will come together in a learning activity. It will be a combination of structured course and workshop. Partners will give inputs and exchange their experiences. With support of the collaborative partnership every partner

will gain firsthand information about how to apply for a mobility project as well as how to act as a sending organization and how to implement learning activities as a hosting organization. Each project partner will apply for a learning mobility project as part of this project. In a structured way we will plan concrete learning offers in the project partner countries and agree on participant numbers to reach our main objective of implementing transnational learning activities and experiences for adult educators to support the strengthening of their intercultural competences intensely.

Offline in project meetings and online via email and skype we will plan and organise the learning activity together. Inputs and expert knowledge will be prepared to ensure a successful learning activity. In a collaborative way we will learn from each other to reach our common results and objectives. The project depends also on a close cooperation with future learners – adult educators – in each partner country. With the input of adult educators to their interests and needs for learning opportunities we will develop 6 project proposals together in cooperation. Furthermore 6 planned structured courses will be developed by the partners as learning opportunities during the 12 months of the applied projects (one course in each partner country) participated by learners from the partner countries. We expect to increase existing European networks and establishing new ones as far as necessary.

The learning network established from the partnership will maintain after the end of the EU funding. In the long-term we try to include more European adult education organisation than just the participating organisations of this project. Additionally the learning activities planned and applied for within this project will be implemented after the end of this project.

Furthermore as adult educators we intend to develop out of the content and results of our learning activity a curriculum for further education opportunities to offer adult education organisations a structured further qualification course. This course can be offered national and international.