

# **Strategische Partnerschaften in der Erwachsenenbildung**

## **Zusammenstellung der geförderten Projekte**

**Antragsrunde 2018**

(Stand 24.10.2018)

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

Zur Antragsfrist am 31.03.2018 erhielt die NA beim BIBB im Bereich der Erwachsenenbildung 93 Anträge mit einem Antragsvolumen von 19.833.922,00 €. 56 Anträge mit einem Antragsvolumen von 16.493.505,00 € entfielen auf Partnerschaften zur Unterstützung von Innovationen und 37 Anträge mit einem Antragsvolumen von 3.340.417,00€ waren für Partnerschaften zum Austausch guter Praxis vorgesehen.

In Förderung sind 27 Anträge zum Austausch guter Praxis mit einer Mittelbindung von 2.539.022,00 € und 28 Anträge zur Unterstützung von Innovationen mit einer Mittelbindung von 7.838.196,00 €.

(Stand Oktober 2018)

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3	European module for integration courses	Verein für Europäische Sozialarbeit, Bildung und Erziehung e.V.	NW	13
4	Comunity Learning Incubator Program for Sustainability	GLOBAL ECOVILLAGE NETWORK OF EUROPEEV	BB	14
5	Fostering Community-led local development	Evangelische Kirche im Rheinland	NW	17
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8	Workplace Basic Skills Training for Low-Skilled Migrants	FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG	BY	23
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10	Online Educational Escape Rooms to Re-engage ESLs and NEETs	Jugendförderverein Parchim/Lübz e.V.	MV	27
11	Vielfalt gemeinsam verstehen - Unterrichtsmodule und Methodenvorschläge zur Förderung kritischer und differenzierter Perspektiven auf Identität und Diversität	STUDIO GAUS GMBH	BE	29
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13	Arguments Against Aggression - Strategies and Tools against Hate Speech in Face-to-Face Encounters and in Social Media	media k GmbH	BW	33
14	AWARE: Cross-sectoral awareness building on mental health needs in the criminal justice system and on release	BREMEN SENATE OF JUSTICE AND CONSTITUTION	HB	35
15	The national anchoring of ROMINKO – Paving the way for a top-down approach in Competence Balance for Roma	JUGENDSTIL EV	SN	37
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18	How to make seniors' homes smarter	FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG	BY	43
19	Innovative Skills Transfer for the Development of Agricultural Entrepreneurs	TECHNISCHE UNIVERSITAET MUENCHEN	BY	44
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22	Development of Continuing Professional Development for Heritage Interpretation staff to facilitate Lifelong learning for social Inclusion and European cohesion	Deutsches Institut fuer Erwachsenenbildung eV Leibniz-Zentrum für Lebenslanges Lernen	NW	50
23	Assuring the access to nature education and nature experience for impaired people	GLOBAL NATURE FUND STIFTUNG	BW	52
24	PHYSICAL ACTIVITY AND EXERCISING BENEFITS IN DEMENTIA CARE	WESTFAELISCHE WILHELMS-UNIVERSITAET MUENSTER	NW	54
25	Design Thinking as a means to innovative product development in adult learning	Verein Niedersächsischer Bildungsinitiativen e.V.	NI	55

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28	Can Do Refugees 2.0.	Verband für interkulturelle Arbeit (VIA) Bayern	BY	60

Nr.	Projekttitel	Koordinierende Einrichtung	Bundesland	Seite
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4	pROMise - Preserving Romanes in Adult Education	JUGENDSTIL EV	SN	68
5	Empowering Digital Literacy in a Transforming World	weltgewandt. Institut für interkulturelle politische Bildung e.V.	BE	70
6	Extending skills and knowledge of social actors working with people in rural areas in Germany, Finland, Hungary and Estonia	Diakonisches Werk der Evangelisch-Lutherischen Kirche in Bayern - Landesverband der Inneren Mission e.V.	BY	71
7	Family education and empowerment as a way to social inclusion in Europe	LANDESHAUPTSTADT STUTTGART	BW	72
8	Building Opportunities with boBBins to Innovate the Network of Lace Associations Creating Education and Employment	Forum Alte Spitze GbR	NW	74
9	Austausch von interkulturellen Kompetenzen zur sozialen Inklusion	WESTDEUTSCHER HANDWERKSKAMMERTAG	NW	76
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18	Volunteers4Europe	VINC Learning UG (haftungsbeschränkt)	BW	95
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24	Aufbau eines europäischen Kooperationsnetzwerks zur kontrastiven Alphabetisierung für Erwachsene (EUKOAL)	Gesellschaft für interkulturelles Zusammenleben e.V. (GIZ)	BB	105

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27	Sustainability through Cross Border Circular Economy (SCRCE)	Dr. Ludwig Intelligent Projects GmbH	NW	110



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

<b>Projekttitel:</b>	Job Bridge for Volunteers
<b>Akronym:</b>	Job Bridge
<b>Themenfelder:</b>	Freiwilligenarbeit Validierung von Kompetenzen Professionalisierung von Bildungspersonal
<b>Koordinierende Einrichtung:</b>	BUPNET BILDUNG UND PROJEKT NETZWERK GMBH
<b>Partnereinrichtungen:</b>	Conferenza dei Collegi Universitari di Merito legalmente riconosciuti dal MIUR, IT CATRO BULGARIA, BG BLENDED LEARNING INSTITUTIONS COOPERATIVE, DE LA LIGUE DE L'ENSEIGNEMENT, FR VOLUNTEERING MATTERS, UK Cámara Oficial de Comercio, Industria y Servicios de Cáceres, ES, LIFELONG LEARNING PLATFORM, BE
<b>Projektnummer:</b>	2018-1-DE02-KA204-005214
<b>Laufzeit:</b>	01.12.2018 - 30.11.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Volunteering is an important way for people to develop themselves, by building new relationships and gaining a whole set of life skills that can improve their employability. It serves to gather important experience in unknown fields, to develop social, personal and organisational competences. However, the competences acquired in volunteering are rarely assessed and validated, hence, they are “lost” in the CV of the volunteers, even though employers state how important they are when it comes to selecting a new employee. Also, there is a lack of feasible and easy-to-use instruments for validating informal learning in volunteering.

Job Bridge aims to fill this gap by developing a fully-fledged user-centred approach for validating non-formal and informal learning processes in volunteering activities, including a well proven web-based documentation, both for learners and those supervising them, the “facilitators”. Furthermore, Job Bridge aims at bridging informal, non-formal and formal learning by integrating social, personal and organisational competences in a system which can be linked to existing validation and certification instruments such as EQF, ECVET, ECTS and/or EUROPASS.

The project will offer an Online Environment for facilitators to implement a competence-based approach, and tools and methods to assess volunteers’ competences and learning needs. This is how facilitators will support volunteers' personal and professional development. The Job Bridge project will therefore improve the quality of learning opportunities within adult education and voluntary-based organisations by offering new ways of guiding, assessing and validating the competences of their volunteers. It thus contributes to dealing with many challenges related to the Council Resolution on a renewed European Agenda for Adult Learning (2011) including the development of validation mechanisms and improving the quality of adult education provision.

The partnership brings a strong European value and will enable partners to develop, and pilot innovative tools and methodologies making the best of new technologies. The developed tools are

based on open technologies and will be used in various organisations working with volunteers. Last but not least, the outcomes of the project will lead to policy recommendations on EU policy developments such as the revision of the Europass and of the European Key Competences Framework as part of the New Skill Agenda.

In terms of concrete outputs Job Bridge will develop:

- A stocktaking report on the current situation in terms of using competence frameworks and validation in adult education and voluntary-based organisations
- A Matrix of relevant competences acquired in volunteering that are also relevant for employment. The matrix shall serve as a meta-system that identifies the interfaces between volunteering and social, personal and organisational competences required at the workplace.
- Guidelines including practical cases and acting recommendations on how to set up competence oriented learning activities and validate the acquired competence therein.
- A rich open learning environment as collaborative learning and exchange space for volunteering facilitators, trainers and volunteers
- A training course introducing the concept of validation and competence oriented learning to facilitators of volunteering actions. It will enable them to further develop their offers and activities into learning experiences that make a difference also in the career pathways of the volunteers.
- A European label that can be attached to one's own competence profile and gives evidence of learning.
- A Report on national pilots carried out by the participants of the training course in national volunteering projects.
- A KA1 course for professionals in volunteering providers that will use the Job Bridge approach in the future.

The Job Bridge approach will be put into practice in a Transnational Training Activity with 21 participants, who then pilot the approach with min. 15 volunteers in their respective country.

The Job Bridge consortium is composed of a multi-actor partnership of eight partners from seven countries and combines the expertise and experience of different types of actors with an extremely large outreach through hundreds of member organisations of the participating networks. The partnership is consisting of three network organisations that work in the field of volunteering, civil society and lifelong learning. There is one large volunteering organisation representing several thousands of volunteers European wide. Job Bridge connects this with two organisations representing the employment sector: one chamber of commerce and one HR agency. The partnership is completed by a European network which has been working on innovative validation approaches at the interface of informal and formal learning since 2005.

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

<b>Projekttitel:</b>	Young Migrant Integration Leaders
<b>Akronym:</b>	EXEMPLAR
<b>Themenfelder:</b>	Integration von Geflüchteten, Migrant/innen und Minderheiten (Gesellschafts-) Politische Bildung und Bildung für demokratische Bürgerschaft
<b>Koordinierende Einrichtung:</b>	JUGEND- UND KULTURPROJEKT E.V.
<b>Partnereinrichtungen:</b>	Hub Karelia Oy, FI The Rural Hub CLG, IE ALIANCE LEKTORU a KONZULTANTU, CZ CYPRUS ORGANIZATION FOR SUSTAINABLE EDUCATION AND ACTIVE LEARNING (S.E.A.L CYPRUS), CY Auxilium pro Regionibus Europae in Rebus Culturalibus, AT OSRODEK SZKOLENIOWO-BADAWCZY INNEO, PL
<b>Projektnummer:</b>	2018-1-DE02-KA204-005035
<b>Laufzeit:</b>	03.09.2018 - 02.09.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Since the expansion of the EU from 15 Member States in 2004 the level of migration from former Soviet bloc countries to more established Member States has been a continuing feature of EU population movements. Large numbers of economic migrants from most of the 13 new Member States have moved west in search of employment and the lure of what many considered would be a better quality of life. As a result of events in North Africa Europe has experienced a significant influx of refugees and asylum seekers hoping to build a new life away from their country of origin. In 2016, the number of people living in the EU28 who had been born outside of the EU was just over 36 million (Eurostat). Within the growing migrant numbers many young people are being targeted by extremists seeking to mobilize and radicalize marginalized sub-sets of the migrant community. The integration of these young migrant populations into host society is a priority objective in all Member States.

There is a considerable shortage of specialist migrant integration training materials available to front-line staff in adult and community education organisations. There is also a real need for in-service training to build the skill sets of adult and community educators.

The EXEMPLAR project consortium propose to develop the following intellectual outputs:

IO1 - a bespoke Integration Leaders training curriculum addressed to migrant youth that supports the acquisition of key civic and social competences essential to their new role as leaders of integration in their communities;

IO2 - a toolbox of 12 learning resources that support the acquisition of key civic and social competences to support the integration activities of the migrant youth who complete the Integration Leaders training;

IO3 - an in-service training programme for front-line adult and community educators and those working in migrant support organisations to assist them in delivering the Integration Leaders curriculum;

IO4 - a versatile e-learning portal that supports learning in a range of environments through readily available fixed and mobile media devices

A minimum of 10 front-line adult and community educators and migrant support staff working in specialist organisations will complete the in-service training in each partner country. A minimum of 10 young migrants will complete the Integration Leaders curriculum in each partner country. Each young migrant who completes the training will establish a micro-network of young migrants and support their integration into their new host community.

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

<b>Projekttitel:</b>	European module for integration courses
<b>Akronym:</b>	EMIC
<b>Themenfelder:</b>	Integration von Geflüchteten, Migrant/innen und Minderheiten (Gesellschafts-) Politische Bildung und Bildung für demokratische Bürgerschaft
<b>Koordinierende Einrichtung:</b>	Verein für Europäische Sozialarbeit, Bildung und Erziehung e.V.
<b>Partnereinrichtungen:</b>	Rightchallenge – Associação, PT ASSOCIATION FOR RESEARCH EDUCATION AND DEVELOPMENT MARKETING GATE SKOPJE, MK GEA - SOCIETA COOPERATIVA SOCIALE, IT Vsi Inovaciju biuras, LT Shelter "Safe House", LV
<b>Projektnummer:</b>	2018-1-DE02-KA204-005151
<b>Laufzeit:</b>	01.09.2018 - 30.11.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Ongoing conflicts in the Middle East and Africa result in migration movements to Europe on the one hand as well as European countries closing down their borders on the other hand. The European Union is facing one of its biggest challenges nowadays.

Our project supports the believe that a greater coordination between EU Member States and the creation of shared European values will manage migrant and asylum flows more sustainably.

In order to strengthen the European Union and support the integration movements in the EU, a common European project needs to be implemented. Therefore, refugees and migrants need to be integrated more successfully - not only into the society of the particular receiving country but also into the European community.

The project aims to adapt special courses - focusing on European contents to the already existing integration courses in the different European countries. The courses contain different modules, dealing with the culture, history, legal system and forms of the social interaction in the particular receiving country.

For a successful integration and creation of a European identity, the communication of knowledge about the EU and Europe are indispensable. Therefore, the project partners, coming from different European countries, will elaborate a European module for integration courses, based on shared European values. Additionally, train-the-trainer workshops will be offered and an e-learning platform with all elaborated materials will be provided. The project findings as well as relevant next steps in order to enhance integration into the EU will be published and disseminated via a policy paper and various events.

Through these course contents, the social integration is aimed to increase. Additionally the European community cohesion will be fostered among the target group of refugees and migrants as well as the involved organizations and stakeholders.

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

<b>Projekttitel:</b>	Community Learning Incubator Program for Sustainability
<b>Akronym:</b>	CLIPS
<b>Themenfelder:</b>	Umweltbildung und Nachhaltigkeitsbildung Freiwilligenarbeit
<b>Koordinierende Einrichtung:</b>	GLOBAL ECOVILLAGE NETWORK OF EUROPEEV
<b>Partnereinrichtungen:</b>	Soncni Gric, drustvo za trajnostno kulturo bivanja, Hrvoji, SI Felkelo Nap Kozhasznu Egyesulet, HU MiMundo, DK Stichting EcodorpenNetwerk, NL Ekobyarnas riksorganisation, SE Kurjen ekokyläyhdistys ry, FI Rete italiana villaggi ecologici – RIVE, IT Asociatia Romania in Tranzitie, RO Asociacion Red Iberica de Ecoaldeas, ES
<b>Projektnummer:</b>	2018-1-DE02-KA204-005207
<b>Laufzeit:</b>	01.12.2018 - 30.11.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

CLIPS (Community Learning Incubator Program for Sustainability) has 10 partner organisations (Denmark, Finland, Germany, Italy, Netherlands, Hungary, Romania, Slovenia, Spain and Sweden) and 2 umbrella organisations, ECOLISE and GEN International, as the primary associated partners. The project is a follow-up of the strategic partnership „Sustainable Communities Incubator Partnership Programme“ (SCIPP), with 8 partner countries from 2015-2017. SCIPP developed as its most important results a comprehensive conceptual framework for Incubator trainings and an Incubator ICT platform ([clips.gen-europe.org](http://clips.gen-europe.org)).

The target group of Incubator trainings are active citizens involved in community-led sustainable projects, especially start-ups e.g. transition initiatives, ecovillages, permaculture projects, co-housing settlements etc. Many community-led sustainable projects are blossoming all over Europe, working towards a more sustainable path of life; worried about the climate crisis and searching for more sustainable lifestyles, connecting the local with the global, aligning with the UN Sustainable Development Goals in a local and citizen driven mode of implementation. Often, members of such projects cooperate with and respond to political priorities for local municipalities as well. These conditions jointly form the background for this project.

A notably high number of groups starting sustainable projects fail within the first 2-3 years. A failure rate of around 90% (Diana Leafe Christian, ‘Creating a life together’) is anticipated. CLIPS addresses this issue with its mission of providing learning materials for trainings and Incubation programs which assist these groups to succeed and to continue thriving.

Most of the partners are networks of grassroots initiatives, mostly national umbrella organisations and many from the ecovillage movement. It has been decided to include four new countries, for enhanced outreach and new perspectives.

The CLIPS project pursues the following goals:

- Addition of specific developed CLIPS tools and methodology catering for different learning styles
- Build the capacity and increase the pool of CLIPS trainers
- Introduce and spread CLIPS to additional countries

The OVERALL OBJECTIVE of the project is to assist COMMUNITY-LED PROJECTS TO THRIVE through adequate and customizable tools and methods.

There are two main target groups involved in this project, being active citizens creating community-led sustainable projects; the target group CLIPS trainings are designed for - and trainers working with the CLIPS framework and tools, delivering CLIPS trainings

The partnership produces 3 main outputs using a participatory approach co-creating innovative learning tools, in this transnational learning space. These cater to different styles of learning, bringing additional practical, playful and inspirational tools.

1. CLIPS Method Toolkit -12 methods for CLIPS trainings with a detailed how-to description for trainers
2. A didactic board game on group dynamics as an interactive learning tool
3. Best practice examples and success stories, using a storytelling approach to portray real life examples, including inspirational videos (pilot in three countries).

The project activities include many events, besides regular transnational project meetings. Designing a didactic board game needs extensive testing to optimize rules, conducted through national activities of selected partners, multiplier events targeted at trainers testing the prototype, and at a blended mobility of learners. The CLIPS Method Toolkit will be tested in a blended mobility of learners in the form of a pilot training. The entire project team of all participating trainers is trained in the use of the intellectual outputs through an internal training. Additionally, another 2 trainers from each partner organisation who have not previously been involved in the project are trained in a ToT event, thus contributing to capacity building of qualified trainers. Also 10 national multiplier events contribute to disseminating the project results to 150 trainers from different organisations. Furthermore, national Incubator trainings will be organised by partner countries, targeted community-led sustainable projects.

The expected results of the project include, in the long term:

- Empowerment for people to become active and start community-led sustainable projects
- Quality improvement in the design, management and implementation of community-led sustainable projects
- Higher success rates for community-led sustainable projects starting up.

This project is part of a bigger vision and the continuation of a longer process. The incubator is intended to become a widespread and much needed and demanded service. With CLIPS, the Incubator will have been introduced in 13 European countries. The aim is to spread it to at least 20 countries over the next years, as a programme shaping the future of citizen-led transition.



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

<b>Projekttitel:</b>	Fostering Community-led local development
<b>Akronym:</b>	GoCLLD
<b>Themenfelder:</b>	Freiwilligenarbeit
<b>Koordinierende Einrichtung:</b>	Evangelische Kirche im Rheinland
<b>Partnereinrichtungen:</b>	Gemeente Raalte, NL LAG RM regio <sup>3</sup> Pillerseetal-Leukental-Leogang, AT Federatia ONG-urilor Sociale din Transilvania, RO Fundacja Szkoła Liderow, PL EU-Fundraising Association e.V., DE UNIVERSITAT FUR WEITERBILDUNG KREMS, AT
<b>Projektnummer:</b>	2018-1-DE02-KA204-005164
<b>Laufzeit:</b>	01.11.2018 - 30.04.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Die EU wendet in vielen Förderprogrammen den CLLD (community-led local development) - Ansatz an. Damit lädt sie lokale u. regionale Akteure ein, als Experten ihrer Region an Ausarbeitung u. Umsetzung gebietsbezogener Entwicklungsstrategien mitzuwirken. Zentrales Beispiel für den CLLD-Ansatz ist der LEADER zur Förderung ländlicher Räume im Rahmen des EU- Landwirtschaftsfonds für die Entwicklung des ländlichen Raums (ELER). Er wird von ca. 2.600 lokalen Aktionsgruppen (LAG) umgesetzt, in denen Vertreter von Interessenträgern der ländlichen Entwicklung aus Staat, Wirtschaft, Gesellschaft vertreten sind. Mit der laufenden Förderperiode wird der CLLD-Ansatz vermehrt auch in den drei anderen Europäischen Struktur- u. Investitionsfonds genutzt sowie in nationalen Förderprogrammen der gebietsbezogenen Entwicklung. Die Partnerländer teilen die Herausforderung, dass das Entwicklungspotenzial des CLLD-Ansatzes noch nicht vollumfänglich genutzt wird. Insbesondere Mitarbeitende zivilgesellschaftlicher Organisationen beteiligen sich häufig noch nicht an Prozessen regionaler Entwicklung, weil sie den Ansatz nicht kennen, nicht damit umgehen können oder nicht wissen, welcher Mehrwert sich daraus für sie selbst, für ihre Organisation u. für den Ort oder die Region ergibt.

Das Projekt zielt auf die Qualifizierung von haupt- u. ehrenamtlichen Mitarbeitenden in Einrichtungen der Erwachsenenbildung u. zivilgesellschaftlichen Organisationen zur besseren Partizipation an der Entwicklung u. Umsetzung gebietsbezogener Strategien (z. B. Hilfswerke, kleinere Vereine wie Ehrenamtsbörsen, Umweltinitiativen, Kirchengemeinden, die sich sozialräumlich engagieren wollen). Dazu erarbeitet, testet u. bewirbt es zwei innovative Produkte: 1. innovative Lehr- u. Lernmaterialien (Online Learning Resources, Trainer-Handbuch, Curriculum, Awareness Raising Tool) sowie 2. ein Verfahren zur Personenzertifizierung von CLLD-Coaches. Sie werden auf der Basis des Europäischen Qualifikationsrahmens für lebenslanges Lernen (EQR) entwickelt. Das Projekt stellt die Produkte in den Sprachen der Partner (Deutsch, Niederländisch, Polnisch, Rumänisch, Ungarisch) u. auf Englisch im Rahmen einer offenen Lizenz in editierbarer, digitaler Form über das Internet frei zur Verfügung.

Zur Realisierung der Ziele hat sich ein Konsortium zusammengeschlossen, das mit seiner Expertise in Regionalentwicklung, CLLD, Förderpolitik, Erwachsenenbildung, Wohlfahrtspflege, Entwicklung von Curricula, (Online-)Lehr- und Lernmaterial sowie Zertifizierung breit aufgestellt ist. Die Partnerschaft aus einer Landeskirche, einem Weiterbildungsträger, einer Universität, einem europäischen u. einem

Wohlfahrtsverband, einer Leader-Region u. einer Kommune repräsentiert zudem stark die Interessen der zukünftigen Nutzer. So ist sichergestellt, dass die Produkte bedarfsgerecht entwickelt werden.

Im Projektteam arbeiten GeschäftsführerInnen, UniversitätslehrerInnen, VertreterInnen von Kommunen, BeraterInnen, TrainerInnen u. ProjektmanagerInnen zusammen. Das Projekt stützt sein Management auf die Methode PRINCE2 (Projects in Controlled Environments). Die Herstellung der Produkte erfolgt im Prozess von Sicherung einer gemeinsamen Wissensbasis, Spezifizierung der Produkte, Herstellung der Testversionen, Anwendertests, Überarbeitung/Fertigstellung, Verbreitung.

Bei der Umsetzung strebt das Projekt an, 254 Teilnehmende direkt zu erreichen: 56 beteiligen sich an der europaweiten Befragung, 50 an einem Online-Test, 12 testen in betreuten Einzeltests, 16 nehmen an der transnationalen Lernaktivität teil, 150 an den insgesamt 5 Multiplikatorenveranstaltungen. Die Teilnehmenden sind Mitarbeitende von Bildungsträgern/zivilgesellschaftlichen Organisationen der Partner/ihrer Netzwerke; Teilnehmende an Bildungsangeboten der Partner/ihrer Einrichtungen Mitglieder; Netzwerkpartner der Partner/assoziierten Partner.

Die Projektergebnisse werden an ca. 20.000 GeschäftsführerInnen u. MitarbeiterInnen in den Mitgliedsorganisationen von Verbänden der Erwachsenenbildung u. der Wohlfahrt in Europa verbreitet. Über die 28 nationalen LEADER-Netzwerke werden 2600 LEADER-Regionen erreicht.

Das Projekt qualifiziert Menschen, um die Partizipation ihrer Organisation an Prozessen regionaler Entwicklung zu realisieren oder zu verbessern. Mittel- bis langfristig erhöhen die neuen Kompetenzen ihre Beschäftigungsfähigkeit. Zivilgesellschaftliche Organisationen profitieren von den Kompetenzen ihrer Mitarbeitenden u. erweiterten Netzwerken in der Region mit positiver Wirkung auf Wettbewerbsfähigkeit u. Attraktivität als Arbeitgeber. Regionen gewinnen durch neue Akteure u. neue Kooperationen bei der Umsetzung ihrer Entwicklungsstrategie. Ein Konzept zur Zertifizierung sichert langfristig die Qualität u. Akzeptanz.

Schon bei der Umsetzung berücksichtigt das Projekt eine später mögliche Erweiterung des Online-Learning Tools (z.B. um Elemente kooperativen Lernens, weitere Sprachversionen) u. die nachhaltige Verwendung seiner Ergebnisse.

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

<b>Projekttitel:</b>	<b>European Peer Counselor Training in Accessible Tourism</b>
<b>Akronym:</b>	Peer-Act
<b>Themenfeld:</b>	Inklusion von Menschen mit Behinderungen
<b>Koordinierende Einrichtung:</b>	Verein zur sozialen und beruflichen Integration e.V.
<b>Partnereinrichtungen:</b>	Udruga za kreativni razvoj "Slap", HR Consorzio Turistico Langhe Monferrato Roero, IT KOPF, HAND und FUSS gemeinnützige Gesellschaft für Bildung mbH, DE Zöld-Aktív Szociális Szövetkezet, HU Asociación para el Estudio y Promoción del Bienestar Social, ES
<b>Projektnummer:</b>	2018-1-DE02-KA204-005122
<b>Laufzeit:</b>	01.11.2018 - 30.04.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Objectives of the European Lifelong Learning programs, the “UN-Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities” and the “EU disability strategy 2020 for Inclusion in Europe” are the better and equal participation of people with special needs at adult training activities but also as adult trainer themselves. These International and European documents are also legal basis and politics of the of the Social Tourism Strategy of the European Commission, which is claiming the accessibility of touristic offers and destinations, accessible travelling as well as the accessibility of e.g. public spaces.

The EU Strategy on Disabilities 2010 – 2020 shows the importance of ensuring the access for people with disabilities, not just with regard to transport but also with regard to accommodation, catering, information accessible to everyone and tourist services in general, leisure activities.

Unfortunately only few facilities in most of the touristic destinations are accessible or have entire service chains, a small number of staff in tourism has the awareness and skills. In existing training programs not many people with special needs are involved. Summarizing we have progress in some European countries and destinations but this is not enough to fulfil the requirements of the UN convention and the accessible tourism strategies in Europe.

Key aspects for the implementation of the strategies are better and sufficient trainings of decision maker and staff in relevant private and public institutions, organisations and enterprises. Main principle in the inclusion process of people with special needs is their involvement in all relevant topics, activities and processes as experts in own interests.

That is why the project has two core target groups for training activities:

Firstly the experts in own interests, people with special needs as peer counsellors and together with other experts in tourism as mixed expert and mentoring and secondly the key decisionmaker and staff in private and public institutions and enterprises involved in tourism and leisure activities as trainees.

Six partner from Germany, Hungary, Italy, Spain and Croatia representing public and private entities like to develop and implement an innovative methodology to training needs of people with disabilities as adult trainers in accessible tourism in regional but also in an European context. The European

approach is resulting on international tourism, exchange of good practices, cooperation and mobility of experts.

The core activities and expected results are:

1. Developing and implementing a Methodology how to organise peer-counseling and mentoring in accessible tourism
2. Developing and implementing a peer-counselling/training methodology and curriculum for new accessibility (peer-) experts and trainers as blended and E-Learning tool.
3. Developing and implementing 5 regional training and peer counselling centres and one Online Training Platform
4. developing and implementing 5 Peer/Mentoring-Training-Curricula and Trainings for accessible Tourism
5. developing and implementing 7 E-Learning courses with tutorials and webinars
6. developing a Handbook with marketing/exploitation strategy how to implement local training centres for accessible tourism and trainings in accessible tourism

Finally 60 people with disabilities shall be trained face to face or with webinars tp peer counsellor and mentors in accessible tourism, 25 other tourism experts will train with 35 peer counsellor 500 stakeholder in tourism business in 5 different trainings also face to face and in webinars.

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

The project partners will provide 2 public stakeholder seminars/workshops in nearly each country, a common transnational peer counselling training and 2 conferences to inform the relevant stakeholder and the interested public about activities and intellectual outputs of the project.

The main longterm impact of the project shall be the empowerment and equal participation of people with special needs as experts and adult trainer in own interests, a better awareness and higher level of knowledge and skills by key decision makers and staff in tourism and leisure activities on European level as well as an European cooperation and exchange/mobility of peer-experts. Indirectly the impact should be a better accessibility of the involved touristic destinations, a change of mind and awareness among the group of professional staff working in tourism related jobs and the start of the creation of so called service chains to guarantee more accessibility in the future.

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

<b>Projekttitel:</b>	Cultural heritage entrepreneurs
<b>Akronym:</b>	Cheer
<b>Themenfelder:</b>	Unternehmerische Fähigkeiten Validierung von Kompetenzen
<b>Koordinierende Einrichtung:</b>	Zentrum für interkulturelle Bildung und Arbeit
<b>Partnereinrichtungen:</b>	ASOCIATIA MILLENIUM CENTER ARAD, RO BIEDRIBA "RADOSAS IDEJAS", LV VEREIN MULTIKULTURELL, AT LAOGRAFIKI ETAIREIA VARNAVA, EL SOZOPOL FOUNDATION, BG AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDFSI ANONYMI ETAIREIA, EL
<b>Projektnummer:</b>	2018-1-DE02-KA204-005102
<b>Laufzeit:</b>	01.10.2018 - 30.09.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

CHEER project aims to tackle unemployment and social exclusion of disadvantaged groups with social entrepreneurship through cultural heritage. The project will develop and test methodologies and instruments to support long term unemployed people so that they can exploit the local cultural heritage of their region as the basis for the development of social enterprises, local capacity building and social inclusion.

CHEER project targets:

- Adult trainers, business consultants, incubators, social business associations
- Final beneficiaries: long-term unemployed people from poor economic and social background and have fewer chances to further education, employment and entrepreneurship
- Indirect beneficiaries: local communities

CHEER project proposes methodologies and instruments to support long term unemployed people so that they can exploit the local cultural heritage of their region as the basis for the development of social enterprises, local capacity building and social inclusion.

The proposed methodology includes the following steps:

- identification of competences, through a structured interview and a template for recording the interview results, resulting in a "Competence profile". The tool will consist of instructions for the interviewer, the interview grid and the template for the Competence profile.
- trainers' guide, which will include all necessary information and guidance, so that the adult trainers will be able to work with unemployed people and support them in exploiting cultural heritage for social entrepreneurship. The trainer's guide will be tested and validated by 4 trainers in each country. One of them will also attend a "capacity building" workshop in order to get prepared for the pilot testing of the training programme.

- 4-weeks training programme with practical activities and tools delivered through a combination of on-line training, workshops and coaching sessions, aiming at training the participants into social entrepreneurship and presenting case studies of successful local social companies. The workshops will take place once per week and their aim is to engage the learners in practical activities, group discussions and case studies related to the contents of the e-learning programme:

- 1) Introduction to basic entrepreneurial skills and culture
- 2) Find your business idea through cultural heritage. Exploit the different types of cultural properties for commercial use – Case studies of sales and/or services business
- 3) Research the market in your local community
- 4) Local framework for operating a social enterprise (access to finance, regulatory framework)
- 5) How to make your cultural heritage social enterprise sustainable
- 6) Develop a network of social enterprises and establish strong partnership with the community

At the end of the focus groups, there will be coaching sessions (individual or in small groups depending on the group of learners). During these sessions, the learners will have the opportunity to ask for specific guidance for the progress of their business idea.

- on-line learning platform with additional on-line learning resources, such as webinars, videos, Information sharing space and social networking space. During the project implementation an initial number of 60 disadvantaged people (10 in each country) will attend the Training Programme and develop their entrepreneurial qualities, experiences, attributes and skills that will support them in social entrepreneurship. During the Training Programme, they will formulate business ideas and work towards transferring these ideas into social businesses.

- 3 webinars in English will present and explain the 3 outputs of the project: the methodology for identification of competences, the training programme and the use of the on-line platform.

- 6 more webinars will be organised for the aspiring entrepreneurs presenting the national challenges in social entrepreneurship. All webinars will remain available on the platform.

- the information space will be a national information space (one for each country), including documents, resources and links on national social entrepreneurship and local cultural heritage, gathered together and displayed in an easy to follow way.

Basic aim of the project is to create an on-line learning community of people who want to start a social business exploiting the local cultural heritage.

The expected impact of CHEER project is:

1. To encourage and support start-up social enterprises to make an impact on their local communities
2. To build social entrepreneurship capacity within local communities
3. To combat long-term unemployment, alienation, discrimination and poverty
4. To motivate and empower people with difficulties to insert the labor market
5. To exploit the local cultural heritage for the economic and social growth of local communities

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

<b>Projekttitle:</b>	Workplace Basic Skills Training for Low-Skilled Migrants
<b>Akronym:</b>	-
<b>Themenfelder</b>	Integration von Geflüchteten Migrant/innen und Minderheiten Alphabetisierung und Grundbildung Beschäftigungsfähigkeit
<b>Koordinierende Einrichtung:</b>	FRIEDRICH-ALEXANDER-UNIVERSITÄT ERLANGEN NUERNBERG
<b>Partnereinrichtungen:</b>	INTEGRA INSTITUT, Institut za razvoj clovekovih potentialov, SI SDRUZENIE MEZDUNARODEN INSTITUT POMENIDJMANT, BG QUALED občianske zdruzenie pre kvalifikáciu a vzdelávanje, SK Innovation Training Center, S.L., ES Ente Bilaterale Veneto, IT Wissenschaftsinitiative Niederösterreich (WIN), AT AKADIMAİKO DIADIKTYO, EL
<b>Projektnummer:</b>	2018-1-DE02-KA204-005032
<b>Laufzeit:</b>	01.11.2018 - 31.10.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Over the past years, the issue of “basic skills” has gained particular attention in most European countries. Of particular concern is what is generally called ‘functional literacy’ and ‘functional numeracy’. One of every four adults in Europe fails to reach minimum literacy levels for coping with everyday life.

In addition to this situation, Europe has faced an unprecedented influx of refugees and migrants. Although most member states have started to provide language trainings, a very large proportion of these individuals have very limited literacy and numeracy skills which prevents them from integrating into the culture of their host countries and from participating at the labour market.

In this light, the recommendations of the European Basic Skills Network (funded by the European Commission) promoting basic skills programmes to combat social exclusion are more relevant than ever. They include “... labour force participation, use of literacy skills in the workplace, participation in adult education and training ... Programs in these areas would have a positive impact on the literacy skills.”

Demand for unskilled and low-skilled workers declines as a result of technical change, which requires more advanced skills. Employers also confirm a requirement for better communication and social skills than are generally present in low-skilled workers. The increasing complexity of work processes requires better literacy, numeracy and communication skills also at lower work levels, especially to meet quality and safety aspects.

During the preparation of this proposal, we identified four work sectors with a demand for special workplace training: construction, cleaning, tourism and care. In these sectors, work opportunities for low-skilled people exist, provided that they have basic literacy, numeracy and communication skills:

The overall objective of our project is therefore to improve literacy and numeracy skills in the workplace for low-level educated adults, especially refugees and migrants. The specific objectives are:

- to develop Workplace Basic Skills materials for for literacy, numeracy and communication training in construction, cleaning, tourism and care;
- to design Workplace Basic Skills Guidelines for Trainers with information on the target group and how to train social and communication skills particularly required in these professions. Moreover, they will focus on European work ethic and how to consider equality and democracy aspects in all parts of the training process;
- to take into account aspects of diversity, especially of the cultural and social background of the learners, for their better integration into the European society;
- to provide these environments at an e-platform and through mobile applications as a very useful incentive for learning, especially basic skills, because there is noticeably less stigma attached learning ICT than attending an alphabetisation course;
- to focus however on important social and communication skills and convey European working values and attitudes;
- to introduce cultural competences and by promoting democratic values into the basic skills training which focuses on basic skills needed at the workplace in four distinct sectors. In this way, our project promotes inclusion and fundamental values through education - a way to prevent violent radicalisation, and the integration and social inclusion of refugees and migrants into their new environment will be facilitated.
- to provide all materials in English and all languages of the partnership, and additional explanations and motivational and didactic background also be produced in Arabic and Pashtun

The primary target groups for our project are trainers in adult education, labour office advisers and job counsellors , key actors for basic skills training and from refugee organisations and other institutions dealing with the integration of refugees and asylum seekers. The ultimate beneficiaries are refugees, asylum seekers and migrants with basic skills deficits in literacy and numeracy.

The immediate impact, already during the project's lifetime, will be the transfer of knowledge and skills to more than 100 basic skills trainers who are working with at least ten times more learners from different backgrounds, and to more than 150 experts and key actors who will also be involved in the validation phase. We assume that they are working with approx. 20,000 clients (refugees, asylum seekers, job searchers, adult education learners, etc.) each year. After having been involved in the pilot tests, they will be able to implement the project's concept directly afterwards in their regular counselling activities. For the long-term impact we have estimated that in the countries of the partnership alone, more than 85.000 persons who are working as labour office advisers or in similar professions will be informed through the Guidelines and e-learning materials in their native languages.



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

<b>Projekttitel:</b>	Building urban ecosystems for lifelong learning
<b>Akronym:</b>	CONNECT
<b>Themenfeld:</b>	Digitales Lernen durch Computer, Internet und neue Technologien
<b>Koordinierende Einrichtung:</b>	LUDWIG-MAXIMILIANS-UNIVERSITÄT MÜNCHEN
<b>Partnereinrichtungen:</b>	P & W PROJECT GMBH, DE Pontydysgu SL, ES Nexus Europe Ireland Ltd, IE AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDFSI ANONYMI ETAIREIA, GR INSTITUTUL DE STIINTE ALE EDUCATIEI, RO Landeshauptstadt München/ Referat für Bildung und Sport/ Pädagogisches Institut/ Internationale Bildungskooperationen, DE
<b>Projektnummer:</b>	2018-1-DE02-KA204-005163
<b>Laufzeit:</b>	01.09.2018 - 31.08.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

CONNECT is designed to facilitate access to upskilling pathways. The overall objectives of the project are a) to build and pilot an urban ecosystem of lifelong learning, that helps to leverage the educational impact of European learning cities and b) to develop a learner-centered approach to learning, which harnesses the assets of a city and transform them into a network of seamless pathways of learning experience. At the heart of CONNECT lies a digital learning hub, which by citizens can be used to set up personal learning projects and share their learning journey with the local community. The role of CONNECT is to build and facilitate access to networks that can support a person's learning goals and career development over a lifetime.

CONNECT builds on the assumption, that in a society where existing educational pathways no longer guarantee opportunity, and with a growing gap between the haves and the have-nots, networks can open up new entry points and pathways to opportunity in particular for those who are distant from learning or disadvantaged. Learners who have peers and mentors who share their interests, can make a better connection from learning outcomes to real world opportunities. Moreover, it has been demonstrated, that education works best when it connects with and builds on other initiatives, like community issues, and when it links learning to opportunity creation, like jobs and skills needed by the wider community. Last but not least the project aims at facilitating access to upskilling pathways by encouraging learners to develop a sense of ownership for their learning, along with a change of attitudes towards learning, so habits of lifelong learning can take route.

Moreover, CONNECT builds on the assumption that the outcomes and impact of adult education in the digital age can be significantly improved, when shifted from siloed to open learning architectures, from consumptive to participatory learning and, from institutions to learning in networks. The project supports this shift by encouraging adult educators to take on new roles, such as becoming facilitators of personal learning projects and brokers of learning within networks. CONNECT will guide adult educators on their way to the digital learning society, and equip them with the skills needed in order to guide and support the adult learners of the future. CONNECT in this sense extends and develops educators' competences on the effective use of ICT.

CONNECT supports the open education and innovative practices in a digital era by building city-wide digital platforms, that enable adult learners to set up personal learning projects based on their passions and interests; build connections with learning that appears across multiple contexts of the city; collect, mix and remix local learning resources and, with the help of peers and facilitators leverage their skills and competences; share learning outcomes with others, get feedback and ideas for improvement and gain recognition of their learning.

Ubiquitous technologies nowadays allow for learning anywhere and anytime, which causes a shift from education to learning in open learning architectures. Moreover, learning which was previously based on consumption of information now shifts to participatory learning. Learning happens best when it is rich in social connections, especially when it is peer-based and organized around learners' interests, enabling them to create as well as consume information. Finally, learning in institutions shifts to learning in networks. In the digital age, the fundamental operating and delivery systems are networks, not institutions, which are one node of many on a person's network of learning opportunities. People learn across institutions, so an entire learning network must be supported.

However, while the Internet over the past decades has put the focus on distance education and on collaboration among people that are geographically distributed, CONNECT seeks to bring again into the picture local issues, recognizing the critical role of technology-enhanced learning, supporting not only interactions with others around the world, but also and, perhaps more importantly, with people and organisations nearby.

CONNECT brings together 7 partners from 5 EU member states, who contribute to the project through profound expertise on learning cities and regions, community development, neighbourhood learning, local education management, lifelong learning development and technology-enhanced learning.

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

<b>Projekttitel:</b>	Online Educational Escape Rooms to Re-engage ESLs and NEETs
<b>Akronym:</b>	NEET-SYSTEM
<b>Themenfeld:</b>	Beschäftigungsfähigkeit
<b>Koordinierende Einrichtung:</b>	Jugendförderverein Parchim/Lübz e.V.
<b>Partnereinrichtungen:</b>	CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET Lancaster and Morecambe College, UK FUTURE IN PERSPECTIVE LIMITED, IE Centrum Kształcenia Edukator Sp. z o.o., PL Hub Karelia Oy, FI AKLUB CENTRUM VZDELAVANI A PORADENSTVI, CZ Ustanova za obrazovanje odraslih Dante, HR
<b>Projektnummer:</b>	2018-1-DE02-KA204-005034
<b>Laufzeit:</b>	03.09.2018 - 02.09.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

One difficulty with NEET as a categorisation is that it lumps together a wide range of individuals from diverse backgrounds and circumstances under one grouping and, in doing so, defines young people by what they are not, rather than who they are (Yates and Payne 2006; Spielhofer et al. 2009). In this project when the term NEET is used it specifically refers to young people with a previous negative educational experience, or early school-leavers, who have failed to complete formal education.

The share of young people between the ages of 20 and 34 years neither in employment nor in education and training in 2016 stood at 12.4% in DE; 21.3% in CY; 14.8% in UK; 18.5% in IE; 18.0% in PL; 15.0% in FI; 16.2% in CZ and 22.5% in HR. With a record number of NEETs following the financial and economic crisis, there have been concerns among policymakers that a whole generation of young people in the EU could remain out of the labour market for years to come. Research evidence suggests that young people can deal relatively well with short spells of unemployment. Longterm disengagement, however, is likely to have a scarring effect on future labour market participation as well as earnings over the life course and thus may lead to social exclusion for those affected.

The primary objective of the project is to design and develop a bespoke challenge-based educational intervention aimed at re-engaging NEETs and supporting them to build skills and competences to assist their reintegration to education or employment. Partners will initially focus on building trust and confidence which may have been broken by past negative experiences and on addressing motivational deficits that act as barriers to engagement. Once NEETs are re-engaged the online escape room challenges will focus on the development of market oriented key competences. For the adult education professionals who will ultimately be charged with delivering and sustaining this new intervention partners are proposing a comprehensive in-service training programme to support them in using these new resources but also developing key skills to enable them create new challenges in the future.

The online escape room challenges will use an embedded learning approach to re-engage NEETs in education and training. Resources will address the following 4 key competences:

- Digital competence
- Social and civic competence

- Sense of initiative and entrepreneurship
- Cultural awareness and expression

Resources will be developed at 4 different levels, 2 resources per competence per level resulting in a suite of 32 escape room exercises being produced. The different levels will ensure that learners can engage with the tools developed regardless of prior educational history and that a sustainable educational experience for learners is provided allowing them to build their skills by advancing through available levels.

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

<b>Projekttitel:</b>	Vielfalt gemeinsam verstehen - Unterrichtsmodule und Methodenvorschläge zur Förderung kritischer und differenzierter Perspektiven auf Identität und Diversität
<b>Akronym:</b>	DivEdu
<b>Themenfeld:</b>	Gesellschafts-) Politische Bildung und Bildung für demokratische Bürgerschaft
<b>Koordinierende Einrichtung:</b>	STUDIO GAUS GMBH
<b>Partnereinrichtungen:</b>	KgKJH LSA e.V. DE Klaipedos Hermano Zudermano gimnazija, LT Liceul Teoretic "Nikolaus Lenau", RO GENIKO LYKEIO ALIKIANOU, EL FUNDACJA KRZYZOWA DLA POROZUMIENIA EUROPEJSKIEGO, PL SUDWIND VEREIN FUR ENTWICKLUNGSPOLITIK UND GLOBALE GERECHTIGKEIT, AT Sredno uchilishte Hristo Botev, BG EUROPA-UNIVERSITAT FLENSBURG, DE INTER-KULTURO MEDNARODNI KULTURNO IZOBRAZEVALNI CENTER DOO, SI
<b>Projektnummer:</b>	2018-1-DE02-KA204-005086
<b>Laufzeit:</b>	01.09.2018 - 31.08.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Während europäische Klassenzimmer diverser werden und SchülerInnen verschiedener Herkunft und vielschichtiger Identitäten vereinen (über nationale, soziale, religiöse, geschlechtliche, sexuelle und sogar digitale Identitäten hinweg), stehen die Bildungssysteme in Europa vor der großen Herausforderung Vielfalt im Unterricht gezielt aufzugreifen und Akzeptanz und Sensibilität für Vielfalt in Schule und Gesellschaft zu vermitteln und zu fördern (vgl. Van Driel, B., Darmody, M., Kerzil, J., 'Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU', NESET II report, Luxembourg: Publications Office of the European Union, 2016, S.15 f.). Schullehrpläne in Europa müssen Vielfalt daher besser einbeziehen und auf nationalistische und populistische Tendenzen in ganz Europa reagieren, indem sie Kinder zu reflexiven, kritischen Menschen erziehen und Vielfalt und unterschiedliche Identitätskonzepte als Ressource und Chance zur Förderung einer offenen Gesellschaft zu nutzen. Neben der Anpassung der Curricula ist für anti-diskriminierenden Unterricht in erster Linie auch die Weiterbildung und kritische Reflexion des Lehrpersonals zu eigenen Sichtweisen und Vorurteilen sowie zu bestehenden Machtverhältnissen notwendig, um diversitätssensiblen Unterricht theoretisch und praktisch umsetzen zu können.

Dies wollen wir mit unserem Projekt erreichen und in einem sektorübergreifenden Team aus Diversity Expert/innen, Pädagog/innen, Lehrkräften, Diversity-Trainer/innen und Expert/innen für OER Bildungsressourcen ein ganzheitliches Modellkonzept entwickeln, welches pädagogisches Lehrpersonal in 8 europäischen Ländern für die Anforderungen im Klassenzimmer vorbereitet und ihnen theoretische und praktische Impulse und Anweisungen zur Umsetzung eines inklusiven Bildungsangebotes bietet. Ziel unseres Projektes ist es einerseits offen zugängliche, hochwertige IKT-basierte Materialien für pädagogische Diversity-Ansätze im Schulkontext zu entwickeln und damit die

Verfügbarkeit innovativer Praktiken und digitaler Lern- und Lehrmaterialien zu fördern sowie Lehrkräfte in bei der Förderung von Vielfalt und Diversität mit innovativen Handbüchern und Trainings zu unterstützen, zur selbstreflexiven Auseinandersetzung zu motivieren und damit die Kernkompetenzen des Lehrberufs zu stärken und auszubauen und dem Bedarf der gegenwärtigen Anforderungen der europäischen Bildungslandschaft anzupassen.

Wir begegnen dem gegenwärtigen Bedarf der europäischen Bildungslandschaft im digitalen Zeitalter durch die Entwicklung eines innovativen Diversity-Bildungspakets, welches die primäre Zielgruppe pädagogisches Personal unterstützt durch:

- Zugang zu offen verfügbaren, digitalen hochwertigen Lehr- und Lernmaterialien und Methoden für diversity-sensiblen Unterricht in 7 europäischen Sprachen (DE, SI, BG, PO, RO, LT, GR)
- Stärkung der Diversity Kompetenz von europäischen Lehrkräften durch offen zugängliches Diversity-Handbuch, Durchführung eines transnationalen Diversity-Trainings für pädagogisches Personal
- Schulung von Multiplikatoren zur Vermittlung von Diversity Kompetenzen und zum Einsatz von Diversity Material im Unterricht, die in den 8 Partnerländern langfristig Workshops und Weiterbildungen durchführen werden und die Projektergebnisse langfristig verbreiten werden
- Förderung des professionellen Austauschs von pädagogischem Personal in Europa durch transnationale Trainings und mehrsprachigem Forum auf der Diversity Plattform, in dem Lehrkräfte sich zu Methoden, Materialien und Erfahrungen rund um Diversity education im Schulkontext austauschen können
- langfristige Verfügbarkeit der entwickelten Diversity Materialien als OER auf einer modernen, mehrsprachigen Web-Plattform, die zukünftig inhaltlich weiter entwickelt werden kann und langfristig dem Bedarf nach offen zugänglichen digitalen Lehr- und Lernmaterialien zur Förderung von Diversität und Vielfalt in der Schule begegnet

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

<b>Projekttitel:</b>	Discover – Identify your entrepreneurial skills and start-up!
<b>Akronym:</b>	DISCOVER
<b>Themenfelder:</b>	Unternehmerische Fähigkeiten Validierung von Kompetenzen Professionalisierung von Bildungspersonal
<b>Koordinierende Einrichtung:</b>	wisamar Bildungsgesellschaft gemeinnuetzige GmbH
<b>Partnereinrichtungen:</b>	I and F Education and Development Limited, IE FORMACION PARA EL DESARROLLO E INSERCIÓN, SOCIEDAD LIMITADA, ES STOWARZYSZENIE ARID, PL CENTRUL PENTRU PROMOVAREA INVATĂRII PERMANENTE TIMISOARA ASOCIATIA, RO Deutsches Institut fuer Erwachsenenbildung eV Leibniz-Zentrum für Lebenslanges Lernen, DE
<b>Projektnummer:</b>	2018-1-DE02-KA204-005095
<b>Laufzeit:</b>	01.10.2018 - 31.01.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

The DISCOVER project offers an innovative counselling and training tool for inclusive entrepreneurship.

Entrepreneurship is often seen as potential engine for innovation and employment, as vehicle for economic growth. The Entrepreneurship 2020 Action Plan was one of the European Commission's answers to the economic crisis. The Action Plan focused on entrepreneurial education, on removing administrative barriers and on reigniting the culture of entrepreneurship in Europe.

Also persons who might not be the classical entrepreneur but for whom starting-up often is the only chance for active labour market participation were addressed as potential founders.

Starting-up and leading an own business requires a certain attitude but also relevant knowledge, skills and competences. Not everyone is an entrepreneur and a personal assessment before starting-up is a crucial aspect to minimize risks and increase the chances for a successful business.

The DISCOVER project offers this personal assessment, in combination with preparatory consultancy and an Online Competence Trainer as tool for start-ups and consultants.

The ProfilPASS is a well-known German tool which helps persons in getting aware of their skills and competences and use the findings for future planning. The DISCOVER project aims at adapting the ProfilPASS and develop a tool customised for potential entrepreneurs. This new ProfilPASS for Entrepreneurs will support people interested in starting-up, especially the target groups mentioned in the Entrepreneurship Action Plan like women, migrants and senior citizens, to reflect about existing entrepreneurial skills and competences, to get aware of strengths but also of possible further training needs. Based on these outcomes, they can - individually or together with a counsellor - attend personal and individual online training to close the gap between existing skills and training needs.

The Online Competence Trainer not only offers customised training built on the ProfilPASS for Entrepreneurs results but also serves as resource and networking area for counsellors.

The ProfilPASS for Entrepreneurs and all additional results will be open educational resources, available at the web page. Counselling and training instruments will be available for free. But in order to assure the quality and effectiveness of the counselling and training process, professional coaches are needed. Therefore during the project not only a handbook for counsellors working with the ProfilPASS will be developed, but also multiplier training organised. Two persons from each country join this training and will get the permission to offer counselling by themselves but also to train others in the ProfilPASS for Entrepreneurs method. This assures a cascade effect and supports the sustainability of the new offer beyond the project lifetime and independent from the project countries.

In a test phase, the new counselling and training materials and methods will be tested in each project country. The results will be evaluated in order to guarantee the quality and usefulness of the products.

The main impact will be a contribution to successful starting-up processes and more sustainable businesses, thanks to a realistic view of strengths and training needs, more targeted training options and information.



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

<b>Projekttitel:</b>	Arguments Against Aggression - Strategies and Tools against Hate Speech in Face-to-Face Encounters and in Social Media
<b>Akronym:</b>	Arguments Against Aggression
<b>Themenfeld:</b>	(Gesellschafts-) Politische Bildung und Bildung für demokratische Bürgerschaft
<b>Koordinierende Einrichtung:</b>	media k GmbH
<b>Partnereinrichtungen:</b>	Wissenschaftsinitiative Niederösterreich (WIN), AT INTEGRA INSTITUT, Institut za razvoj clovekovih potentialov, SI QUALED občianske zdruzenie pre kvalifikáciu a vzdelávanje, SK AKADIMAIKO DIADIKTYO, EL Stichting Hogeschool Utrecht, NL UNIVERSIDAD DE MALAGA ,ES
<b>Projektnummer:</b>	2018-1-DE02-KA204-005060
<b>Laufzeit:</b>	01.11.2018 - 31.10.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

The tone in communication becomes rougher. Fuelled by so-called social media, personal communication is also changing, becoming more aggressive and less tolerant both in face-to-face interaction and in messaging in social media. As digital platforms expand their reach ever further, they tighten their grip on the information we circulate and are exposed to. Fake news is thriving in this new media environment – presenting a threat to our democratic societies and providing a ground for a surge in openly hateful racist and xenophobic comments either in social media or in verbal encounters between citizens. Such comments are an attack on the rights of different ethnic, religious and/or national groups, in clear violation of the principles of equal human dignity and respect for the racial and cultural differences among human groups.

Hate words and hate crime are directly connected. Hate speech can also negatively influence matters as large as transnational migration and regional security and be seen as a precursor for further steps into radicalisation.

Citizens need therefore new skills and competences to be better prepared to deal with this phenomenon. This is especially true for all those who are working in public positions, e.g. civil servants, teachers, youth workers, persons in cultural institutions, or people working in public media. However, many of them have had their vocational education years ago and are unprepared to the changes in the way in which our democracy is endangered and which aspects of aggressive communication radicalisation pose a threat. Arguments Against Aggression project will raise their awareness and provide them with tools that help them to cope with hate speech and aggression and handle respective situations.

The general objective of Arguments Against Aggression project is to equip citizens with communication and argumentation skills that they can use in social media sites or real-life interactions whenever they are confronted with aggressive, racist or xenophobic messages, inequalities and gender violence. In this way, they will be able to transform unproductive shouting matches or passive-aggressive avoidance into actually productive conversations that should end with participants having a clearer understanding of each other's views, and build skills and motivation to take action against injustice.

In order to reach these objectives, the specific objectives of Arguments Against Aggression are

- to develop a Catalogue of the most common prejudices and possible answers and communication strategies that can increase the effectiveness of the arguments;
- to compile user-oriented Guide and Training Resources containing argumentation tools and strategies against various kinds of prejudice: refugees and migrants, political extremism, sexual orientation;
- to enable networking and exchange of experience through implementation of an e-Training platform for the access to all contents and training materials;
- to give immediate access to answer and communication strategies through development of mobile applications for smart phones;
- to achieve sustainability by providing access to the project's outputs for at least five years after the end of the project, i.e. until 2025.

The primary target groups for our project are adults who are working in public positions, e.g. civil servants who have contact with citizens, teachers, youth workers, persons in cultural institutions, or people working in public media.

The secondary target group are people working in refugee and migrant organisations, in the civil right movement or in organisations against racism or similar fields. Stakeholders are the key actors in education and civil rights.

Arguments Against Aggression project will provide these target groups with information and training materials and best practice about effective tools and methods, in order to help them to cope with hate speech and in handling respective situations. They will be able to acquire skills and knowledge to apply interventions in a preventive stage, and to focus on self-esteem, empathy towards out-groups and managing negative emotions. In the end, this approach will reduce racism and xenophobia and combat the spread of hate speech and aggressive communication in social media.

The immediate impact, already during the project duration, will be the transfer of communication and argumentation skills to approx. 200 persons who are working with at least ten times more colleagues and to approx. 400 key actors. After having been involved in the testing phase, they will be able to inform their environment about the existence of our Catalogue, Guide and Training Resources. For the long-term impact we have estimated that in the countries of the partnership alone, more than 15.000 persons who are working in public positions with citizen contact, will be informed about the Catalogue, Guide and Training Resources and the e-training materials in their native languages.

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

<b>Projekttitel:</b>	AWARE: Cross-sectoral awareness building on mental health needs in the criminal justice system and on release
<b>Akronym:</b>	AWARE
<b>Themenfelder:</b>	Bildung im Strafvollzug Soziale Inklusion
<b>Koordinierende Einrichtung:</b>	BREMEN SENATE OF JUSTICE AND CONSTITUTION
<b>Partnereinrichtungen:</b>	QUALIFY JUST - IT SOLUTIONS AND CONSULTING LDA, PT CENTRUL PENTRU PROMOVAREA INVATARII PERMANENTE TIMISOARA ASOCIATIA, RO ATHENS LIFELONG LEARNING INSTITUT EASTIKI MI KERDOSKOPIKI ETAIRIA, GR STICHTING FOUNDATION ICPA OFFICE IN EUROPE, NL UNIVERSIDADE DA BEIRA INTERIOR, PT NEW BULGARIAN UNIVERSITY, BG
<b>Projektnummer:</b>	2018-1-DE02-KA204-005144
<b>Laufzeit:</b>	01.09.2018 - 28.02.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Are you AWARE?

AWARE has been devised as an integrated response to non-discrimination and social integration of those who suffer the double challenge and stigma of both a criminal record and mental health problems. Both the partnership and the project have been designed to narrow the gap between civil society and those suffering mental health issues in the criminal justice context, as AWARE brings together criminal justice and civil society organisations in an exchange of mutual understanding and expertise. Existing research has already flagged that there should be better training available for those working in a prison, probation or civil society context to enable better outcomes for those within the criminal justice system including reducing reoffending. Similarly, it has also been recognised that if families and communities were educated and informed of how prison exacerbates mental health issues, they might be more able to detect and support critical points on a prisoners' release. For both staff and families/communities, training should raise awareness of this dual stigma, and show how to refer and/or treat mental health issues, and must be conceived as cross-sectoral and integrated to take in all the stakeholders which influence an individuals' successful reintegration. We would also expect better outcomes for staff and volunteers inside and society outside the prison, as giving them the tools and understanding to think critically and productively about the complex issues of this target group could provide problem solving skills and a clearer path for action, making this group less stressful to engage with.

The effectiveness of existing literacy, numeracy and digital skills for this target group will be enhanced if those in contact with them are aware of the barriers which mental health issues create, and the impact which assessment and treatment can have on their learning outcomes. Whilst this training is also designed to learn from and support prison and probation workers, it is also predominantly aimed at civil society through the universities and third sector organisations in the partnership: on release, it is society which will play central role to motivating and guiding a former prisoner so that they can take

the positive and realistic steps towards education, training and eventually a job. It has been proven time and again that the day structure and financial stability provided by a job can be a powerful influence against reoffending.

Our transnational, cross-sectoral approach to building awareness necessitates a fresh look at how agencies integrate, what works in supporting their knowledge transfer and how we can help civil society are motivated to use open access tools which improve social inclusion. AWARE is a process and we are excited by this opportunity to think outside the box.

<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitle:</b>	The national anchoring of ROMINKO – Paving the way for a top-down approach in Competence Balance for Roma
<b>Akronym:</b>	ROMINKO II
<b>Themenfelder:</b>	Validierung von Kompetenzen Integration von Geflüchteten, Migrant/innen und Minderheiten Professionalisierung von Bildungspersonal
<b>Koordinierende Einrichtung:</b>	JUGENDSTIL EV
<b>Partnereinrichtungen:</b>	Agentia Nationala pentru Romi, RO Humán Erőforrásért Egyesület Dél-Alföldi Régió, HU Asociatia Vox Civica, RO Zdruzenie pre karirove poradenstvo a rozvoj kariery, SK PANHELLENIC CONFEDERATION OF GREEK POM, EL
<b>Projektnummer:</b>	2018-1-DE02-KA204-005133
<b>Laufzeit:</b>	01.09.2018 - 31.08.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Ein großes Hindernis für den Zugang von erwachsenen Roma zu Bildung und Beschäftigung ist der fehlende Nachweis ihrer nicht-formal und informell erworbenen Kompetenzen. Nachdem es mit dem Vorläuferprojekt "ROMINKO" gelungen ist, das Instrument der Kompetenzbilanz nach dem französischen Modell - das anderen Zielgruppen in vielen europäischen Ländern schon seit Jahren zur Verfügung steht - für erwachsene Roma nutzbar zu machen, zielt ROMINKO II darauf ab, dieses auf nationaler Ebene in Griechenland, Ungarn und Rumänien zu verankern. Hierfür werden auf Basis einer Modellstrategie nationale Strategien erarbeitet.

Roma in Deutschland werden über die Möglichkeiten der Validierung von Kompetenzen informiert und zu deren Nutzung motiviert.

In der Slowakei, in der Kompetenzbilanz nach dem französischen Modell bereits flächendeckend angeboten wird, können entsprechende Angebote maßgeschneidert auch für die Zielgruppe der Roma unterbreitet werden.

Durch die Kompetenzbilanz nach dem französischen Modell erhalten Roma durch Selbstevaluierung ein klareres Bild ihrer eigenen Person und können darauf aufbauend eine realistische Zukunft planen sowie Motivationen aufbauen, um sich aufgrund vorhandener, informell und nicht-formal erworbener Kompetenzen neuen beruflichen Anforderungen zu stellen. Bildungs- und Arbeitsmarktakteure, insbesondere Arbeitgeber, erhalten so einen transparenten Überblick über die tatsächlichen Qualifikationen und Kompetenzen der Roma, so dass diese vollständig am Bildungs- und Arbeitsmarkt partizipieren können.

Zur Nutzbarmachung des Instruments braucht es zunächst Kompetenzberater. Deshalb werden im Projekt Arbeitsmarktakteure - zum Teil selbst Roma - aus Griechenland, Ungarn und Rumänien ausgebildet, die wiederum Multiplikatoren in ihren Ländern schulen. Das eigens entwickelte Handbuch ist einerseits als begleitendes Nachschlagewerk für Arbeitsmarktakteure konzipiert und zeigt die wichtigsten Zusammenhänge und Informationen zur Kompetenzbilanz für Roma nach dem französischen Modell auf, die diese kennen sollten. Andererseits enthält es alle wichtigen

Informationen zur Durchführung der Kompetenzbilanz für Roma, insbesondere ausgewählte Methoden und Verfahren.

Im Rahmen des Projektes wird darüber hinaus - unter aktiver Einbeziehung der Zielgruppe und von Experten - ein Leitfaden entstehen, der in der Praxis bewährte sowie neu entwickelte Motivationsstrategien und -instrumente unter besonderer Berücksichtigung der spezifischen Bedürfnisse von Roma und den Anforderungen von Erwachsenenbildungsmaßnahmen enthält. Erfahrene Erwachsenenbildungsakteure der Partnerländer werden sich im Rahmen des Trainings mit dem Leitfaden auseinandersetzen und das erworbene Wissen in ihren Ländern anwenden.

Ein eigens entwickeltes Konzept für Mobilitätsprojekte ermöglicht das Angebot des Kurses „Motivation von Roma in Erwachsenenbildungsmaßnahmen“ (ERASMUS+, KA1), der Erwachsenenbildungspersonal aller antragsberechtigten Länder offensteht. Auch auf diesem Weg werden die Inhalte des Leitfadens in andere Länder transferiert.

Das zweijährige Projekt wird von Partnern aus Deutschland, der Slowakei, Griechenland, Ungarn und Rumänien umgesetzt. Relevante Stakeholder der nationalen Ebene dieser Länder sind Mitglieder im Konsortium bzw. assoziierte Partner.

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

<b>Projekttitel:</b>	Foster European Active Citizenship and Sustainability Through Ecological Thinking by NGOs
<b>Akronym:</b>	NGEnvironment
<b>Themenfelder:</b>	Soziale Inklusion Alphabetisierung und Grundbildung
<b>Koordinierende Einrichtung:</b>	UNIVERSITAET PADERBORN
<b>Partnereinrichtungen:</b>	Rightchallenge – Associação, PT SOCIETY for ENVIRONMENTAL EDUCATION of KORINTHIA, GR ACROSSLIMITS LTD, MT FUTURE IN PERSPECTIVE LIMITED, IE Asociación cultural y medioambiental Permacultura Cantabria, ES Sinergie Società Consortile a Responsabilità Limitata, IT GRUPUL PENTRU INTEGRARE EUROPEANA, RO
<b>Projektnummer:</b>	2018-1-DE02-KA204-005014
<b>Laufzeit:</b>	01.09.2018 – 31.08.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

NGEnvironment arises as a relevant contribute for the EU horizontal priorities of improving relevant and high-level basic and transversal competences of EU citizens, in the scope of adult education and under the perspective of lifelong learning, as it aims at capacitate new leaders for change engagement, improving entrepreneurial, foreign language and digital skills and fostering employability, socio-educational and professional development, through NGO action.

By capacitating NGO leaders, NGEnvironment will contribute to improve/extend the supply of high quality learning opportunities tailored to the needs of low-qualified adults so they acquire literacy and entrepreneurship skills, with the recognition of such skills.

NGEnvironment will specifically be tailored for adult audiences, fostering social cohesion, boosting talent and taking their specific needs/concerns into account, and delivering novel learning approaches through a holistic, participative, motivational pedagogical process that will ultimately result in the development of many key competences with a long term effect on European active citizenship for sustainability.

Social inclusion will be achieved as NGEnvironment seeks to train new NGO leaders providing equal learning opportunities for all, despite their gender, religion, cultural background, age, etc. The project will foster social integration by creating jobs for socially segregated or low-skilled people.

The primary target groups addressed by the NGEnvironment project fall into three distinct categories: 1) adults citizens willing to become NGO leaders/entrepreneurs, 2) existing NGO staff who are to receive updated training in a perspective of lifelong learning, 3) existing NGO staff willing to share their expertise and to support the new leaders by participating in the immersion process.

The material results will include several intellectual outputs:

- Initial research report that will be conducted in each country to set the state-of-the-art, establish the general guidelines and inform all development actions in the project.
- Two training packages, a pedagogical one, directed at NGO mentors that will host new potential NGO leaders in the immersion programme, and one to specifically train adult new NGO leaders fostering a set of basic competences.
- Online platform containing all relevant information of the project, hosting a repository for outputs, as well as the associated NGO observatory for showcasing best practice and role models.
- An engagement toolkit including paper based, online and audiovisual communication channels assuring a valorisation framework and broad outreach of the project and motivating participation.
- Instructive videos with NGOs best practice and social impacts to provide a cadre of role models or exemplars to support project valorisation. A video documentary tracing the development history of the project will also be produced.
- A 'survival guide for NGO Founding and Funding' will be made available to continue to train and instruct potential new NGO leaders, as well as a layman report explaining the whole projects' rationale, objectives, main conclusions and resulting case studies.
- A paper policy stating why a change of policy approach towards NGO support might be relevant; the policy options available and the pros and cons of each option.
- Finally the policy paper will recommend a course of action based on the experiences and lessons learned in the course of the NGEEnvironment project, based on a more institutional/policy-making perspective.

A participatory society can only work when citizens are well informed, actively engaged in civic activity, and equipped with the skills of advocacy, debate, compromise, and leadership.

The NGEEnvironment project presents clear and tangible benefits for all stakeholders involved. Improve basic skills and competences on leadership, citizenship and NGO action; support for green and social action, with demonstrated benefits for the environment, the region and local communities; and the promotion of social cohesion, integration and inclusion, with benefits and more opportunities for all is a win:win:win for all parties involved.



<b>Strategische Partnerschaften in der Erwachsenenbildung zur Unterstützung von Innovationen</b>
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<b>Projekttitel:</b>	Building capacity for Transformative Learning
<b>Akronym:</b>	-
<b>Themenfeld:</b>	Professionalisierung von Bildungspersonal
<b>Koordinierende Einrichtung:</b>	Visionautik e.V.
<b>Partnereinrichtungen:</b>	Legacy17, SE Meaningful Meetings, NL Rogers Személyközpontú Oktatásért Alapítvány, HU Isoropia d.o.o. za savjetovanje, HR
<b>Projektnummer:</b>	2018-1-DE02-KA204-005108
<b>Laufzeit:</b>	01.09.2018 - 31.08.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

The “Building Capacity for Transformative Learning“ project increases adult educators competences to use more deeply engaging learning methods in their teaching and training programs.

**BACKGROUND:**

As knowledge takes the centre stage of our economic growth, learning needs to provide ways for the integration and application of new knowledge into a rapidly changing world, and to help the learners to connect it with their own meaning-making. We believe Transformative Learning can address such gaps.

**PURPOSE:**

The project's purpose is to provide convincing knowledge about an innovative learning approach that transforms learners perspective on fundamentals of life and their roles. It compiles theories and practices about “transformative learning” into a competence framework, a training program, a book and a blended learning course in an online learning environment.

This project draws upon resources from transformative learning theory by Mezirow, constructive-developmental approach (such as in Robert Kegan), and other approaches which will be explored with qualitative research and experts interviews.

**THE PROJECT’S MAIN OBJECTIVES ARE:**

- \*to provide access to deeply engaging and participative learning methodologies
- \*to strengthen the network of practitioners
- \*provide a shared language within the transformative learning approach

The core team is made of five leading partners who all bring together relevant skills in transformative education:

Visionautik e.V., Germany (project coordinator);

Isoropia, Croatia;

Meaningful Meetings, The Netherlands;

Legacy17, Sweden

Rogers Foundation, Hungary

Main beneficiaries of our projects are adult education trainers who have a deep curiosity and passion to innovate in their learning environments towards a more transformative education, e.g.: the teaching of meta-skills, more self-directed learning, approaches that can make the students take an increased responsibility for their own learning and self-construction of meaning. Teachers who wish to innovate in such areas but lack the training opportunities, are our primary target.

Activities and Methods: A blend of literature review and expert practitioners interviews will provide the context of adult transformative education, and how to design learning environments for students' transformation (as per Mezirow's theory). From this foundation, a Competences Framework will be created, which will list key factors and skills for a trainer of Transformative Learning.

Results from such framework will be presented to an international audience of Transformative Learning practitioners who will brainstorm multiple ideal train the trainer curriculum designs during a "Hackathon".

Informed by the Competences Framework and the Hackathon results, the project team will design a prototype curriculum Train the Trainer for our direct intended beneficiaries. The project will launch the Train the Trainer curriculum during a kickoff event, and a follow up online learning environment for 30 motivated educators who wish to learn more about transformative education and apply such learnings to a context relevant for their work. The blended workshop + online learning environment will steward learners through peer-feedback, formative evaluation. Each participant will create a tangible curriculum design as a final project.

In conjunction with the beginning of the blended TtT workshop and online course, a course-book will be compiled and launched at a series of five parallel multiplier events, one in each project participant country, to involve a total of 205 attendees. The book on transformative education will harness insights from our previous work; it will include the Competences Framework and ideas for practical classroom and curriculum design, and will be able to stand alone as an educational tool for adult educators

EXPECTED RESULTS: "Building Capacity for Transformative Learning" projects to impact nearly 300 participants directly and 7000 indirectly. Direct impact includes 15 participants to our Hackathon, 30 learners during our 4-months training event, and 205 participants to our book launch.

Indirect impact runs on the assumption that once our learners (who are educators themselves) will have completed our educational journey with a successful curriculum design, they will run courses informed by their newly acquired knowledge and skills, which will impact their own students.

Outputs: The project will produce O1) a Competences Framework for trainers in the field of transformative education. O2) A Train the Trainer Curriculum; O3) a course book that will serve as course materials but can also stand by itself for all readers who did not partake our activities; and O4) an online Train the Trainer platform and course.

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

<b>Projekttitel:</b>	How to make seniors' homes smarter
<b>Akronym:</b>	SmartyourHome
<b>Themenfeld:</b>	Aktiv im Alter
<b>Koordinierende Einrichtung:</b>	FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG
<b>Partnereinrichtungen:</b>	EUROCREA MERCHANT SRL, IT Agentia pentru Dezvoltare Regionala Nord-Est, RO ASOCIACION EMPRESARIAL DE INVESTIGACION CENTRO TECNOLOGICO DEL MUEBLEY LA MADERA DE LA REGION DE MURCIA, ES DUBLIN CITY UNIVERSITY, IE
<b>Projektnummer:</b>	2018-1-DE02-KA204-005182
<b>Laufzeit:</b>	01.10.2018 - 31.03.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

SmartyourHome has two strong motivations, related to senior's needs: Seniors are mostly excluded from live long learning since specific, seniors' adapted training is only provided, if ever, in agglomerations. But seniors live everywhere. An inclusive online learning approach is needed, which is applied in this project: everyone who has access to the internet can benefit. Second: Smart home technologies and services can be of special benefit for seniors if deployed in a target group oriented way. This project links both motivations: Reliable smart home competences are brought to the seniors' reach. Objective is that seniors can benefit from smart home technologies for more comfortable, safer and healthier, empowered living which allows them to stay longer at home, as most seniors wish. They should be enabled to understand basic smart home principles and to start first installations. 120 seniors with basic ICT skills will be directly involved in the project, as learners and as tele-tutors. The number being limited due to the very innovative and early adopters' related approach will not hinder large numbers of seniors to be inspired from the project and to go forward in the same direction. Targeted communication channels and strategies are therefore essential for SmartyourHome.

Since publications are scarce in the field, a pre-study will be elaborated and published which make existing knowledge, competences and preferences of seniors more transparent. Based on it, three online and blended learning modules will be developed on basic smart home principles and hands-on which will be embedded in context of 360°, synchronous and asynchronous support, also by peers as tele-tutors. All developments will get feedback from seniors.

As a result, a tested, evaluated and adapted introduction into the extremely beneficial field of smart home for seniors will be available for free as open resource for all seniors at the end of the project. This will contribute to higher awareness of options and benefits related to affordable and accessible smart homes amongst seniors in general.

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

<b>Projekttitle:</b>	Innovative Skills Transfer for the Development of Agricultural Entrepreneurs
<b>Akronym:</b>	AgriSkills
<b>Themenfelder:</b>	Unternehmerische Fähigkeiten Beschäftigungsfähigkeit Ländliche Entwicklung
<b>Koordinierende Einrichtung:</b>	TECHNISCHE UNIVERSITAET MUENCHEN
<b>Partnereinrichtungen:</b>	CPIP-COMUNITATEA PENTRU INVATAREA PERMANENTA, RO FORMACION PARA EL DESARROLLO E INSERCIÓN, SOCIEDAD LIMITADA, ES STOWARZYSZENIE ARID, PL New Edu,n.o, SK CANAKKALE ONSEKIZ MART UNIVERSITESI, TR
<b>Projektnummer:</b>	2018-1-DE02-KA204-005173
<b>Laufzeit:</b>	01.09.2018 - 31.08.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

The AgriSkills project intends to develop and improve the level of key competences and skills of young adults with precarious conditions from rural areas have, with the purpose of developing their own business. We will include, beside, young adults unemployed people, in some partner country, inmates together with the educators from penitentiary, taking in consideration the fact that for reintegration a great source can be the agriculture skills.

In addition to the agricultural skills that this project plans to transfer to the target group, ICT skills, foreign languages, entrepreneurial and social skills will also be delivered to disadvantaged young adults from rural and remote areas, in order to raise their level of employability.

The partners of the AgriSkills project will contribute to the investigation of the competency profile at their national level, in order to discover the level of knowledge the target group owns about various agricultural areas such as: organic farming and biodiversity, apiculture, agritourism, horticulture, viticulture, fish farming, silk farming, etc., related to the national specific climate and soils conditions. After identifying the training needs of the youths from rural areas, the AgriSkills partnership will develop innovative teaching materials, taking into consideration the results of the needs analysis.

Entrepreneurship represents a major factor of economic growth, innovation, competitiveness, workforce occupancy and social integration, being supported at a European level. Therefore, this project intends generate profitable businesses for young adults with precarious conditions from rural and remote areas, by giving them access not only to agricultural field specific courses, but also to all the necessary information on how to become a successful entrepreneur. The courses developed within the AgriSkills project will be provided depending on the identified needs analysis of the young adults , at the national level of the partners.

Specific objectives of the AgriSkills project are:

- To raise the employability level of young adults from rural and remote areas;

- To bridge the gap between the labor market needs and the lack of knowledge and competences of youths;
- To provide personalized training to young adults, according to the needs identified at national level, to improve the quality of work;
- To help keeping the young adult rural population employed and to prevent migration to big cities;
- To maintain the activity of the rural areas, to conserve and improve traditional ways of existence;
- To develop a competitive labor market in the European agricultural field;
- To improve the living conditions of young adults by offering guidance and support to the target group in developing their own business, thus increasing their level of income;
- To use the AgriSkills partnership's networks for disseminating the project's products, to attract the interest of policy makers, stakeholders, potential beneficiaries, to have a high impact, at a European level;

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

<b>Projekttitel:</b>	Narratives of Working Migration as Tools for the Assessment of Education Demands
<b>Akronym:</b>	NAMED
<b>Themenfelder:</b>	Integration von Geflüchteten, MigrantInnen und Minderheiten Professionalisierung von Bildungspersonal
<b>Koordinierende Einrichtung:</b>	Katholische Erwachsenenbildung im Lande Niedersachsen e. V.
<b>Partnereinrichtungen:</b>	Fundacja na Rzecz Studiów Europejskich, PL ASOCIATIA INSTITUTIO PRO EDUCATIONEM TRANSILVANIENSIS, RO
<b>Projektnummer:</b>	2018-1-DE02-KA204-005092
<b>Laufzeit:</b>	01.09.2018 - 31.08.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Die Projektpartner, die Katholische Erwachsenenbildung im Lande Niedersachsen e.V. aus Hannover, Pro Educatione aus Siebenbürgen und Fundacja na Rzecz Studiów Europejskich aus Breslau, sind schon lange mit Fragen der Arbeitsmigration befasst – sowohl theoretisch als auch praktisch durch Sprachkurse, interkulturelle Trainings und Angebote der beruflichen Bildung. Sie bemerkten in den vergangenen Jahren jedoch, dass in den Debatten um Arbeitsmigration die strukturelle Dimension des Phänomens überwiegt. Das persönliche Erleben und die Erfahrungswelt von Arbeitsmigranten werden dadurch systematisch ausgeblendet. Wie aber nehmen Arbeitsmigranten ihre eigene Situation wahr? Welche Erfordernisse bestehen aus ihrer Sicht, um gelungene soziale Inklusion zu befördern? Die Projektpartner werden sich im Projekt „Narratives of Working Migration as Tools for the Assessment of Education Demands“ diesen Fragen widmen. Sie eint, dass sie Arbeitsmigration als ein gesamteuropäisches Bildungsgeschehen begreifen, welches auf soziale Inklusion zielt.

Für das Projekt ist ein zweistufiger Aufbau vorgesehen:

In einer ersten Projektphase sollen narrativ-biografische Interviews mit Arbeitsmigranten in Deutschland, Polen und Rumänien durchgeführt werden. Bei den Teilnehmern der Studie handelt es sich sowohl um Personen, die planen, zwecks Arbeitsaufnahme das Land zu wechseln, als auch Personen, die dies bereits aktiv tun oder die bereits nach einer solchen Erfahrung in ihr Herkunftsland zurückgekehrt sind. In den Interviews werden ihre Bildungsbedarfe in den Blick genommen. Die Ergebnisse dieser Erhebung werden im Rahmen einer Studie der interessierten Öffentlichkeit bekannt gegeben.

Diese Studie dient in der zweiten Projektphase zur Entwicklung eines Querschnittscurriculums, welches die ermittelten Bildungsbedarfe aufgreift. Dieses Curriculum, das vermutlich sprachliche, rechtliche, politische und kulturelle Komponenten enthält, wird von den Projektpartnern erprobt, kontinuierlich verbessert und mit umfangreichen Lehr- und Lernmaterialien ausgestattet.

Zentraler Output des Projektes ist das Curriculum mit seinen Lehr-/Lernmaterialien. Dieses bietet allen europäischen Erwachsenenbildungseinrichtungen die Möglichkeit, selbst in der Arbeit mit der sozial benachteiligten Gruppe der Arbeitsmigranten tätig zu werden. So können vielfältige Partizipationshindernisse abgebaut und Beteiligung und soziale Inklusion gefördert werden.

Neben diesen sehr praktischen Zugang tritt im Rahmen eines Multiplier Events auch die politische Arbeit am Thema. Mit Mitgliedern der EU-Parlamentsausschüsse für „Kultur und Bildung“ sowie

„Beschäftigung und soziale Angelegenheiten“ soll die gesamteuropäische Ebene der Arbeitsmigration diskutiert und ermittelt werden, welche europäischen Bildungsstrategien für Arbeitsmigranten vielversprechend sind.

Damit wirkt das Projekt politisch ins EU-Parlament hinein, aber auch nachhaltig in die Erwachsenenbildungsinstitutionen. Durch eine Projekthomepage, auf der sich zunächst einmal die Projektergebnisse und Materialien finden, soll langfristig der Kontakt zu interessierten Bildungsinstitutionen gepflegt werden. Diese sind gebeten, nach der Anwendung des Curriculums zu berichten und zu einer Best-Practice-Sammlung sowie zur kontinuierlichen Verbesserung der Lehr-/Lernmaterialien beizutragen.

Langfristig soll so das Verständnis von Arbeitsmigration als einem gesamteuropäischen Bildungsgeschehen gefestigt werden und so ein Beitrag zum Empowerment von Arbeitsmigranten geleistet werden, der diese befähigt, an der Aufnahmegesellschaft vollumfänglich zu partizipieren.

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

<b>Projekttitle:</b>	SMART Trainers
<b>Akronym:</b>	SMARTties
<b>Themenfeld:</b>	Professionalisierung von Bildungspersonal Digitales Lernen durch Computer, Internet und neue Technologien
<b>Koordinierende Einrichtung:</b>	Corax e.V. Initiative für Freies Radio
<b>Partnereinrichtungen:</b>	ASSOCIATION MONDIALE DES RADIODIFFUSEURS COMMUNAUTAIRES – EUROPE, BE Civil Rádiózásért Alapítvány, HU ANTXETA IRRATIA, FR Dublin North East Community Communications Cooperative Society Ltd, IE Community Media Forum Europe, BE COMMIT - Community Medien Institut für Weiterbildung, Forschung und Beratung, AT
<b>Projektnummer:</b>	2018-1-DE02-KA204-005119
<b>Laufzeit:</b>	01.10.2018 - 30.09.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Community Radio organisations' ethos is to provide all citizens with the right to operate management, programming and employment practices which oppose discriminations, and one of the manners they do so is by providing training to individuals and community organisations to secure the right to communicate of minority and marginalised groups while promoting and protecting cultural and linguistic diversity.

This project is complementary to the project Specific Methodologies And Resources for Radio Trainers (SMART), which was developed under the Leonardo da Vinci Transfer of Innovation programme. The product was an online tool, the SMART on-line toolkit <http://smart.radiotraining.eu/>, which facilitates the design of radio training workshops according to trainers' needs and the needs of their trainees. The on-line tool also provides resources to prepare and deliver training to learners with learning difficulties, vision impaired/blind trainees and Migrant Women.

This project will develop Train the Trainer syllabus focused on delivering training using the on-line tool, so trainers will learn how to use the tool as well as the methodologies and the activities included in it.

The innovative aspect of the proposal is the creation of three train the trainers' syllabus that aside from introducing the SMART on-line tool to radio trainers, would also insert training elements that would be applicable to specific groups, such as migrant women, vision impaired/blind learners and trainees with learning difficulties. This would be the first European harmonised training for media trainers looking at skills and methods to deliver training to these three groups.

The syllabus of these workshops will be built around existing materials in the on-line tool, partners training experience, but most importantly on Needs Analysis processes with learner trainers, which will measure:

- Training resources of learner trainer and their organisation to deliver the planned curriculum using the methodologies being transferred.



- The knowledge and experience of learner trainer and their organisation on methodologies and resources required to respond to the diverse needs associated with community radio training
- The knowledge and experience of learner trainer and their organisation on methodologies and resources required to respond to the diverse needs associated with community radio training for specific training groups.

We have planned Blended Mobility Training events that would offer a practical approach to the introduction of the SMART on-line tool to specific areas of training (from the Know-how to use it to the application of the methodologies and implementation of the activities) to allow for learners to gain experience in the use of the resources available. The training will also allow for learner trainers to consider the possibilities of adaptation of methodologies, resources and activities or exercises they are already using in the training workshops to the needs of the three specific target groups for the SMART on-line tool (vision impaired/blind, migrant women and learning difficulties trainees). Throughout the Blended Training sessions we will use the method critique to feedback, evaluate and adapt the methodologies and resources to the needs of learner trainers. The second day of the Blended Training will focus on feedback and evaluation methodologies and resources. These will be put into practice during the rest of the days of the Blended training event, that would consist on mock training using methodologies and activities of the SMART on-line tool, and exploring the adaptation of activities and methodologies already in used by learner trainers but inadequate to the needs of some learners.

The project includes three multiplier events to take place in parallel with the first day of the TTL Blended Mobility Train the Trainer activities. This would allow for the presentation of the on-line tool, its functionality and resources to national organisations in Hungary, Spain and Germany. During the multiplier event, the host partner will become also a training resource at national level for further dissemination of the tool and the train the trainer syllabus for general and specific target groups (Vision Impaired/blind, Migrant Women and learning difficulties learners).

We believe that this project will improve trainers' mobility across European countries but also across sectors, while increasing the capacity and training possibilities of their organisations. The transfer of a more formalised and measurable training curriculum and learning outcomes, as well as feedback and evaluation tools for trainers, will facilitate efficient and high quality training delivery.

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

<b>Projekttitel:</b>	Development of Continuing Professional Development for Heritage Interpretation staff to facilitate Lifelong learning for social Inclusion and European cohesion
<b>Akronym:</b>	DELPHI
<b>Themenfelder:</b>	Kulturelle Bildung, Kunst und Kreativität (Gesellschafts-) Politische Bildung und Bildung für demokratische Bürgerschaft
<b>Koordinierende Einrichtung:</b>	Deutsches Institut fuer Erwachsenenbildung eV Leibniz-Zentrum für Lebenslanges Lernen
<b>Partnereinrichtungen:</b>	Landcommanderij Alden Biesen, BE Mesogeiaiko Kentro Perivallontos, EL UNIVERSITY COLLEGE LONDON, UK ALBERT-LUDWIGS-UNIVERSITAET FREIBURG, DE Associazione Culturale Imago Mundi Onlus, IT BLENDED LEARNING INSTITUTIONS COOPERATIVE, DE
<b>Projektnummer:</b>	2018-1-DE02-KA204-005084
<b>Laufzeit:</b>	01.11.2018 - 31.10.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Europe is continuously facing challenges related to migration, concerning integration, cultural shifts, religious and cultural identities and populist movements threatening its cohesion. In December 2017 the European council emphasised at its Gothenburg summit that “education and culture are key to building inclusive and cohesive societies“. A new Agenda for Culture is under preparation which will point to the crucial role of culture and heritage for social inclusion and European cohesion as basis for economic success. This is the starting point for the DELPHI consortium to develop this project proposing cultural heritage as the ideal learning context and heritage interpretation as the ideal approach to tackle these challenges.

The DELPHI project wants to emphasise and strengthen the role of cultural heritage in non-formal learning, in inclusion processes, in finding European value frames and in creating a European identity.

To this end the project will focus on professional development in Heritage Interpretation (HI). HI is the art to create a relation between the elements of a heritage site, a collection or an intangible cultural asset and the meaning making and value frames of the visitors. Heritage Interpretation creates cognitive and emotional links between the visitors and what they can discover on-site.

The target groups for this project are heritage interpreters, cultural heritage staff & volunteers and adult educators delivering informal learning and European culture awareness in inspiring heritage contexts.

In DELPHI the consortium will further develop a comprehensive HI competence framework, training materials and a learning outcome validation system for CPD courses on heritage interpretation in line with the EQF. A holistic learning platform will be established delivering a fully-fledged learning environment which bridges learning, validation and documentation in three areas (LMS, LEVEL5 and e-Portfolio). This will also lead to further mainstreaming into formal education at EQF level 5-7.

DELPHI will focus on European aspects and European value elements which can be discovered in local heritage. This will help interpreters to better frame heritage within European contexts and to bring the European idea alive for local communities. The project will also focus on the learning aspect. How can a heritage site turn into an inspiring environment for lifelong learning? How can interpreters use the power of first-hand experience of concrete, real-world phenomena in times of scripted realities and fake news? How can interpretation enhance thinking skills? DELPHI will develop heritage interpretation methodologies that consciously facilitate learning experiences discovering the European dimensions of local heritage. It wants heritage interpreters to improve their competences to reveal to migrant groups as well as locals with long-standing family roots how local heritage in their (new) home village or neighbourhood is connected with Europe. The DELPHI HI competence profile, its curriculum and training model will focus on competences in those fields.

Heritage in this context will not be seen as a static relict from the past but as an evolving value and meaning reference from a dynamic European population. In earlier and recent past this population was & is composed of groups from different socio-cultural backgrounds. The project will focus on a multi-perspective interpretation approach as a fertile ground for an intercultural dialogue. It will facilitate learning about how cultural diversity enriches people and societies provided there is unity in the appreciation of the EU's fundamental values.

This way DELPHI will contribute to raising awareness of the importance of Europe's cultural heritage to ownership of shared values, such as equality, freedom, non-discrimination and social inclusion and to foster the development of social, civic and intercultural competences, media literacy, and critical thinking.

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

<b>Projekttitel:</b>	Assuring the access to nature education and nature experience for impaired people
<b>Akronym:</b>	Lakes without Limits
<b>Themenfeld:</b>	Umweltbildung und Nachhaltigkeitsbildung Inklusion von Menschen mit Behinderungen
<b>Koordinierende Einrichtung:</b>	GLOBAL NATURE FUND STIFTUNG
<b>Partnereinrichtungen:</b>	Stowarzyszenie Ekologiczne "Etna", PL FUNDACION GLOBAL NATURE, ES Deutscher Blinden- und Sehbehindertenverband e. V., DE Balatoni Integrációs és Fejlesztési Ügynökség Közhasznú Nonprofit Kft., HU
<b>Projektnummer:</b>	2018-1-DE02-KA204-005222
<b>Laufzeit:</b>	01.10.2018 - 31.03.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Nature experience for impaired people and tourism for all is an important topic in the EU. Destinations like national parks, nature reserves and other locations for nature experience begin to implement such offers. Hence, guidance for such destinations is missing to judge on the prerequisites onsite and to enable decision makers to start with implementing relevant installations and alterations. A good catalogue of nature education activities for environmental educationists is still missing. The German Association of Blind and Visually Impaired People has invented guidelines for nature trails and other purposes. Partners from environmental education organisations in Germany, Poland, Hungary and Spain active in European lake regions in this project also collected expertise in some aspects of that topic. Together, we want to incorporate these experiences in the Lakes without Limits project, broaden our own knowledge, and pass it to the others.

Lakes without Limits aims on working to improve adult education for nature experience by developing, testing and disseminating educational material to foster skills of environmental educationists with respect to disabled people. It will provide guidance for two questions:

1. How can environmental educationists improve their offer for guided nature experience with impaired people? These educationists can either be employed in a nature conservation centre, or freelancer or volunteers.
2. How can nature trails be prepared and/or altered for the unaccompanied use of impaired people. The target group here are managers and environmental educationists responsible for such trails.

The material developed will enable its users setting of personal pedagogical goals and following the success thanks to correspondent checklists. The whole material will be available for the broad audience. Concrete examples for work with impaired people on nature conservation/experience will be produced: barrier free brochures, audio guides, 3D-Material, Sign- and Simple Language Films.

The focus will be on tourist destinations in participating countries Poland, Hungary, Germany, and Spain, as well as areas of special conservation interest.

With this, we want to bring forward the inclusion of disabled persons in the EU and foster the sensitivity to nature for all Europeans. We wish to generate momentum for nature experience for impaired people.

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

<b>Projekttitle:</b>	PHYSICAL ACTIVITY AND EXERCISING BENEFITS IN DEMENTIA CARE
<b>Akronym:</b>	ACTIMENTIA
<b>Themenfeld:</b>	Aktiv im Alter
<b>Koordinierende Einrichtung:</b>	WESTFAELISCHE WILHELMS-UNIVERSITAET MUENSTER
<b>Partnereinrichtungen:</b>	BERUFSFORDERUNGSINSTITUT OBEROSTERREICH, AT Corporation for Succor and Care of Elderly and Disabled-FRODIZO, GR Association Generations, BG INTERACTIVE 4D, FR The Zinman College of Physical Education and Sport Sciences at the Wingate Institute, IL Wohlfahrtswerk für Baden-Württemberg, DE Stowarzyszenie Doradców Europejskich PLinEU, PL
<b>Projektnummer:</b>	2018-1-DE02-KA204-005231
<b>Laufzeit:</b>	01.09.2018 - 31.08.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Older adults at risk or suffering from mild cognitive impairment and dementia) participants are at risk or already socially excluded. This is due to embarrassment and to real physical and mental barriers. Exercise and physical activity can be utilised in two ways. First directly, because exercise, dance and other activities can be done together, as couple, in a group, in the public. This yields fun and a positive and healthy attitude. Secondly, the effects of training support the patient and also the caregiver, maintaining or improving independence.

In this project we concept an elearning platform and wnd online (MOOC) and offline courses to reach formal and informal caregivers and the persons in need or at risk.

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

<b>Projekttitel:</b>	Design Thinking as a means to innovative product development in adult learning
<b>Akronym:</b>	D-LEARNING
<b>Themenfeld:</b>	Professionalisierung von Bildungspersonal
<b>Koordinierende Einrichtung:</b>	Verein Niedersächsischer Bildungsinitiativen e.V.
<b>Partnereinrichtungen:</b>	CESIE, IT Videnscenter for Integration, DK Eco Logic, MK SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED, CY VEREIN MULTIKULTURELL, AT
<b>Projektnummer:</b>	2018-1-DE02-KA204-005030
<b>Laufzeit:</b>	01.12.2018 - 30.11.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

The D-LEARNING project is going to adapt and transfer the methodology of Design Thinking into adult learning institutions, providing educators with a state-of-the-art methodology to support the development of high quality learning opportunities and educational products (such as didactic materials, e-learning environments, educational games and more).

Design Thinking is a tested methodology for the practical and creative resolution of problems with the intent of producing a constructive result for the future. With the application of this tested methodology as a human-centric approach to innovation that allows for a deeper understanding of the customer's issues, the project will strongly contribute to a better performance of adult learning offers as regards usability and acceptance by learners, thus making these offers more effective and efficient.

Additionally, by applying the D-LEARNING methodology, adult learning networks across Europe will be enabled to develop shared educational products - like intellectual outputs in Erasmus+ projects - at a higher level of quality, since the methodology allows combining the knowledge and experience of the project partners in a structured and results-oriented way.

The Design Thinking methodology will not only be applied in the intellectual outputs of the project; furthermore, the different steps of the iterative Design Thinking process will as well be guiding the partner organisations through the project lifetime: from empathising and defining during the implementation phase, to ideating and prototyping in the implementation phase, and to testing the outputs in the beginning of the final dissemination phase of the project.

Main outputs of the project will be a D-LEARNING manual to Design Thinking in Adult Education, and a D-LEARNING workshop curriculum addressing adult educators and decision makers in adult learning institutions and training them basically in the application of the methodology.

The consortium is bringing together partners from different regions across Europe, combining experience in collaborating on the level of European cooperation with the broadest possible spectrum of activities in educational strategy and practice at local, national and transnational level.

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

<b>Projekttitel:</b>	Time4Society Europe
<b>Akronym:</b>	T4S
<b>Themenfelder:</b>	Professionalisierung von Bildungspersonal Validierung von Kompetenzen
<b>Koordinierende Einrichtung:</b>	BLENDED LEARNING INSTITUTIONS COOPERATIVE
<b>Partnereinrichtungen:</b>	Centro Libenter, IT APRICOT TRAINING MANAGEMENT LTD, UK CATRO BULGARIA, BG DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH, AT TRENDHUIS, BE
<b>Projektnummer:</b>	2018-1-DE02-KA204-005162
<b>Laufzeit:</b>	01.11.2018 - 31.10.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Time for Society Europe (T4S) aims at developing and delivering innovative methods and tools to connecting Continuing Professional Development (CPD) with Corporate Social Responsibility Projects (CSR) in cultural, social and environmental fields.

The project is based on an approach that has been developed in Belgium to increase the attractiveness and the participation of employees in CPD. Meanwhile the project has been developed by the biggest CSR provider in the country and comprises a number of 50 enterprises, among them also the largest companies in the country.

In many European member states the participation in CPD is rather low or at least erratic, very often the CPD offers do not match with the interests of the employees. Especially CPDs targeting personal and social competences are very often only supply oriented and not needs driven.

On the other side, employers and enterprises are aiming to support social projects to contribute to society and to create positive image and branding.

This is the starting point of Time for Society Europe.

It connects Professional Development on Personal, Social and Organisational Competences with projects that serve the society, be it in cultural/intercultural (heritage and integration), social (working with disabled and disadvantaged persons), environmental or health related projects.

T4S will be connected with a holistic learning approach based on competence oriented informal, non-formal learning and validation and a practical and needs-driven learning approach.

The T4S programme will be facilitated by Adult Education professionals in the participating enterprises and organisations.

The project will develop a modular CPD for European Adult Educators who want to further qualify in the T4S approach, extend their professional portfolio and attract new clients in the field of CSR coaching and training. The T4S-CPD for AE professionals is based on a specific competence framework and will be delivered in blended learning modality which includes F2F, e-learning and competence validation modules.



The project will be intensively disseminated and valorised through national and international networks of the AE communities but also via international enterprise networks that will be included from the beginning.

T4S will be piloted with 20 professionals who will set up their practical project in an enterprise. The best projects will be awarded in a final conference.

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

<b>Projekttitle:</b>	education @home mehrsprachiger - digitaler Elternratgeber in Medienerziehungsfragen in Form einer webbasierten APP
<b>Akronym:</b>	@home
<b>Themenfelder:</b>	Digitales Lernen durch Computer, Internet und neue Technologien Familienbildung
<b>Koordinierende Einrichtung:</b>	RECHT IN EUROPA EV
<b>Partnereinrichtungen:</b>	EDUCOMMART SIMIO SINANTISIS EKPEDEVISIS KE DIMIOURGIAS ASTIKI MI KERDOSKOPIKI ETERIA, EL PCO - Poklicni center Obala, SI Stiftung Medien- und Onlinesucht, DE UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE, BG OSTERREICHISCHE GESELLSCHAFT FÜR KINDERPHILOSOPHIE, AT
<b>Projektnummer:</b>	2018-1-DE02-KA204-005033
<b>Laufzeit:</b>	01.10.2018 - 30.09.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Eltern aller Kulturen sind daran interessiert, dass sich ihre Kinder gut entwickeln können, in der Schule erfolgreich lernen und gesund aufwachsen.

Jedes Jahr werden in Europa über 3,7 Millionen Kinder geboren, die in eine dicht umlagerte Medienwelt hineinwachsen, deren Entwicklung eine unaufhaltsame Medienprägung mit sich bringt. Aus unserer Sicht die größte Herausforderung in der Geschichte der Erziehung, verbunden mit einer dauernden Aufgabe der präventiven Auseinandersetzung.

Das weiß auch das europäische Parlament, es hat bereits 2012 aufgerufen: "beim Schutz von Kindern in der digitalen Welt alle Möglichkeiten auszuschöpfen und Eltern systematisch zu schulen". Eltern sind daher die direkte Zielgruppe in @home.

Der Bedarf an europäischer Elternbildung hinsichtlich ihrer eigenen Medienkompetenz, aber insbesondere auch ihrer Medienerziehung steigt länderübergreifend. Kinder und Jugendliche sind heute nicht nur immer früher in den digitalen Medien zu Hause und finden immer komplexere Online-Welten und Möglichkeiten vor. Hervorzuheben ist auch, dass sich der Konsum, anders als in der realen Welt, der elterlichen Kontrolle entzieht und Eltern heute häufig über wenig Medienwissen und Medienkompetenz verfügen. "Kinder merken schnell, dass sie in diesem Bereich ihren Eltern überlegen sind" Es entwickelt sich eine familiäre Problematik angesichts scheiternder Grenzsetzungen resignierender Eltern und zunehmend erlebter Hilflosigkeit, die als permanentes Konfliktfeld Auswirkungen auf das Familienleben hat. Wenngleich dieser steigende Bedarf an Elternbildung existiert, scheint sich die Unterstützungsform, die Eltern benötigen, zu verändern. Elternabende an Schulen sind rückläufig und Online-Seminarräume werden nachgefragt. Warum? Die Anfahrt entfällt und eine zusätzliche Kinderbetreuung muss auch nicht finanziert und organisiert werden. Die Anonymität ist gegeben, was gerade bei sensiblen Themen hilfreich sein kann. Digitale Lernmittel haben zudem den Vorteil, auch auf die zunehmend unterschiedlichen Voraussetzungen, Erfahrungen und Interessen der Lernenden eingehen zu können. Mit digitalen Medien kann das Lernen noch aktiver und noch individueller gestaltet werden.

Elternbildung in Europa sollte daher heute vermehrt frei, das heißt in nicht institutionalisierten Kontexten stattfinden und seit der Möglichkeit des Lernens mit neuen Medien auch unabhängig von Ort und Zeit.

Mit der Umsetzung von @home unter Einbeziehung von Politik, Kommune und Eltern selbst, stellen wir uns in einem Konsortium aus BE, BG, GR, SI und DE dieser nachhaltigen Bildungsaufgabe mit einer Doppelstrategie: die einerseits auf die Vermittlung instrumentell-qualifikatorischer Fähigkeiten aufbaut, und andererseits vor allem dem kritisch reflektierten Umgang bedient. Beides miteinander zu verbinden und in den sozialen Kontext der Medienerziehung in der Familie zu integrieren, ist erklärtes Ziel von "@home".

In der Umsetzung werden folgende Ergebnisse erwartet:

1. Eine mehrsprachige digitale Elternsprechstunde in Form einer webbasierten APP „Education @home“ in 7 Sprachen incl. Arabisch und Englisch mit folgenden Features :

12 Lehrfilme zur Unterstützung des eigenen kritisch reflektierten Umgangs mit Medien

Arbeitsmaterialien zur Vermittlung von Basiskompetenzen mit monatlicher Expertenstammtisch

3. Monatlicher Fragenspeicher

4. Fünf runde Tische mit Stakeholdern und einem Abschluss-symposium in Brüssel

Die Forschungslage, der Blick und die Erfahrung in Europa ist unterschiedlich, daher brauchen wir ein transnationales Lernen im fachlichen Austausch, auf der Suche nach Lösungsansätzen. Mit der Umsetzung von "@home" gestalten wir das europäische Querschnittsthema: „Medienkompetenzbildung“ durch interpersonelle, interkulturelle und soziale Kompetenzen in Europa aktiv mit.

Die gemeinsame Herausforderung der Stärkung von Medienkompetenzen der Eltern weicht kulturell-traditionell gefestigte Erziehungsmethoden auf und schafft Raum für intelligentes, nachhaltiges Lernen. Da dieses Bildungsthema durch das schnelle Wachstum noch sehr jung ist, haben wir in Europa Nachholbedarf in der Präventionsarbeit. Ein pol. Projektbeirat unter Leitung des Schirmherren Eckhart Pöls wird Türen öffnen und sichert den Transfer aller Ergebnisse im Projekt. So gewährleisten wir, dass dieses gesellschaftliche Bildungsthema nachhaltig auf Familien wirkt.

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

<b>Projekttitel:</b>	Can Do Refugees 2.0.
<b>Akronym:</b>	-
<b>Themenfelder:</b>	Integration von Geflüchteten, Migrant/innen und Minderheiten (Gesellschafts-) Politische Bildung und Bildung für demokratische Bürgerschaft Arbeit mit Freiwilligen
<b>Koordinierende Einrichtung:</b>	Verband für interkulturelle Arbeit (VIA) Bayern
<b>Partnereinrichtungen:</b>	ASOCIACIÓN PARA LA PROMOCIÓN Y GESTIÓN DE SERVICIOS SOCIALES GENERALES Y ESPECIALIZADOS (PROGESTIÓN), ES Bayerischer Jugendring, KdÖR, DE EUROCIRCLE ASSOCIATION, FR PANEPISTIMIO THESSALIAS, EL THE AMERICAN UNIVERSITY IN CAIRO, EG
<b>Projektnummer:</b>	2018-1-DE02-KA204-005211
<b>Laufzeit:</b>	01.09.2018 - 31.08.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

The aim of the project "Can Do Refugees 2.0." is to professionalize and to empower people working with refugees on a professional and voluntary basis. Therefore the project combines the experience of practitioners in NGO (VIA Bayern (Germany), Progestión (Spain), Euro Circle (France)) and the knowledge of universities (University of Thessaly (Greece), American University of Cairo (Egypt)). This consortium also reflects the route of refugees coming to Europe, often coming from Arabic speaking countries, using Egypt as a transit country and then coming through the Balkan route (Greece) or the Mediterranean route (Spain) to the destination countries France and Germany. The project will be present itself on a website and it's actual milestones on face book.

Core element of the projects are the trainings (LTTAs) in which the target group, people working with refugee,s are professionalized and empowered. In these trainings innovative methods are used like inter-cultural learning with improvisational theater, democracy learning, trauma based pedagogy, approaches which combine Islam and feminism, methods in overcoming isamophobia, antisemitism, etc. Participatory and process-oriented elements will be includes in all sessions. The LTTAs will be accompanied by a blog for the participants.

To ensure a realistic view on the needs of refugees and to be able to spread this realist view a film about these need will be produced (IO 1). And to ensure that this view will not be superficial this film will be produced with the help of inter-cultural improvisational theater. The methods and approaches of the LTTAs will be collected and translated to be able to provide them to a broader audience in all partner countries (IO 2). The project will be accompanied by a process-oriented evalaution itself. But in the same time people who attend this process will be professionalized to implement this process oriented evaluation process in their countries as well. Therefore this method will be written down as a hands-on tool (IO 3) and translated in all languages of the partner countries. The method used in the film and in the LTTAs inter-cultural improvisation theater will be published as a brochure in a partner country`s languages (IO 4).

To ensure a good cooperation between the partners five TPMs will be held in each partner country. Focus of the last half year will be the dissemination of the project results in 20 ME in each partner country.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Enhancing Learning Motivation
<b>Akronym:</b>	ELMO
<b>Themenfeld:</b>	Alphabetisierung und Grundbildung
<b>Koordinierende Einrichtung:</b>	Stephansstift Zentrum für Erwachsenenbildung gemeinnützige GmbH
<b>Partnereinrichtungen:</b>	Narlidere Oguzhan Ortaokulu, TR Lietuvos suaugusiųjų švietimo asociacija, LT EESTI VABAHARIDUSLIIT MTU, EE Fundación El Tranvía, ES Knowledge Association Lovech ,BG
<b>Projektnummer:</b>	2018-1-DE02-KA204-005049
<b>Laufzeit:</b>	01.11.2018 - 31.10.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Many learners don't connect learning to something rewarding or fulfilling, but to effort and exertion – something that needs to be done, but takes energy.

The project partners understand learning as a social, emotional and cognitive process. Unfortunately in many classrooms the cognitive process is emphasized the most and the other two parts are sometimes even disregarded. We believe however that the social and emotional processes for learning are the crucial part to enhance motivation for learning.

Disadvantaged learners, who have breaks and gaps in their formal education background, often have a negative attitude towards learning and are not very open for life-long learning. They might see it as a necessity, but not as a way to evolve themselves.

In our opinion, educators have a key role in influencing the motivation and learning outcomes of their students. That is why we seek further professional training of educators in connection with disadvantaged learners, migrants and refugees in particular. We see a chance for educators to break the negative attitude and build bridges between different learning cultures if they take a closer look on social and emotional processes during learning.

The project objective is the development of a social and emotional teaching approach as a resource for multipliers to increase learners' learning motivation and the joy for life long learning. In the project we want to achieve, that we explore the topic of learning motivation for our organizations, train our multipliers (3 persons from each partner) and let them work with new methods and a fresh approach.

Concrete project results are:

Three trainings and a compendium that compiles the content and outcomes of the trainings.

Three multipliers from each partner (18 in total) will take part in three Learning/Training/Teaching (LTT)-Activities with the topics of

1. Emotions in learning
2. Learning atmosphere, teacher personality, bondage, group dynamics (=social learning)
3. Brain-appropriate learning (cognitive learning methods that fosters positive emotions and makes learning easier)

Each LTT-Activity will also address the topic of intercultural competence and different learning cultures (in relation to the cultural backgrounds of the partners and minorities, they work with in their organizations).

The content of the trainings are based on scientific findings and practical instructions/teaching methods resulting from those findings. The theory will be scientifically presented, new methods for the practical implementation of the theory will be tested in this seminar, also best practice examples and dealing with disadvantaged learners in the respective country will be presented. The participating multipliers will receive new didactic and methodical ideas on the topic that the respective partner is presenting. They will gain insight into the country-specific structures in dealing with disadvantaged learner groups. They are supposed to experience and reflect hurdles of intercultural communication, as well as to understand what different learning cultures, teaching and learning methods mean for heterogeneous classes.

The scientific basis as well as a collection of corresponding methods will be collected and compiled into the compendium. This compendium will contain relevant knowledge, guidelines and methods, that could be used e.g. in language courses, basic education courses, in job placement measures, for educational support of learners in vocational training or in the teaching of "life skills". For multipliers, teachers, pedagogues, social worker and students of pedagogy, the compendium will provide an overview of scientific theories on learning motivation and ideas for practical implementation and methods.

Intentionally it will be a slim and short book, that focusses on presenting methods and thus gives the multiplier a quick possibility and incentive to engage in the topic of learning motivation.

With new resources for successful learning, multipliers will be enabled to face challenges in their educational work with socially disadvantaged and low qualified learners. Challenges as early dropout, repeatedly attending the same course, underachievement through overstrain and learning problems, heterogeneous groups, early entry into unqualified work instead of longer path of vocational training and education, cultural conflicts, etc.

The long term benefits will be an improvement of the learning environment and creation of protected learning spaces. For multipliers to have more resources for successful learning situations and to enhance the learners learning motivation, enjoyment of lifelong learning and intrinsic motivation for personal development will lead in long term to an improvement of the learner's perspectives for a successful professional life and/or integration/re-socialization.

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

<b>Projekttitel:</b>	Sport und andere Freizeitaktivitäten als Transferinstrument zur erfolgreichen Ansprache von jungen Erwachsenen in prekären Situationen
<b>Akronym:</b>	STEPS
<b>Themenfelder:</b>	Bildung im Strafvollzug Soziale Inklusion
<b>Koordinierende Einrichtung:</b>	Gesellschaft zur Förderung der Weiterbildung im Handwerk mbH (GFWH GmbH)
<b>Partnereinrichtungen:</b>	Base- und Softballvereinigung Wassenberg 01 e.V., DE Club Life Long Learning, AT DATCA ILCE MILLI EGITIM MUDURLUGU, TR CENTRO EDILE A. PALLADIO, IT EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS, EL
<b>Projektnummer:</b>	2018-1-DE02-KA204-005041
<b>Laufzeit:</b>	01.10.2018 - 30.09.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:****A) KONTEXT/HINTERGRUND DES PROJEKTS**

Ein deutscher Sportverein hat sehr gute Erfahrungen in einem ehrenamtlichen Engagement gewonnen, bei dem es darum geht, mit einer Gruppe inhaftierter Jugendlicher und junger Erwachsener regelmäßige Softball-Trainingseinheiten in einem Gefängnis durchzuführen. Durch diese Prozesse, die im Rahmen des Softball-Unterrichts wesentlich initiiert werden, fällt es den Inhaftierten deutlich leichter, auch in anderen Bereichen wie beispielsweise bei der beruflichen Aus- und Weiterbildung Lernerfolge zu erzielen.

**B) PROJEKTZIELE**

Durch das Projekt STEPS daher soll nun ein Austausch mit anderen europäischen Organisationen erfolgen und auf andere Bildungsbereiche neben dem Sport und auf andere Institutionen und Einrichtungen für Jugendliche und junge Erwachsene, die sich in prekären Situationen befinden, ausgeweitet werden, damit Sport und andere Freizeitaktivitäten gezielt verstärkt als Instrument für Resozialisierung und soziale Inklusion eingesetzt werden.

**C) PROFIL DER TEILNEHMENDEN**

An den Projektaktivitäten werden direkt insbesondere haupt- und ehrenamtlich Beschäftigte aus Sportvereinen und anderen Bildungsbereichen eingebunden, sowie als Stakeholder weitere Institutionen und Einrichtungen, die sich für Jugendliche und junge Erwachsene in prekären Situationen einsetzen, wie etwa Beschäftigte in Justizvollzugsanstalten oder Integrationshilfevereinen. Das Projekt führt Experten aus unterschiedlichen Bildungsbereichen zusammen, da gerade diese unterschiedlichen Sichtweisen aus Sport, ehrenamtlichem Engagement, schulischer Bildung und beruflicher Bildung sehr spannende Erfahrungsaustausche verspricht und dazu dienen kann, vorhandene Initiativen, die ja im Regelfall nur einem der vorgenannten Bereiche entspringen sind, noch zu optimieren.

**D) BESCHREIBUNG DER AKTIVITÄTEN**



Die beteiligten Partnerorganisationen verfügen neben ihrem im Regelfall wirtschaftlich betriebenen Hauptbetätigungsfeld zusätzlich über umfassende Erfahrungen und Zugänge zu weiteren Organisationen im Themenfeld Jugendliche und junge Erwachsene in prekären Situationen. Daher werden sich alle Partnerorganisationen im Rahmen des Projekts zu selbst durchgeführten oder ihnen bekannten Initiativen austauschen, die Sport und andere Freizeitaktivitäten gezielt als Instrument für Resozialisierung und soziale Inklusion Jugendlicher und junger Erwachsene, die sich in prekären Situationen befinden, einsetzen.

#### E) METHODE

Die Projektpartner treten miteinander in einen persönlichen Austausch. Die Teilnahme an diesen Aktivitäten als transnational besetzte Gruppe und der anschließende Diskussionsprozess innerhalb dieser Gruppe wird sehr spannende Erkenntnisse über die kulturell beeinflussten Sichtweisen der teilnehmenden Nationen erbringen.

#### F) KURZBESCHREIBUNG DER ERGEBNISSE UND AUSWIRKUNGEN

A) Aufbau eines europäischen Netzwerks von Expertinnen und Experten im Bereich beruflicher, allgemeiner und Erwachsenenbildung, die Sport und andere Freizeitaktivitäten als geeigneten Weg zur Ansprache von Jugendlichen und jungen Erwachsenen, die sich in prekären Situationen befinden, verbreiten möchten.

B) Durchführung eines thematischer Erfahrungsaustauschs und Zugewinn an Erkenntnissen unter allen beteiligten Organisationen.

C) Erstellung einer Projektwebseite ([www.gfwh.de/steps](http://www.gfwh.de/steps)), die für die interessierte (Fach-)Öffentlichkeit die Ziele des Projekts beschreibt und Kontaktdaten zur Verfügung stellt (auf Englisch).

D) Durchführung und Dokumentation eines Besuchstags inklusive einer Softball-Trainingseinheit in der Justizvollzugsanstalt (JVA) Heinsberg für alle Projektpartner.

E) Katalog der guten Beispiele (in Englisch und allen Partnersprachen) mit schriftlich aufbereiteten Darstellungen (Berichte) der Aktivitäten für Jugendliche und junge Erwachsene in prekären Lebensumständen in den teilnehmenden Partnerorganisationen oder bei deren Stakeholdern.

F) Erstellung und Verbreitung von drei Projekt-Newslettern in den Sprachen der teilnehmenden Projektpartner und auf Englisch.

G) Facebook-Profilseite zum direkten Austausch mit weiteren Experten und Interessenten im Bereich der Arbeit mit Jugendlichen und jungen Erwachsenen in prekären Situationen.

#### G) LANGFRISTIGE AUSWIRKUNGEN DES PROJEKTS

Langfristig gesehen sollen Sport und andere Freizeitaktivitäten gezielt als Instrument für Resozialisierung und soziale Inklusion von Jugendlichen und jungen Erwachsenen in prekären Situationen eingesetzt werden.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Co-Engage – Involving Citizens through Co-creation
<b>Akronym:</b>	Co-Engage
<b>Themenfelder:</b>	(Gesellschafts-) Politische Bildung und Bildung für demokratische Bürgerschaft Unternehmerische Fähigkeiten Kulturelle Bildung, Kunst und Kreativität
<b>Koordinierende Einrichtung:</b>	COMPARATIVE RESEARCH NETWORK EV
<b>Partnereinrichtungen:</b>	Fundacja "Edukacja dla Demokracji", PL IPSO FACTO, FR PEOPLE S VOICE MEDIA LBG, UK Future Fashion Forward e.V., DE VDU AJMD "Modusas", LT FEDERACAO DAS ASSOCIACONES JUVENIS DO DISTRITO DO PORTO, PT School Raising, IT
<b>Projektnummer:</b>	2018-1-DE02-KA204-005099
<b>Laufzeit:</b>	01.09.2018 - 28.02.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Modern society is undergoing rapid and profound changes. A recent study found that about 30% of tasks in 60% of occupations could be atomized (December 2017, McKinsey & Company) leaving space and need for new synergies between activities and innovations.

In terms of social innovation, European Commission brings up the concept of co-creation on the agenda:

“The empowerment of actors is, according to research as well as practitioners <...> (Vale, A. 2009), what qualifies the innovation — ‘engaging citizens as co-creators’.”

This idea was also expressed by President Barroso: ‘A successful innovation policy is one that involves all actors in society, innovation is something you do with people, not to them’ (13 October 2010). If the ultimate objective is to introduce sustainable change, then the main variable is people’s empowerment. “Co-creation and co-innovation by universities and public research organisations with businesses, social institutions, government, and citizens need a specific set of skills” (EC, 2014).

Co-Engage is built on the conviction that teaching participation through co-creation will contribute to the empowerment of all citizens, independently of their age, gender, ethnic or any other belongings.

Co-Engage has been conceived by 8 European partners, active in different fields and sectors, from social innovation and services till fashion design, experienced in formal and non-formal education. Our consortium will contribute to the development of co-creation skills enabling citizens to become social innovators. Based on the exchange of experiences and learning through co-creation, our method will permit to bring in light know-how and competences engaging citizens for innovation and creativity and through this, creating bridges between divers sectors and fields of activity.

Co-Engage project circle is oriented on work packages, milestones, staff trainings and transnational meetings. The most important activities carried out will be the collection and analysis of good practices and their testing in co-creation labs.

Co-creation labs will be implemented during three training courses. Co-creation labs typically involve hands-on activities in which a group of peers expresses experiences and explores potential solutions in a tangible way. Collaborating in this way provokes discussion and creates valuable insights.

Co-Engage methodology will build on the concept of “critical design thinking”, an attitude where critical approach of traditional and accustomed values brings new ideas and new results and form an important element of co-creation.

The overall aim of Co-Engage is to identify the main areas where co-creation can contribute to turning citizens in active innovators of the society, and to gather and discuss good practices representing each of these areas. In order to achieve this main goal, the implementation phase of the project will lead to 5 main results.

Result 1: elaboration of at least 80 smart practice evaluations on co-creation methods in the different sectors (private, public and NGO) based on a commonly approved evaluation grid.

Result 2: Organisation of 3 Co-Engage Labs. During the labs, the techniques and methods of co-creation will be discussed (Lab 1 - Co-discovery: Citizens as co-implementers), their transferability will be tested (Lab 2 - co-speculation: Citizens as co-designers) and finally the methods will be implemented outside the project (Lab 3 - Co-Creation: Citizens as initiators).

Result 3: The smart practices evaluation and the three Co-Engage Labs will lead to the identification of a large number of co-creation practices, that will be gathered and presented in an interactive map;

Result 4: The Co-Engage consortium is composed by partners who are all actively engaged in teaching and training; each of them representing at least 2 of the key competences of Lifelong Learning identified by the Erasmus + programme. A specific work package of the project will be dedicated at the identification of the main pedagogical tools and methods improving co-creation skills, as well as of their main learning outcomes.

Result 5: A project eBook, main dissemination product of the project. It will summarise all methods, recommendations and inputs.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	pROMise - Preserving Romanes in Adult Education
<b>Akronym:</b>	pROMise
<b>Koordinierende Einrichtung:</b>	JUGENDSTIL EV
<b>Themenfelder:</b>	Kulturelle Bildung Integration von Geflüchteten, Migrant/innen und Minderheiten
<b>Partnereinrichtungen:</b>	Ocean Whale, BG Federatia Etnica pentru Dezvoltarea Economica a Romilor – FEDER, RO The Association of Research of the History Ethnology Language Culture and the Social Status of the Roma Romano Pros periteti Skopje, MK National University Library "Sv.Kliment Ohridski" - Bitola, MK Panhellenic Federation of Greek Rom, EL GSI ITALIA (GRUPPI DI SOLIDARIETA INTERNAZIONALE ITALIA) ASSOCIAZIONE, IT Romane Aglonipe e.V., DE Humán Erőforrásért Egyesület Dél-Alföldi Régió, HU
<b>Projektnummer:</b>	2018-1-DE02-KA204-005131
<b>Laufzeit:</b>	01.09.2018 - 31.08.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Mit 10 bis 12 Mio. Angehörigen sind die Roma die größte ethnische Minderheit in Europa.

Im Gegensatz zu den Mehrheitsgesellschaften haben die Roma kein eigenes Land und – mit Einschränkungen – auch keine nationale Identität. Was sie über die Grenzen der Länder, in denen sie leben, hinaus verbindet, sind ihre Mythen, Bräuche und Traditionen. Zum Erhalt und zur Weiterentwicklung ihrer kulturellen Identität ist ihre Sprache – Romanes – unverzichtbar.

Zu Beginn ihrer Migration aus Indien war Romanes (eigentlich Romani – kommend von romani chip, „Roma-Sprache“) noch eine gemeinsame Sprache. Der lange Weg, der die Roma seit Jahrhunderten über verschiedene Kontinente und Länder schließlich nach Europa führte, aber auch der oft sehr lange Aufenthalt in diesen Ländern führte dazu, dass das Romanes in verschiedene Dialekte zerfiel. Über die Jahre wurden mehr und mehr Worte der jeweiligen Landessprache in das Romanes bzw. die entsprechenden Dialekte übernommen.

In einigen europäischen Ländern, z.B. Rumänien und Spanien, war es den Roma über einen langen Zeitraum verboten, ihre eigene Sprache zu sprechen. Auch dies hat zum Verlust der gemeinsamen Sprache beigetragen.

Bis zur jüngeren Vergangenheit war Romanes eine überwiegend nur gesprochene und mündlich überlieferte Sprache. Bedauerlicherweise gibt es bis heute kein erfolgreich standardisiertes Romanes. Darüber hinaus wird es mit mehreren Alphabeten geschrieben – Lateinisch, Kyrillisch und Devanagari.

Trotz alledem sprechen ca. 4,5 Mio. der in Europa lebenden Roma Romanes. Es ist in Mazedonien und im Kosovo als regionale Amtssprache sowie in Finnland, Schweden, Norwegen, Deutschland, Österreich, Slowenien, Ungarn und Rumänien als Minderheitensprache anerkannt.

Durch die jahrhundertelange soziale und kulturelle Stigmatisierung und Diskriminierung der Roma und ihrer Sprache wurde der Gebrauch des Romanes als Literatur- und Bühnensprache verhindert. Dies führte dazu, dass sich das Romanes auch nie richtig in der Bildung verwurzeln konnte.

In der Erwachsenenbildung spielt es so gut wie gar keine Rolle. Berücksichtigt man jedoch die Tatsache, dass die Beteiligung von Roma an Bildung im Anschluss an die Schulpflicht deutlich zurückgeht, wird klar, dass Erwachsenenbildung für viele Roma über 18 Jahre die einzige Möglichkeit ist, sich weiterzubilden, Bildungsdefizite auszugleichen bzw. – wenn auch spät – am lebenslangen Lernen teilzuhaben.

Unser Projekt zielt deshalb langfristig darauf ab, Romanes als wesentlichen Bestandteil der kulturellen Identität der Roma zu bewahren und es für konkrete Angebote in der Erwachsenenbildung nutzbar zu machen.

Die zweijährige Strategische Partnerschaft zum Austausch guter Praxis wird von Organisationen aus Deutschland, Bulgarien, FYROM, Griechenland, Ungarn, Italien, Rumänien und der Türkei umgesetzt.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Empowering Digital Literacy in a Transforming World
<b>Akronym:</b>	DIGILIT
<b>Themenfelder:</b>	Digitales Lernen durch Computer, Internet und neue Technologien Alphabetisierung und Grundbildung
<b>Koordinierende Einrichtung:</b>	weltgewandt. Institut für interkulturelle politische Bildung e.V.
<b>Partnereinrichtungen:</b>	Coopetic, FR ASOCIACION MALAGUENA DE EDUCACION Y FORMACION EUROPEA (A.M.E.F.E.), ES Centrul Judetean de Resurse si Asistenta Educationala Vrancea, RO
<b>Projektnummer:</b>	2018-1-DE02-KA204-005179
<b>Laufzeit:</b>	01.10.2018 - 31.08.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Digitalisation shapes European citizen's work and life, the economy, society and politics. It is both often mentioned but rarely understood. It encompasses a) technological change through 3D printing, robotics, artificial intelligence, algorithms, etc. b) social change through deindustrialisation, disruption, unemployment, the creation of jobs, new and ongoing skill requirements, other communication practices including cyber-mobbing, life styles and attitudes, c) political change in terms of 1. new ways of mobilisation, information and participation but also fake news, Hacker attacks and cyberwars; 2. a structural change of the public sphere due to social media, blogs and the shrinking influence of 'traditional' media (newspapers, tv), 3. the political strategy to frame the digitalisation by setting laws and rules, etc.

Digitalisation resp. the socio-economic and political transformation of the industrial and post-industrial societies is a European challenge. It can not be 'managed' by a state / society alone. As European countries are connected through the European Internal Market, there is a need to develop common strategies for analysing the developments, fostering critical understanding and strengthening digital competencies. This also matters adult education. Especially disadvantaged learners and parents are challenged by these radical changes. Educational offers shall focus on providing appropriate information reflecting the issues in a multi-perspective way. Moreover, digital learning does not only take place by better using the devices like smartphones or enjoying the 'Internet of Things'. It also requires a social context (seminars, workshops, etc.) for learning on digitalisation.

This project aims to create a wiki on the described three dimensions of digitalisation. It contains both information on the issue and teaching inspirations for trainers to arrange a common "analog" learning on these topics. The wiki's content will be discussed during the transnational project meetings. It would be applied in workshops (LTTA) and in local activities, improved on a following transnational project meeting. The workshops will also provide the opportunity of exchanging good practises in teaching on digitalisation for adult learners among project's partners.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Extending skills and knowledge of social actors working with people in rural areas in Germany, Finland, Hungary and Estonia
<b>Akronym:</b>	SARAH: Social learning - Activities in - Rural - Areas for - Hidden people
<b>Themenfelder:</b>	Beschäftigungsfähigkeit Ländliche Entwicklung
<b>Koordinierende Einrichtung:</b>	Diakonisches Werk der Evangelisch-Lutherischen Kirche in Bayern - Landesverband der Inneren Mission e.V.
<b>Partnereinrichtungen:</b>	Magyarországi Evangélikus Egyház, HU Evangelical Lutheran Church of Finland, FI Eesti Evangeelne Luterlik Kirik, EE
<b>Projektnummer:</b>	2018-1-DE02-KA204-005043
<b>Laufzeit:</b>	15.09.2018 - 14.04.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

SARAH - Social Activities in Rural Areas for Hidden people

Topic: Extending skills and knowledge of social actors working with people in rural areas in Germany, Finland, Estonia and Hungary

Staff in social offers in DE, FI, HU, EST experience a lack of concrete possibilities for supporting people in rural areas. There are few services for people with multiple problems (such as social deprivation and hence social exclusion due to unemployment, mental problems, fear of the future, low economic perspectives...)

We want to invite workers and volunteers in social fields, which are in contact with the people "on the other side of life", to extend their skills in searching solutions for their working area. A second main target group will be members of self-organized groups - often volunteers, who want to change the working situation but did not find a efficient strategy yet. Those actors we want to bring together with people in good practice.

Staff in the field of social offers from DE, HU, EST and FI would like to start a structured exchange on information, ideas, good practice and tools how to address deprived people in order to extending their professional competences and reinforce their motivation. Therefore the four partners will each identify two good practice examples which will be presented to the partners. In the end, the workers (volunteers and professionals) from FI, HU, EST and DE will evaluate 6 good practice examples in local context and share the results in 3 workshops (in different countries). Based on the examples the participants will develop (one or several) new working strategies to improve their motivation on support for people in disadvantaged regions.

As a result the cooperation will empower the participating staff working with the clients, who are – by now – still considered to be "hidden people" all over Europe. European added value: Social engaged people in all over Europe would be able to read the project documentation, recommendation of good tools and can use strategies as impulses for their own work.

<b>Projekttitel:</b>	Family education and empowerment as a way to social inclusion in Europe
<b>Akronym:</b>	FAMILY+
<b>Themenfelder:</b>	Familienbildung Soziale Inklusion
<b>Koordinierende Einrichtung:</b>	LANDESHAUPTSTADT STUTTGART
<b>Partnereinrichtungen:</b>	Föreningen Kvinnocenter i Bergsjön, SE Mütterforum Baden-Württemberg e.V., DE OSLO KOMMUNE BYDEL 11 STOVNER, NO forum SKILL, SE Oslo Voksenopplæring Rosenhof, NO
<b>Projektnummer:</b>	2018-1-DE02-KA204-005098
<b>Laufzeit:</b>	01.10.2018 - 30.09.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

The "family" can be considered as one important access point to groups of society that suffer social exclusion.

On the one hand, families, especially those with an immigrant background, are more effected by poverty than other groups of society and as a consequence by social exclusion.

On the other hand, through their children, parents with difficult backgrounds and migration history still have links to the society, e.g. via kindergarten, schools, clubs etc. Moreover, during the family formation phase, parents often have an intrinsic motivation to look for support and family related learning opportunities. Family education can make use of this.

Researchers have identified the educational gap as a transmission channel for poverty into the next generation. (see e.g. study Bertelsmann Stiftung (Hrsg.) (2017): Armutsmuster in Kindheit und Jugend.)

Family education can be one way to overcome this vicious circle. The project FAMILY+ therefore identified family education and empowerment as one promising way to interrupt the transmission of social exclusion from one generation to the other. In line with the ERASMUS+ horizontal priority "social inclusion" the Family+ project focuses on "inclusion through education". The project partners see an opportunity within the framework of FAMILY+ to exchange, acquire and disseminate knowledge about proven and successful empowerment-based methods for adult education with a family focus. Disadvantaged families with a migration background are at the centre of interest of the project. The parents are most likely young, low skilled and disadvantaged.

The FAMILY+ project refers to two important life phases of children and their parents when the need for family education is high:

I. The need for family education starts when parents get children, usually shortly before the child is born. During this phase, offers on how to raise a child and how to ensure a healthy and well integrated life for the child are needed, but also financial issues etc.

II. A new need for family education arises when children go to school. In this transition period from kindergarten to the primary school, there is a higher need for family education. It can help to cope with daily activities, to support children with school topics and to establish relevant relations with



teachers. In addition, it is important for migrant parents to acquire language and basic skills and to have adequate knowledge about the school system.

#### OBJECTIVES OF THE PROJECT

The overall objective of the project is to investigate how family education can help to overcome social exclusion of immigrant and disadvantaged families in the European partner regions and beyond. This question is answered throughout the project at different levels and from different perspectives. In order to find new approaches to support the social inclusion of families, the project partners intend ...

... with view to the migrant families:

- o to identify successful forms to reach disadvantaged, young, migrant families with a lack of basic skills and low socio-economic backgrounds as well as marginalised groups (e.g. outreach education, cooperation with social work, specific strategies to reach fathers)

- o to identify and apply methods that can strengthen the families' capacity to participate in social activities, work life, and increase their possibility to support their children (e.g. empowerment methods, social activities)

- o to discover and transfer successful educational offers for disadvantaged families (family related key competences, basic skills, language, where possible combined with each other)

- o to detect success factors to increase the target-group orientation, effectiveness quality of educational programmes

... on the institutional level:

- o to analyse and gain knowledge on successful cooperation between institutions of family education and other educational institutions (e.g. schools, nurseries, kindergarten, day cares, self-organized migrant associations, but also language schools and adult education)

- o to further develop intercultural opening

- o to qualify and sensitize staff in family education for the special demands of migrant families

- o to launch a joint discussion about the social and political relevance of family education

The project work will be planned and pushed forward during three transnational project meetings. Each of the meetings will comprise three days and include

- partner sessions in which work on the project activities

- on site visits at family education institutions and initiatives

- conferences on family education issues with regional and national experts

In addition, a learning activity for family educators is organised.

In the long run, the FAMILY+ partners would like to raise the number of disadvantaged families participating in family education and to increase measurably the involvement of these families in society and the labour market.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Building Opportunities with boBBins to Innovate the Network of Lace Associations Creating Education and Employment
<b>Akronym:</b>	BOBBIN LACEE
<b>Themenfelder:</b>	Kulturelle Bildung, Kunst und Kreativität Beschäftigungsfähigkeit
<b>Koordinierende Einrichtung:</b>	Forum Alte Spitze GbR
<b>Partnereinrichtungen:</b>	Vuelta y Cruz, ES Ceska palicka, s.r.o., CZ Comune di Scanno, IT Couleurs dentelle, FR Verein Klöppeln und Textile Spitzenkunst in Österreich, AT
<b>Projektnummer:</b>	2018-1-DE02-KA204-005087
<b>Laufzeit:</b>	01.09.2018 - 31.08.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

## Context/background

Bobbin lace, considered in past one of most challenging handcrafts, known all over Europe in different techniques and styles, has given to women opportunity to support economically their family without coming less to their daily duties as mother and wife. Bobbin lace making was transmitted from generation to generation only by pass word or from mother to daughter without any training support and keeping hidden the secrets of the craft. Today many women still work lace respecting the traditions of their territories without having knowledge of how bobbin lace has innovated. BOBBIN LACEE project wants to Building Opportunities with boBBins to Innovate Networks of Lace Association to Create Education and Employment to overcome the fear of losing the source of support for the family by increasing quality of non-formal learning, implementing links to labour market but above all strengthening capacity of self-esteem of participants.

## Objectives:

- raise importance and historical value of bobbin lace, enhance quality assurance, excellence of skills and competences for improvement of innovative non-formal learning methods
- capture attention of new consumers, creating new employment opportunities able to preserve tradition with innovative approach
- build a stable European transnational cooperation network linking museums, cultural associations, local/regional authorities and other institutions active in lace

## Participants:

Staff: qualified member of organisations responsible of financial/administrative issues for organisation of activities/mobilities.

Teachers: expert in lace teaching, history, reconstruction and preservation of lace.

Learners: persons with disadvantaged backgrounds/fewer opportunities as educational difficulties, people in long-term unemployment, geographical obstacles, people from rural areas, but also low qualified adults in bobbin lace willing to improve skills and cultural heritage.

Activities will focus on developing, testing and implementing innovative approaches and practices of non-formal learning for adult learners in bobbin lace. Surveys/comparative analyses will identify needs of territories, materials, working techniques, application/opposition of traditional lacemaking against modern handling in European lace regions. Management/training activities will lead to improvement of qualifications backgrounds, recognition/validation of curricula. Courses/workshops will be organised with flexible learning methods (distance, Skype, online, individual and group lessons). Peer-learning will be applied during local workshops and/or practical laboratories. Dissemination of BOBBIN LACEE's aims and results will be realised inviting Local authorities, stakeholders/public to participate to events and training activities so to increase their awareness of innovation in non-formal training and opportunities for new work places and enhancement of cultural heritage.

Blended mobility of adult learners, joint staff training events, or teaching assignments will facilitate recognition and certification of skills and competences. Elaboration and implementation of strategic cooperation plans between partners will enhance their capacity building and improve networking activities.

#### Methodology

To ensure consistent interventions, staff working with adult learners will work collaborate with those of other countries. Teachers being constantly in contact with learners will identify difficulties, and concerns so that adjustments to their training plan can be made.

#### Results-Impact

BOBBIN LACEE identifying common needs, challenges, excellence and attractiveness of non-formal learning will transfer know-how from experts to learners. Transnational dialogue/learning, methodologies and techniques on bobbin lace will increase the provision of work-based learning. Results will be included in a guidebook for innovative training approach in traditional craft sector.

BOBBIN LACEE will impact positively on persons involved directly or indirectly in activities giving:

- 1) increased sense of initiative and entrepreneurship for understanding of interconnections between formal, non-formal education, other forms of learning and labour market
- 2) increased opportunities for professional development
- 3) increased motivation and satisfaction in daily work
- 4) improved levels of skills for employability and new business creation
- 5) more positive attitude towards European project and EU values
- 6) better understanding recognition of skills/qualifications in Europe

#### Longer term benefits

Use of Erasmus+ online platforms (EPALE, Europass, EURES) as tools for preparation, implementation and follow-up of BOBBIN LACEE, besides project's website, will allow partnership to share with wider audience how it is possible to increase and encourage low-skilled or low-qualified adults, to develop and upgrade their literacy and skills and/or progress towards higher qualifications and develop new occupational profiles in traditional craft.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Austausch von interkulturellen Kompetenzen zur sozialen Inklusion
<b>Akronym:</b>	AVIK
<b>Themenfelder:</b>	Interkulturelle Bildung, Integration von Geflüchteten, Migrant/innen und Minderheiten Kulturelle Bildung Kunst und Kreativität
<b>Koordinierende Einrichtung:</b>	WESTDEUTSCHER HANDWERKSKAMMERTAG
<b>Partnereinrichtungen:</b>	CARITAS DIOCESANA DE COIMBRA, PT CIAPE - CENTRO ITALIANO PER L'APPRENDIMENTO PERMANENTE, IT VondiConsulting Unternehmensberatung Vondrak KG, AT DATCA ILCE MILLI EGITIM MUDURLUGU, TR CENTRE FOR THE GREEK LANGUAGE, EL AC Amics de la Biblioteca de la Fonteta, ES
<b>Projektnummer:</b>	2018-1-DE02-KA204-005038
<b>Laufzeit:</b>	01.09.2018 - 31.08.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

"AUSTAUSCH VON INTERKULTURELLEN KOMPETENZEN ZUR SOZIALEN INKLUSION"

**A) KONTEXT/HINTERGRUND DES PROJEKTS**

Die Eingliederung sozial benachteiligter Zielgruppen ist ein gesamtgesellschaftlicher Prozess, der das friedliche Zusammenleben zwischen den verschiedenen Bevölkerungsgruppen zum Ziel hat. Wichtige Voraussetzungen für die Erreichung dieses Ziels sind das gegenseitige Verständnis und die Offenheit zwischen der einheimischen und der zugewanderten Bevölkerung. Soziale Integration bedeutet für die in Europa lebenden Randgruppen, dass sie am öffentlichen Leben teilhaben.

**B) PROJEKTZIELE**

Die Projektpartner haben sich zum Ziel gesetzt

1. drei gut erprobte "good-practise" Modelle zur Verbesserung der interkulturellen Kompetenz zur sozialen Inklusion  
auszutauschen
2. diese regional zu testen und
3. zu übersetzen und bei Bedarf zu adaptieren.

**C) ZIELGRUPPE**

Die Projektpartner haben sich auf zwei Zielgruppen verständigt:

1. Menschen die aus wirtschaftlichen oder sozialen Gründen vom gesamtgesellschaftlichen Prozess ausgeschlossen sind  
(zB Migranten, Flüchtlinge, Bettler) und
2. Sozialarbeiter, Betreuer, Trainer die mit Menschen arbeiten, die nicht am gesamtgesellschaftlichen Prozess teilnehmen.

#### D) BESCHREIBUNG DER AKTIVITÄTEN

Folgende Aktivitäten sind im Laufe dieses Erasmus+ Projektes geplant:

1. Fünf Projektmanagementtreffen
2. ein Webinar
3. ein Kurzzeit-Mitarbeiter-Training
4. eine Projekt-Webseite
5. zwei Projektnewsletter

#### E) KURZBESCHREIBUNG DER 3 "good-practise-Modelle", die transferiert werden:

1. DinnerClub: ein wöchentliches Charity-Event für sozial ausgegrenzte Menschen, wo gemeinsam gekocht wird und zusätzlich ein Kulturprogramm angeboten wird
2. Diversonopoly: ein interkulturelles Brettspiel um Bräuche, Gewohnheiten, Informationen zu Traditionen und zum täglichen Leben im Gastland kennen zu lernen und das gegenseitige Verständnis von Menschen mit Migrationshintergrund und den Einheimischen des "Gastlandes" zu fördern.
3. NewStart: Unterrichtsmaterialien, die Europäische Werte wie Freiheit, Gleichheit, Toleranz und Bürgerrechte vermitteln  
(Beitrag zum gegenseitigen Verständnis)

#### F) AUSWIRKUNGEN

1. Transfer von 3 good-practise-Modellen zum Thema "Verbesserung der interkulturellen Kompetenz zur sozialen Inklusion"  
in 7 Europäische Projektländer (Projektpartner und Stakeholder)
2. Aufbau eines grenzüberschreitenden Expertennetzwerks (Sozialarbeiter, Betreuer) die sowohl folgende Kompetenzen durch die Teilnahme an diesem Projekt stärken:
  - pädagogischen Kompetenzen (neue Instrumente)
  - interkulturellen Kompetenzen (Verständnis für andere Kulturen aus anderen Ländern)
  - sprachlichen Kompetenzen (EN, DE)

#### G) PROJEKT-MANAGEMENT-AKTIVITÄTEN

Die Projektpartner haben sich auf folgende Aufgabenverteilung verständigt:

- P1 (WHKT): antragstellende Einrichtung, Projektmanagement, Host Projekt-Webseite
- P2 (VondiConsulting): Transfer eines good-practise-Modells (Kooperation mit P6) + Moderation
- P3 (Datca MEM): - Koordination der Dissemination; Übersetzungsarbeiten in TK und ARAB
- P4 (CGL): Transfer eines good-practise-Modells, Koordination Evaluation
- P5 ( Caritas Coimbra) Gastgeber des von C2: SP-ADULT-SHORT, Erstellung von 2 Newsletter
- P6 (AC Amics de la Biblioteca de la Fonteta): Konzeption/Layout Webseite; Transfer eines good-practise-Modells

P7 (CIAPE): Transfer eines "Good-practise-Modells"

H) WEITERE PROJEKT-AUFGABEN:

- Gastgeber eines Projekt-Managementtreffens: P1, P2, P3, P6, P7
- Teilnehmer an 5 Projekt-Managementtreffen
- Teilnahme am Webinar (C1)
- Teilnahme am Short-Term-Staff-Training (C2)
- Beitrag zu Dissemination (Koordination P3)
- Beitrag zu Evaluation (Koordination P4)
- Beitrag zur Projekt-Webseite (Host: P1, Konzept und Layout: P6)

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	First Aid, Civic Engagement, Training
<b>Akronym:</b>	FACET
<b>Themenfeld:</b>	Freiwilligenarbeit
<b>Koordinierende Einrichtung:</b>	SAMARITAN INTERNATIONAL e.V.
<b>Partnereinrichtungen:</b>	ZDRUZENIE INSTITUT ZA RAZVOJ NA ZAEDNICATA, MK Latvijas Samariesu Apvieniba, LV Landesrettungsverein Weißes Kreuz - Associazione provinciale di soccorso Croce Bianca, IT Lietuvos Samarieciu bendrija, LT Arbeiter-Samariter-Bund Österreichs, AT Asociácia samaritanov Slovenskej republiky, SK ARBEITER-SAMARITER-BUND DEUTSCHLAND EV, DE ASSOCIAZIONE NAZIONALE PUBBLICHE ASSISTENZE, IT
<b>Projektnummer:</b>	2018-1-DE02-KA204-005199
<b>Laufzeit:</b>	31.12.2018 - 30.12.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

First Aid, Civic Engagement, Training (FACET) is a project focusing on the improvement of first aid education in partner countries. In particular, the civic value of volunteers, as first aid trainers and as first aiders, will be considered.

This will be achieved through a series of international meetings on the exchange of best practices in first aid training and, particularly, matters of volunteer management and training connected to first aid. In the second phase of the project, these best practices will be used to write a practical recommendation for training of (volunteer) trainers. There will also be a training in the form of a study visit to a training of volunteers to verify the findings in practice. In a pilot action, a train-the-trainer course will be held with the worked-out recommendations in mind. The course will further help to make the results tangible for the participating practitioners and will also support the partner countries most in need of improving their volunteer based first aid education opportunities.

The partners participating in these exchanges come from a spectrum of backgrounds with regard to the status of civil society organisations and first aid education offered by CSOs in their countries. Most partners are established providers of qualified and certified first aid in their countries. A first group of partners have enjoyed this status for many decades, a second group, particularly from Eastern Europe, have only established their position as a first aid provider within the last 25 years, as civil society and volunteering activities weren't possible before.

Thirdly, we have a partner organisation from Macedonia. While active in volunteering for many years, they are still at the beginning of sustainably offering first aid training as part of their volunteer structures. In addition, certification systems for qualified first aid education aren't as clearly defined and/or enforced in this region of the EU's neighbourhood, thereby posing an obstacle for purely national establishment of volunteer-CSO-based first aid education.

As a result of this exchange of organisations with diverse national civic histories, we expect all participating partners to gain new insights into volunteer management and training in the area of first aid in general, enabling them to make their methods and practices more universal than just geared

toward their national target group. We consider this a strong added value in an ever more united Europe and as a contribution to work mobility for first aid professionals. We also expect our third group of partners to benefit in particular, as the project will enable them to establish or significantly improve first aid education offered by their volunteers.

The newly established course in Macedonia, as well as the improvements expected in the countries where volunteer-based first aid education is already widely available, will advance the opportunities of quality first aid education for the general populace in the partner countries.



<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Refugees WelComB!
<b>Akronym:</b>	Refugees WelComB!
<b>Themenfelder:</b>	Integration von Geflüchteten, Migrant/innen und Minderheiten Validierung von Kompetenzen
<b>Koordinierende Einrichtung:</b>	Kontakte für Europa e.V.
<b>Partnereinrichtungen:</b>	Ocean Whale, BG Madrid for Refugees, ES TC BUCA KAYMAKAMLIGI, TR ALLILEGGIE SOLIDARITYNOW, EL ARTEMISSZIO ALAPITVANY, HU ASSOCIAZIONE INFORMAGIOVANI, IT
<b>Projektnummer:</b>	2018-1-DE02-KA204-005143
<b>Laufzeit:</b>	01.09.2018 - 31.12.2019
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

„Solidarity is the tenderness of the peoples.“ (Ernesto Che Guevara)

About 60 million people are currently refuging all over the world. They flee from war, political, religious and sexual persecution, hunger, nature catastrophes, risks due to climate change ...

Only after hundreds of thousands of people – particularly war refugees from Syria and the Arabic republics – started their way via the “Balkan route” to Europe, the subject “refugees” has been moving into the entire social focus and needs urgently a European solution. Even more, if we do not want to leave the field to the (right-wing) demagogues. However, a European solution requires transnational co-operation.

According to the Geneva Convention for Refugees, each refugee has a free and unhindered access to courts, is free in the choice of his religion, shall receive access to lessons or studies, to medical treatment, social security and a passport and must not be discriminated in searching for a flat and a job. This means nothing else than the right for and the duty of integration, particularly for the refugees who have a perspective to stay in Europe.

The challenges in the social integration of refugees are often the same. However, according researches that we did in 2015 and 2016 together with our partners showed that the biggest challenge is their integration into the labour market.

The recording, assessing and recognition of competences relating to the integration of refugees in vocational training and employment is indispensable because with that they obtain tools for their professional orientation, career planning and increasing of their employability. From view of the project partners, the French model of Competence Balance is especially appropriate for the target group because it considers particularly non-formally and informally acquired competences.

Therefore, Refugees WelComB! aims at:

- analysing the actual situation of the social integration, particularly their integration in vocational training and employment through

targeted researches, surveys and interviews with refugees in the partner countries

- detecting how the competences of refugees are validated, if the French model of Competence Balance meets the special needs of refugees and how it must be modified for this purpose
- identifying best practise examples with potential of European transfer
- determining together with refugees, refugee organisations, experts and stakeholders the most urgent needs for action that can be covered with existing resources and targeted activities in the frame of European projects

The 16 months project will be realised by partners from Germany, Greece, Hungary, Italy, Spain, Bulgaria and Turkey.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitle:</b>	Pimp up your brain - Gehirnfrendliches Lehren und Lernen in Integrationskursen für Erwachsene
<b>Akronym:</b>	PUYB
<b>Themenfeld:</b>	Integration von Geflüchteten, Migrant/innen und Minderheiten
<b>Koordinierende Einrichtung:</b>	Landesverband der Volkshochschulen Sachsen-Anhalt e.V.
<b>Partnereinrichtungen:</b>	Volkhochschule Bildungsinstitut BE BhW Niederösterreich GmbH AT
<b>Projektnummer:</b>	2018-1-DE02-KA204-005189
<b>Laufzeit:</b>	05.11.2018 - 04.11.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Das Projekt " Pimp up your brain - Gehirnfrendliches Lehren u. Lernen in Integrationskursen für Erwachsene" ist ein strategisches Partnerprojekt zum Austausch guter Praxis.

Die seit 2015 verstärkte Zuwanderung von Menschen aus anderen Herkunftsländern stellt die europäische Union vor zahlreiche Herausforderungen. Gespräche mit EU-Partnern haben ergeben, dass gerade Integrationsprozesse in allen Ländern verschieden angegangen werden u. teilweise zu sehr unterschiedlichen Ergebnissen führen. Dieser Austausch zeigte, dass die Erkenntnisse eines Landes nicht ohne Weiteres über mehrere Sprachen transferiert werden können. Das gab den Ausschlag, den Bereich Integration in deutschsprachigen Regionen der EU näher zu beleuchten.

Der Landesverband der VHS Sachsen-Anhalt e.V. hat mit verschiedenen Einrichtungen für Erwachsenenbildung aus Österreich, Belgien, Luxemburg u. Liechtenstein gesprochen u. erfahren, dass Lehrkräfte in Integrationsbereichen auch in diesen Ländern zunehmend an ihre Grenzen geraten. Alle Einrichtungen zeigten großes Interesse an einer Zusammenarbeit. Aus Mangel an zeitlichen bzw. personellen Ressourcen konnten nicht alle einer Zusammenarbeit zustimmen, sind jedoch sehr interessiert an einem Austausch, den Ergebnissen u. einer evtl. späteren Zusammenarbeit.

Mit dem Antragsteller gehen das VHS-Bildungsinstitut VoG. Eupen - Belgien und die BhW Niederösterreich GmbH Atzenbrugg - Österreich in den aktiven Austausch, um im europäischen Kontext die Qualität von DaZ- u. Integrationskursen zu prüfen.

Grundlagen dieser Überprüfung werden z.B. folgende Fragen bilden:

1. Wie gelungen beurteilen Lernende in Integrationskursen die Willkommenskultur im Zielland bzw. in der Einrichtung; ihren pers. Kompetenzaufbau in den Kursen; die Unterrichtsmethoden bzw. was fehlt ihnen oder kommt aus ihrer Sicht zu kurz?
2. Welche politischen und gesetzlichen Vorgaben nehmen in den einzelnen Partnerländern Einfluss auf Integrationsprozesse? (z.B. Strukturen, Ziele, Finanzierung, Gruppengrößen z.B. in Deutschland 12-25 TN / in Österreich 6 TN pro Gruppe)
3. Wie gestalten sich die Aus- und Weiterbildungen der Lehrkräfte für Integrationskurse in den drei Partnerländern (z.B. berufliche und sprachliche Voraussetzungen, Inhalte, Durchführung, Finanzierung, Materialien)

100 Lehrkräfte werden sich an den Umfragen beteiligen. Mit den drei Lernaktivitäten werden 68 Lehrkräfte in den Austausch zu den oben gestellten Fragen eingebunden, nehmen an

kompetenzstärkenden Workshops teil u. geben ihr Wissen in regionalen Workshops an ihre KollegInnen weiter.

Indirekte Zielgruppe sind Lerner. Sie werden durch ihre Lehrkräfte in die Umsetzung des Gelernten u. deren Reflektion einbezogen. Außerdem werden 300 Lerner an einer Umfrage zur Bewertung der Qualität von Integrationskursen teilnehmen.

Im Projekt sind drei Lernaktivitäten für die Lehrkräfte geplant. Diese dienen dem Austausch u. der Kompetenzerweiterung.

Jedes Treffen hat einen Themenschwerpunkt:

C1. Interkulturelle Kompetenz als Stresskompetenz - Stärkung der Lehrkräftekompetenzen

C2. Lernfreude und Motivation der Lernenden stärken - gehirnfreundlich Lehren - Methodenvielfalt entwickeln

C3. Umgang mit traumatisierten Teilnehmenden in Integrationskursen - Sensibilisierung und Stärkung der Lehrkräfte

Für die Durchführung des Projektes wurde eine gängige Projektmanagementmethode gewählt - Einleitung, Planung, Ausführung, Kontrolle und Evaluation.

Um Management u. Evaluation des Projekts sowie Verbreitung der Ergebnisse sicherzustellen ist jeweils am Anfang, am Ende und am Rande der drei Lernaktivitäten transnationale Treffen geplant. Dieser Prozess wird durch mtl. Videokonferenzen der Projektarbeitsgruppe unterstützt.

Neben der zu erwartenden Kompetenzstärkung der Lehrkräfte und der Erhöhung der Kursqualität werden, zu den oben gestellten Fragen, schriftliche Umfragen durchgeführt. Deren Daten werden zusammengefasst u. evaluiert Informationen über den IST-Zustand liefern sowie Rückschlüsse auf Folgeschritte zulassen, z.B. Erfordernisse zur Qualitätssteigerung von Integrationskursen und wie die Zusammenarbeit im EU-Kontext dazu beitragen kann.

Ziel der Zusammenarbeit ist es, mit einer gehirnfreundlicheren Verarbeitung des Gelernten und der Stärkung interkultureller Kompetenzen auf beiden Seiten, die Qualität der Kurse zu verbessern u. damit die Chancen erfolgreicher Integrationsarbeit für die europäische Gemeinschaft zu erhöhen.

Um dieses Ziel auf EU-Ebene zu erreichen, werden die Partner lokale, regionale u. nationale Anbieter von DaZ- u. Integrationskursen sowie entsprechende Organisationen in den oben benannten deutschsprachigen Regionen, regelmäßig über den Projektverlauf und die Ergebnisse informieren und sie zu regionalen Austauschforen u. Weiterbildungen einladen.

Auf EPAL werden die Ergebnisse kostenfrei zur Verfügung gestellt sowie ein weiterführender Austausch angeregt, um ein friedliches Zusammenleben und-arbeiten in der europäischen Union zu stärken.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Digital Relationships
<b>Akronym:</b>	DigiRe
<b>Themenfelder:</b>	Familienbildung Digitales Lernen durch Computer, Internet und neue Technologien
<b>Koordinierende Einrichtung:</b>	Systeme in Bewegung e.V.
<b>Partnereinrichtungen:</b>	Stiftung Medien- und Onlinesucht, DE UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE, BG Sambucusforum vzw, BE FUNDACJA AUTOKREACJA, PL Asociación de Innovación, Formación y Empleo para el Desarrollo sostenible, ES
<b>Projektnummer:</b>	2018-1-DE02-KA204-005029
<b>Laufzeit:</b>	01.09.2018 - 31.08.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Die zunehmend digitalisierte Welt, in der wir leben und in der unsere Kinder sich als "digital natives" bewegen, stellt Eltern, aber auch die gesamte Gesellschaft, vor immer neue Herausforderungen. In den letzten Jahren hat sich eine rasante technische Entwicklung vollzogen, die dazu geführt hat, dass das soziale Leben vieler Jugendlicher, und zunehmend auch der Kinder, zu großen Teilen online stattfindet. Großeltern skypen mit ihren Enkeln, Familien- und Klassenchats sowie Freunde in sozialen Netzwerken ermöglichen es, ständig in Kontakt zu bleiben, usw. In unsere Beratung kommen immer wieder Eltern, die die Selbstverständlichkeit, mit der ihre Kinder sich in sozialen Netzwerken und Chatgruppen bewegen, nicht mehr nachvollziehen können, ebenso wenig wie den hohen Stellenwert, den diese digitalen Beziehungstools für ihre Kinder einnehmen. Sie sind in Sorge, haben keine Handlungsstrategien und laufen Gefahr, durch simple Verbote den Kontakt zu ihren Kindern zu schädigen. Gleichzeitig sind sie sich oft ihrer Vorbildrolle diesbezüglich nicht genug bewusst und reflektieren die digitalen Anteile der eigenen sozialen Beziehungen nicht oder nur wenig. Wir wollen herausfinden, wie sehr und in welcher Form digitale Beziehungen in den Familien gelebt werden und wie sich das auf die Familien auswirkt. Eine weitere Fragestellung wird sein, ob es Eltern in anderen europäischen Ländern auch so geht, wie sie mit dieser Herausforderung umgehen und welche Lösungen sie gefunden haben. Daher möchten wir uns im Konsortium austauschen, gemeinsam an dem Themenbereich arbeiten und unsere Ideen möglichst vielen Eltern, Großeltern und mit Kindern arbeitenden Personen in Europa zur Verfügung stellen.

Dazu wird es zunächst eine Recherche in den einzelnen Partnerländern geben, die einen Überblick über den aktuellen Wissens- und Forschungsstand zum Thema ermöglicht. Im Laufe des Projekts wird jeder Partner in seinem Land mit mindestens 5 Familien (traditionelle, Regenbogen-Familien oder auch Alleinerziehende) teilstandardisierte Gespräche führen, auswerten und den anderen Partnern im Rahmen eines Meetings präsentieren. In der sozialwissenschaftlichen Forschung wird diese Art der Befragung genutzt, um Sachverhalte zu untersuchen, die im subjektiven Erleben repräsentiert sind und um Grundlagenforschung zu betreiben. Beide Voraussetzungen treffen hier zu, da digitale Beziehungen ein relativ neues Phänomen sind und induktive Schlussfolgerungen einen ersten Eindruck von der Sachlage geben können. Die Ergebnisse der Befragung werden gegen Ende des Projekts zusammengefasst und veröffentlicht. Somit werden allein im Rahmen der Befragung mindestens 30

Familien erreicht (ca. 80- 100 Personen), die wiederum befreundeten Eltern davon berichten werden. Interessierte Personen, Stakeholder und Multiplikatoren können nach Bedarf zu den Partnertreffen in ihrem Land eingeladen werden, damit sie die Möglichkeit bekommen Partner aus anderen Ländern kennen zu lernen und die internationale Zusammenarbeit am Projekt zu erfahren. Daher werden die Partnersitzungen auch zur Verbreitung der Projektergebnisse beitragen. Eine weitere Verbreitung wird über soziale Netzwerke und die homepages und institutionellen Veranstaltungen der Partner stattfinden. Auf diesem Wege wird „DigiRe“ die Sensibilität für das Thema wecken, eine öffentliche Diskussion anregen und die Partnerorganisationen weiter professionalisieren und vernetzen.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	DISEMEX - Disability Employment Expert
<b>Akronym:</b>	-
<b>Themenfelder:</b>	Beschäftigungsfähigkeit Inklusion von Menschen mit Behinderung
<b>Koordinierende Einrichtung:</b>	Internationale Akademie für Management und Technologie (INTAMT) e.V.
<b>Partnereinrichtungen:</b>	ENGELSIZ TOPLUM OLUSTURMA DERNEGI, TR OZARA storitveno in invalidsko podjetje d.o.o., SI CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE, IT 36.6 Competence Centre (Scotland), UK IZMIR VALILIGI, TR BALGARSKA AGENTSIYA ZA RAZVITIE, BG 36,6 Competence Centre, PL Asociația Central European pentru Integrare Socioprofesională ACTA, RO
<b>Projektnummer:</b>	2018-1-DE02-KA204-005223
<b>Laufzeit:</b>	01.09.2018 - 29.02.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

By ratifying the UNCPRD, the EU is obliged to protect the fundamental rights of disabled people based on the principle of non-discrimination. However, according to the EASPD Employment Declaration of December, 2014, people with disabilities are structurally disadvantaged in the labour market because of different barriers. Their labour market participation is still significantly lower than that of persons without disabilities and this situation has not significantly improved over the past 15 years. The persistent underemployment of persons with disabilities is a dramatic obstacle that does not allow to unfold the fundamental rights of the disabled people and leads to social exclusion from all relevant societal fields.

Moreover, Eurostat analyses show that there is a clear north-south divide in the EU.

Eurostat analyses show that there is a clear north-south divide in the EU. In almost all areas, those affected report the smallest daily hurdles in the states of Scandinavia, the Netherlands and Luxembourg, and the highest in southern and eastern Europe.

As early as 2001, Eurobarometer 54.2 showed that in precisely these states (collectively grouped together with the states of Eastern Europe as D EAST item) the social perception of people with disabilities as fully recognized members of society was the least pronounced. The employment rates of people with disabilities surveyed in 2011 show an equivalent pattern in the respective groups of countries. We assume that the level and type of employment of people with disabilities provides information about the quality of the infrastructure and the social recognition of people with disabilities. At the same time even under the given circumstances there is always a space for innovative approaches and non-trivial solutions.

In the course of our project, we would identify those new innovative solutions and examine them in a best practice comparison.

In exact terms, we want to deal with two thematic blocks:

- 1) What tools and methods do stakeholders (externals) at different levels use to promote and support the employability of people with disabilities, especially with a strong focus on the first labour market?
- 2) How do the involved organisations (NGOs, agencies etc.) practically promote the employability of people with disabilities? What are best practices mechanisms and strategies applied to support people with disabilities trying to enter the first labour market?

The aim of the kickoff TPM is to identify relevant fields of actors for area 1) and relevant topics for area 2).

On the basis of the results drawn up here, the partner organization will prepare the TPM in their respective country, in the course of which a workshop will be held, serving relevant stakeholders to present respective best practice strategies, networking mechanisms and societal approaches to foster the employability of people with disabilities. This will cover all levels, from the association to companies and organisations to policy makers.

Within the framework of the TPMs, the respective examples are discussed, classified, benchmarked and filmed. The respective best & worst practice examples are included in the result log and produced as video. This report be published after the end of the project and the video released as a learning film on YouTube.

The project explicitly serves as a basis for future projects with intellectual outputs. A corresponding pre-structuring and analysis will allow for substantially more specific proposals in terms of content and methodology in different key actions of the ERASMUS+ program as well as for a more detailed scientific analysis of the respective topic area. The consortium is founded with the intention of proofing its approach for submitting a follow-up application in the field of adult education and social integration.



<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Art of Inclusion
<b>Akronym:</b>	Art of Inclusion
<b>Themenfelder:</b>	Integration von Geflüchteten, Migrant/innen und Minderheiten Kulturelle Bildung, Kunst und Kreativität
<b>Koordinierende Einrichtung:</b>	Bildungslabor e.V.
<b>Partnereinrichtungen:</b>	Documentary Theatre Studio VOX POPULI, BG L'âge de la tortue, FR Eco Logic, MK uniT - Verein für Kultur an der Karl-Franzens-Universität Graz, AT
<b>Projektnummer:</b>	2018-1-DE02-KA204-005057
<b>Laufzeit:</b>	01.11.2018 - 31.10.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

The ART OF INCLUSION project will bring together institutions from different European regions who are working with refugees and migrants in their pedagogical and/or artistic work with different means, and are interested to develop and exchange about artistic offerings (theatre, photo, film, literature, dance, painting, music etc.) complimentary to regular education and training activities (i.e. language training courses). The aim is to improve the active inclusion of refugees and migrants by providing artistic meet and exchange opportunities with the entire local community on eye level, thus supporting the take-up of the language and culture of the host society and vice versa. The project is addressing adult educators, migrants and refugees, and artists from different areas as well as the respective local societies.

The effective provision of basic skills for refugees and migrants to overcome linguistic, vocational and social barriers is a key issue. This has led to a broad supply of language, vocational training and integration courses, mainly offered in adult learning institutions, aiming at providing i.e. basic language, societal and labour market skills. During formal training activities, there is hardly time to express oneself and discuss with each other. Nevertheless, opportunities to actively use the newly acquired language skills are essential for the learning success and thus for the successful integration into the host society.

One local artistic workshop activity per transnational partner will be prepared prior to, and realized during the partner meetings, addressing partner organizations' representatives as well as local community including refugees and migrants. Documentations of the events (written, filmed, or with other appropriate media according to the respective workshop activity, including interviews, prototypes or similar material) will be made commonly by the project partners. The documentations are going to be presented on the project website and disseminated through different channels, particularly through means of social media. The documentations shall give examples on how arts can contribute to motivation and take-up of language, how the local society can be involved into an inclusive approach for cultural and social exchange, and how such events can be planned and realized.

The project website will present the documentations from the artistic activities during the transnational meetings, but as well other examples from activities aiming at including refugees and migrants by fostering dialogue with the means of arts. A special attention will be given to the use of social media as a means to disseminating the project outcomes and to promote the project objectives,

but as well as a means to built local networks of artists, educators, refugees and migrants and other members of the local society. The partner organisations from Germany, Austria, Macedonia, Bulgaria and France combine expertise and experience in both educational and cultural work with different target groups.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Participation Rather than Integration of Migrant Communities in Adult Learning
<b>Akronym:</b>	PRISMA
<b>Themenfeld:</b>	Integration von Geflüchteten, Mirant/innen und Minderheiten
<b>Koordinierende Einrichtung:</b>	Verein Niedersächsischer Bildungsinitiativen e.V.
<b>Partnereinrichtungen:</b>	Videnscenter for Integration, DK CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET, CY VEREIN MULTIKULTURELL, AT SOCIALINIU INOVACIJU FONDAS, LT
<b>Projektnummer:</b>	2018-1-DE02-KA204-005031
<b>Laufzeit:</b>	01.10.2018 - 30.09.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

The aim of the PRISMA project is to discuss and exchange promising practices about active strategic inclusion of migrant communities in the decision processes as regards programme planning in adult learning organisations. This will be done between the partner organisations and other institutions and networks in the field - particularly migrant and refugee self organisations and networks - that are incorporated on regional/national level. The identified good practices will be shared between the partners in order to be mainstreamed in the participating organisations and beyond.

Plenty of adult learning institutions across Europe are addressing migrants as target groups. They are often highly represented in the participation statistics: Migrants and refugees belong to the biggest groups of adult learning participants in language training; they take part in various formal and non-formal vocational education measures and more. Nevertheless, as regards social inclusion of migrant communities, there are still obstacles to be overcome. Migrants are often seen as recipients of education in the fields described above. What is often lacking is a real active participation throughout the portfolio of adult learning activities, like political, social education etc., addressing migrants as both recipients and providers of knowledge. To improve effective adult learning strategies towards migrant communities, it is necessary to actively include migrant communities in the mid and long term development of adult learning programmes. This is crucial for a successful inclusion in the educational field, since particularly in adult education mechanisms to include learners into strategic decisions are rarely applied.

Basing on a common understanding about opportunities and limitations in the active strategic inclusion of migrant communities into strategic planning, the project consortium will develop a catalogue of criteria to identify good practices in the strategic involvement of migrant communities in adult learning. These criteria will be guiding the project partners throughout the project lifetime, when it comes to implement good practices within their own organisations, and to select and disseminate them to the public. The project outcomes will be disseminated throughout the partner organisations' networks and beyond. Additionally, a multilingual project website will enable the full access to the project results. Furthermore, a community of practice will be established on the Electronic Platform for Adult Learning in Europe (EPALE) as a tool to exchange and communicate between adult learning experts and decision makers.

The project consortium itself consists of partners from across Europe with long-term experience in formal and/or non-formal educational work addressing migrants and/or refugees. Representatives from migrant communities and migrant / refugee self organisations will be included in the project process from the very beginning.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitle:</b>	Fertilize Innovation in Responsible Education!
<b>Akronym:</b>	FIRE!
<b>Themenfeld:</b>	(Gesellschafts-) Politische Bildung und Bildung für demokratische Bürgerschaft)
<b>Koordinierende Einrichtung:</b>	TECHNISCHE UNIVERSITÄT BERLIN
<b>Partnereinrichtungen:</b>	VIDES RISINAJUMU INSTITUTS NODIBINAJUMS, LV UNIwersytet im. Adama Mickiewicza w Poznaniu, PL UNIVERSITE DE LILLE, FR
<b>Projektnummer:</b>	2018-1-DE02-KA204-005208
<b>Laufzeit:</b>	01.09.2018 - 29.02.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

The strategic partnership FIRE! addresses the staff of intermediaries at the interface between science and society.

FIRE! deals with innovative science communication, addresses thereby two horizontal priorities: "Development of relevant and high-quality skills and competences" and "Strengthening the recruitment, selection and induction of Educators". Science Communication (SC) is an important strategy to promote the understanding and appreciation of relevant scientific results, the design of adjusted research questions and the assessment of research results within civil society. Science Communication is an essential basis of Citizen Science, which provides opportunity for broader public engagement and democratization of science. Citizen scientists may design the method, gather and analyze data, and / or communicate the results. Citizen science as a rule has a practice-oriented scientific outcome. For example, informing conservation action, management decisions or environmental policy.

The antiquated "one-way-road" explanation strategy led not to satisfying results due to lack of acceptance and missing relevant mutual knowledge. Dialogue and co-creation are promising ways to involve civil society in scientific work; enabling citizens to influence and contribute to scientific research for mutual benefit. Reflecting on this, concepts like Responsible Research and Innovation (RRI) and Citizen Science have been developed on European level. RRI, dialogue between science and society need efficient tools and formats and professional intermediaries.

To reach these aimed goals the instruction staff of the involved institutions is core, the development of high-quality skills and competences as well as the recruitment, selection and induction of staff has priority.

Intermediaries of four European countries decided to start a process to enhance their respective competences and qualifications within the strategic partnership FIRE! by exchanging their experiences and good practices. Exchange of experiences and processes of collaborative learning are well-placed in the two chosen horizontal priorities.

FIRE! is innovative – it creates new concepts / processes as well as tools / methods and successfully implements them in the practice of the participating partners. The work process of the project itself is innovative.

FIRE! aims a cooperative self-organized teaching and learning process based on experiences of four intermediaries with different expertise, operating over diverse time, acting in different areas. These differences will be a resource for mutual capacity building regarding processes, tools / methods and skills. It is a project from the intermediaries, through the intermediaries and for the intermediaries. The innovation of the project is motivated in the working principles of the participating intermediaries. The project reflects on the working process of intermediaries practicing dialogue between citizens and scientists. Content and format of operating process go in line with each other. The whole project fosters intended future cooperation and continuing exchange of experiences.

FIRE! fosters the development of social, civic and cultural translation competences.

FIRE! aims to contribute to a process of (joined) continuing education for intermediaries on European level.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Volunteers4Europe
<b>Akronym:</b>	-
<b>Themenfeld:</b>	Freiwilligenarbeit
<b>Koordinierende Einrichtung:</b>	VINC Learning UG (haftungsbeschränkt)
<b>Partnereinrichtungen:</b>	EESTI PEOPLE TO PEOPLE, EE More Mosaic, SE Acquamarina Associazione Culturale, IT MITRA FRANCE, FR
<b>Projektnummer:</b>	2018-1-DE02-KA204-005012
<b>Laufzeit:</b>	01.09.2018 - 31.08.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Volunteer work is closely linked with social, civic and intercultural competences, with critical thinking and with the fight against discrimination, segregation, racism and violence. Volunteer work has an economic value, increases social well-being and social prosperity. Lots of volunteers live the European values and stand for it. They are active citizens and contribute to the civil society in Europe. Democracies thrive from the engagement of their citizens, their readiness to help in society, to feel a part of it and to take over responsibility. With other words: Democracies need volunteers!

In 2011 the European Year of Volunteering was designated. Since then the number of volunteers grew up, but by far not as much as expected. There are remarkable differences of volunteering between the European countries, influenced by their tradition, politics and history. Statistical data about volunteering are different in the European countries and often not sufficient to reflect the real situation. There exist already European programmes like the European Voluntary Service that provide opportunities for volunteering for young people. Nevertheless, transnational exchange, promotion and education campaigns are needed in Europe in order to raise awareness among persons of all ages, organisations and companies for voluntary activities and its great benefits. It is the main objective of the project to get a picture of the current situation of the voluntary sector on local and regional level and to introduce examples of best practice to a larger audience on national and transnational level.

The five project partners will analyse the voluntary activities in their region: they will make photo reportages, videos, interview volunteers and representatives of organisations active in the field of volunteering. Different kinds of voluntary activities and volunteers of all ages are taken into consideration. Additionally the teams will photograph situations where volunteers could be active in society.

The partners are from Estonia, France, Germany, Italy and Sweden, countries with different traditions in volunteering. Three NGOs and two education providers contribute to the project with different backgrounds and skills: they already were involved in projects with volunteers, some of them organise voluntary work, they have high qualifications in PR, journalism, photography and the organisation of exhibitions, meetings and conferences.

Transnational exhibitions of the photos as a tool of non-formal education shall provide informations and encourage people of all ages to become active as volunteers. Meetings with volunteers and representatives of organisations for volunteers will allow an exchange of knowledge and provide possibilities to enlarge the networks. A tangible result of the project is an e-book (OER) that

summarizes the informations and photos gathered during the project lifetime. Additionally the results of the project will be summarized in a transnational webinar at the end of the project.

Sharing international methods and approach will guarantee a wide spectrum of possibilities and options for further project applications. International exchange will open possibilities for new perspectives. Partners will develop materials and methodology themselves, thus inspiring and stimulating one another to new impulses, ideas, and activities.

Informative and human resources will be generated through the developed initiatives and partnerships with different stakeholders on the local, national and international levels.



<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Gesellschaftlicher Zusammenhalt im Kontext von Migration: Erkenntnisse zur Konzeption von Erwachsenenbildungsangeboten zur Vielfalts-Akzeptanz in der Sozialen Arbeit
<b>Akronym:</b>	GEKSVielfalt
<b>Themenfelder:</b>	Integration von Geflüchteten, Migrant/innen und Minderheiten (Gesellschafts-) Politische Bildung und Bildung für demokratische Bürgerschaft Interkulturelle Bildung
<b>Koordinierende Einrichtung:</b>	Diözesan-Caritasverband für das Erzbistum Köln e.V.
<b>Partnereinrichtungen:</b>	Bildungszentrum der Jesuiten und der Caritas gemeinnützige Ges.m.b.H., AT Caritas Diözese Bozen-Brixen, IT Diecézní katolická charita Hradec Králové, CZ Asociația Organizația Caritas a Diecezei Satu Mare, RO
<b>Projektnummer:</b>	2018-1-DE02-KA204-005073
<b>Laufzeit:</b>	03.09.2018 - 02.09.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

In almost all European countries, social cohesion is damaged or even destroyed by polarizing, mostly right-wing and right-wing populist forces. In a society of diversity it is necessary to promote awareness of social cohesion with suitable initiatives and to recognize this as a value. Cognitive, emotional, social and political education is required to take up to face this challenge.

In the project „Social cohesion in the context of migration: findings on the design of adult learning programmes (opportunities) covering the acceptance of diversity“ concepts, methods and ways by European partners will be identified and evaluated. Theory and practice to promote cohesion will be discussed. The concrete learning will be put into action by takes place via the visiting and getting to know each other and by the evaluation of good-practice examples. An essential part of all meetings is to analyse the question consists of the question concerning regarding a possible the transfer of acquired knowledge into their own field of context work. The accompanying documentation ensures the publication of the results (via the internet platform) and other possibilities.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Validierung in der beruflichen Weiterbildung: Austausch zu Theorie und Praxis
<b>Akronym:</b>	ValiSkills3
<b>Themenfelder:</b>	Validierung von Kompetenzen Beschäftigungsfähigkeit
<b>Koordinierende Einrichtung:</b>	ABU Akademie für Berufsförderung und Umschulung gGmbH
<b>Partnereinrichtungen:</b>	Kompetanse Vest, NO Powiat Goleniowski, PL ABIF - WISSENSCHAFTLICHE VEREINIGUNG FÜR ANALYSE, BERATUNG UND INTERDISZIPLINARE FORSCHUNG, AT IHK- PROJEKTGESELLSCHAFT MBH, DE FOUNDATION EUROPEAN CENTRE VALUATION PRIOR LEARNING/STICHTING EUROPEESCENTRUM WAARDEREN VAN LEREN, NL
<b>Projektnummer:</b>	2018-1-DE02-KA204-005028
<b>Laufzeit:</b>	01.10.2018 - 30.09.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Angesichts sich verändernder Anforderungen in der Arbeitswelt und eines zunehmenden Fachkräftebedarfs, aber auch im Interesse einer sozialen Anerkennung und besseren individuellen Verwertung werden europaweit ggw. intensive Bemühungen unternommen, um die Kompetenzen berufserfahrener Erwachsener besser sichtbar zu machen, anzuerkennen und volkswirtschaftlich nutzbar zu machen. Die Partner des „ValiSkills3“-Projekts möchten diesen Prozess unterstützen.

Das Projekt zielt auf einen transnationalen Austausch von Informationen und Erfahrungen bei der Einführung von Validierungssystemen in EU-Ländern. Als Ergebnisse werden Präsentationen bewährter nationaler Verfahren und Anwendungserfahrungen sowie intensive Diskussionen auf dem eigenen Praxishintergrund der Projektpartner erwartet. Sie veranstalten dazu offene Blogdiskussionen zu verschiedenen aktuellen Aspekten des Themas, in die Dritte (Stakeholder der Berufsbildungs- und Arbeitsmarktpolitik, Unternehmen usw.) einbezogen werden sollen. Webdiskussionen werden durch unmittelbare Anschauung vor Ort ergänzt.

Gegenstände des Austauschs sind u.a. die Relevanz erprobter Validierungsverfahren für den Bedarf der beruflichen Weiterbildung anderer Länder und deren Übertragbarkeit bezogen u.a. auf

- Verfahren und Instrumente
- rechtliche Verbindlichkeit: Verwertbarkeit, Standardisierung, Einheitlichkeit
- Akzeptanz im Bildungs- und Beschäftigungssystem,
- Qualitätssicherung,
- Zugangs- und Anschlussmöglichkeiten,
- Institutionalisierung: Rollen, Zuständigkeiten, Vernetzungen.
- Finanzierung

Die Projektarbeit stützt sich auf das ValiSkills- Kompetenzfeststellungsverfahren für formal Geringqualifizierte, das in den beiden Vorgängerprojekten „ValiSkills“ (ITP, 2012-14) und ValiSkills2 (KA2, 2015-17/ NA-Auszeichnung als Good Practice Projekt) entwickelt wurde ([www.valiskills.eu](http://www.valiskills.eu)). Im Fokus dieses weiterführenden Vorhabens stehen insbesondere auch Möglichkeit des schrittweisen Erwerbs von Teilqualifikationen auf dem Weg zum Berufsabschluss.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	European Dialogue for Active Citizenship - EDACate
<b>Akronym:</b>	EDACate
<b>Themenfelder:</b>	Interkulturelle Bildung (Gesellschafts-) Politische Bildung und Bildung für demokratische Bürgerschaft
<b>Koordinierende Einrichtung:</b>	Intercultural Youth Dialogue Association IYDA e.V.
<b>Partnereinrichtungen:</b>	Edu Compass Foundation, BG SwIdeas AB, SE ACTION SYNERGY SA, EL Crossing Borders, DK Border Crossings Company Limited, UK Youth Europe Service, IT
<b>Projektnummer:</b>	2018-1-DE02-KA204-005181
<b>Laufzeit:</b>	01.09.2018 - 28.02.2021
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

European Dialogue for Active Citizenship EDACate is a project that follows a cross-sectoral approach interpreted in order to collect, review and publish new and innovative approaches in the training on Active citizenship as it tear down borders between the education sectors and to facilitate a more open, innovative training and teaching. As we are convinced that participation is one of the core skills in the nowadays digital society which means to be in the position to gather information, reflect them and articulate opinion. Participation inherent the ability to conceptualize information and put them into different context. From the perspective of employability, the knowledge on how to participate includes management and leadership skills but as well openness for new ideas and concepts. Transferring participation into education means to educate self-aware citizens and gear their capacities to be Active Citizens, whom are open to new ideas, cultures and concepts and are willing to form and influence their society.

Therefore it will be beneficially to create curricula, which have a European perspective on active citizenship and participation. Still each country inside the EU has different approaches, traditions and educational systems. Further on trainings and workshops exist but never been brought together at the European Level.

The project seeks to create an evaluation grid for identifying best practice in citizenship building and collect those practices in a method handbook. This handbook will act as a tool-box for trainers, teacher and other facilitators in order to create innovative and tested instructions all over Europe and across all educational sectors.

The project will run for two years and will consists out of a number of multinational meetings (each partner will organize one) where good practice methods are presented and discussed.

The project will be organized in a series of multinational meetings at every partner organization. At every meeting the partners will present two good practice examples of participative methods or used methods in defining the active citizens in addition to projects/good practices in the field of non formal and formal education. All methods will be documented, collected and published at the end of the project. In order to identify the good practices, the partnership will collect indicators and create an

evaluation grid to identify good practices. The grid and the method handbook will be open accessible and should be used by institutions from all education sectors in formal and non-formal learning. The project can be understood as a pre-assessment of the needs to create and test European curricula in active citizenship building through high level dialogue.

The project target directly trainer and teacher in all educational sectors. During 7 project meetings we will work on 100 good practice examples, 14 input reports and 7 policy recommendations, which will be published in a comprehensive project eBook.

Through sharing good practices of participation and active citizenship, EDACate seek impact on all administrative, organizational and educative levels.

We expect the participants of the project to extend their knowledge on training participation and active citizenship and how this is done in Europe. We expect partners organizations to professionalize and innovate their curricula through new methods. We expect the learner to become more motivated to perform lifelong learning and we expect stakeholders to become more aware on the need to include participatory methods in teaching and training.

On the long run the projects wants to support the aims of the Europe 2020 strategy – to involve more people in lifelong learning, empower people to involve and strengthen the European society to fight back radicalization of any kind.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Klimaschutz vor Ort
<b>Akronym:</b>	-
<b>Themenfeld:</b>	Umweltbildung und Nachhaltigkeitsbildung
<b>Koordinierende Einrichtung:</b>	Harz Regenerativ Druiberg e.V.
<b>Partnereinrichtungen:</b>	Verein zur Förderung der kirchlichen Umweltberatung (FKU) e. V., DE Federación española por el medio ambiente y contra el cambio climático, ES LENERG ENERGIAUGYNOKSEG MERNOKI ESTANACSADO NONPROFIT KORLATOLT FELELOSSEGU TARSASAG, HU
<b>Projektnummer:</b>	2018-1-DE02-KA204-005200
<b>Laufzeit:</b>	01.09.2018 - 31.08.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Im Rahmen des beantragten Projektes sollen neue Strategien in der Erwachsenenbildung entwickelt werden, mit dem Ziel Menschen vor Ort zu mehr Klima- und Umweltschutzhandeln zu motivieren. Dabei geht es um eine Kombination von theoretischem Input im Rahmen von Workshops aber auch praktische Erfahrungen von Initiativen und Projekten, die vor Ort schon umgesetzt werden. Ein besonderes Interesse gilt den kulturellen und auch klimatischen Unterschiedlichkeiten in den beteiligten Ländern und wie sie mit dem Thema des Umwelt- und Klimaschutzes umgehen und welche Lösungsstrategien sie entwickeln. Wichtig ist auch, dass sich im Rahmen des Projektes nachhaltige Netzwerke, die einen fachlichen und persönlichen Austausch sowie die Möglichkeit gegenseitigen Lernens, über das Projekt hinaus ermöglichen.

Im Rahmen des Projektes werden sich ca. 40 Personen aus dem Erwachsenenbildungsbereich mit dem Umwelt- und Klimaschutzthema beschäftigen. Auf diese Weise werden sie die Themen in ihren Netzwerken aufnehmen und so in die Breite bringen. Als konkretes Ergebnis des Projektes wird ein Leitfaden: "Umwelt- und Klimaschutz in der Erwachsenenbildung vor Ort" entwickelt werden, der sowohl in gedruckter als auch digitaler Version vorgelegt wird.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitle:</b>	Strategic Partnership for older people's inclusion into the digital world
<b>Akronym:</b>	SPIDW
<b>Themenfelder:</b>	Aktiv im Alter Digitales Lernen durch Computer, Internet und neue Technologien
<b>Koordinierende Einrichtung:</b>	EureCons Förderagentur GmbH
<b>Partnereinrichtungen:</b>	Aidlearn, Consultoria em Recursos Humanos Lda., PT PRO-MED spolka z ograniczona odpowiedzialnoscia, PL Balkanska Agenciya za Ustoychivo Razvitie, BG Association for Intercultural Dialogue, RO Slovenska univerza za tretje zivljenjsko obdobje, zdruzenje za izobrazevanje in druzbeno vkljucenost, SI Spolupracou pre lepsiu buducnost - Velky Meder, SK
<b>Projektnummer:</b>	2018-1-DE02-KA204-005076
<b>Laufzeit:</b>	01.10.2018 - 30.09.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

The overall objective is to provide conditions for older people to obtain digital skills through selected good practices including filmmaking; to train trainers how to apply good practices with older people in the frames of modern digital approach. The need was identified through consulting relevant studies in this field, through our own research, conversation with our senior students. (When students are low educated questionnaires do not yield any valid results); to enable organizations to develop and strengthen their capacity to increase the ability to work internationally by sharing ideas, methods and good practices and implement successful activities with older people at local, regional and national level. The specific objectives are to improve capacity of experts working with seniors in digital field as far as ICT is developing very fast and digital skills of seniors remain very poor. The preliminary needs analysis in each partner organization showed that older people lack of updated digital skills and this makes a lot of problems for them and decreases quality of life. End users - retired - usually live alone but have a lot to share with people – they need access to modern education and integration. The target group involved - trainers, experts, teachers, social workers who work with older people will be trained how to use effective good practices. They will participate in 3 trainings: in Germany, Slovenia and Portugal for improving ICT skill and learning new methods as well as a lot of techniques how seniors to have better access to apps, new skills for jobs (if they want to continue working, even retired), how to be better integrated in society and to send their digital messages to their grandchildren and to the world using favourite arts tools as cinema making – production of shorts films; documentary - biographic interviews, Web TV with videos, etc.

This project combines and unites previous experience of partners in their work with seniors but now entirely in the digital context.

We have recently identified an interest also in groups of low educated and low skilled older workers who took some courses with our organizations. Facilitating the education and the digital inclusion of older generations who, unlike younger generations, were not born into the world of images, is the need behind this project.

15 trainers will obtain new skills how to involve older people in ICT activities, new digital skills for making cinema, documentary, Web TV, learning skills for new jobs; enriched expertise with many non-formal methods as city games, biographic interviews, how to make a film; scriptwriting;

1050 older people will be involved in local training activities including 350 with fewer opportunities (in 7 partner countries)

International activities will be 3 trainings of trainers (7 partners x 2 persons in selected good practices using digital tools how to organize trainings for older people in their countries).

**Methodology.** As they are, by rule, functionally illiterate, using films rather than linear texts has proven to have many advantages over the rest of the methods. The cinematographic text and language have an advantage over other languages, since such text leads to free interpretation and learning. Film is definitely a teaching and/or learning tool that reveals the other (not the self), and leads to the comprehension and construction of individual, social and cultural identity needed for successful social inclusion. Moreover making films is a creative process and as thus inclusive for all who participate in a film making team. Cinematographic text is a tool that can be used in the process of older people education.

The results will be at least 2 films per partner (14); web site for uploading films and documentary videos;

E-brochure with selected good practices examples for free access for any expert working with older people.

Moodle based platform will be used for the repository and communication purposes to support the tasks: Management, Dissemination, Evaluation and Trainings. For each task a separate Learning Room will be established in order to support collecting documents and products. For communication each Learning Room will offer a dedicated Forum.

Impact envisaged and finally the potential longer term benefits are that all product and resources will be uploaded on the web site of the project for free access of trainers and end users and also for general audience who like cinema. Each partner will create Face page group where all new audio-visual products will be uploaded; Web site with all resources will be active after project life.

Older people will find friends from other countries who have similar interests and will be part of large EU seniors filmmaking network. They will receive the chance to send their messages to Europe based on their life stories through cinema tools.



<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Aufbau eines europäischen Kooperationsnetzwerks zur kontrastiven Alphabetisierung für Erwachsene (EUKOAL)
<b>Akronym:</b>	EUKOAL
<b>Themenfelder:</b>	Integration von Geflüchteten, Migrant/innen und Minderheiten Alphabetisierung und Grundbildung
<b>Koordinierende Einrichtung:</b>	Gesellschaft für interkulturelles Zusammenleben e.V. (GIZ)
<b>Partnereinrichtungen:</b>	BERUFSFORDERUNGSINSTITUT OBERÖSTERREICH, AT Caritas Sofia, BG
<b>Projektnummer:</b>	2018-1-DE02-KA204-005091
<b>Laufzeit:</b>	01.09.2018 - 31.08.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

Europa ist ein Global Continent geworden, ein Kontinent unterschiedlicher Ethnien, Weltanschauungen, Religionen, Kulturen und Sprachen. Bildung ist dabei der zentrale Faktor den es in den kommenden Jahren zu verbreiten gilt, um die Chancen der gesellschaftlichen Teilhabe und Perspektive allen Menschen zugänglich zu machen. Unser Projekt zielt auf einen Aspekt der Grundbildung, der Alphabetisierung von Erwachsenen mit den Erstsprachen Türkisch und Arabisch. Die deutsche Bundesregierung hat im Jahre 2016 die „Nationale Dekade für Alphabetisierung“ ausgerufen und zusätzliche Mittel für Projekte zur Verfügung gestellt. So gab es in Deutschland im Jahre 2016, 7,5 Millionen funktionale Analphabeten. Diese Zahl hat sich mit den neu angekommenen Geflüchteten erhöht. Ziel des vorliegenden Projektes ist der transnationale Austausch im Europäischen Kontext, um Erfahrungen, Methoden und Ideen zur kontrastiven Alphabetisierung zu bündeln; ein Prozess der sich noch in den Anfängen befindet.

Für die erfolgreiche Operationalisierung des Projektes im Zuge der beantragten 24 Monate werden alle Projektländer in die jährlichen Arbeitsschritte einbezogen.

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

<b>Projekttitle:</b>	European Lived Culture Connects
<b>Akronym:</b>	ELiCCon
<b>Themenfeld:</b>	Interkulturelle Bildung
<b>Koordinierende Einrichtung:</b>	VINC Learning UG (haftungsbeschränkt)
<b>Partnereinrichtungen:</b>	ALVIT - inovace a vzdelavani s.r.o., CZ PRAXIS EUROPE CIC, UK INERCIA DIGITAL SL, ES
<b>Projektnummer:</b>	2018-1-DE02-KA204-005011
<b>Laufzeit:</b>	01.09.2018 - 31.08.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

The European Cultural Heritage is a unique melting pot of different cultures. "United in diversity" - that is the declared motto of the EU and a guiding principle of this unique community of nations. At the same time this motto bears a task for all Europeans, to create a synergy of cultures, to regard each single culture as a valuable part of the unique community in the context of other cultures. Increasing the awareness of this precious cultural diversity contributes to the development of a shared identity in Europe.

The ELiCCon-project aims to explore the rich cultural diversity of Europe and raise awareness about its high value for our common life. The focus is on the lived cultural heritage: the values, the traditions, customs and habits. The more the people in Europe will learn from each other, the more fears and prejudices against other cultures can be reduced and valuable synergies can arise. Nowadays learning about lived cultures in Europe requires to consider also cultures from non-European countries, that are practised in Europe and the change of cultures in the course of time.

The project teams from Czech Republic, Germany, Spain and UK will explore the lived cultural heritage in their societies. They will photograph or film examples of the lived cultures, making interviews with people and organisations that practise traditions. The teams will present the results with exhibitions, intercultural encounters, films and other digital and artistic means. The audience are the project teams, their large networks as well as education providers, associations, companies and people of all ages outside the project.

The exchange between the countries is of particular value. Because people have a certain idea of strangers, which makes it easier for them to classify others. Such stereotypes are mostly inconsistent with reality. Through the mutual exchange of information about the lived cultural heritage of the respective countries stereotypes can be reduced enormously. The active exchange of cultures through non-formal and informal learning contributes to the growing together of the European states and to the fight against nationalism and xenophobia.

The project teams will conduct four transnational webinars, where each project partner will present examples of the lived cultural heritage in his country. The recordings of the webinars will remain available for free to all people. The results of the project are summarized in a free e-book (OER) in order to ensure the sustainability of the project.

All project partners provide comprehensive experiences and skills for the project. Whereas the German project partner has its focus on adult and further education in the field of photography, digital media, e-learning and intercultural management, the Spanish partner is a social enterprise focused on training,

innovation and traineeship in digital skills at European level. The partner from UK is a non-governmental organisation that is passionate about improving lives of disadvantaged people in society. They actively engage especially young people through the use of sports, culture and creativity. Their motto is "Ideas into Action". The mission of the team from Czech Republic is to improve peoples lives through high quality intercultural training, transfer of innovation and lifelong learning. They provide an extensive knowldege about the history of the Moravian-Silesian region. The qualifications and experience of the partners ensure a high quality of the project.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	PRO RURAL EUROPE II
<b>Akronym:</b>	PRORURE II
<b>Themenfeld:</b>	Ländliche Entwicklung
<b>Koordinierende Einrichtung:</b>	Internationaler Ländlicher Entwicklungsdienst e.V.
<b>Partnereinrichtungen:</b>	Asociația Generală a Romanilor Uniti, RO Movimiento Rural Cristiano, ES ACRF -Femmes en milieu rural, asbl, BE Associazione Rurali Reggiani, IT Ogólnopolskie Stowarzyszenie Chrzescijanskich Organizacji Wiejskich (Polish Association of Christian Rural Organisations - PACRO), PL CHRETIENS DANS LE MONDE RURAL, FR Forum krestanskykh institucii, SK Katholische Landvolkbewegung Deutschland e.V., DE Association for democratic education FAR, BG
<b>Projektnummer:</b>	2018-1-DE02-KA204-005190
<b>Laufzeit:</b>	01.12.2018 - 30.11.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

In their diversity rural areas shape the "face of Europe", they are a valuable space to live and stand for identity, home, culture and specific systems of values and an important economic factor. However, there is a lack of civic society's participation and of life and job opportunities. Because of these discriminations especially young people are leaving their homes. As a result an alarming shift of the social structure and weakening of rural areas in all sectors can be observed. Rural areas are dying in Europe and (nearly) nobody cares.

The project would like to make use of the opportunities of the "Year of the European heritage 2018" and contribute with educational programs, developing social, democratic and intercultural competences towards more cohesion of Europe. It's about to get to know the specific history and identity of everyone and to find steps towards a European identity, towards "Unity in diversity".

Especially rural areas do play in this context a specific role as carriers of the countries' and regions' own identity. The related issues shall be tackled through exchange and networking of 10 non-governmental organisations in nine countries on European level - also to promote the European family of Nations to come closer together.

The project will address the rural population as a whole as (indirect) target group, with special focus on the members of the partner organisations as multipliers, on young (future) and elderly people (needing special care), as well as relevant stakeholders and decision makers. Principally the project will be addressed to all people who are willing to take over responsibility for the well being of rural areas, and who like to contribute to active citizenship as European citizens.

On European level up to now there is no such network existing which is composed solely out of civic society organisations from Eastern and Western European countries which is able to treat and address burning issues of European rural areas, only several platforms of certain professional fields or of governmental institutions. Therefore it can be stated that the project is quite innovative.

The initiative intends to tackle two levels:

1. Activities of all the participating project partners in their specific region taking selected relevant issues in connection with the project's objectives and methods accompanied by efforts of distribution and networking

2. Activities on project-/ consortium level: Sharing experiences and findings during transnational meetings. As parts of the project's documentation written reports and fotos are made available for all partners.

The planned regular transnational project meetings will be used as an important working level within the project and as center of exchange and content training. They are the foundation of networking. Here happens the strategy development, organizational development, the identification of common tasks, goals, stakeholders and other networking partners.

They also give the opportunity to learn about the reality of life in the partner countries and the formation of community and cohesion. In addition, they also give impulses for further activities and communication among the partners.

In order to convey social, democratic and intercultural competence and contribute to increased capacity for dialogue as well as to critical reflection amongst the responsible persons of the participating organisations it is planned to accomplish a 5 days learning/teaching activity in Romania covering the issue "The common cultural heritage of Europe".

The work of the participating organisations mainly in adult education on selected themes provides the basis for the project. This allows a broader transmission of the issues addressed by the project including invitations to responsible persons in politics, administration, church, economy, public institutions and potential new partners for networking as a long term perspective.

<b>Strategische Partnerschaften in der Erwachsenenbildung zum Austausch guter Praxis</b>
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<b>Projekttitel:</b>	Sustainability through Cross Border Circular Economy (SCRCE)
<b>Akronym:</b>	(SCRCE)
<b>Themenfeld:</b>	Umweltbildung und Nachhaltigkeitsbildung
<b>Koordinierende Einrichtung:</b>	Dr. Ludwig Intelligent Projects GmbH
<b>Partnereinrichtungen:</b>	CHANGEMAKER AB, SE NGO Nest Berlin, DE GODESK S.R.L., IT ENTREPRENEURSHIP AND SOCIAL ECONOMY GROUP, EL
<b>Projektnummer:</b>	2018-1-DE02-KA204-005230
<b>Laufzeit:</b>	01.10.2018 - 30.09.2020
<b>Antragsjahr:</b>	2018

**Zusammenfassung:**

A successful achievement of the SDG 12 of the United Nations needs the transformation of the economy into a sustainable economy which needs to be organized as a circular economy. The main principle of it is to reuse waste and to gain new raw materials in order to realize an autarkic provision of the economy with raw materials in order to avoid the exploitation of new natural resources due to the negative impact on the environment resulting from such an exploitation. There might be the ideological model of autarkic communities which are able to live self-sufficiently but in reality everybody and each community depends on others. A model of sustainable economy gets very complicated and therefore is often reduced to such simple, local models of small autarkic communities. This thinking includes also the reuse of waste streams. In the simple model a circular economy is easily described as a relative homogeneous output which can be related to a relative homogeneous input or to very specific products. Nevertheless the ideas how to reach a sustainable economy are based on simple models leading to develop goals like the SDG 12 for a responsible consumption and production including the goal to strive for a circular economy. Attempts to realize circular economy have led to various measures on national and EU level in ways that leave ideology aside like very vague defined recycling rates. Anyway with such a kind of measures the lawmakers worldwide avoid the use of real definitions and visions how a circular economy or the implementation of SDG 12 should look like. They shift the responsibility to solve this very essential problem of mankind to „free“ citizens, even if many of them deny some basic human rights. A huge obstacle to develop a more complex model for reaching a circular economy seems to be that the principles of the concept of a circular economy depend very much on the cultural background of people in different countries and settings. There seem to be differences between nations on how people imagine to realize a circular economy. Nevertheless products and waste do cross borders and therefore nations are not able to live without dependencies from other nations – if so only on a very low economical level which is wanted to overcome by realizing the SDGs.

In order to realize the principles of a circular economy and therefore the achievement of the SDG 12 an international discussion has to be started with input from people from different settings. This means that partnerships for the goal to discuss these matters are needed which corresponds to the SDG 17. Therefore our project intends to contribute to the SDG 12 by pursuing the SDG 17. due to the complexity of creating a cross border circular economy we won't be able to create it with our project, but we would be able to contribute to it by creating awareness about the obstacles among

stakeholders and exchange methodological good practices organized by the partners in their respective countries train them on how to approach the problem in order to accelerate international solutions that deserve to be called measures on a way to realize a real circular economy.