Projekte zum Thema Grundbildung

Übersicht zu strategischen Partnerschaften und Mobilitätsprojekten in der Erwachsenenbildung, die zum Thema Grundbildung arbeiten. Aufgeführt sind alle Projekte mit Beteiligung deutscher Einrichtungen, die sich der Thematik key competences - Basic skills zuordnen.
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Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Validation and Motivation for (in)formal Learning in Prison

Good practice example  Success story

VALMOPRIS

Project Coordinator

Organisation  New College Lanarkshire
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Project Information

Identifier  2015-1-UK01-KA204-013882
Project Web Site  http://valmopris.org
Start Date  Sep 1, 2015
End Date  Aug 31, 2017
EC Contribution  255,227.05 EUR
Partners  BLENDED LEARNING INSTITUTIONS COOPERATIVE (DE), Centrul Educativ Buzias (RO), DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH (AT), Changes&Chances (NL), EURO-COMPETENCES ET INITIATIVES POUR LE DEVELOPPEMENT DE L’ENTREPRENEURIAT SOLIDAIRE (FR), EPPEA (LV)
Topics  Reaching the policy level/dialogue with decision makers; Key Competences (incl. mathematics and literacy) - basic skills; Recognition (non-formal and informal learning/credits)
Project Summary

The Validation and Motivation for Informal and Non-formal Learning in Prisons (VALMOPRIS), set out to facilitate the recognition and validation of non-formal and informal learning through the design and delivery of competence-oriented learning activities in prisons and criminal justice settings in the EU. The objectives were to:

• Explore the role and impact of non-formal and informal learning validation in prison alongside its potential to encourage learning and further competence development
• Maximise the motivational potential of non-formal and informal learning, and validation in prisons through the introduction of validation processes and competences relevant to those leaners and the socio-economic disadvantages they face
• Actively contribute to policy discourse on prison education, and promote/enhance the role and potential of non-formal and informal learning validation within prison education and justice settings
• Interact with prison services, raising the profile of the social and personal competences acquired through informal learning (in line with the Council of Europe Recommendations on Education in Prison)
• Support professionals working within prison to validate informal and non-formal learning through training and the creation of a framework, resources and materials required to undertake future and self-directed validation
• Establish a train-the-trainer programme for prison teachers throughout the EU

The project saw professionals and teachers from 7 EU countries, 5 of whom deliver education within criminal justice settings, working in close partnership to design, deliver and validate competence development, as a result of our learners’ engagement with a wide range of non-formal learning activities.

• New College Lanarkshire (Scotland, UK) deliver wide-ranging educational provision within 7 Scottish prisons
• EPPEA (Latvia) are an NGO who deliver prison education offending prevention strategies and resettlement support
• Euro-CIDES (France) deliver training and development opportunities within the field of prison education
• Centrul Educativ Buzias (Romania) is a closed detention centre for young offenders, subordinated to the Romanian National Administration of prisons with a core focus on education values
• Changes and Chances (Netherlands) use the arts as a tool for those who come into contact with the criminal justice system

Two partner organisations specialist in training and education concepts:
• Die Berater (Austria) develop adult education and VET programmes for HR development – including specialised e-learning solutions
• Blinc eG (Germany) develop training concepts, networking and exchange and host the REVEAL network and the LEVEL5 validation methodology

The project explored the impact of competence-oriented learning and non-formal modes of learning on the motivation of prison-based learners to engage in learning – and ascertain the types of competences that were most relevant within prison and justice contexts

As a result of our research and findings, which was carried out with over 90 prison learners and 30 practitioners from 5 EU countries, and pilot activities with 30 teachers that reached 90+ learners, we delivered a set of recommendations for the development of future policy to help all stakeholders to recognise the value of informally-developed competences; as well as a series of practical resources which could be utilised within prisons and criminal justice settings to support practitioners to deliver and validate competence-oriented learning
The VALMOPRIS project produced 4 Intellectual Outputs (IO’s):

- IO1 Study and Policy Recommendations includes full details of our research methodology and findings on the importance of education, competence-development and the validation of learning
- IO2 Competence Frameworks has 40 competences designed for prison and criminal justice settings, which include frameworks for practitioners to develop and adapt within their own learning contexts as well as a catalogue of pilot learning activities
- IO3 Train-the-trainer Programme developed as an online offering through a Moodle platform for learning professional across the EU
- IO4 Practitioners’ Guidebook offers advice on how to deliver competence-oriented learning available in partner languages

Impact of the project activities were:

- Increased opportunities for professional training in the delivery of competence-oriented learning and the validation of non-formal and informal learning
- Increased understanding of the benefits of and subsequent engagement with COL and validation processes
- A consistent but flexible approach developed for the delivery of competence-oriented learning and development of the well-established LEVEL5 validation approach for use within prison and criminal justice settings across the EU
- Higher numbers of learners engaging in competence-oriented learning and seeing the psycho-social benefits of their engagement with non-formal learning validation.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

On the move - Best Practice in Outreach Educational Counselling and low-threshold learning opportunities

Project Coordinator

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Project Information

Identifier  2014-1-DE02-KA204-001579
Project Web Site  http://onthemove-project.eu/
Start Date  Sep 1, 2014
End Date  Aug 31, 2016
EC Contribution  276,561.13 EUR

Partners  BFI Tirol Bildungs GmbH (AT), Norrköpings stadsmuseum (SE), PROMIDEA COOPERATIVA SOCIALE (IT), SUPERACTI COMMUNITY INTEREST COMPANY (UK), VYTAUTO DIDZIOJO UNIVERSITETAS (LT), Stichting De Regenboog Groep (NL)

Topics  Labour market issues incl. career guidance / youth unemployment; Inclusion - equity; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

Central to the project was the question of how to reach those remote from education – i.e., people who for whatever reason have had little or no formal adult education - to improve their participation in further education and to design and provide low-threshold learning opportunities. Studies show that only about 10% of the low-qualified participate in further education – among graduates of universities, the participation quote is four times as high. Education experts agree that being remote from education is not due solely to the individuals themselves. Often the institutions, too, are distant from the target audience. This is why experts suggest outreach educational guidance/counselling as well as further alternative approaches to increase participation in further education.

Our project ON THE MOVE had its foundations in European Policies like the Europe 2020 strategy with its goals of smart, sustainable and inclusive growth. Lifelong learning and the development of skills are important factors in this strategy.

Aims/Objectives

The goals of this project has been to identifying and disseminating successful approaches improving the integration and support of the educationally remote. With this project, staff in guidance/counselling and educational institutions in Europe learned about alternative approaches (predominantly of the outreach kind) bringing educationally remote and low-qualified people to further education and will implement these in their countries. This project and its results increase the chances of the educationally remote to find (better) work, as this is directly correlated with the level of qualification.

Results/Outcomes and impact

- Research from all project partners on suitable best practice examples in Europe for reaching educationally remote people. This also includes previously conducted European projects, whose results we will disseminate further.
- Assessment matrix which was used to evaluate the identified guidance/counselling or education projects.
- Website including an Open Educational Resource with 32 projects of low threshold learning possibilities and outreach approaches from different European countries. The site is available in all partner languages except Swedish.
- A professional publication which contains 32 descriptions of the identified best practice examples. The portraits include hints which enable the implementation of low-threshold learning possibilities and outreach educational guidance or other alternative approaches to reaching the educationally remote at other institutions, too.
- 6 Videos in which we give an insight in selected best practice projects.
- In our main product, the best practice publication, we also included general recommendations for the implementation of the outreach approach and the use of "easy language”.
- For internal use we produced and regularly updated a dissemination and a quality plan, draft a project management handbook and a project agreement.

The dissemination and implementation of our identified best practice examples in outreach educational guidance and low-threshold learning opportunities increase the possibility for more organisations and professionals to adopt these strategies in their services and therefore our target groups - those remote from education - profit from better access to learning opportunities and guidance/counselling.

Activities

Desk research in 19 European countries to identify appropriate projects + assessment groups consisting of approx. 5 people active in the area of further education, who contributed to the evaluation of the project examples using an assessment matrix. Selection of 32 best practice projects from more than 100 identified projects. Writing
portraits and collecting all projects in a professional publication. 
Towards the end of the project, each partner organised a public event and invited educational institutions, 
representatives of charities, those active in adult and further education, representatives of umbrella organisations, 
political decision-makers, representatives of the press, and everyone who is interested in the subject. Each event 
reached at least 30 people resulting in 200+ participants. During these events, the best practice approaches that 
were identified and developed were presented and the publication was distributed.

Participating organisations:
team training (coordinator), Germany: provider of adult education and social work, mainly for unemployed
Vytautas Magnus University, Lithuania
Stichting De Regenboog Groep, The Netherlands: NGO committed to people with social problems
Superact, United Kingdom: Community Interest Company with key areas in community development, health & 
wellbeing and employability & skills development
Promidea, Italy: Social Cooperative of services for people at risk of marginalization
Norrköpings stadsmuseum, Sweden: historical museum run by the municipality of Norrköping
BFI Tirol Bildungs GmbH, Austria: vocational training institute

Link to project card: [Show project card]

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Autonomous Literacy Learners: sustainable results

Success story

Project Coordinator

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Project Information

Identifier  2014-1-NL01-KA204-001109
Project Web Site  http://www.itta.uva.nl/learnerautonomy
Start Date  Oct 1, 2014
End Date  Sep 30, 2016
EC Contribution  228,425 EUR
Partners  WESTFAELISCHE WILHELMS-UNIVERSITAET MUENSTERS (DE) ,
Oxfordshire Skills Escalator Centre Community Interest Company Limited (UK) ,
UNIVERSITAET LEIPZIG (DE) , Stichting Melkwegplus (NL) ,
LEEDS BECKETT UNIVERSITY (UK)
Topics  Access for disadvantaged ; New innovative curricula/educational methods/development of training courses ; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

Context/background of project

Confident literacy is crucial for adults to participate and progress at work and in society. It is estimated, however, that as many as 75 million adults in Europe lack basic reading skills, with many millions more lacking the confidence to engage with written texts of any complexity. At the same time, social and technological developments mean ever higher levels of literacy are needed at work and in civic life, requiring adults to engage in lifelong learning to maintain functional literacy. This requirement poses an additional challenge for adults with limited literacy, many of whom lack the skills and confidence for self-directed learning. To help address that challenge, this project will create a methodology and tools to support adults with limited literacy to become directors of their own literacy development, enabling them to maintain, improve and extend their skills.

Drawing on established and emerging research on how to support literacy and language learning beyond the classroom, the project complements and reinforces existing investment in formal literacy learning. The model of learning proposed by the project is cost-effective and sustainable.

Project objectives

The project intends to develop

- Profile of competencies required for autonomous literacy learning

- Curriculum of learning strategies to develop those competencies

- Set of learner materials to support the curriculum

- Learner portfolio which supports the learner to plan and evaluate learning

- Profile of competencies required for coaching autonomous literacy learning

- Development programme for autonomous literacy learning coaches

It will then pilot and evaluate these tools.

Number and profile of participants

The project will be carried out by six organisations from three countries. The countries involved are Germany, UK and The Netherlands. These organisations will be responsible for the project outcomes.

Since all materials developed will be piloted extensively, greater numbers of participants will be involved. This includes in the first place 30-50 individuals with limited literacy, both L1 and L2 learners. They will be supported by at least 20 coaches, who will receive training in being a coach to literacy learners in order to develop their
autonomy in improving and maintaining their literacy skills.

Coaches will be expert language users. Some may be qualified literacy teachers, others volunteers from various walks of life.

Description of activities

The project proposes to identify competencies required for self-directed literacy learning and create a learning programme that enables adults with limited literacy to develop those competencies and become autonomous literacy learners. That programme will include a portfolio-based curriculum and learning materials to support the curriculum.

Support for learners undertaking that programme will come from autonomous learning coaches and the project will create a secondary learning programme to develop these coaches. Again, the project proposes to first identify the competencies such coaches require and then design a learning programme to develop the requisite skills and knowledge.

After piloting this coach-development programme, the project will pilot its programme to enable adults with limited literacy to become autonomous literacy learners, supported by the coaches trained by the project.

Piloting will take place in project partners’ respective countries. Pilots will be closely monitored and evaluated and results disseminated through conferences in project partners’ countries.

The project’s final report will make key messages available to all stakeholders, including literacy practitioners, policy makers and others interested in supporting adult literacy development.

Results and impact envisaged

Results and impact from the project will include:

• Innovative, tested methodology and tools to support sustainable literacy acquisition

• New knowledge about learner autonomy and literacy coaching

• Learning gains for all participating individuals and organisations

• Greater understanding of interconnections between formal, non-formal education and impacts on access to labour market

• More efficient provision of literacy courses (due to improved working between practice research and policy).

Potential longer term benefits
The project's potential longer term benefits include contributing to:

- Reduction in the number of low-skilled adults
- Increased access for disadvantaged individuals
- Lightened burden on agencies dealing with adults with limited literacy e.g. employment, health, parental involvement and housing

As indicated in this application, all partners have expertise in the key areas for this project. All partners also have excellent access to participants for pilots and to stakeholders for dissemination and implementation. We look forward to bringing our skills and expertise together to produce this innovative resource for sustainable literacy.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Literacy and ICT in Adult Education in Rural Communities

Good practice example

Project Coordinator

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Project Information

Identifier     2017-1-IS01-KA204-026535
Start Date     Dec 1, 2017
End Date       May 31, 2019
EC Contribution 93,772 EUR
Partners      Rigas Talmacibas vidusskola (LV), Landesverband der Volkshochschulen Sachsen-Anhalt e.V. (DE), Centro Público de Educación de Personas Adultas CAMPOS DEL ZANCARA (ES)
Topics         Early School Leaving / combating failure in education; Access for disadvantaged; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

Context/background:
The background of this project is that the Westfjords Life Long Learning Centre identified the need for a short but intense training material and a possible model for teachers in adult education in remote and/or isolated areas. Also the need for a tool for teachers so they can help their students to see for themselves what need they have to enable a high quality learning opportunity.
The focus of the project was: How teachers can help their students who have low levels of literacy and/or ICT that live in rural areas. It has been identified by the Icelandic government that there is a big difference in educational status between the Reykjavik area and the country site of Iceland (statistics from 2015). In Reykjavik around 20% of the people, aged 25-64 had only finished basic education whereas elsewhere in the country the number was over 30%. The other schools and organizations within Europe are dealing with the same problems and therefore the partnership was created with the help of EPALE.

The LICTED project is an acronym for Literacy and ICT in Adult Education in Rural Communities. The partnership addresses the need for specific material for adult educators that work in rural areas, both on literacy and ICT. Some of the educators/teachers working in the centers are not trained as teachers and work on a contract basis whilst for those in schools they are trained teachers but need retraining. However all of them need training in how to teach students that have low levels of literacy and ICT. They and need a training based on where they are located -in a rural community. The mentality in rural communities is different and therefore the training for teachers on how to reach or teach the students is different.

Objectives:
The objectives of this project were to produce two guides/recommendations for teachers in adult education on how they can teach ICT and Literacy to students in adult education in rural communities. This was done and can be found on our website www.licted.eu. A questionnaire/tool that teachers or other staff member can use to work with students in a small group or privately was also made by the partnership. This was done both as a hands on tool, (a demonstration can be found on a video on our webpage) and as an electronic tool where student can self assess and take the results to the teacher of the school or a member of staff and discuss. The objective of it is to enable the students themselves to tailor their own learning opportunities.
The final objective is to produce micro videos for teachers on ICT and Literacy and how they can help and teach students with low level of ICT and Literacy. This was done and the videos are on our webpage where each of our videos demonstrates how the teachers can use the outputs made in this project.

Profile of Partners:
There are four project partners and they have in common being a part of delivery of adult education in their country in rural areas.
The Westfjords Life Long Learning Centre is a newcomer but has experience in leading projects. The Rigas Talmacibas Vidusskola is a school that is experienced in teaching adults through ICT. The Landesverband der Volkshochschulen Sachsen-Anhalt e.V. is a big organization of schools where they are very knowledgeable about different teaching methodologies involving their adult students.
The Spanish partner CEPA is a big school with expertise on teaching adult students in rural settings. They have many years of expertise in teaching adults with low levels of literacy.

Description of activities:
The activities that were supported by this project are intellectual outputs that are designed to be user friendly for teachers teaching in adult settings in rural areas. We gave out guides on how to teach students with low level of
ICT and another on teaching low level of literacy. We made a tool that helps teachers and/or guidance counsellors or other staff of schools to identify why the student had dropped out of previous studies and how they can plan what support he needs to stay in the studies he or she is now involved in. This can all be found on our webpage www.ialected.eu. The videos that we made support the use of the guide and the tools and show the teacher how he can use them.

Results and impact:
There has been an impact on the participating organizations. The staff of the institutions understands and identifies the needs of their students with low levels of literacy and ICT in rural communities. We also understand better how unique or situations is in our countries and we have a lot of common grounds. To see the rural of Germany or Spain and be able to compare it to the situation of rural Iceland and see that we both face the same challenges and we can use solutions that work in our rural areas. We see that there is still a lot of work to be done and ICT and literacy skills need to be further addressed for teachers and students in those areas.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

CulTrees: Cultivating Openness to Diversity

Good practice example

Project Coordinator

Organisation SYNERGEIO MOUSIKOU THEATROU ASTIKIMI KERDOSKOPIKI ETAIREIA
Address EL VENIZELOU 133, 41222 LARISSA, Θεσσαλία (Thessalia), EL
Website www.smouth.com

Project Information

Identifier 2017-1-EL01-KA204-036225
Start Date Nov 1, 2017
End Date Dec 31, 2018
EC Contribution 57,550 EUR

Partners Viesoji istaiga Kauno ivairiu tautu kulturu centras (LT), ROOTS & ROUTES COLOGNE EV (DE), Centro di Creazione e Cultura (IT), SZUBJEKTIV ERTEKEK ALAPITVANY (HU), STICHTING ROOTS & ROUTES (NL), LES TETES DE L'ART (FR)

Topics New innovative curricula/educational methods/development of training courses; Creativity and culture; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

CulTrees main goal has been a dynamic and add-on contribution to the educational methodology of Key Competence No 8 of the European Reference Framework (ERF): Cultural Awareness and Expression, in the field of Adult Education.

Seven organizations from equal number of European countries, members of the International ROOTS&ROUTES network, cooperated from the beginning of the proposal writing time until the completion of the final report, under the coordination of SMouTh, in order to combine their potential in art education and Adult Education in key competences.

CulTrees had set some specific goals:
1. The development of a set of training methods and tools that can be used in non-formal education environments, making use of the benefits of peer learning and learning through art making in a variety of artistic expression media (theatre, dance, visual art, literary arts, etc.)
2. The development of the teaching skills of professional art educators who participated in the training activities and the enhancement of their personal professional profile, as well as the level of their organization’s involvement in the field of Adult Education.
3. The development of the adult trainees’ awareness about the cultural diversity in Europe and the need to be maintained.

Each organization of the consortium took part in the project’s training activities with 3 people (21 trainers and education professionals) coming from the fields of performing arts education and adult education. Through the cooperation of the whole team, a 5-days training program was created, implemented in July 2018 in Larissa, in collaboration with the Mayoralty of Culture and Science of the Municipality of Larissa and Unesco’s “Learning Cities” network.

In this training program, each participant acted both as a trainer and trainee, leading as a trainer the method he/she had prepared to propose to the group, while being trained in all the other methods, in order to be able to evaluate and use them in his/her own activity framework in his/her country.

For the dissemination and promotion of this 5-days training activity in Larissa, a 1-minute video teaser was created, published in all social media and local events related to adult education. Also, a greek-language printed flyer in 500 copies has been distributed to stakeholder local organizations, groups and individuals from the Adult Education sector.

The promotion of the activity in local level, besides the dissemination of the project, aimed also at the inclusion of a small number of adult trainees in selected workshops of the five-days Larissa training and their function as a reference group in terms of the needs and interests of the end users of CulTrees outcomes (adult learners). This group took also part in every method’s evaluation round that took place at the end of the workshops, offering valuable experience to the CulTrees team.

This experience has been imprinted in the collection of all training tools and methods in a shared “CulTrees Methods Descriptions” document. Each participant developed a detailed description of his/her method in a way that it can be applied by the rest of CulTrees trainers. By doing so, each trainer was initially invited to join the project with 1 method, and finally he/she was given access to a collection of 18 methods to apply in training activities in his/her country.

The utilization of the whole of CulTrees methods has been implemented through small scale training activities in each participating country during the final 3 months of the project (Oct-Dec 2018). The participating trainers applied the methods they have been trained at from their peers in corresponding target groups in their countries and they had been asked to describe their experience in the project’s final management meeting in Florence in December 2018.

CulTrees activities and outcomes had a particularly positive effect in the professional and educational profiles of the participants, as they focused on the opening of their own and their organizations’ professional involvement in
Adult Education, in a concrete and sustainable way. The team’s networking activities in local, national and European level have already created the need to spread the knowledge and expertise developed through CulTrees to other organizations and consortia, while the team is planning future cooperations in order to positively affect the training methodology in Cultural Awareness and Expression in the field of Adult Education in Europe.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Bright@EU

Good practice example

Bright@EU

Project Coordinator

Organisation: bit cz training, s.r.o.
Address: Vinohradská 29/93, 12000 Praha, CZ
Website: www.bitcz.cz

Project Information

Identifier: 2016-1-CZ01-KA204-024029
Project Web Site: http://www.project.bright-eu.eu
Start Date: Oct 1, 2016
End Date: Sep 30, 2018
EC Contribution: 173,138.59 EUR
Partners: ASTERISCO - Associazione per lo sviluppo socioeconomico (IT), EUROPEAN UNIVERSITY CYPRUS (CY), INSTALOFI LEVANTE SL (ES), WESTFALISCHE HOCHSCHULE GELENKIRCHEN, BOCHOLT, RECKLINGHAUSEN (DE)
Topics: Key Competences (incl. mathematics and literacy) - basic skills; New innovative curricula/educational methods/development of training courses; Home and justice affairs (human rights & rule of law)
Project Summary

PROJECT BACKGROUND & INTENDED IMPACTS:The overarching goal of the project is in line with two priorities of the Europe 2020 strategy: SMART & INCLUSIVE GROWTH. The priorities shall be supported by empowering young adults in the acquisition of legal skills. With an awareness of and know-how in different legal schema individuals develop greater problem solving capabilities, can advocate their interests and gain a sense of self-efficacy. This enables them to better adapt to new conditions, make potential career shifts and be more open to mobility within the European Union. Furthermore, legal training can strengthens their entrepreneurial spirit and civic engagement because they know about related laws and the effectiveness of their actions. PROJECT AIMSBRIGHT@EU provides the European educational landscape with an innovative non-academic basic legal training which enables future participants to use of the law and justice mechanisms to expand access to public goods and services or to reduce marginalisation and inequality understand by which national and EU laws they are affected and which rights and duties they have autonomously read and understand basic legal texts (e.g. contracts, constitutions, judgments, wills, etc.) This gain in qualifications and skills have economic and social benefits: Legal knowledge is a transversal skill that many businesses and political/civil organisations seek in their employees. Simultaneously, it enhances training participants' chances of employment by championing not only professional skills but also legal know-how for law-sensitive issues (e.g. data protection, writing contracts, commerce, human resources, etc.). Greater work mobility on the European job market due to knowledge of labour, commercial and social laws and job seekers' realisation that there are supportive mechanisms for foreign employees in different EU states. Positive impact on society because more citizens are knowledgeable in legal issues and can estimate legal consequences of political/economic decisions, thus making informed decisions as voters. Expanded scope of action of European citizens by gaining an understanding of legislative principles and encouragement of greater interaction with European institutions and citizen initiatives.TARGET GROUP first, multipliers (teachers and those working in adult education) should have a chance to use the new interactive educational tool for law teaching furthermore, this tool should give jobseekers knowledge about their rights in the EU work context For the implementation and dissemination of BRIGHT@EU we identify following stakeholders: national Employment Service national Recruitment Agencies national further education institutions as well as welfare institutions with labour and social policy objectives Those stakeholders have a clear mission vis-à-vis the final target group and know their demands as well as the economic demands across national boundaries.PROJECT PARTNERS P1(CZ): bit cz training is highly experienced in compiling training materials, customized and pedagogical development of training and online programs as well as in project implementation. P2(IT): Asterisco has a broad network of relevant stakeholders and is essential for the dissemination of the project inputs and results. P2 is responsible for the research analysis. P3(CYP): European Cyprus University a school provided academic support and essential inputs for the curriculum content as well as the learning materials. The key persons of the project are from the law Faculty that is why P3 provides legal experts for BRIGHT@EU for development of the specialized texts. P4 (SP): The FyG Consultores is providing several training programs for youths and adults and is a training centre specialized in VET trainings and certifications. P4 has additionally a broad network of relevant partners for the dissemination of the project results.METHODS & ACTIVITIES:An appropriate basic legal training and the training of multipliers should enable the capacity building of non-academic legal education in European countries. In particular, competences relevant for the increase of employment opportunities should be conveyed, such as labour law, social law, commercial and trade law. Additionally employment and social provisions in the EU member states should be promoted in order to point out the benefits and advantages of the EU for the individual scope of action. The acquisition of non-academic legal knowledge shall be extended, standardized and validated through BRIGHT@EU. All BRIGHT@EU products were developed and tested in a Pilot Testing for quality assurance by 21 adult educators. The results are
corresponding to European standards and are openly accessible

KEY OUTCOME & IMPACT:
• BRIGHT@EU Curriculum
• BRIGHT@EU Learning materials
• BRIGHT@EU Online Platform
• BRIGHT@EU E-book of intercultural differences

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Project Title

Boosting individual competences

Good practice example

Project Coordinator

Organisation: Volkshochschule Olching e.V.
Address: Hauptstrasse 82, 82140 Olching, BAYERN, DE
Website: www.vhs-olching.de

Project Information

Identifier: 2016-1-DE02-KA204-003276
Project Web Site: http://www.bic-project.eu/
Start Date: Oct 1, 2016
End Date: Dec 31, 2018
EC Contribution: 69,975 EUR

Partners: LYCEE CHARLES ET ADRIEN DUPUY (FR), Centro Provinciale per l'Istruzione degli Adulti - CPIA di Padova (IT), Federación de Colectivos de Educación de Personas Adultas de Valladolid. FeCEAV (ES)

Topics: Key Competences (incl. mathematics and literacy) - basic skills; Integration of refugees; Inclusion - equity
Project Summary

“Boosting Individual Competences” (BIC), was a strategic partnership for adult education based on the cooperation for innovation and exchange of good practices between four partners. The partnership involved: Volkshochschule Olching e.V., VHS Olching, Germany (coordinator); Federación de Colectivos de Educación de Personas Adultas de Valladolid, FeCEAV, Spain; Centro Provinciale per l'Istruzione degli Adulti - CPIA di Padova, Italy; GRETA du Velay- Lyée Charles et Adrien Dupuy, Le Puy-en-Velay, France. Details of each partner: see http://www.bic-project.eu/partner/

Duration: 27 months (from 01-10-16 to 31-12-18).

The partners had all been working before on Grundtvig projects with the Adult Education Centre of Olching. One of their intentions was to broaden results reached in former projects - especially in LLL projects “Voices in Pictures” (VIP) and “Visualisation” - in which the thematic priority was teaching with the help of visual tools. One objective was to develop further methodological approaches such as Content and Language Integrated Learning (CLIL) and Learning with all Senses. Partners aimed at improving and extending the offer of high quality learning opportunities for adults through the exchange of good practices, especially where literacy, numeracy, language and general knowledge courses were concerned. They supported integration efforts in Europe under consideration of the urgent needs of steps leading to inclusion in the longer term.

A key objective was to exchange experiences with regard to relevant educational steps to be done in order to meet the needs of the newcomers in European countries. In international meetings and in home countries, teams reflected on that subject, discussed and tested different tools: the result was - as arranged in the project application - the PAPER with the title “Definition of Relevant Educational Steps to Facilitate Inclusion” (D.R.E.S.F.I.). D.R.E.S.F.I. was edited, printed, distributed, uploaded on the project website (www.bic-project.eu) and presented at the CULT session of the European Commission on November 8, 2018 in Brussels.

To enhance basic skills and key competences in adult schooling, BIC project developed resources specifically meant for adults with low language or basic skills competences or illiterates who needed to improve their education. This further objective was realised: Didactical material, games and resources were created, tested and evaluated with the cooperation of learners. They are at free disposal for all with a creative commons licence on the project website. Collections of drawings related to jobs and skills were especially created to break through the obstacles due to language boundaries.

Scarf of Solidarity: as mentioned in the application form the four players of the partnership created a scarf: squares of 20x20 cm were knitted and sewed in all countries with the help of many hands (learners, teachers, followers, friends, …). The objective was to campaign for solidarity in Europe as one of the most important values of the European Union. With a length of 18,6 m. and the messages sowed on it, the “Scarf of Solidarity” visualised this social cohesion. It was presented in a flash mob, on YouTube videos and finally handed over to the Members of the CULT committee of the European Commission in Brussels on November 8, 2018.

To reach their objectives and for concerted planning of the project progress partners came together at five international meetings: one in each country and the last one in Brussels/Belgium as they were expected at the European Commission. Teams’ meetings and workshops took place regularly in each country. Resources were created, tested and evaluated in the course of the partnership with the involvement of learners. Administrative and financial issues were regularly controlled; the financial agreement between partners, the timetable, the repartition of tasks and all further arrangements were at no time altered. International meetings were evaluated with the help of an online tool.

BIC was a very successful partnership with high-impact on the partners´ institutions, the teams and learners, local and European educational/public sector entities – especially because of the relevance of the treated topics but also due to the large dissemination of the results.

Link to BIC project website: www.bic-project.eu
Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Inspiring Guide for Learn to Learn

Good practice example

Project Coordinator

Organisation: Lietuvos suaugusiųjų svietimo asociacija
Address: Geležinio Vilko str.12 , LT-03163 Vilnius , LT
Website: www.lssa.smm.lt

Project Information

Identifier: 2016-1-LT01-KA204-023137
Project Web Site: http://learntolearn.eu
Start Date: Oct 1, 2016
End Date: Nov 30, 2018
EC Contribution: 87,597 EUR
Partners: Stephansstift Zentrum für Erwachsenenbildung gemeinnützige GmbH (DE) , Fundación El Tranvía (ES) , EESTI VABAHRIDUSLIIT MTU (EE)
Topics: Key Competences (incl. mathematics and literacy) - basic skills ; Overcoming skills mismatches (basic/transversal)
Project Summary

The aim of the project "to improve Learning to Learn (L2L) abilities of adult learners" is achieved. The project results help adult learners (who have problems with learning skills (migrants, adult returners to learning, young adults in VET, prisoners and similar) to develop Learn to Learn competences and become more effective learners. The Project aim is achieved by two major project results: First: The on-line L2L self-assessment tool in 5 languages (English, Estonian, German, Lithuanian and Spanish) is designed and presented in the form of the web-site (http://www.learntolearn.eu/). The self-assessment tool has two parts: 1) L2L Self-assessment questionnaire which allows to measure the level of L2L competence which might be: Low, Average and High. The questionnaire is designed to measure the level of five sub-competences of L2L competence: time management, information management, team work, reflection, motivation and self-esteem. The results demonstrate individual learners’ profile. 2) Computer generated recommendations are designed. Based on individual results, the computer generates individual recommendations of strategies for personal development of L2L competences for more effective learning. L2L self-assessment tool can be used by adult learner for self-development or as the basic information for adult teachers in guiding adult learners in their path for development of L2L competences. Second: L2L tutors (guides) are trained to advise adult learners on developing their L2L abilities. As learning skills of our target group are quite low, it is obvious that having the L2L competence self-assessment tool is not enough as learners might not be able to understand the recommendations and not be able to transfer the results of self-assessment into real learning practices. Therefore we created a pool of 19 teachers who are able to guide the learners in their journey for L2L competence. Those teachers are guides in their institutions and wider in the country. To this end we organized training sessions for adult teachers on two major topics: 1) understanding of L2L self-assessment tool and 2) how to guide their learners in developing their L2L competence. Trained teachers are used by project partners as source of information and multipliers for ensuring sustainability of project results. From one hand, project encourages adult learners to develop their L2L competences for more effective learning and adaptation in contemporary society, and from the other hand it encourages organizations dealing with adult learning to be proactive in improving L2L competences of adult learners by applying on-line L2L self-assessment tool and guiding adult learners in developing their L2L competences.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title
Interactive Pool of tools for enhancing basic skills and key competences of adults

Good practice example

Project Coordinator

Organisation: ASOCIATIA CENTRUL DE DEZVOLTARE ARAD
Address: STR EROUL NECUNOSCUT 15B ET3 AP5, 310118 ARAD, Vest, RO
Website: www.aradcda.ro
Contact: Simona Haprian, simona.haprian@aradcda.ro

Project Information

Identifier: 2016-1-RO01-KA204-024403
Project Web Site: http://www.i-pool.eu
Start Date: Sep 15, 2016
End Date: Sep 14, 2018
EC Contribution: 169,776 EUR
Partners: A.C.L.I. SEDE PROVINCIALE DI FIRENZE (IT), VOLKSHOCHSCHULE IM LANDKREIS CHAM EV (DE), DANMAR COMPUTERS SP ZOO (PL), Centrum Ksztalcenia Edukator Sp. z o.o. (PL), CONFEDERACION ESPANOLA DE CENTROS DE ENSENANZA ASOCIACION C.E.C.E. (ES)
Topics: Key Competences (incl. mathematics and literacy) - basic skills; Access for disadvantaged; ICT - new technologies - digital competences
**Project Summary**

The project’s idea came from analysis of the situation in the area of proficiency in basic skills of adult people. The OECD’s Survey of Adult Skills (2013/14) supported by the Commission’s DG Education and Culture highlighted that 20% of the EU working age population had low literacy and low numeracy skills and 25% of adults lacked the skills to effectively use ICT. These numbers meant direct consequences for Europe 2020 strategy, both at overall level and for individual countries and showed the need for strengthening the skills dimension of Europe 2020.

In view of this situation, the main objective of the project was to increase level of proficiency in basic skills among low educated adults from Romania, Poland, Germany, Spain and Italy through realizing the following operational goals: gathering, analysing and categorising existing OER tools and good practices supporting education of low skilled adults, developing Interactive Pool (on-line database) of tools allowing for categorisation and assessment of existing tools and addition of new tools, developing Guide to IPool providing step by step instructions of using the Pool and disseminating the outcomes in order to assure their exploitation also in other EU countries and other fields of education.

The partnership consisted of 6 organisations, all providing training for adult people and in particular with experience in work with low-skilled adults. Among partners, there were: the coordinator, CDA, non-governmental and regional coverage Association providing support in the region by organising consultancy and educational activities (among others), two Polish organisations: Danmar Computers working in vocational and adult education field providing training and developing IT solutions for educational purposes, and CK Edukator, adult education provider having experience with educating target groups especially through EFS initiatives, large scale German adult education provider, VHS Cham, having a leading role in defining education for adults and being the member of the Bavarian Adult Education Association, Spanish Confederation of Education and Training Centers (CECE) having over 40 years of experience in adult education and more than 2000 education and training centres among its members and Italian association ACLI supporting citizens, especially those that are threatened with marginalization and risk of social exclusion.

The main undertaken activities in the project included work on the main results, meaning that the activities included gathering, analysing and categorising existing OER tools and good practices, works on development of the Interactive Pool together with its testing and releasing the final version and developing the Guide to Interactive Pool providing step by step instructions of using the Pool. Important part of activities included quality assurance and dissemination of the outcomes in order to assure their exploitation also in other EU countries and other fields of education.

The results of the project include tangible results which are the state of art report, IPool database and the Guide, as well as many dissemination materials (website, social channels, leaflets, newsletters) and working materials including plans and very important intangible results. Those are: improved basic skills and competencies of adult people, especially those adults that have low skills, better awareness and orientation of target groups in existing tools and knowledge about using these tools, better educational offer of organisations offering training to adults as well as new networks of cooperation that the partners reached thanks to the project development. The impact of the project exceeded the expectations. It can be seen in partners’ organizations, their staff and learners, low-skilled adults and adult education providers, operators in the field of adult education. The most important is that all who participated in activities or at least heard about its results, have better awareness about lifelong learning, higher knowledge about existence of various tools and opportunities to learn which help to develop own skills and gather new competences. The usage of the Interactive Pool itself helps in increasing ICT skills but using the tools that are gathered in the database allows for increasing the competencies in many areas,
depending on the choice of a tool.

Project was addressed to low-skilled adults and it is expected that the benefits in the form of better skills will have long-term character in their lives. However, a significant group benefiting indirectly were adult education centres, schools for adults, third age universities, associations which support enhancing basic skills. These organisations will benefit from using the IPool as additional educational tool. As the database is self-expandable (it can be expanded by users by adding new tools), it is expected that it will be used by the organisations for longer time bringing them benefits.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Mind-opening to Economy. Creative Approaches to Economic Literacy

Good practice example

Project Coordinator

Organisation  weltgewandt. Institut für interkulturelle politische Bildung e.V.
Address  Flämingstr. 122, 12689 Berlin, BERLIN, DE
Website  www.weltgewandt-ev.de

Project Information

Identifier  2016-1-DE02-KA204-003396
Project Web Site  http://ecolit.weltgewandt-ev.de
Start Date  Oct 1, 2016
End Date  Mar 31, 2018
EC Contribution  53,700 EUR
Partners  MITTETULUNDUSUHING PEIPSI KOOSTOO KESKUS (EE), Kairos Europe Limited (UK), EDUCENTRUM ZU (CZ)
Topics  EU Citizenship, EU awareness and Democracy; Key Competences (incl. mathematics and literacy) - basic skills; Entrepreneurial learning - entrepreneurship education
Project Summary

Economy is more and more present in daily lives, politics and global developments. The context of work, health care, pension insurance, education and other spheres are progressively shaped by supply and demand, competition and efficiency. However, there is a lack of knowledge of how a market function. If markets fail like during the financial crisis 2008, questions raise but often too simple answers are given. Moreover, the European countries face economic instabilities but the problems of for example the euro project are not understood by many citizens. Economic issues such as inflation, deflation, the role of a central bank in a currency area, consumers' debts, etc. are often regarded as being too complex and complicated. This meets a widely spread feeling of uncertainty. As people normally refer to interpretations in public discourse, there is a threat that they may get attracted by nationalist perspectives on economic, social and political phenomenones. Democracy needs education. At least a basic economic education is indispensable that citizens learn overcoming uncertainty, finding orientation, developing their own point of view, and practicing tolerance, humanity and respect. In its practical dimension economic education enables to cope with challenges by strengthening initiative, social entrepreneurship, active citizenship, employability and individual management.

The project “mind-opening to economy” aimed to provide methods and information to bridge the lack of knowledge. Its activities were addressed to trainers to enhance their basic skills in economic education and to encourage them implementing economic issues in their trainings. It was also addressed to the indirect target groups of learners – mostly disadvantaged who do not have the capacity of getting basic economic skills individually – who would benefit from more educational offers in this field.

The project brought 4 NGOs from East, West and Central Europe together which act in the field of adult education and exchange good practices in socio-economic learning by combining a) creative approaches of civic education (free theatre, film making, role-playing games, outdoor activities), b) economic issues such as labour market and employability, money, management skills for life and environmental economics and c) a European perspective on recent socio-economic developments. It also aimed to create networks of organisations dealing with socio-economic issues in Europe. In order to allow democratic learning, partners sought to reflect economic questions in a multi-perspective way taking different economic “schools” into consideration.

Partners came together during three transnational project meetings and two teaching/learning activities of 5 days in which they shared and applied methods, knowledge, and experiences in the field of socio-economic education. Moreover, the last transnational project meeting in Berlin was combined with a local dissemination event.

The exchange resulted in a) a concept of teaching material which shall be developed and produced during an additional project; b) one example-chapter of such material on „Future 4.0. The Digitalisation of Economy and Society. Challenges for Work and Education“ to be implemented in teaching practice and c) at least a small network of socio-economic education in Europe as well as systematic information on existing cooperations. The activities were filmed and documented at the project’s website www.ecolit.weltgewandt-ev.de.

The project had a tremendous impact on trainers' didactical skills and knowledge of socio-economic issues. The exchange of good practices enhanced the personal and professional development of all participants. We experienced a lively debating culture on various economic issues and balanced our different approaches through respect, good communication, and more and more mutual understanding. An open discussion culture is crucial in socio-economic education as it is sometimes necessary to bridge the very different interpretations of economy. The indirect target groups could benefit from an enhanced expertise of teachers/trainers, they were attracted and encouraged to open their minds to (socio-)economic issues. The staff of each organisation was informed on the
project's progress regularly and got more and more interested in raising an understanding of several socio-economic topics.

Stakeholders from the local and European networks of each partner's organisation were informed on activities referring to economic education for adults and our project. Each organisation could gain a higher reputation within the national networks.

The collaboration allowed strengthening a European dimension beyond Euroscepticism.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Games And Mathematics in Education for Adults - Compendiums, Guidelines and Courses for Numeracy Learning Methods Based on Games

Good practice example

Project Coordinator

Organisation    VOLKSHOCHSCHULE SCHROBENHAUSEN EV
Address         LENBACHSTRASSE 22, 86529 SCHROBENHAUSEN, BAYERN, DE
Website         http://www.vhs-sob.de
Contact         Roland Schneidt, 0049 173 4133492, roland.schneidt@web.de
Project Information

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<td>Topics</td>
<td>Access for disadvantaged; Early School Leaving / combating failure in education; Key Competences (incl. mathematics and literacy) - basic skills</td>
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Project Summary

Context, background and objective of the project:
Due to the fact that more than 13% of adults in the EU can not read, write and do arithmetic, i.e. are functional illiterates, the project idea was born to seek a new pedagogical approach for the part of arithmetic learning, namely learning of calculating through the motivational use of games. This "game-based methodology for learning maths" is the basis of the project. For this purpose, suitable games had to be found and it had to be shown which mathematical contents could be explained "playfully" by these games. The result was a synopsis, which shows the connection between the games on the one hand and the mathematical content on the other hand. Of course, learning through play can not only be used in adult education, because many of the content is included in elementary school mathematics, so the results of this project can also be used in other schools. However, the Math-GAMES project is primarily aimed at teachers and lecturers in all adult education institutions to provide them with methodological means of achieving the learning objectives of leading adults out of functional illiteracy.

Number and profile of participating institutions:
Initially, 10 institutions were represented in the application, but due to various circumstances, the partner from Turkey had to leave the project, so that 9 partners from 8 countries were involved in the project until the very end: Volkshochschule Schrobenhausen (coordinating institution) and the agency Kultur München (both from Germany), Krug Art and Youth Center Kardzhali (Bulgaria), Association Connexion Roumanie from Paris (France), 2nd Gymnasium of Messini, Kalamata (Greece), Istituto Comprensivo Cena, Rome (Italy), Asociatia Femeilor Jurnaliste din Romania, Bucharest (Romania), Center Public d'Educacio de Persones Adults Beniasissent, Valencia (Spain) and Kypriaki Mathimatiki Etaireia (Cyprus Mathematical Society) Nicosia (Cyprus). Almost all partners come from the public or state education sector (general education schools, adult education centers and universities), but some partners also work in the field of journalism or the culture of the respective country. This diversity of project partners has enriched the content of the project.

Description of the main activities carried out:
The project "MathGAMES - Games and Mathematics in Education for Adults - Compendiums, Guidelines and Courses for Game-Based Numeric Learning Methods" created a compendium and a guide in 9 languages to answer the following questions:
1. How can we reduce the number of under-qualified adults to promote social inclusion and participation in our society?
2. How can we increase incentives for adult education through games?
3. How can we provide individual learners with tailored learning opportunities through the use of games?
4. How can we provide information about access to adult education services?
5. Quasi as a side effect the question was also answered: How can we preserve traditional and famous games in different countries from loss and repression by computer games?

Achieved results and effect:
All set goals were achieved and they led to the following results:
- Compendium printed in 9 languages (English, German, Spanish and Valencian, Italian, French, Bulgarian, Greek and Romanian) and as PDF download
- Handbook printed in 9 languages and as PDF download
- Teacher Training Course in English only as download of PPT files. This course is the template for further European training courses.
- Test and evaluation report printed in English and as PDF download
These results were created with much effort and they already showed considerable impact and attention among the participating teachers at the dissemination events. Furthermore, all results are also suitable for download from the website: www.math-games.eu and under creative common license.

Long-term benefit:
For the teaching: The long-term benefits are high because all materials and books are still available. Many teachers will be inspired by the methodical explanations in the field of Numeracy Learning with the help of games to use this in their own lessons.
For the learners: The learners are taken out of their isolation, created by their illiteracy, and can contact and learn new things through the games used.
Against forgetting: These games, which are an important cultural asset in each country, are kept from oblivion as more and more computer games displace other classic games.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

digiUP. Interactive groups for digital inclusion through intergenerational dialogue

Good practice example

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Project Coordinator

Organisation  Federació d'Associacions Culturals i Educatives de Persones Adultes
Address  Claramunt 4, local 2, 08030 Barcelona, Cataluña, ES
Website  www.facepa.org

Project Information

Identifier  2015-1-ES01-KA204-016150
Project Web Site  http://www.digiupproject.eu/
Start Date  Dec 31, 2015
End Date  Dec 30, 2017
EC Contribution  138,437.5 EUR
Partners  ASOCIACION DE PERSONAS PARTICIPANTES AGORA (ES), CHANCENGLEICH in Europa e.V. (DE), RORELSEFOLKHOOGSKOLORNAS INTRESSEORGANISATION (SE), TSENTAR ZA MEZHDUETNICHESKI DIALOG I TOLERANTNOST AMALIE (BG)
Topics  Key Competences (incl. mathematics and literacy) - basic skills; ICT - new technologies - digital competences; Access for disadvantaged
Project Summary

The digiUP project is based on the Digital Agenda results for 2014, the priorities of the Adult Education Agenda and contributions from previous research studies such as Includ-ed; as nowadays it is necessary to address the digital competence learning in Europe specifically among disadvantage groups in order to avoid the social, educative and labour exclusion of most of them, and also among the workforce in a context of economic crisis situation. The digiUP project aims to improve the digital competence among disadvantage groups in Europe by implementing the SEA “interactive group” - heterogeneous grouping in the classroom - in ICT courses aimed to achieve the five areas of digital competence: information, communication, content-creation, safety and problem-solving. It is addressed to the disadvantage group identified in the Digital Agenda Report as the most vulnerable (aged 55-74, low educated, unemployed, retired and inactive people) focusing on migrant and Roma who are those suffering more educative and employment exclusion at this moment in Europe. The project will be based in a participative and intergenerational approach. The digiUP will also benefit adult educators and institutions providing them innovative and successful tools and contributing to improve and increase the high quality educative offer to adult people in ICT area; the project will also offer to policy makers with responsibilities in adult education, basic skills, Roma and migrant inclusion, active ageing and active citizenship a concrete proposal, and a methodology, to achieve improvements in all of these areas. The digiUP project brings innovations to the current situation because is based on the international scientific community recommendations; because digiUP project will be leaded by the main target group through the creation of National Coordination Committees – as decisions bodies - and its working groups will be an active part of the coordination project teams and also will be able to develop the methodology, the main project contribution. The main outputs of the project are: The digiUP Methodology - a methodology on how to implement interactive groups in digital competence learning courses-; the digiUP Interactive Guide - addressed to adults educators and adult education providers about how to implement the methodology created -; and the digiUP Training Courses – addresses to adult educators and other stakeholders to facilitate the implementation and to know in depth the interactive guide-. Also activities to disseminate the main outputs at National and European level will be held by the Project Consortium as well as a Final Conference. The project will be assured through and internal evaluation and external evaluation through the creation of a Quality Evaluation Group. Through the project, almost 80 adult learners at risk around Europe will enhance the digital competences at the end of the project because of the digiUP Methodology, and 60 educators, adult providers and volunteers will be trained to impart ICT learning to learners from disadvantage group; in summary the present project will provide an innovative education solution for a mainstream problem and will also improve the quality of formative offer of adults at European level based on scientific bases and various assessments throughout the project duration.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Integration in Ausbildung, Arbeit und gesellschaftliche Teilhabe im Europäischen Kontext Integration into vocational training, employment und social partaking in European context

Good practice example

Project Coordinator

Organisation  Jugendförderverein Parchim/Lübz e.V.
Address  Dargelützer Weg 15, 19370 Parchim, DE
Website  www.jfv-pch.de
## Project Information

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<th>Identifier</th>
<th>2014-1-DE02-KA204-001424</th>
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<td><a href="http://www.jfv-pch.de">http://www.jfv-pch.de</a></td>
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<tr>
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<td>Sep 1, 2014</td>
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<td>Aug 31, 2016</td>
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<td>219,380.3 EUR</td>
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<td>Centrum evropske spoluprace s.r.o. (CZ), Asociatia pentru Educatie si Dezvoltare Durabila (RO), Die Kärntner Volkshochschulen (AT), Ogres tehnikums (LV), EGGER Holzwerkstoffe Wismar (DE)</td>
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</table>
Project Summary

In the project „Integration into vocational training, employment and social partaking in European context - INVOLT!“ business-oriented educational institutions from Germany, Czech Republic, Romania, Austria and Latvia as well as a German commercial enterprise took up problems of the European Union having their concrete consequences of employment market and social policy in the regions of partner countries and in further EU countries: More than six millions of young people in EU are having deficits in basic education (European Commission) and about two million jobs are currently vacant in EU (EU Competence Panorama) in which a great deal is allotted to less skilled qualified work.

The still high number of the group with lack of skills suggests that the previous forms of offer don’t approach to every potential participant. This implied that approach, structures and models have to be conformed or modified to support the integration. It necessitates upgrading existing offers of basic education, but also developing alternative models, proving and fixing them to establish a better connection to the working and life-world for the risk group and to come closer to the European-2020-educational objectives. Against the painted background the project INVOLT was themed “Giving young adults with lack of skills in Europe a second chance get to learning by work”. Within the strategic partnership there would be enhanced an “Educational 3-step-model for activity-related basic education”, proved in the European regions, conformed and anchored. This model involves two interpenetrating methodic approaches. 1. Catch-up basic education by workplace- and activity-related as well as motivational learning. In the fore is the learning of activity-related skills of basic education (Skills for job). 2. Personality development by workplace- and activity-related as well as motivational learning. At the same time activity-related acquirement of basic education skills is aimed at behavior modification of the risk group. There will be learnt and enhanced important characteristics of behavior and moral concepts for living in a global society. Workplace- and activity-related as well as motivational learning is application-oriented learning und a particular effective, motivating and lasting learning form. The additional benefit exists in this approach. Up to now such a model isn’t set in the European countries, although it would be demonstrable meaningful and the needs are in existence by the job market and the socio-political development in the regions.

In the 3-step-model there is integrated a set of methods with target group-specific instruments in EN, D, RO, CZ, LV. It is with regards to content and didactic innovative and even-handedly instructive for policy makers, public authorities, instructional designers as well as for learners and instructors in catch-up education. The model is directly addressed to educating qualified persons in educational institutions and enterprises as well as youth and social workers who work with young grownups. Thereby additional learning offers will be created for grownups in the age between 16 and 27 years in the European regions allowing individual, motivational and workplace- and activity-related learning. Germany and all involved partner countries will benefit in equal measure from enhancing and adaptation of the project results to regional conditions is guaranteed by complementing each other experiences and skills of the operational and strategic partners as well as their anchorage in the region. This “Service Learning” is the basic method of the project implementation. The Consortium enables – through the particular business and competence fields – to find access to people with deficits concerning basic education who will actively involved in project work. The project effect and the additional benefit are reflected a) on personal level by improvement of the individual chances at employment market and the social partaking as well as motivation for more personal achievement by acceptance of basic skills.

b) On organizational level by quality improvement of the pedagogic work in basic education in European educational institutions and enterprises.

c) On regional/national/European level by consolidation of the individual chances of risk groups at employment market, by decrease of the divide between education and working world and the improvement of participation of up to now underrepresented groups of persons in further education.

A long-term benefit from the project arises through the further use of the model and the tools by project partners...
in the partner organizations and regional educational institutions of the training and further education as well as in other Erasmus + projects.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them.
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

The Rainbow Years (Mid Life Skills Review)

Project Coordinator

Organisation  Trades Union Congress
Address  Congress House, Great Russell Street, WC1B 3LS London, Inner London, UK
Website  www.tuc.org.uk

Project Information

Identifier  2017-1-UK01-KA204-036618
Start Date  Nov 1, 2017
End Date  Dec 31, 2019
EC Contribution  236,445 EUR

Partners  Työväen Sivistysliitto TSL ry (FI), PROSPEKTIKER INSTITUTO EUROPEO DE PROSPECTIVA Y ESTRATEGIA SA (ES), UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA (IT), JOHANN WOLFGANG GOETHE-UNIVERSITAT FRANKFURT AM MAIN (DE), CENTRE D'ETUDES ET DE RECHERCHES SUR LES QUALIFICATIONS (FR), NATIONAL LEARNING AND WORK INSTITUTE (UK), THE UNIVERSITY OF EXETER (UK)

Topics  Key Competences (incl. mathematics and literacy) - basic skills; Labour market issues incl. career guidance / youth unemployment; Recognition (non-formal and informal learning/credits)
Project Summary

Europe is currently facing a demographic crisis, with a shrinking workforce coupled with increased demands for social services. The labour force in Europe is projected to decrease by an average of two million every year between 2010 and 2030. This represents a loss of 1% of its current size per year for 20 years. Yet, in many countries, most workers still retire (relatively) early. They often do so not because they want to, but because they feel compelled to (or) that they do not have other options. Solutions need to be found to make work more sustainable, and to extend working lives in order to avoid old-age poverty and to reduce state expenditure on pensions and welfare. (Changing places: Mid-career review and internal mobility, Eurofound Report January 2017)

Recent OECD research has highlighted that there are many millions of adults in Europe with low levels of functional literacy and/or numeracy skills and that the majority of these are in employment (OECD Survey of Adult Skills (PIAAC) 2016). This has negative implications for their employment potential and longer term career prospects.

The concept of the Mid Life Career Review (MLCR) is one which is gradually gaining favour in many countries and the role of social partners in both lobbying for and delivering elements of this is one that could be critical to its success (Eurofound 2017). A MLCR is a holistic engagement designed to cover many topics such as retirement planning, finance, pensions and central to all models of a MLCR - skills.

In the UK John Cridland’s very new report on pensions (published 23 March 2017) includes a recommendation to have a mid-life 'MOT' at 50 for skills and pensions. L&W Institute and TUC can take some of the credit for their campaign for everyone to have this mid-life entitlement at 50. This is the perfect time for this project, which can make a real and lasting impact.

Our project will develop a suite of new materials to support the delivery of a Mid Life ‘Skills' Review – with the emphasis on reviewing skills and competences and targeted at adults (at or around 50 years of age) with low levels of basic skills in literacy, numeracy and digital literacy. We will create new materials specifically designed for use both by Europe’s social partners and others in the workplace carrying out similar 'skills review' functions. These materials will include new online ‘gamified’ skills assessment tools in a variety of languages and new online learning modules for the reviewers/assessors. Where there is a learning need identified, learners will be signposted to existing training materials. A platform for hosting these materials will be developed and the materials themselves translated into partner languages. We will also explore with partners how these new resources can be combined with the kind of holistic offer needed for a full MLCR. Further, the reviewers across the partnership will be encouraged to become ‘mid-life skills champions’, with the support of online tools and a virtual e-network. This network will support its members and share ideas and experience.

As well as a new suite of materials and in keeping with the European priority for prioritising the recognition of skills and qualifications, we will accredit learning through a new online digital badge and explore linking this into the Europass CV Programme. Badging of this kind is increasingly valued and is an innovation which the lead partner has some existing expertise in using.

We will gain further sustainable impacts by: delivering a series of events in each partner country to highlight the new materials and support available; developing a series of employee case studies to highlight some of the positive outcomes from the mid-life skills reviews e.g. progression, promotion, career change etc; and building on or utilising existing learner tracking systems to carry out a longitudinal study of the impact of mid-life skills reviews.
(going beyond the length of the project) which will focus on 3 key perspectives: workplaces/reviewers/employees.

The partners have been selected as all have existing close working relationships with trade unions and all have significant experience in working in the adult education and skills sector. The TUC, as lead partner, have considerable experience through unionlearn and TUC Learning Services of managing large, successful EU projects and were a core partner (alongside the Learning and Work Institute) in the recent successful Mid Life Career Review project funded by the UK Government and whose approach was described as both ‘good practice’ and ‘affordable’ within the 2017 Eurofound report.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for adult education

**Project Title**

"Let’s talk about Porno" - Aufklärung von Internetpornografie und Sexting im Familienalltag

**Project Coordinator**

<table>
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<th>Organisation</th>
<th>Stiftung Medien- und Onlinesucht</th>
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<tr>
<td>Address</td>
<td>Quellenweg 14, 21339 Lüneburg, NIEDERSACHSEN, DE</td>
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**Project Information**

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<td>247,621 EUR</td>
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<td>INTER-KULTURO MEDNARODNI KULTURNO IZOBRAZEVALNI CENTER DOO (SI), Fundatia romano-germana de pregatire si perfectionare profesionala in domeniul constructiilor (RO), Sambucusforum vzw (BE), UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE (BG), STUDIO GAUS GMBH (DE), E@I (SK), OSTERREICHISCHE GESELLSCHAFT FUR KINDERPHILOSOPHIE (AT)</td>
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Project Summary

Each year, more than 3.7 million children are born in Europe, growing into a tight rearranged media world, whose development entails an unstoppable media embossing. In our view, the biggest challenge in the history of education, combined with a permanent task of prevention debate, because families are the place where the future course for the electronic media use is provided.

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

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

Hence it is important to make young people aware of their responsibilities. Privacy filters are insufficient and access barriers can be overridden using just one mouse click. This sensitization needs first of all parental education and this has no alternative and is uncompromising. Parents are therefore the direct target group of IPUS 2015. They are an “emotional training camp” between enhancing control and encouragement of autonomy. However, it is a topic for the children, which is full of shame and therefore difficult to discuss with the parents. In addition, pornography is a taboo for parents too. 52% of parents whose children have seen sex pictures on the Internet deny that their children have seen such things, according to the study "Euro Kids Online". Anyway, 12% of European children and adolescents between 9 and 16 years have already had experiences with the Internet, which were uncomfortable for them. We worked on this taboo topic with a consortium of 7 European Member States DE, RO, BE, SL, AT, BG and SI. Our aim was to give families access through the language to this "embarrassing topic".

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

For the implementation, we achieved the following results:
1. An interactive Internet platform in 7 languages with the following content:
2. Prevention / knowledge transfer in digital literacy through online learning units.
3. Learning modules for intervention and early detection through guidelines for conversation.

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

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

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Action for socio-economic integration of refugees and asylum seekers

Project Coordinator

Organisation: ANOLF MARCHE
Address: Via dell'Industria 17, 60127 Ancona, Marche, IT

Project Information

Identifier: 2019-1-IT02-KA204-063302
Start Date: Oct 1, 2019
End Date: Mar 31, 2022
EC Contribution: 294,265 EUR

Partners:
KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU (EL), INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT (EL), Learnmera Oy (FI), j4r-jobs4refugees gUG (haftungsbeschränkt) (DE)

Topics:
Entrepreneurial learning - entrepreneurship education; Integration of refugees; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

The integration of people with a migrant background is a fundamental element both for the past and for the future of EU; data update at January 2018 state that 22.3 million people (4.4 %) of the 512.4 million people living in the EU were non-EU citizens. Several studies show as immigration could bring a positive contribution to public finances and welfare of host EU countries, considering the level of skills and competences possessed by immigrants, and the duration of the integration process. Fast and successful integration is essential in order to maximize the opportunities generated by migrant flows. At the same time, other researches confirm that migrants face obstacles and suffer of discrimination behaviours. Particularly, the refugees/asylum seekers arrived with the recent migration flows composed a specific vulnerable group due to the absence of a defined migratory project (they have had to abandon rapidly the country of origin), and the consequences of abuses suffered before to leave the country and during the travel to EU. Other problems are: - Low knowledge of host country language and illiteracy; - Difficulties about the recognize of qualification and skills possessed; - Lack of access to quality education system; - Limited access to job market; - Discrimination to the housing access. In several cases, they suffer the manifestations of xenophobic and racist behaviours by local communities due to the unsafety perception and feelings.

During the last two years, Germany was the first EU country for the number of requests of humanitarian protection, followed by Italy and Greece.

“IntegAction – Action for socio-economic integration of refugees and asylum seekers” project is elaborated by ANOLF Marche in collaboration with KMOP (GR), IED (GR), Learnera (FI), and Job4Refugees (DE) in order to promote the social and economic inclusion of the refugees and asylum seekers (project target) in the local context of reception.

Specific objectives are:
- Improve the linguistic competences of refugees and asylum seekers in order to promote the process of socio-economic integration;
- Increase the employability of immigrants through the strengthening of socio-professional and entrepreneurship competences aimed at job placement, active job search and self-employment;
- Develop social and intercultural competences in immigrants stimulating their active participation in the local communities through mutual understanding initiatives.

The project activities will start on October 2019 and will end on March 2022 (30 months). In order to reach its objectives, the project partnership intends to realize 3 Intellectual Outputs connected with the main barriers faced by refugees and asylum seekers: host country language, access to the job market, social acceptance by local communities of the host country. The IO1 - “Tool4aLLs - Toolkit on digital tools for Literacy and Language proficiency”; the IO2 “Immigrants in the Labour Market: a manual to facilitate entrepreneurship and business start-up”; the IO3 “Webdoc – Migrant Diaries” will be tested during the project lifetime with the main participants of the projects: operators, teachers, educators, migrants, refugees and asylum seekers, native people. Then, the partnership will share them to the local communities during 5 Multipliers Events. The main expected results at the end of the project are:
- Activation of lifelong learning attitude in refugees/asylum seekers.
- Increased awareness among refugees and asylum seekers of local, national and European labor market mechanisms and increased opportunities to open their own business.
- Raised awareness of citizens towards refugees and their problems and minimizing the feeling of xenophobia of the community.
- Development of a more effective and closer cooperation among the authorities, organizations and institutions working within the fields of migration and integration process.
The project partnership will coordinate and assure the correct implementation of the project activities through 5 Transnational Project Meetings (i.e. Management Board Meetings). Four Evaluation Sessions will be also realized with the aim to introduce possible corrective actions without harming the overall project activities flow. Thanks to the exhaustive Dissemination and Communication Plan elaborated during the first two months of the project lifetime, the project outcomes and results will be disseminated at local, national and European level through an online and offline communication campaign.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Socialartshub: strengthen key skills for life long learning through sharing adult education programs using the performing arts tools

Project Coordinator

Organisation: Cooperativa Sociale Immaginaria A R.L.Onlus
Address: Piazza Madre Teresa di Calcutta, 9, 82010 Sant'Angelo a Cupolo, Campania, IT
Website: www.cooperativaimmaginaria.it

Project Information

Identifier: 2019-1-IT02-KA204-063215
Start Date: Oct 1, 2019
End Date: Sep 30, 2021
EC Contribution: 129,168 EUR

Partners: YOUTH SUPPORT CENTRE (PL), Fundacja Sztuka Nauki (PL), Albergar-te, associação cultural (PT), ASSOCIAÇÃO NOVO MUNDO AZUL (PT), Areadne OE (EL), UNITED SOCIETIES OF BALKANS (EL), FEZ-Berlin, Kinder-, Jugend- und Familienzentrum (KJfz-L-gBmbH) (DE)

Topics: Creativity and culture; Key Competences (incl. mathematics and literacy) - basic skills; Inclusion - equity
Project Summary

The strategic partnership "Socialartshub: strengthen key skills for life long learning through sharing adult education programs using the performing arts tools" is part of an exchanging process of good practices between European organizations operating in the field of adult education. The field is about strengthening and developing key competences for long life learning for disadvantaged adult learners through the performing arts tools (music, theater, dance, slam poetry). It is the result of an already established cooperation between some partner organizations involved in the project: Immaginaria coop Sociale (ITalia), Fez-Landesmusikakademie (Germany) Youth Support Center (Poland), Novo Mundo and Albergar-te (Portugal), plus the involvement of new organizations operating in adult education field: Fundacja Sztuka Nauki (Poland) UNITED SOCIETIES OF BALKANS ASTIKI ETAIREIA and Areadne OE (Greece). Objectives of the strategic partnership for the exchange of good practices are to strengthen the cooperation between the organizations involved, to increase the process of exchange of good practices on the subject of strengthening key competences for disadvantaged adults through the performing arts, to increase the skills and techniques of the trainers in education for adult performing arts, experimenting and increasing innovative methods of developing key competences and social inclusion through the performing arts. The direct participants of the activities organized within this strategic partnership will be 96, half will be adult disadvantaged learners with low schooling and economic profile, half will be educators and operators active in the field of education for adults interested in developing their techniques training through the use of tools provided by the performing arts. The activities that the partnership will implement are: 3 administrative-management meetings (Kick of meetings, mid-term meetings, final evaluation meetings), 5 international trainings each dedicated to the development and techniques of strengthening and development of basic skills and social inclusion through the use of the performing arts (theater, music, dance, poetry slam and integrated arts). The general methodology of the project will be the experiential learning, also known as "Learning by doing", "Peer to peer" peer education, and "Coaching". These methods will first allow the acquisition of competences from the inputs generated by the trainers and then the sharing and exchange of knowledge by the participants. The results of the project will be the enhancement of key competences in disadvantaged adult learners, the improvement of educational techniques and tools for the development of key competences in the operators and educators of the adult education sector, a wider dissemination of the practice artistic in adulthood. In addition, these results will be disseminated on the socialartshub.eu web platform, with all audio, video, etc. deriving from the training courses implemented. The impact will initially be measurable at the various partner organizations, which through this partnership will have the opportunity to increase the knowledge and skills of their operators, to then extend the results achieved also to institutions, associations and organizations operating in the same scope. The potential long-term benefits will be those of generating a true and proper virtuous path of cooperation first and foremost among the partner organizations, then between the areas used, adult education and performing arts, for social growth and the conception of an increasingly inclusive society and harmonious..

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

KeyCo System

Project Coordinator

<table>
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<tr>
<th>Organisation</th>
<th>PER ESEMPIO</th>
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<tbody>
<tr>
<td>Address</td>
<td>VIA SALADINO 3-5, 90134 PALERMO, Sicilia, IT</td>
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<tr>
<td>Website</td>
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Project Information

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<td>Topics</td>
<td>Intercultural/intergenerational education and (lifelong)learning; Key Competences (incl. mathematics and literacy) - basic skills; Migrants' issues</td>
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Project Summary

Adult education in Europe has very different profiles from country to country. We need to undertake a process of integration and harmonization of adult education paths. This is functional to increase the employment opportunities, mobility and economic growth of adults, especially migrants, favoring a more inclusive and cohesive society. In order to undertake this path, we have chosen for this project countries (Italy, Germany, Spain, England, Greece) and educational institutions for adults that share similar challenges, such as the high presence of migrants and refugees within their audience expressing the need to receive specific training and educational tools to be flexible and applicable to different cultural contexts. These partners intend to build together a shared approach, methodology and content aimed at enhancing social inclusion and territorial development through the development of people.

The direct targets of the project are therefore teachers and educators involved in EDA migrants and migrant adults and refugees included in educational pathways. The learning needs we want to meet for each of these targets are:

- strengthening of the eight key competences in learners and their certification;
- development, in teachers and educators, of formal and non-formal theoretical and methodological skills and knowledge related to intercultural andragogy.

The KeyCo System project aims to achieve the following objectives:

- strengthen the educational and empowerment paths of adult learners (migrant population);
- promote the updating, cooperation and development of innovative practices between teachers and educators of institutions and organizations working in the field of adult education.

Through the following activities:

- scientific research on L2 learning in migrants and refugees;
- creation of didactic tools for the development of the eight key competences indicated by the EU Commission and designed in blended-learning;
- an e-learning platform where to upload open-source/content tools, provide distance learning, and build a place for exchanging practices on intercultural andragogy.

The teachers and educators will take part in three joint short term training events, centered on:

- Intercultural Andragogy;
- Theories, methodologies and best practices in education for migrants;
- Heroic Imagination Project: a path to resilience education.

The project responds to the following horizontal priorities of the program:

- social inclusion;
- open and innovative practices, contextualised in the digital age.

To the following sector specific priorities (adult education):

- improve and expand the provision of personalized quality learning opportunities based on the needs of individual low-skilled and less qualified adult learners;
- extend and refine the skills of educators.

The participants in the project will be:

- 16-year-olds migrants, unaccompanied foreign minors and refugees from different geographical and cultural backgrounds;
- teachers of courses for adults, used to construct, by necessity and vocation, the appropriate material for carrying out the lessons according to the type of users in the classroom;
- educators of non-profit organizations working in EDA.

The application of the following methodologies will be transversal to the whole project:

- formal education
- non-formal education
- informal education
- intercultural education
- e-learning
- peer to peer.

The activities carried out during the project foresee a positive impact on various targets: in particular teachers and educators will improve on one hand their knowledge and skills related to adult education at European level and to "intercultural andragogy" and, on the other, will develop new ideas and methodological tools through a fruitful exchange of experiences and good practices shared at transnational level.

The project will also give European dimension to the work of the single organizations and institutions involved, creating and strengthening cooperation between partners, exploiting the potentials and contacts of the international organizations and networks to which they adhere, making the most of their contribution to projects aimed at adults.

The creation of video lessons will allow the trainees to access the teaching materials through the platform and continue the program in FAD mode and, to those who participate in the realization of the output, to increase their self-esteem and sense of belonging to a community.

From a long-term perspective, the project will allow the growth of knowledge and skills in the field of intercultural andragogy, enriched by new methodological ideas and teaching tools, improving the quality of individual interventions aimed at adult learners.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

An Innovative Toolkit for Trainers for the Development of the DIGITal & Numeracy Competence for Low Skilled Adults

Project Coordinator

Organisation: SIEC BADAWCZA LUKASIEWICZ - INSTYTUT TECHNOLOGII EKSPLOATACJI
Address: UL PULASKIEGO 6-10 , 26 600 RADOM , Mazowieckie , PL
Website: www.itee.radom.pl

Project Information

Identifier: 2017-1-PL01-KA204-038727
Project Web Site: http://intodigits.projectsgallery.eu/
Start Date: Sep 1, 2017
End Date: May 31, 2020
EC Contribution: 404,622 EUR
Partners: DIMITRA EKPAIDITIKI SIMVILITIKI AE (EL) , EDITC LIMITED (CY) , METROPOLISNET-EUROPEAN METROPOLIS EMPLOYMENT NETWORK EWIV (DE) , E.RI.FO.-ENTE DI RICERCA E FORMAZIONE (IT) , FUNDACION EQUIPO HUMANO (ES)
Topics: ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

Low skilled adults are one of the groups that is strongly influenced since the beginning of the EU financial crisis as the EU Labour Force Survey data clearly indicates. Low-skilled workers were more severely hit as their employment rates strongly decreased (ECB Report 138). One of the problems that prevent the integration of low-skilled adults in labor market is their lack of proper training. Furthermore, as the MLP programme reports, although on-the-job training is valuable for many trainees, the most low-skilled jobseekers need additional basic skills training. As EEPO admits in its review for upskilling unemployed adults, there are relatively few national policies that focus explicitly on training for low-skilled unemployed adults. Additionally a large survey carried out by OECD on a large sample of adults from all EU countries (OECD2013) The Survey of Adult Skills) indicates that adults with low literacy, numeracy and digital skills report poorer health, lower income, lower civic engagement, less trust and are threatened with social exclusion.

The proposed project aims to fill the gap by suggesting integrated approaches and providing a mix of skills for numeracy and digital literacy therefore responding to the exact needs of the target group. IntoDIGITS suggests the empowerment of low skilled adults by developing 42 trainer’s digital tools for the implementation of innovative workshops/activities that develop the numeracy and digital skills.

This project builds upon a successfully completed project, EMKIT. The objective of EMKIT was to tailor a trainer’s empowerment online tool in order to empower low skilled adults to reach active citizenship (AC). EMKIT was based on the AC ladder (scale), an innovation introduced in EMKIT. This scale suggests that an adult who is living in isolation (stage1) must progress through all stages in order to achieve AC. These stages are:

*Isolation
*Going Outside
*Joining In
*Voluntary Work
*Working on Professional Qualifications
*Active Citizenship

For each of these stages EMKIT online provides:

*information on the challenges of that stage
*actions to be taken to empower low skilled adults to progress to the next stage
*suggested mentoring activities/workshops and expected outcomes

Via the EMKIT toolkit a trainer can access 35 digital interactive tools (i.e 35 activities/short workshops) that can be implemented to progress from one level/stage to the next higher level. For each activity/workshop, the digital tool (which is in fact a digital interactive methodology guide) describes the activity, resources needed and step by step instructions for the preparation and implementation of the activity etc.

The project’s main output is being used until today in Sweden, Netherlands, Spain, Greece, Cyprus. The concept of the AC scale has been adopted in various occasions by both EMKIT partners and new and the combination of short mentoring activities and workshops to progress on the AC scale although a long process, has been proven effective when dealing with low-skilled adults or groups who are disengaged from the learning process.

IntoDIGITS aims to:
-Develop 2 Qualification Frameworks for the Numeracy and Digital Competence (NDC) tailored for the specific target group in a specific context (see innovation elements)
-Based on the Learning Outcomes (expressed in knowledge, skills and competences -KSCs) of these QFs enrich activities offered at each stage by designing 42 new workshops for the development of the NDC. The activities developed in EMKIT did not tackle the numeracy and digital skills of the adults which are vital for the succession from one stage to the next on the AC ladder.
-Develop 42 online digital tools for the newly developed workshops for trainers for the development of the NDC and incorporate then in a new online tool (IntoDIGITS)
-Develop a digital assessment tool that will assess the numeracy and digital skills in link to the adult’s current position on the AC scale. Based on the results, the trainer/mentor can choose the appropriate workshops/activities for the trainee to a) eliminate any gaps identified on KSCs and b)facilitate his/her accession to the next level of the AC scale
The direct target group is trainers/mentors who work with low-skilled adults (i.e trainers/mentors in Adult/VET Education and mentors at Public Employment Services). Trainers will benefit by a more complete new tool that also develops 2 important context specific competences (i.e. ND Competences for low skilled adults to progress on the AC scale)
Also, low-skilled adults will benefit by provisioning a high-quality tool that encompasses activities enabling them to access/improve their position in the labour market and become active citizens.

The outcomes of the project are of transnational value since a)all partners contribute to the development of outputs and therefore the European dimension is reflected on the results and b)the financial crisis has affected all EU28 members

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

D.I.S.I. - Digital Innovation for Social Inclusion

Project Coordinator

Organisation  ASSOCIAZIONE FORMAZIONE 80
Address  CORSO RE UMBERTO 12, 10121 TORINO, IT
Website  http://www.formazione80.it

Project Information

Identifier  2017-1-IT02-KA204-036811
Project Web Site  http://disiproject.eu
Start Date  Nov 1, 2017
End Date  Dec 31, 2019
EC Contribution  155,502 EUR
Partners  asmoune (FR), MERSEYSIDE EXPANDING HORIZONS LIMITED (UK), ADAMASTOR - ASSOCIACAO CULTURAL (PT), KWB Koordinierungsstelle Weiterbilund und Beschäftigung e. V. (DE), CONSIGLIO NAZIONALE DELLE RICERCHE (IT)
Topics  Key Competences (incl. mathematics and literacy) - basic skills; Inclusion - equity; ICT - new technologies - digital competences
Project Summary

The phenomenon of social exclusion due to poor literacy skills is quite alarming with respect to the European population (see EU High Level Group of Experts on Literacy – Final Report, Sept. 2012), but it becomes dramatic if we consider the typology of migrants arriving at present in Europe. Most of them have very low literacy skills, thus limiting their possibility of integration and their exercise of citizenship rights, with evident risks also for the security within society.

According to Eurostat 3.4 millions of immigrants reached the EU in 2013 and the majority of them went to Germany, UK, France and Italy. The number has increased in 2015 (not so in 2016) due to the huge number of asylum seekers arriving in Europe.

The situation the project is addressing seems to be common all over Europe and that is the reason why we think it should be tackled it at a transnational level. These issues highlight the need to provide, at national level, an always rising number of literacy courses in L2 while, at European level, to establish an encompassing and shared reflection on the current learning and teaching models. In fact, traditional methodologies are not always adequate or sufficient to respond to the growing need of migrant people, while ICT in such courses is generally not used to their full potential (if used at all).

In the EU High Level Group of Experts on Literacy – Final Report (Sept. 2012), the European Commission raises alarm on the risks arising from growing illiteracy among young and adult population and called for a structural and systematic commitment on the part of national Governments and Institutions.

The OECD invites developed countries to fight illiteracy and to improve reading, writing and calculating skills among adults.

Moreover, for the target group addressed by the project (adult immigrants and refugees) a new element of marginalization consists in the digital divide. This is a new challenge for teachers and practitioners; in fact, ICT need be embedded and taken into account when developing educational plans or new social policies in order to have a real impact. In developed countries and societies, new technologies are becoming essential parts in citizens life. Despite this, many practitioners and teachers often lack the necessary competences or haven’t found adequate instruments to cope with this new challenge.

The objectives of this project proposal are:

1) exchanging and comparing experiences and case studies carried out in the partner countries about the ICT supported teaching methodologies used in L2 with illiterate or low educated adult migrants.

2) Developing an Analytical Gridwork which, starting from best practices identified and using the case study methodology, will evaluate innovation elements, similarities and differences, strong points and weaknesses, compare their methodologies and highlight their possible development also in technological terms (which tools, application, etc.) for the use of ICT in teaching to adult migrant people at risk of social exclusion. From the research will be developed methodological model and guidelines for teachers and practitioners, and a video-tutorial, on how to use ICT in literacy courses and in teaching languages as L2 to adult migrant people with low - or no - educational levels.

3) Piloting the methodological model and guidelines in 7 partner countries

4) Developing a MOOC (Massive Open Online Course) for teachers to facilitate their training on the use of ICT in language classes with the above mentioned target group.

5) Disseminating the methodological model and guidelines and the MOOC through the implementation of a European Conference and national events in all partner countries addressed to adult education staff, researchers and stakeholders so as to promote the use and the potential of ICT in education.

6) Evaluating the impact the analyzed case studies can have on the process of social inclusion of illiterate or low educated migrant people. This will be possible by highlighting those elements which should be further developed to guarantee good learning results (ex. The development of dedicated software applications) and to reduce the digital gap (ex. an integrated system or urban policies).
Target groups are: migrant learners with low or no education, researchers, adult teachers, trainers, local/national decision makers.

The project idea is in line with the priorities stated in the "declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education" of Paris, point no. 2 "ensuring inclusive education for all children and adult people which combats racism and discrimination on any ground, promotes citizenship and teaches them to understand and to accept differences of opinion, of conviction, of belief and of lifestyle, while respecting the rule of law, diversity and gender equality".

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for adult education

Project Title

FOREST-IN : INovative and Educational INformation for the Sustainable FOREST Management by Smallholders

Project Coordinator

Organisation  UNIVERSIDADE DE AVEIRO  
Address  CAMPUS UNIVERSITÁRIO DE SANTIAGO , 3810-193 AVEIRO , PT  
Website  www.ua.pt  
Contact  Carlos Fonseca ,  +351 234 370 350 ,  cfonseca@ua.pt
# Project Information

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**Project Summary**

Sustainable development has become a global concern in the last decades. European citizens have been raised aware of global environmental issues, but have not been engaged in actively contributing to solutions through stepwise local actions. In particular, forest smallholders are not aware of their potential as active citizens and their role in the sustainability desired by modern societies. And in fact, altogether, due to the European deeply rooted forestry traditions, they could be a major force in promoting sustainability concepts in society.

FOREST-IN aimed at the promotion of sustainable forest management practices through the delivery of novel learning approaches embedded in a holistic, participative and horizontal pedagogical process targeted at adult citizens that own or manage forests across Europe, but lack specific competences or guidance for performing that task properly. The project included a set of audience-appropriate intellectual outputs that have the potential to assist smallholders, but also professional forestry technicians in the decision-making regarding forest management. Material outputs thus included an initial research report, interactive IT technologies, two audience-specific training packages, a direct, easy-to-follow forest assessment tool or tutorial and, closing the project, a retrospective layman report, highlighting the project's objectives and results. As asserted through the project forest awareness projects are not engaging to most of adults through top-down approaches. Thus FOREST-IN constituted an innovative pedagogical process, firstly by involving the target audience all together, an audience that very rarely gets invited to the forums where the policies that most affect them, get discussed and laid out. Secondly it combined practical and theoretical approaches, all fully based on participatory and shared tutoring and transferring of knowledge features.

Thus, throughout the 5 multiplier events and the 4 training courses that were carried out, a strong emphasis was put on field analysis and validation of teaching/learning methods, all while capacitating participants with critical thinking and wide literacy (incl. environmental) skills. The training methodology involved, at the same level, both smallholders and technicians.

The involved audiences keenly participated in all relevant activities while engaging with the projects outputs for the most effective knowledge acquiring results, imparting their favourable opinions on all the projects milestones. Key to the overall positive outcome of the project was the make of the partnership:
- University of Aveiro (PT) was the leading partner, experienced in science communication, public engagement and sustainability issues.
- Asociación Forestal de Galicia (SP), Association Forêt Modèle de Provence (FR) and Unimadeiras (PT) integrated a large network of forest smallholders and technicians, and were able to mobilize the relevant participants in the context of fomenting Sustainable Forest Management.
- PEFC and FSC are the largest forest certification systems worldwide confering credible standards overarching to the project and specifically to the training courses and outputs.
- CESEFOR is a Foundation specialized in communicating the importance of forests, and are fully experienced in developing efficient communication strategies, which included implementing the project's IT technologies (APP and webplatform).

As a result of the multiplier events, training courses and the dissemination strategy(ies), the project was able to involve an audience much wider than the “forestry universe”. A wide network of stakeholders and further local/regional partners of each participating organization was key to the project's goals, fostering its outreach and replication. Ultimately, the general public was naturally invited to participate, get involved, and share the project's philosophy. The notion that environment, education and economy, and thus overall human and social well being, are all integrated and share the same roots was the central impact that FOREST-IN project aimed at achieving at all levels: local, regional, national and international. By addressing a wide range of publics, the project found itself aligned with the European's growth strategy, focusing on inclusion, education and intelligence to promote the necessary shift towards greater adoption of the concept of sustainability. Ultimately, direct and indirect participants were able to gain key competences to embrace sustainability and align their individual expectations.
with nature conservation, economy and education. As the issues the consortium was able to address are global, the cumulative impact of FOREST-IN, hopefully, helped at its scale, to reate a more generalized will to shift european communities towards sustainability, empowering citizens and local actors with the needed skills to do so, principally in the forestry and sustainable forest management sectors.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

ORALPHA METODOLGY

Project Coordinator

Organisation  Asociación para el Estudio y Promoción del Bienestar Social
Address  Sant Rafael, 10, 08001 Barcelona, Cataluña, ES
Website  www.probens.org

Project Information

Identifier  2017-1-ES01-KA204-038450
Start Date  Sep 4, 2017
End Date  Sep 3, 2020
EC Contribution  246,540 EUR
Partners  Werkstatt-Berufskolleg Unna (DE), Tempo Libero Società Cooperativa Sociale ONLUS (IT), "Biuro Obsługi Inicjatyw Europejskich" Sp. z o.o. (PL), UNIVERSITAT AUTONOMA DE BARCELONA (ES), ASSOCIACIÓ CATALANA PER L'EDUCACIÓ, LA FORMACIÓ I LA RECERCA (ES)
Topics  Key Competences (incl. mathematics and literacy) - basic skills; Migrants' issues; Teaching and learning of foreign languages
Project Summary

Social policy is a fundamental pillar of the European Union, and as shown in the 2020 Plan are priority objectives: the reduction of poverty and social exclusion. According to the INE (2012) one of the most vulnerable groups who suffer social exclusion, is the immigrant and refugee population with a low level of the host language and reading skill. That is, illiteracy and lack of knowledge of the host language are direct causes of social exclusion and poverty.

The ORALPHA project has been conceived with the overall objective of promoting inclusion in illiterate immigrants and refugees whose mother tongue differs from the host language. Whereas learning the host language is a vital element for the citizen and social participation. Therefore a good development of the host language skills directly reduces social exclusion and poverty.

According to ALFIE report (Learning Partnership) the fields of education, research and policy in Europe have no formal means of reference to develop and maintain a strong and high quality education for illiterate immigrant population. Within existing problems in this regard, the ORALPHA project aims to solve that not all European countries have the possibility to train teachers in order to provide language training that youth and adult immigrants and refugees need. To do so, the project has established as specific goal, the improvement of the teaching practice of the host language in the basic skills (literacy and oral communication) to youth and adult immigrants and refugees. For it is intended to achieve the following tangible results:

1. To publish a theoretical and methodological manual of good practices as a guide at European level and be based on the global-constructivist approach, ie that combines teaching oral language with literacy, and fit the use of new technologies.
2. To generate a motor training in language teaching and literacy to immigrants at European level through a portal on-line language teaching and literacy to immigrants.
3. To provide training courses online through the portal.
4. To record the process and its results in an audio-visual document.

ORALPHA is composed of six entities:
1. PROBENS (Spain): Association for the Study and Promotion of Social Welfare
2. ACEFIR (Spain): Catalan Association for Education, Training and Research linked to adult education.
3. CER-M / UAB (Spain): Center Migration Studies and Research at the Autonomous University of Barcelona
4. TEMPO LIBERO (Italy): Cooperative for social integration in the community
5. WERKSTATT-Berufskolleg Unna (Germany): School vocational training for youth and adults at risk of social exclusion
6. BOIE (Poland): specialist training of trainers in the social field and consulting for public policy design.

This project is a collaborative and participative methodological basis so also will be involved in the project: local authorities, teachers and students participating in language and literacy courses. In this way it ensures that the project caters to real needs. Through the development of activities, production of intellectual products, joint reflection and development of critical capacity, aims:

- To promote inclusion of immigrants and refugees illiterate through improving teaching practice in teaching the / s language / s host and literacy.
- To provide the fields of education, research and policy development in Europe of an effective reference framework for teaching host oral language and its literacy.

This document has been generated by the [Erasmus+ Project Results Platform](http://erasmus-results-platform.eu). The European Commission is not responsible for the content, which expresses the views of its author(s) only.
- To achieve a greater recognition of adults education, and specifically in the field of teaching host language and literacy that promotes the design of public policies in order to promote social inclusion and coexistence between citizens.
- To generate tools that help the design of public policies at the local level in order to reduce poverty, promote economic development and democratic participation.
- To start a transnational network of training and collaboration in the sharing of best practices that allows to reduce the number of illiterate immigrant and refugee population. Through the reduction of social exclusion, more egalitarian societies are achieved. That is, improves societies and promotes coexistence in a democratic way.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Migrant Mentorship Model

Project Coordinator

Organisation: Andragoski zavod Maribor - Ljudska univerza
Address: Maistrova ulica 5, 2000 Maribor, SI
Website: www.azm-lu.si

Project Information

Identifier: 2017-1-SI01-KA204-035587
Project Web Site: http://www.mmm-migrants.eu/
Start Date: Oct 1, 2017
End Date: Sep 30, 2019
EC Contribution: 208,930 EUR
Partners: Institut für Internationale Bildungs- und Arbeitsmarktpunkte (DE), OZARA STORITVENO IN INVALIDSKO PODJETJE DOO (SI), Eurocultura (IT)
Topics: New innovative curricula/educational methods/development of training courses; Integration of refugees; Key Competences (incl. mathematics and literacy) - basic skills
## Project Summary

Migrant Mentorship Model (MMM) presents a tailored approach to the teaching of basic skills of literacy, numeracy, ICT and social competences to migrants by addressing the issue from a migrant perspective.

MMM is a 2-year project that brings together four partners from Slovenia (Andragoški zavod Maribor-Ljudska univerza and OZARA d.o.o.), Germany (INIBIA???) and Italy (Eurocultura). The partners work in the fields of adult education, VET, occupational integration and social/cultural integration. All have experience with migrants and other disadvantaged groups. The partners work in localities where migrants are present and new approaches can benefit them and those working with them.

Migrants arriving in the EU face linguistic, cultural and social obstacles that make their learning and subsequent integration a slow and stressful process. At the same time these new type of learners present a challenge to educators. Especially linguistic obstacles make acquisition of new skills needed for integration a complicated process and even more so in the case of low-skilled or illiterate migrants who represent a significant share of all new migrants. New educational tools and approaches, addressing the needs of both sides must be offered to migrants and educators. We believe that active migrant participation in the creation of teaching tools and strategies can benefit migrants and educators alike.

For this reason the Migrant Mentorship Model will train 4 migrant-mentors in each partner country. The mentors will be well integrated migrants with knowledge of basic skills and host-country language as well as major migrant languages. They will transfer their knowledge to other migrants in a 4-month pilot mentoring period and help them achieve basic knowledge of host-country language and other basic skills needed for further learning and integration. As migrants themselves they will be more then teacher to other migrants, they will be mentors. By using migrant languages to explain often abstract concepts related to basic skills they will convey the meaning more directly and efficiently. This is of great importance in the early stages of basic skills learning when migrants lack even the most basic knowledge. They will also be able to put new knowledge in cultural and social context which is hard to understand for new migrants. At the end of the 4-month period participating migrant learners will take part in a 2-month evaluation in the workplace. This will help them test their new basic skills in real life environment.

The entire 4-month mentoring process and 2-month evaluation will be closely monitored by a process of guided reflection. Guided reflection will be done by migrant-mentors. They will follow previously determined guidelines to observe key elements of the mentoring and evaluation process regarding cultural, social, linguistic and other aspects. On the basis of the guided reflection the following results will be created:

1. Migrant Mentorship model teaching plan which will contain recommended standards of knowledge in the area of literacy, numeracy, ICT and social competences an strategies on how to achieve them.
2. Migrant Mentors training curriculum will be a set of guidelines for training of migrant-mentors in the area of literacy, numeracy, ICT and social competences.
3. Guided reflection and tips for educators will contain observations from the guided reflection done by migrant-mentors. It will provide educators working with migrants a unique insight into migrants as learners. It will also contain teaching tips that will allow educators to tailor their teaching to the needs of migrants.
4. Guided reflection and recommendations for employers will contain observations of the guided reflection of the 2-month evaluation in the workplace. This will give employers better understanding of migrants as workers. It will also have recommendation on how to optimally integrate migrants in the workplace.

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Apart from the above, Efficiency study evaluation all project activities and results will also be produced.

As the four major products will be produced with heavy involvement of migrant-mentors they will give educators and employers valuable data on how to approach migrants in education and employment - the two major factors in integration. We envisage that the project results will invite educators and employers to re-think and re-evaluate migrants as learners and employees for the benefit of all parties.

Link to project card: Show project card
### Key Action: Cooperation for innovation and the exchange of good practices
### Action Type: Strategic Partnerships for adult education

#### Project Title

**RomABC - the next dimension! Further development of innovative instruments for combating functional illiteracy of Roma in Europe**

#### Project Coordinator

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<tr>
<td>Address</td>
<td>REINSDORFER STRASSE 23, 08527 PLAUNEN, SACHSEN, DE</td>
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#### Project Information

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<td>Aug 31, 2019</td>
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<td>EC Contribution</td>
<td>271,071 EUR</td>
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| Partners | Humán Erőforrásért Egyesület Dél-Alföldi Régió (HU), PANHELLENIC CONFEDERATION OF GREEK POM (EL), Kontakte für Europa e.V. (DE), Csácsé Rom Cigány Kulturális Egyesület (HU), BIOPOLITICS INTERNATIONAL ORGANISATION (EL), Asociatia Vox Civica (RO), Inspectoratul Scolar Judetean Buzau (RO) |

| Topics | New innovative curricula/educational methods/development of training courses; Romas and/or other minorities; Key Competences (incl. mathematics and literacy) - basic skills |
Project Summary

"Whe nyo ur eadt hi ste xty ouk no whow itfe elsi fyo uc ann otr eadp rop er ly." (source of the German text: "Grundbildung in Europa: Projekte und Perspektiven", NA BIBB).

According to UNESCO, an estimated number of 73 million adult Europeans are considered as functional illiterates. This is equal to 1/5 of the employable population aged 18 to 64 years. In the partner countries of the project this concerns 7.5 million adults in Germany; 2 million in Greece; 1.2 million in Hungary and 3.8 million in Romania. Unfortunately, there are no valid figures concerning the literacy rate of Roma. Experts say that the share of functional illiterates among adult Roma in the partner countries is 40 to 60 per cent.

For this reason, Curricula for alphabetisation courses for Roma were developed in the Strategic Partnership „RomABC goes Europe!“ that consider their special needs. However, the envisaged improvements in reading and writing competences falls too short because functional illiteracy is also reflected in calculating, in dealing with ICT and in the capacity to act in every-day-life.

Therefore, the further development of the Curriculum for raising the literacy rate of adult Roma with the emphasis calculating capacity, basic skills in the ICT field and capacity to act in every-day-life is the centre of our follow-up project.

Besides, the development of a Handbook for trainers, a basic vocabulary and subject-relating vocabularies, the education of trainers in the frame of a Pilot Training and the elaboration of the concept for according Mobility Projects (KA1) are other parts of the project.

„RomABC - the next dimension!“ will be implemented by partner organisations from Germany, Greece, Hungary and Romania and aims particularly at the reduction of functional illiterates among adult Roma, at increasing of their employability and at raising their share in adult education measures. With that, the project contributes concretely to the implementation of the EU Framework for national strategies for the Roma integration until 2020 and the national strategies of the partner countries as part of the Europe 2020 strategy including the European Agenda Adult Education, particularly the raising of the employment rate and the reduction of the part of Roma that is threatened by poverty and social exclusion.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Health Literacy Progress for Men in Europe

Project Coordinator

Organisation: Sozialwissenschaftliches Institut Tübingen
Address: Ringstraße 7, 72070 Tübingen, BADEN-WÜRTTEMBERG, DE
Website: www.sowit.de

Project Information

Identifier: 2017-1-DE02-KA204-004244
Project Web Site: http://help-men.eu
Start Date: Oct 1, 2017
End Date: Nov 30, 2019
EC Contribution: 176,530 EUR

Partners: Institut für Frauen- und Männergesundheit (Standort MEN Männersgesundheitszentrum) (AT), VOLKSHOCHSCHULVERBAND BADEN-WURTTEMBERG EV (DE), infoMann - actTogether asbl (LU), Kardinal Nikolaus Cusanus Akademie (IT)

Topics: Key Competences (incl. mathematics and literacy) - basic skills; Health and wellbeing; Gender equality / equal opportunities
Project Summary

Context / background of the project
The project "Health Literacy Progress for Men in Europe" (HelpMen) addresses the question how men can be better achieved by health literacy and actively improve it. In the whole field of health education and promotion, men are strongly underrepresented. In addition, there is hardly any differentiation between offers for men with lower educational chances, so that disadvantaged or migrant men are not explicitly in sight. This entails the risk that health and social disadvantages will solidify, as people with a high need for basic education often also have health problems and are less well informed of their health. Health is therefore an essential equality issue for men.

Objectives of the project
The guiding principle of the HelpMen project is to reach men better with basic health education and by taking part in a participatory context so that access disadvantages are eliminated. This is intended to enable them to reflect their health situation and, if possible, to improve it and to adopt basic health competences. In order to achieve this, multipliers are sensitized, qualified and equipped with a curriculum that will be transferred into their own practice.

Number and profile of participants
Five institutions will cooperate in the HelpMen project. The approach is in the German-speaking countries, but taking into account other initial languages, so that a focus on integration and migration can be placed. The Social Sciences Institute Tübingen (SOWIT), an independent research, advisory and educational institute with a focus on gender and health, and the Baden-Wuerttemberg Volkshochschulverband, the association of specialists of the 170 Baden-Wuerttemberg Volkshochschulen with its specialist areas of health and basic education (both D). The services of the men's health center MEN in Vienna (A) – e.g. counseling and group offers – focus on disadvantaged and marginalized men and are offered in many languages. The Cusanus Academy in Bressanone (I) is an educational center, which accentuates men and men's health in events and projects. InfoMann in Luxembourg (L) is a counseling center for men who can receive individual psychosocial counseling – often including aspects of health – or participate in group meetings.

Activities
The central activities are, in addition to the participants meetings accompanying the project, an exploration of men-focussed health education and a systematic transnational research, from which a guide for analysis and clarification of needs is derived. An action curriculum is developed from these results, which is tested, documented and evaluated by the partners in several pilot events. The results are published in a publication and presented at regional seminar conferences.

Methodology for carrying out the project
The project follows a methodology of intervention and action research that integrates theory-practice transfer. The project partners form and are seen as a focus group on the topic which is being investigated. In addition, men participate in the pilot events in a participatory and active manner. The so-called Soft Open Method of Cooperation (SMOC) is practiced for the international exchange of experience and knowledge transfer. The state of quality of the project is regularly assessed using self-assessment methods.

Expected results and impact
HelpMen creates a broad knowledge for specialists and educational organizations on the health-related basic education of men. This will enable to sustainably strengthen men's health competencies. A central result is the jointly developed curriculum and the publication of the entire project results in book and brochure form. Through
the project, a crystallization core is being created for European networking in men's health (basic) education.

Potential long-term benefits
The project provides an impetus to include health as a subject of basic education, to discuss this in a gender-differentiated way, and to develop it in a "masculine" manner. The integration of health aspects into the canon of basic education improves the health prerequisites for social participation, particularly for educationally disadvantaged people and for the benefit of health competences.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Learning by intercultural cooking

Project Coordinator

Organisation: AJUNTAMENT DE SILLA
Address: PLAÇA DEL POBLE 1, 46460 SILLA, Comunidad Valenciana, ES
Website: WWW.SILLA.ES

Project Information

Identifier: 2017-1-ES01-KA204-038597
Project Web Site: http://interculturalcooking.com/
Start Date: Sep 1, 2017
End Date: Nov 30, 2019
EC Contribution: 82,876 EUR
Partners: aydin kulturel gelişim dernegi (TR), MTÜ Eesti Külaliikumine Kodukant (EE), VOLKSHOCHSCHULE IM LANDKREIS CHAM EV (DE), Rääma Noorte Ühing Noorus (EE)
Topics: Intercultural/intergenerational education and (lifelong)learning; Integration of refugees; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

The education of adults with low education or a life tinged by migration or who have escaped from their countries seeking refuge or asylum is a challenge for teachers, who have to find motivating and attractive ways to present the contents proposed by the basic curriculum. Our project solves this problem by creating a book of 65 recipes from the world that actually hides an innovative teaching material to work on basic competences in the fields of mathematics, science, history, geography, culture and ICT, while cooking recipes of the world. This project is developed with partners from Turkey, Germany, Estonia and Spain, four corners of Europe that provide a social and cultural diversity that enriches our gastronomic proposal.

At a time when racism and xenophobia are messing up European societies, we are looking for educational alternatives that positively value diversity and we believe that cooking is an attractive and motivating response.

Over 24 months, an analysis of the reality of each country, a collection of recipes from the world, the creation of the didactic units, the test phase, the creation of the visual materials and the adaptation of the same will be carried out. With all this we will have made a single intellectual result consisting of 2 documents: a multimedia book of recipes (student's book) and a manual for teacher's support.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Meaningful Occupation after Retirement for activeE and healthy ageing

Project Coordinator

Organisation
SOCIAL SECURITY INSTITUTION

Address
Ziyabey Str. No:6, 06520 Çankaya, Ankara, TR

Website
www.sgk.gov.tr

Project Information

Identifier
2017-1-TR01-KA204-046105

Start Date
Dec 1, 2017

End Date
Nov 30, 2019

EC Contribution
146,710 EUR

Partners
FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG (DE), ANKARA UNIVERSITESI (TR), E-SENIORS: INITIATION DES SENIORS AUX NTIC ASSOCIATION (FR), STICHTING NATIONAAL OUDERENFONDS (NL), TURKIYE YASLILIK KONSEYI (TR), Sincan Halk Egitim Merkezi ve ASO (TR)

Topics
ICT - new technologies - digital competences; Inclusion - equity; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

Retirement process contains many different psychological and sociological dynamics. Because of the increase in the average life expectancy, people spend high percentage of adult life in retirement. It is given in Ageing Report in 2015 that percentage of adult life spent at retirement is 43 for men and 48 for women in Turkey. The rates respectively are 34, 38 in France, 28, 32 in Germany and 28, 32 in Netherlands. The high statistics show that this period is so long to waste in human-life. In this long period, retirees earning less than in working life, becoming foreigner to technologic development and relatively being less capable to learn make them be a disadvantaged group. For this reason they need help to improve and extend their skills and competences with supply of high quality learning opportunities. The project creates "Life-Long Learning Training Module" as main output which is accessible to large percent of the retirees. Hence, it contributes to realization of improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults.

The project also has a social inclusion aspect. Because they earn less than in working life, they can hardly find opportunity to join to the social life, gain hobbies or do sports. This causes them to stay at home isolated from the social life. This project gives chance to experience such activities and discover their interests. By the help of this experiences and project MORE, they will understand life is not over after retirement and there are MORE to do. The Life long learning training module consists of 5 sub modules, which are Guidance and Orientation, Rights and Laws, Healthy Ageing, Language and Introduction to ICTs. Apart from this there will be transnational meetings, one LTT and multiplier events.

In the LTT it is planned to organize workshop where retirees will form 5 working groups (each group consist of nine retirees.) In the workshops retirees will compete on the area of digital story telling and they will share their experiences about training module.

For multiplier event it is planned to organize a conference in Turkey. Project results are going to be shared and project-related documents will be disseminated.

For the implementation part, a total of 45 retired will attend to pilot practices of training module who are determined by each organizations from partner countries. There are two important criteria for the training module participants. First criteria is that the retirees must have been retired for at most five years before the project starts. The second is about gender equality which will also be given importance throughout the entire course of the project. For LTT activity 65 participants are going to be invited. In this LTT it is planned to organize workshop where retirees will form 5 working groups (each group consist of nine retirees.) The remaining 25 people will consist of project team and experts working on the subject. For multiplier event it is planned to organize a conference in Turkey. 300 domestic and foreing participants (members of association, experts, policy makers, academic researchers, NGOs etc.) are invited to conference. Participants and speakers who are involve in conference have knowledge about project subject.

At the end of the project concrete outputs such as evaluation reports and informative paper brochures are going to be shared by conferences with the participation of all of the partners in Turkey. Public spots will be shot to advertise the project outcomes and promote the use of training module. Project website will be estalished with open source products about training module under SSI website. Thus retirees are going to acces the training module easily.

To summarize, the retirees waste their time at home isolated to activities around rather than being a part of social life. As Institution we are eager to change this situation at retirement so that they can gain hobbies, do effective activities for their health, learn new things and discover their skills. In the project we will implement pilot activities, however the main aim is to disseminate these activities. The main expected effect of the project on this vulnerable group of people is to add value to their life with a help of planning well ahead of retirement or in the first years of it. Besides, by providing a productive learning environment with the innovative aspect of the project.
retireds can find opportunity to have preoccupation suited to them even so the project can motivate them to set up their own business which make their retirement life much MORE meaningful.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

BASIC ECONOMIC TRAINING FOR EUROPEAN ADULTS

Project Coordinator

Organisation WESTDEUTSCHER HANDWERKS KAMMERTAG
Address VOLMERSWerther STRASSE 79 , 40221 DUSSELDORF, NORDRHEIN-WESTFALEN, DE
Website www.whkt.de

Project Information

Identifier 2019-1-DE02-KA204-006098
Start Date Sep 1, 2019
End Date Aug 31, 2021
EC Contribution 224,225 EUR
Partners MOBILIZING EXPERTISE AB (SE), EURO-NET (IT), DATCA ILCE MILLI EGITIM MUDURLUGU (TR), Europe Unlimited e.V. (DE), EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS (EL), CENTRO EDILE A. PALLADIO (IT), VondiConsulting Unternehmensberatung Vondrak KG (AT)
Topics Key Competences (incl. mathematics and literacy) - basic skills; Economic and financial affairs (incl. funding issues)
Project Summary

The focus of this E+ project proposal "We make Europe’s citizens financially fit (BASIC ECONOMIC TRAINING FOR EUROPEAN ADULTS)" are two topics and goals:

1) HORIZONTAL: Supporting individuals in acquiring and developing basic skills and key competences
2) ADULT EDUCATION: Improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults

The following project activities are planned to achieve the project goals:

A) Development of 4 INTELLECTUAL OUTPUTS
   This project proposal focuses on the development and implementation of 4 intellectual outputs
   1. E-learning platform (web-based learning/blended learning)
   2. training program for low-skilled or low-qualified persons (to increase the professional qualification)
   3. Training program for their supervisors (to increase pedagogical competence)
   4. and a professional journal (target group specific journal).

B) CONTENTS of the four outputs to be developed are the following topics:
   - Assets (investment objectives, interest, savings, opportunities and risks)
   - Financing (real estate, loans, leasing)
   - types of insurance and contributions
   - Liquidity (budget, revenue-expenditure-bill)
   - bank account (How does a bank account work?)
   - (retirement) precaution (pensions, private pension)
   - "Must have" insurances (liability insurance, special saving forms)
   All outputs will be available online for at least 4 years after completion of the project.

   It should be noted that all project results are significantly different from other adult education courses (eg EBCL - European Business Competence Licence);
   Issues of the EBCL (eg accounting, cost accounting, company key figures and commercial law) are NOT found in this project.

C) Implementation of 4 cross-border PROJECT MEETINGS (twice a year):
   Destinations: Germany, Sweden, Greece and Turkey
   Program: Project Management Group (Budget, Dissemination, Evaluation, Sustainable use) and expert group
   (development of 4 innovative outputs, implementation of a cross-border expert group)
   Participants: 1 project manager and 1 expert per project partner

D) The following additional activities are planned:
   - Development of a project website (project history incl. documentation)
   - facebook group: "We make our citizens financially fit"
   - 2 project newsletters: in the respective project partner languages and ENG
   - Each project employee participates at one regional educational event (dissemination of the results in spring 2021)

E) Implementation of a SHORT-TERM JOINT STAFF TRAINING:
   Objective: staff training to use the 4 developed innovative outputs (IO1 - IO4)
   Participants: 2 employees per project partner

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Place/Date: Vicenza/IT in April 2021
F) Implementation of 7 multiplier events in all project partner regions
Objective: regional dissemination of all project results and Outcomes among stakeholders
Participants: relevant actors / multipliers in adult education
Dates: May 2021

G) Establishment of a cross-border EXPERT GROUP
Objective: Exchange of advisory documents, mutual collegial advice
Participants: Employees of the project partners and the stakeholders

H) Preparation and implementation of an EVALUATION CONCEPT
a) Product evaluation: testing of individual outputs by employees and project participants
b) Process evaluation: Monitoring of the project process through regular emails or Skype conferences

IN ADDITION ALL 8 PROJECT PARTNERS HAVE AGREED ON THE FOLLOWING TASKS:
1. Participation in 4 transnational project meetings
2. Participation in the 3-day short-term joint staff training in Vicenza / IT
3. Translation of all project-relevant documents
4. Testing of all IO1-IO4
5. regional / national / EU dissemination activities
6. Active participation in the evaluation

ACQUISITION OF PARTICIPANTS
Potential participants or users will be acquired both through other training courses provided by the project partners, through multiplier events, via stakeholders (eg JVA Heinsberg) and via social media (in particular Facebook).
All project partners can rely on address data from former and current trainees, but also good contacts to stakeholders or contacts via social media, to inform future participants during the project implementation as well as after project completion ideally about the current course program for less qualified adults in order to motivate them for participation.

The project partners EXPECT the following IMPACT:
1. Improving knowledge on "Economic and Financial Affairs"
2. Improvement of pedagogical competence (at expert level)
3. Increase language competence in ENG
4. Extension of the consulting portfolio

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for adult education

Project Title

HaveYourSay - New Ways to European Citizenship  
Literacy for Adults

Project Coordinator

Organisation: Volkshochschule Hannover  
Address: Burgstr. 14, 30159 Hannover, NIEDERSACHSEN, DE  
Website: vhs-hannover.de

Project Information

Identifier: 2019-1-DE02-KA204-006530  
Start Date: Oct 1, 2019  
End Date: Jun 30, 2022  
EC Contribution: 344,963 EUR  
Partners: Nevelok Haza Egyesulet (HU), Stephansstift Zentrum für Erwachsenenbildung gemeinnützige GmbH (DE), Coopérative d'Activité et d'Emploi dans les Services A la Personne et la Silver Economie (FR), CONSORZIO O.P.E.N. : OFFENDERS PATHWAYS TO EMPLOYMENT NATIONAL NETWORK (IT), FOLKUNIVERSITETET STIFTESEN VID LUNDS UNIVERSITET (SE), CEPA San Cristóbal (ES), Ealing Equality Council (UK)

Topics: Key Competences (incl. mathematics and literacy) - basic skills; EU Citizenship, EU awareness and Democracy; New innovative curricula/educational methods/development of training courses
Project Summary

SUMMARY

The Brexit debate in the UK since 2016 has been making it evident: many citizens in the EU are ill-informed about what the EU is, what it does, and how decisions in the EU are made. Mistrust into the idea of international cooperation, and recourse to nationalistic doctrines are growing in many of the 28 EU member states, and populism has become a problem everywhere. So-called Euroscepticism is particularly widespread not least amongst the less educated.

In the Have Your Say project we address these problems by developing innovative forms of educational activities for low-skilled adults to help them re-assess their attitudes towards the EU in a process of reflexion, discourse, and fact-based thinking, delivered in an activating, communicative, possibly joyful and inspiring way. The new methods, tested in 8 pilot projects in 7 partner countries, will tend to be out-of-standard-classroom activities including games, interaction, movement, creativity. They will be applicable in other adult education contexts as well.

The project title – Have your Say – indicates that this is not about forcing an opinion on people. It is about giving people space and freedom to formulate and express their thoughts, leading them through a process of testing these thoughts in interaction with others, and help them underpin opinions with verifiable facts rather than hearsay or popular myths. We expect that this will eventually lead to a shift of attitudes in most participants, but this is not an obligatory result. What is obligatory is that participants leave the pilot projects with increased ability of facts-based thinking and reflection on the motives of their attitudes and opinions. This will strengthen European civic education on a basic skills level

CONSORTIUM

We are 8 adult education providers and civil society organisations involved in community work from 7 countries.
- VHS Hannover (DE) - municipal adult education centre (AEC)
- Conzorzio OPEN, Bologna (IT) - network of education centres
- ZEB Stephansstift, Hannover (DE) - AEC of a welfare institution
- Folkuniversitetet, Kristianstad (SE) - AEC attached to University of Lund
- Nevelők Háza Egyesület, Pécs (HU) - NGO-run AEC
- Ealing Equality Council, London (UK) - civil rights organisation with strong community outreach
- COOP SAPSE, Bastia/Corsica (FR) - social cooperative for employment and training
- CEPA San Cristóbal (ES) - municipal AEC

TARGET GROUP

Final beneficiaries are low-skilled adults who as citizens or long-term residents have electoral rights and thus are part of the democratic process of their countries. Preference will be given to members of sub-groups of the population where negative attitudes towards the EU are widespread.

OBJECTIVES
Short term:

Create 8 innovative methods for involving low-qualified adults in activities that help them interactively develop their citizenship skills with respect to the EU.

Mid term:

Enhance the ability of adult education in Europe to promote basic citizenship skills for low-qualified adults.

Long term:

Low-qualified adults improve their basic citizenship skills and understanding of EU.

INTELLECTUAL OUTPUTS

The results will be submitted to adult educators in Europe for further use in form of 3 tangible outputs, resulting from the 3 main work packages of the project.

1) Collection of good practice of interactive civic education activities for adults from 7 participating countries. – E-book.

2) Teaching aid (e-textbook) presenting the EU, its institutions and the way it works to readers with low levels of literacy by applying the model of “simple language”/easy read. – E-book in 7 languages.

3) A catalogue (tool box) of seven new and innovative educational activities with all necessary materials to enable others to use them in their everyday educational work. – E-materials in 7 languages.

STAFF TRAINING

A staff training week for educators and community workers will be held in Strasbourg or Brussels (European Parliament / European Commission) to make them familiar with EU institutions and topics so that they lead their pilots with more background and authority. Also, they get acquainted with the other pilots under development.

MULTIPLICATION

Multiplier events in all countries by the end of the project (Month 31) will be used as starting point for mainstreaming the new methods.

IMPACT

- This project will include at least 160 final beneficiaries in the pilot activities (10 per method, each of them tested at least twice, by 8 partner organisations), or more when partners opt for “small methods”, which then will be carried through repeatedly.
• At least 180 adult educators, social and community workers will participate in the multiplier event.
• 24 adult educators and community workers will improve their familiarity with European institutions and get insight into the other methods under development in the project.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Build up motivation, digital and language skills in migrant adults, to favour work and social inclusion

Project Coordinator

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<td>Address</td>
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Project Information

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<td>Partners</td>
<td>CSI CENTER FOR SOCIAL INNOVATION LTD (CY), CAMARA MUNICIPAL DE LISBOA (PT), MINE VAGANTI NGO (IT), KulturLife gGmbH (DE), FAAL DERNEGI (TR)</td>
</tr>
<tr>
<td>Topics</td>
<td>Key Competences (incl. mathematics and literacy) - basic skills ; ICT - new technologies - digital competences ; Integration of refugees</td>
</tr>
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Project Summary

In many European countries, refugees who are able to secure employment are overrepresented in sectors with a large incidence of unskilled low-paid employment, such as agriculture, construction, cleaning services, hotels and restaurants, and retail trade (United Nations High Commissioner for Refugees [UNHCR], 2013). Skills mismatch has a negative influence at both the aggregate level and individual level (OECD, 2016b) and prolonged unemployment can negatively affect the community through lower labour productivity growth, lost in production associated to vacancies remaining unfilled and the implicit and explicit costs of higher unemployment rates.

The partnership will promote people’s RIGHT TO ACCESS SERVICES they need to re-engage in training, thus preventing social exclusion. In this respect, the project makes a direct contribution to the 1st pillar of the “European Pillar of Social Rights in 20 principles”. Education, training and life-long learning offering a way to engage and motivate adult learners to increase their basic and transversal skills in order to enable them to participate fully in society and manage successfully transitions in the labour market.

The purpose of the MOTIVATE partnership is offer migrants, refugees and asylum seekers a more efficient way to increase and develop a “cocktail” of skills (language, digital, employability) and fostering their ability to compete on the labour market of their host community, using non-formal learning methods and a strong mentoring support. This necessitates language teachers and social workers, instructors and employment advisers who provide counselling on the spot, to be skilled enough to add element of counselling, mentoring, referral to specialised support services - via services offered directly (as the municipality) or by orienting them to the appropriate service providers.

New and effective language training combined with vocational needs should be provided to enable migrants to absorb not only the actual language but also the communication skills and technical terms they require for their specific jobs. In particular, the labour market demands special social skills such as being loyal to colleagues and one’s employer; being able to cope with changes; being able to be critical in a positive way; to follow instructions; to work independently and to overview and organise work. Most of them are not aware they need to improve those skills to be competitive on the labour market. Thus, it is important to highlight skills and create a positive image of upskilling possibilities and further training, by matching newly arrived migrants, refugees and asylum seekers with migrants who have “worked their way up” in the system. These are people to look up to, but also people with the same background and who can inspire trust in others.

The partners need a transnational cooperation in order
*To offer an innovative and efficient development model,
*Work cooperatively to overcoming prejudice and foster the acceptance of migrants at a European level
*To promote the exchange of expertise among organizations active in different fields (employment, training, association, migrants, non-formal education) but all working toward social inclusion and employability for all citizens, old and new.

The MOTIVE project contributes directly to the ET 2020 policy objective of “Promoting equity, social cohesion, and active citizenship – migrants, refugees and asylum seekers taking part in the project’s activities will use different techniques and offer a comprehensive approach to help migrants to set achievable goals for developing their language and employability skills for better social cohesion and inclusion within their new host community.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

European Book Day

Project Coordinator

Organisation  DIE WIENER VOLKSHOCHSCHULEN GMBH
Address  LUSTKANDLGASSE 50, 1090 WIEN, AT
Website  www.vhs.at

Project Information

Identifier  2019-1-AT01-KA204-051211
Start Date  Nov 1, 2019
End Date  Oct 31, 2021
EC Contribution  121,775 EUR
Partners  CITY OF BONN (DE), ABF (SE), ASOCIATIA VERSUS (RO), Stiftung Lesen (DE), Media Partners SRL (RO), echo medienhaus ges.m.b.h. (AT), EUREad VoG (BE)
Topics  Intercultural/intergenerational education and (lifelong)learning; Key Competences (incl. mathematics and literacy) - basic skills; Cooperation between educational institutions and business
Project Summary

Why did we prepare this application? Context/background
Reading is one of the fundamental educational pillars and books are valuable goods. We want to promote reading books among the young generation and adults not so much addicted to books and reading.

Quoting the website EURead:
"In Europe, more than 73 million people are illiterate – an alarmingly large number. One in five 15-year-olds has poor reading skills and 12.8% of EU students drop out of school, which will lead to a 30% increase in low-skilled jobs by 2020 (source: EU High Level Group of Experts on Literacy, Final Report September 2012). In order to address this educational, social and economic challenge, it is vital to promote literacy in Europe and engage all age groups with reading."
Every EU-member country organises a reading festival or a festival of books, but there is no such an event like a European Book Day.
The steps we will take: Reading aloud - reading alone - broadening one's mind - better access to education - higher qualification - better job - living a better life!

What are the objectives of the project?
The project will contribute to the introduction of books and reading in the learning process of children and young people and low educated adults. We will reach out to target groups that may not be very familiar with literature and emphasize the importance of reading.
Furthermore, we want to reach out to the EU citizens living in the partner countries who as well may not be regular readers and invite them to meet authors writing in their mother tongue.
We will attract more visitors of the national book events by adding a European dimension to the national activities promoting reading.
- We will promote literacy in Europe and engage all age groups with reading
- We will establish the European Book Day in the annual calendar of events in the partner countries
- We will start a new cooperation between education and business
- We will reach out to culturally disadvantaged young people
- We will offer EU citizens living abroad the opportunity to get in contact again with the literature and authors of their home country.

Participants
The project idea was born in Austria based on the success of the "Reading Aloud Day – Austria". The organiser Echo medienhaus was looking for an experienced educational partner and found VHS Wien. Stiftung Lesen and EURead joined the project when they met at a conference in Brussels in September 2018. The coordinator asked his long-year educational partners from Romania and Sweden Media Partners and ABF and found a new one in Bonn. Media partners brought in the Versus Association that established a nationwide reading promotion network in a very short period of time. ABF of Sweden is a nationwide operating adult education provider and it is co-organiser of the biggest book fair in Sweden in Göteborg.
We are happy to have EURead as the main dissemination partner – important for the European level.
The educational partners will create the module “European Book Day”, the book organisers will put into practice this module.

What range of activities will take place to reach our objectives?
The consortium will produce
- 1 curriculum for the module “European Book Day”, including lectures, workshops, European guest authors from the partner countries etc.
- 5 transnational project meetings: Kick-off, Evaluation of the module “European Book Day”, Evaluation and Adaption and the final conference including a look into the near future
- 4 events “European Book Day” as part of the national book days in the partner countries Sweden, Romania, Germany and Austria.

What are the methodological tools we will use in the project?
The educational partners will form an internal working group with their experts in writing curricula and innovative educational offers.
The cooperation between education and business in the project offers the opportunity for both sides to an extended exchange of experiences forming mixed work groups.
For the information about the national events, we will use the EURead network and the various existing cooperation with local media.

Which results do we want to achieve?
We will discuss and produce a curriculum for a teaching and learning module “European Book Day”
The consortium will prepare and organise four events “European Book Day” in the framework of the existing national book days or book fairs in the partner countries.
We will attract new visitors to these national book days; these additional visitors are -culturally and socially disadvantaged young people
- EU citizens living in the partner countries interested in the literature of their home countries and
- the local public interested to hear and experience literature and authors from the partner countries.

What are the longer term benefits we expect from the project?
The long term benefit is the establishment of a European Book Day in every EU member state, hopefully, and the emphasis of reading as an important part of basic education

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

You DIG-IT? How to deal with digital tools in 21st century education for low-skilled adults

Project Coordinator

Organisation
STICHTING VOOR ALGEMEEN VOORGEZET ONDERWIJS, BEROEPSONDERWIJS EN VOLWASSENENEDUCATIE

Address
JULIANALAAN 97, 8931 AH LEEUWARDEN, NL

Website
www.frieslandcollege.nl

Project Information

Identifier
2017-1-NL01-KA204-035230

Project Web Site
https://drive.google.com/open?id=1iEfiUlmTYZT2_nMXU6bGwQuDJFmwknRz

Start Date
Sep 1, 2017

End Date
Aug 31, 2019

EC Contribution
117,055 EUR

Partners
Fraedslusetrid Starfsmennt (IS), Institut für technologieorientierte Frauenbildung e.V. (DE), AIM Agenzia Intercultura e Mobilità - AIM Agency for Interculture and Mobility (IT), STICHTING EXPERTISECENTRUM ETV.NL (NL), Arbeiter-Samariter-Bund Wien Wohnen- und Soziale Dienst gGmbH (AT), 'Novi Iskar Generation Y' (BG)

Topics
ICT - new technologies - digital competences; Pedagogy and didactics; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

We made an inventory of methods and tools and we collected examples of good practice through a designer platform named Smore (https://www.smore.com/6mfav). Moreover, we produced an Inventory of digital tools and methods and survey results. We decided to stop finishing the Smore and produce the written document Inventory of digital tools and methods and survey results because we emphasized more on the pedagogical aspects in the last part of the project. (https://drive.google.com/open?id=1iEfiUlTYZT2_nMXU6bGwQuDJFmwnRz)

The "Learning Training Teaching Activity" meetings were attended by 2 participants from each partner organization, both teachers and volunteers. These participants instructed 5 colleagues about how to use this tool in working with the target group, therefore an "oil slick" effect in using digital tools took place in the partners' organizations. During these meetings, the representatives from each partner presented different digital tools, together with new teaching methods and suggestions on how to use these tools in class. By sharing our knowledge we learned what methods (pedagogical/andragogical) and which digital tools are relevant for our target group. At the LTTAs each partner presented one digital tool for using in teaching and learning and trained the other partners in using this tool. Overall, 28 tools were presented during the LTTAs.

So during those two years those who participated in the LTTAs as well as the colleagues at home learned how to use 28 digital tools in teaching and learning, tried them out and valued their usability for their own learners. All this work had a real impact on our organizations. Now we know more about which tools we can actually use within our educational settings and with our target group of low skilled learners. This has also given us an important opportunity to collect information so we are better equipped to guide low skilled adults towards a qualification with a different approach using ICT.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them.
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Competences +

Project Coordinator

Organisation
ASSOCIATION POUR LE DEVELOPPEMENT DES INITIATIVES CITOYENNES ET EUROPEENNES

Address
42 RUE CHARLES QUINT , 59100 ROUBAIX , Nord - Pas-de-Calais , FR

Website
www.adice.asso.fr

Project Information

Identifier
2017-1-FR01-KA204-037278

Start Date
Nov 1, 2017

End Date
Oct 31, 2019

EC Contribution
275,784 EUR

Partners
BLENDED LEARNING INSTITUTIONS COOPERATIVE (DE) , EUROPEAN PLACEMENT NETWORK Limited (UK) , ASSOCIAZIONE SOLIDARIETA PAESI EMERGENTI (IT)

Topics
Labour market issues incl. career guidance / youth unemployment ; Key Competences (incl. mathematics and literacy) - basic skills ; Recognition (non-formal and informal learning/credits)
Project Summary

International mobility projects are considered all over Europe as a non-formal education opportunity for people to acquire new personal and professional skills. It is an important non-formal education experience for participants, and especially for people with fewer opportunities, to promote their social and professional career. At the same time, the labour market is more and more difficult to integrate and it is important for unemployed people to get knowledge about how to access it, how to capitalize their competences and their experiences and how to promote this in front of employers. Moreover, relying on their experience, the partners of the project notice that a majority of unemployed people going on a mobility project, are not registered at the unemployment office, at they do not get benefits and they do not perceive the added-value of such a registration. Because of this, they do not get any advice and career guidance, and they need to be followed by the sending organisations, which can take into consideration their mobility experience and which know them because of the whole pedagogical process they have followed.

The objective of the Competences + project is to help participants to mobility projects access to the labour market at their return to continue the pedagogical process they have before departure. This implies to create attractive tools for participants and to promote the added-value of mobility projects towards employers. The partners want thus to build their project on four outputs, all related one to each other, thus created an integrated training and support for mobility participants to access the labour market. What will be innovative will also be the development of a phone application, as it is a very practical way of recording and capitalizing on a mobility project.

The four outputs will be:
- a study towards employers to analyse deeply which competences they expect the participants to value, promote and develop.
- a phone app to keep track of the mobility experience through photo, story and analysis of the competences, that could then printed into a logbook to promote the project towards employers
- an online training that will collect all the opportunities in each partner country and which will provide training on CV and cover letter writing
- the content for a two-day training, similar to the pre-departure training but done upon return, to analyse the competences acquired, train to job-interview and inform about labour market opportunities, self-entrepreneurship and return to training.

The innovation is to propose a whole integrated pathway, from info day at the beginning to return to employment and to collect the advice and opinions of employers to make sure participants will make the most of their experience to get access to the labour market.

Each output will be prepared by the partners, implemented and tested on 30 beneficiaries which will provide feedbacks and adjustments so that the partners can make sure the outputs fit the needs and expectations of the participants to mobility projects.

The expected impact is to propose a better integration to the labour market for participants back from a mobility project, who require support to capitalize and evaluate their competences and who need to be trained on how to prepare their return and their future professional projects.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

RomABC goes Western Balkan - Adaptation and development of innovative instruments for combating functional illiteracy of Roma in Serbia and North Macedonia

Project Coordinator

Organisation: Branko Pesic - Primary school and school for adult education
Address: Svetotrojcina 4, 11080 Belgrade, Serbia, RS
Website: http://osbrankopesic.edu.rs/

Project Information

Identifier: 2019-1-RS01-KA204-000872
Start Date: Oct 1, 2019
End Date: Sep 30, 2021
EC Contribution: 102,685 EUR
Partners: "St. Kliment Ohridski" Primary school- Bitola (MK), Humán Erőforrásért Egyesület Dél-Alföldi Régió (HU), Kontakte für Europa e.V. (DE), Romag (RS), Association for Roma Community Development SUMNAL (MK)
Topics: Romas and/or other minorities; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

"Whe nyo ur eadt hi ste xty ouk no whow itfe elsi fyo uc ann otr eadp rop er ly." (source of the German text: "Grundbildung in Europa: Projekte und Perspektiven", NA BIBB).

According to UNESCO, an estimated number of 73 million adult Europeans are considered as functional illiterates. This is equal to 1/5 of the employable population aged 18 to 64 years. In the partner countries of the project this concerns totally 13.8 million adults. According to experts the share of functional illiterates among adult Roma there is 40 to 60 per cent. Comparably high is the share among the 25 to 40 year old Roma.

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

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

Therefore,

- the elaboration of a Curriculum for raising the literacy grade of adult Roma
- the modification of Quality Standards for according alphabetisation courses
- the development of a Handbook for leaders of alphabetisation courses and
- the designing and implementation of Co-ordination Concepts for alphabetisation measures

are in the centre of our project. In an according training, adult education experts will be enabled to use them for the first time already within the test phase of the project.

"RomABC goes Western Balkan" will be realised by partners from Serbia, North Macedonia, Germany and Hungary and aims particularly at the reduction of the number of functional illiterates among adult Roma, the improvement of their employability and the increasing of their participation in adult education measures. With that, the project contributes in the long run concretely to the increasing of the employment rate and the reduction of the number of Roma concerned by poverty and social exclusion.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

DIGILEAD - Advancement of Digital Transformation of Social Sector with the Use of Open Badges Recognition System

Project Coordinator

Organisation  FUNDACJA TECHSOUP
Address  UL BRACKA 25 , 00 028 WARSZAWA , PL
Website  www.techsoup.pl

Project Information

Identifier  2018-1-PL01-KA204-051173
Start Date  Dec 31, 2018
End Date  Dec 30, 2020
EC Contribution  229,375 EUR
Partners  Haus des Stiftens gGmbH (DE) , LES ATELIERS DU BOCAGE (FR) , Fondacija Mozaik (BA) , SOCIALTECHNO IMPRESA SOCIALE srl (IT)
Topics  Key Competences (incl. mathematics and literacy) - basic skills ; ICT - new technologies - digital competences
Project Summary

The general objective of the DIGILEAD project is development of digital transformation of EU NGOs align with educational framework ICT4NGO for digital education of social sector at a European level integrating the expertise of partners engaged in different topical social educational practices such as peer learning, participatory learning, social learning, and collaborative learning.

The specific objectives are:
• development of digital transformation competences of senior staff and management in non-governmental sector (O1) and (O2)
• to build up recognition toolbox for the NGO staff and leadership who would like to get their digital skills achievements tracked, monitored and recognized with the use of open digital badges concept (O3) developed by the social sector (Mozilla Foundation, 2011)
• to create a mobile application (dashboard) for HRs of non-governmental organization in order to foster tracking, monitoring and development of NGOs strategic competencies within LLP education of their staff and leadership (O4)

DIGILEAD4NGO aims at creation of framework for digitally competent NGO leaders. Focusing on leaders (senior management and senior staff only) of NGOs will be complementary to ICT4NGO project which focused on employees/volunteers and will create an effective uptake of digital technologies at regional, national and European level.

In order to promote the idea of digital e-leadership, the DIGILEAD project will use the idea electronic badges. Idea behind is to create a good practices of European NGOs which use variety of methods of digitalization and which mission/leadership and values include digital transformation needs.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Mathematics for adults

Project Coordinator

Organisation: NAVICULAM Sp. z o.o.
Address: Gimnastyczna 126, 94-128 Łódź, Łódzkie, PL
Website: www.naviculam.pl

Project Information

Identifier: 2018-1-PL01-KA204-051061
Start Date: Sep 1, 2018
End Date: Aug 31, 2020
EC Contribution: 119,026 EUR
Partners: Pro Libris (BG), REINTEGRA, z.s. (CZ), FEDERACION DE ASOCIACIONES MURCIANAS DE PERSONAS CON DISCAPACIDAD FISICA Y ORGANICA (FAMDIF/COCEMFE-MURCIA) (ES), Mittelhessischer Bildungsverband e.V. (DE), Opera Società Cooperativa Sociale - ONLUS soc. coop. p.a. (IT)
Topics: Key Competences (incl. mathematics and literacy) - basic skills; New innovative curricula/educational methods/development of training courses; Intercultural/intergenerational education and (lifelong)learning
Project Summary

The main aim of the project is to create a coursebook in the form of a comic which will be used for learning and developing mathematical competences of adults of different age and education level. The idea of the project is to improve and develop a method of learning adjusted to individual needs of learners with poor mathematical skills taking into account their everyday life experiences. The graphic design of the project will make it easier to understand mathematical tasks and overcome the stereotype of a boring and difficult to understand coursebook. It will encourage and motivate people to develop their mathematical skills during non-formal education. As an effect, it will also improve their social competences e.g. managing the home budget.

The second important aspect of the project is the creation of an innovative educational tool which will make it easier to fight against prejudice that mathematics is a difficult to understand subject. It will be possible thanks to everyday life examples and situations when they can use their mathematical skills.

A proposed partnership guarantees effective realisation of the project and a high standard of results. Each organisation, because of its experience, will be important for the project. All of them work with different groups of adults – refugees, emigrants, ethical minorities, the unemployed, socially excluded, disabled, well-educated “mathematical illiterates”. Thanks to our cooperation, we will have a chance to help people with different education level and social status. Geographical diversity is also an advantage, it will help to disseminate the project easily.

Participants of the project:
- adults with poor mathematical skills,
- educators of adults who teach mathematics, the management of home budget and finances in everyday life.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

A teacher of Folk High School against the challenges of modern Europe.

Project Coordinator

<table>
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<tr>
<th>Organisation</th>
<th>Zachodniopomorski Uniwersytet Ludowy</th>
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<tr>
<td>Address</td>
<td>Śliczna 4, 72-006 Mierzyn, Zachodniopomorskie, PL</td>
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<td>Website</td>
<td><a href="http://www.uniwersytetludowy.pl">www.uniwersytetludowy.pl</a></td>
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Project Information

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<td>Partners</td>
<td>Polskie Uniwersytety Ludowe (PL), Gmina Adamów (PL), Ländliche Heimvolkshochschule am Seddiner See e.V. (DE), Brandbjerg Højskole (DK)</td>
</tr>
<tr>
<td>Topics</td>
<td>Teaching and learning of foreign languages; Access for disadvantaged; Key Competences (incl. mathematics and literacy) - basic skills</td>
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</tbody>
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Project Summary

The project titled "A teacher of Folk High School against the challenges of modern Europe" is intended for teachers of folk high schools. The overriding goal of this project is to prepare teachers in the field of methodology and didactics in the folk high schools and to develop a curriculum for adults with a low level of basic skills. It is assumed that thanks to the substantive support of teachers, better results of teaching adults of the presented group will be achieved. Through promotion of activities of folk high schools in Poland the level of participation in lifelong learning should also increase, which, as the European Commission studies show, is the biggest problem of Poles in the field of adult education. The project includes a course at one of the Danish folk high schools for teachers of similar institutions (25 teachers from three Polish and one German folk high schools) followed by a pilot course for 20 participants with low level of basic skills. The actions that will be implemented during the project will be as follows:
- developing a curriculum for people with a low level of basic skills,
- publication of a guide (concerning the methodology and didactics of work at folk high schools),
- organization of a pilot course for people with a low level of basic skills,
- organization of scientific conference on the methodology of work at folk high schools (including one day of workshops for folk high school teachers),
- 4 international project meetings of project partners.
It is assumed that both the curriculum developed and the implementation of the pilot course will contribute to the increase in popularity and usefulness of work with people with low basic skills, which over the years will have a positive impact on those people (their quality of life will improve and so will their general knowledge and basic skills). Considering the fact that folk high schools are institutions of non-formal adult education, we are convinced that thanks to the promotion of the project (and thus folk high schools), the interest in those types of educational institutions will increase and adults will be more likely to use their offer (as in Denmark or Germany, for example where there are over 100 such organisations in each of those countries).

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Social Activation of Seniors through Media Education - innovative educational programme for seniors organizations

SASME

Project Coordinator

Organisation: Stowarzyszenie MANKO
Address: Siarczki 16, 30-698 Kraków, Małopolskie, PL
Website: www.stowarzyszeniemanko.pl

Project Information

Identifier: 2016-1-PL01-KA204-026773
Project Web Site: http://project-sasme.eu
Start Date: Oct 1, 2016
End Date: Mar 31, 2019
EC Contribution: 294,072.02 EUR

Partners: SOCIALINIU INOVACIJIU FONDAS (LT), CENTRUL PENTRU PROMOVAREA INVATARIII PERMANENTE TIMISOARA ASOCIATIA (RO), Arbeitskreis Ostviertel e.V. (DE), Business Play Europe sp. z o.o. (PL), Polskie Gry Planszowe Sp. z o.o. Sp.k. (PL)

Topics: Social dialogue; Key Competences (incl. mathematics and literacy) - basic skills; New innovative curricula/educational methods/development of training courses
Project Summary

The EU population is ageing. Old age is still associated with infirmity, frailty, or the need for care. We can, however, profit greatly from the competence, creativity and innovative capacity of older people. Project goal was to create conditions for engaging seniors threatened by social exclusion in lifelong learning and their social activation through elaboration of educational offer for organizations and institutions working in favor of seniors by December 2018.

Achievement of specific objectives contributed to achievement of the main goal:

1. To reinforce cooperation and exchange of knowledge and good practices between partner organizations
2. To diversify educational offer for seniors through providing organizations with complex educational programme comprising of various methods and tools: training, work-based learning through voluntary work in editorial office, informal learning through playing educational board game
3. To deliver educational materials related to training content (educational movies “knowledge pills” and issues important for seniors in the form of educational magazine European Senior Voice, created by seniors for seniors.
4. Improve basic mathematical skills and economic knowledge necessary in everyday situations, ie. savings and rationalisation of expenditures, fundraising, presentation and negotiation skills through involving seniors in campaign Seniors Benefit Card
5. Education in basics of journalism, marketing, press law, shaping key language skills, assertiveness, fundraising in trainings and motivation to participation in social life through trainings and work in magazine
6. Preparation of adult edu organisations for implementation of SASME programme and partner institutions for the role of facilitators and promoters of the educational offer and trainers for other organisations.
7. Raise awareness in society on the issue of ageing and the role of seniors in building civic society through the magazine and involving local entrepreneurs in support of the elderly.

The project proposed comprehensive educational programme “Social Activation of Seniors through Media Education” [SASME] for implementation by organizations supporting Seniors, comprising of:

- Training Programme, including methodology, scenarios of 11 workshops and supportin materials for trainers (IO1)
- Education materials for seniors in the for of press magazine (IO3)
- video knowledge pills (IO2) as a medium for educational content
- handbook (IO5)
- Realization of social campaign for practical education (voluntary work-based learning) and skills development.
- A board-game based tool for both formal and informal education of seniors – follow-up tool strengthening knowledge and skills acquired during training (IO4)

The most important activity was testing the SASME programme. Under supervision of mentors from partner organizations seniors took part in media training and then set up a press office, where they volunteered in creation of educational magazine the European Senior Voice. They also participated in social campaign counteracting economic discrimination of seniors, by engaging enterprises in the idea of Senior Benefit Card authorising to discounts. These activities helped to develop basic skills necessary in everyday life and activate them in the local community.

The programme is a set of complementary activities strengthening traditional approach to teaching through training courses in the classroom. Combination of on-site trainings for seniors, learning by doing approach and edutainment.

Innovative character of the project is reflected in:
- Complex solution for organisations
- Applying various training methods in one programme (trainee-centred learning, edutainment, experience-based learning etc.)
- possibility to learn by experience through volunteering
- joining education of seniors with awareness raising activities
- engaging local communities in supporting seniors
- preparation of organizations for the role of facilitators and promoters of SASME programme (multiplier effect).

Project was implemented in partnership of experienced organizations from Poland, Germany, Romania, Lithuania. Activities are divided into seven WP, out of which WP1-WP5 were related to intellectual outputs and WP7 (Dissemination and exploitation), WP6 (Management and Evaluation) were horizontal activities, implemented throughout the project lifetime. SASME programme was and still is disseminated among other organisations working for seniors, public authorities and enterprises. Through achievement of the above mentioned goals by the end of March 2019 (project was prolonged by 3 months) conditions for engaging seniors in lifelong learning and for their social activation were created and the main result of the project have been achieved on the project completion. Project had impact on various target groups: organizations working for seniors, seniors themselves, local enterprises and local authorities and policy makers.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

enhancement in psychosocial life skills

Project Coordinator

Organisation  St. Virgil Salzburg
Address  Ernst Grein Strasse 14 , 5026 Salzburg , Salzburg , AT
Website  www.virgil.at

Project Information

Identifier  2018-1-AT01-KA204-039258
Start Date  Nov 1, 2018
End Date  Oct 31, 2020
EC Contribution  82,436 EUR
Partners  Volkshochschule Salzburg (AT) , Volkshochschule Bildungsinstitut (BE) , Bremer Volkshochschule (DE) , ErwuesseBildung asbl (LU) , Bildungshaus Kloster Neustift (IT)
Topics  Health and wellbeing ; Civic engagement / responsible citizenship ; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

Today, people all over Europe experience multiple life transitions. They suffer more stress on the job caused by time compression and increased occupational pressures, by accelerating digitalization as well as increasing demands in the area of occupational mobility. A major outcome of this ever-changing reality is the dramatic rise of symptoms such as mental illness and addiction, emotional and social incompetence as well as the rise of fundamentalist tendencies (e.g. in politics or religious faiths).

The objective of this exchange project is to promote the idea that future adult education must focus mainly on prevention by enhancement in psychosocial life skills. Enhancement in psychosocial life skills deals mainly with the following skills, as described by the WHO: self-perception, affective empathy, creative thinking, critical thinking, decision-making ability, problem-solving ability, ability to effectively communicate and form interpersonal relationships, coping strategies and finally stress management.

This project will be run by the active managers and study directors of six different institutions for Adult Education, located in five different countries. In some of the five transnational project meetings, colleagues from continuing educational facilities and institutions specializing in psychosocial health, in particular prevention and methods and techniques of adult education, will present and discuss their knowledge, experience and prognoses/strategies. To conclude the project, a final conference will be organized, to which colleagues will be invited from continuing educational facilities within the German-speaking world, who deal specifically with the practical and conceptual conveyance of life skills. We will also present and discuss the project's outcomes.

Through transnational project meetings, video conferences and a professional exchange via a communication platform, we will study the background contexts of illnesses due to psychological stress as well as the terminology related to enhanced psychosocial education. We will compare ideas on best practice examples as well as systemize and evaluate approved programs for enhancement of psychosocial life skills, focusing on target groups, program formats, offerings, didactic concepts, regional specifications and general effects, thereby creating the foundations for further development.

In this exchange project, the participating organizations will acquire basic knowledge within the field of basic psychosocial education, emphasizing the significance of this challenge for continuing education in Europa in the near future. The project results, published both in German and English, will lay the groundwork for developing new and innovative, target-group-oriented formats and offering for conveyance of psychosocial life skills.

The project outcomes represent a solid basis upon which new educational formats and offerings for supporting personal development can be conceived; if reasonable and beneficial to the process, in a media-assisted form. Adult educational institutions thereby gain new target groups, which allows them to subject-specific and pedagogically train lecturers, teaching assistants, full- and part-time employees (i.e. education managers, trainers or lecturers), in order to guarantee the quality of their basic psychosocial educational offerings and programs.

Link to project card: Show project card
Project Title

Workplace Basic Skills Training for Low-Skilled Migrants

Project Coordinator

Organisation  FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG
Address  SCHLOSSPLATZ 4, 91054 ERLANGEN, BAYERN, DE
Website  www.uni-erlangen.de

Project Information

Identifier  2018-1-DE02-KA204-005032
Start Date  Nov 1, 2018
End Date  Oct 31, 2020
EC Contribution  294,232 EUR
Partners  INTEGRA INSTITUT INSTITUT ZA RAZVOJ CLOVEKOVIH POTENCIALOV VELENJE (SI), SDRUZENIE MEZDUNARODEN INSTITUT POMENIDJMANT (BG), QUALED obcianske združenie pre kvalifikáciu a vzdelávanie (SK), Innovation Training Center, S.L. (ES), Ente Bilaterale Veneto (IT), Wissenschaftsinitiative Niederösterreich (WIN) (AT), AKADIMAIKO DIADIKTYO (EL)
Topics  Migrants' issues; Key Competences (incl. mathematics and literacy) - basic skills; Integration of refugees
Project Summary

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 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.

Link to project card: [Show project card](#)
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Training and empowering women for smart, sustainable and inclusive rural life

Project Coordinator

Organisation: CHAMBRE DEPARTEMENTALE D'AGRICULTURE
Address: CRE@VALLEE N COULOUNIEIX CHAMIERS BD DES SAVEURS, 24660 COULOUNIEIX CHAMIERS, Aquitaine, FR
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Project Information

Identifier: 2019-1-FR01-KA204-062964
Start Date: Sep 1, 2019
End Date: Feb 28, 2022
EC Contribution: 242,242 EUR
Partners: UNIVERSITAET HOHENHEIM (DE), INSTITUTO NAVARRO DE TECNOLOGIAS E INFRAESTRUCTURAS AGROALIMENTARIAS SA (ES), DESARROLLO DE ESTRATEGIAS EXTERIORES SA (ES), CORK INSTITUTE OF TECHNOLOGY (IE)
Topics: Rural development and urbanisation; Key Competences (incl. mathematics and literacy) - basic skills; Gender equality / equal opportunities
Project Summary

Women play a major role in civil society and in the economic growth of rural areas: they are a driving force for their maintenance, conservation and development, both in cultural and socioeconomic terms. They not only contribute to the preservation of traditions but they also represent a considerable proportion of the workforce in the labour market and strengthen the countryside in the face of a constant process of depopulation. The function played by women in help to maintain vibrant communities and viable businesses is crucial for the development and sustainability of the rural areas.

Despite their crucial contribution, rural women still face numerous economic, social, cultural and educational challenges. More concretely, the gender gap caused by difficulties accessing the labour market, the unequal treatment as regards employment opportunities, job remuneration and participation in decision-making is wider in rural areas.

The access to lifelong learning, the opportunity to validate skills acquired in a non-formal environment, and to re-train and to acquire knowledge, skills and competences that can be used in a dynamically developing labour market are crucial prerequisites for increasing women’s employment and living conditions in rural areas.

In this context, the RuralFemmes project seeks the empowerment and support of women through the promotion and improvement of their training and education. The partners will work together to transnationally design, implement and evaluate a training and coaching programme addressed to rural woman workers, based on their own identified needs.

The main project result will be a tailor made training and coaching programme addressed to rural women to acquire and foster key skills and competences for their daily work and life. The training experience will allow women workers not only to acquire key competences useful at work and for their daily life, but also some skills and capacities to increase their job opportunities in key rural economic activities, other than “traditional” agriculture. It will structured in two main groups:

• Basic transversal skills: to train final beneficiaries in key basic competences (mathematical, digital and entrepreneurial skills, communication, learning to learn, etc.), prioritising to the identified necessities.

• Specific technical competences to up skill/reskill women workers in their economic sector of interest: sustainable agriculture, tourism, entrepreneurship.

Given that the training contents will be based on the needs analysis carried out at regional level, the programme will emphasize its transnational character, so that it can be applied and transferred to other European countries.

From the qualitatively point of view, the project will:

• Identify and analyse the main needs and challenges faced by working women in rural areas. Such needs will focus on the field of training, although the social, economic and cultural components will be properly addressed.

• Create and implement a training programme based on the analyses carried out at the regional level, in a way that responds to the needs and challenges identified by both the final beneficiaries and other relevant stakeholders.

• Highlight, recognize and give viability to the role played by women in both the rural labour market the society; and promote gender equality processes both in training and in the presence of women in the agricultural labor
market and in related sectorial associations and networks.
• Formulate and propose recommendations that can improve policies related to fostering education and training for rural women and achieving gender equality.

RuralFemmes will achieve the following results during the project lifetime:
• A personalized training scheme, the RuralFemmes training programme.
• A transnational composite analysis on the educational, socio-economic and cultural needs and challenges of women in rural areas.
• Four regional analysis on target groups' needs.
• At least 160 interviews with the target group and some focus groups with rural women.
• The formation of regional support groups, the women’s support think tanks, composed of relevant stakeholders and women’ representatives in each partner country.
• Pilot training courses (at least 48 beneficiaries) in the 4 participating countries.
• Creation and update of a project website and connection and interaction in social networks.
• A project video.

RuralFemmes has been built based on their technical capacities, communication skills, geographical balance and direct contact to the final beneficiaries. The partnership gathers a pool of expertise in adult learning, rural development, entrepreneurship and women support as well as wide experience in management of transnational cooperation projects. The project partnership is composed of relevant institutions from 4 EU countries (France, Ireland, Germany and Spain).

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

digital@dults.eu

Project Coordinator

Organisation Petit Pas
Address Corso don Luigi Sturzo, 53, 76125 Trani, Puglia, IT
Website www.petitpasaps.it

Project Information

Identifier 2018-1-IT02-KA204-048064
Project Web Site http://digitaladults.eu/
Start Date Nov 1, 2018
End Date Apr 30, 2021
EC Contribution 127,090 EUR
Partners VOLKSHOCHSCHULE SCHROBENHAUSEN EV (DE), KREATEAM EGYESÜLET (HU), ASOCIACION CULTURAL Y DEPORTIVA LAHOYA (ES), Areadne OE (EL), TERRAM PACIS (NO), LJUDSKA UNIVERZA, ZAVOD ZA IZOBRAZEVANJE IN KULTURO, ROGASKA SLATINA (SI)
Topics Inclusion - equity; Key Competences (incl. mathematics and literacy) - basic skills; Access for disadvantaged
Project Summary

CONTEXT
Adult education is an essential component of the Commission's policy on lifelong learning. European Union "recognizes the key role that adult education can play in achieving the goals of the Lisbon strategy, promoting social cohesion.
A recent international survey on adult skills reveals in fact that the one-fifth of adults in the EU have very low levels of literacy and numerical calculation, while a quarter are not able to use digital technologies effectively. One adult in four is lacking in the digital skills necessary for a satisfactory participation in social and economic life, as well as in everyday life.
In November 2011 the Council "The renewed European agenda for adult learning" (EAAL) was adopted by the Council which recognizes the need for all adults to regularly strengthen their personal and professional skills through flexible and high quality learning at any time of life focusing on results. This is why we need training aimed at educators for effective adult integration.

OBJECTIVES
• Achievement of relevant and high quality skills and competences
• Implement and transfer innovative practices at local, regional, national and European level
• Support positive and long-lasting effects on the participating organizations, systems and individuals directly and indirectly involved.
• Improve and expand the offer of personalized quality learning opportunities based on the needs of individual learners with low skills and less qualified in the digital environment through informal and non-formal learning.
• provide everybody adult with the possibility of widening their competencies and developing their skills throughout life increased life quality for the individual and value creation and flexibility in working life.
• train qualified educators who can help adults excluded or at risk of exclusion

ACTIVITIES
The project aims to disseminate good practices at European level through the training of trainers, who can provide digital skills, particularly in the use of social networks applied to the world of work to disadvantaged adults. As part of this project, all partners involved gain insights into how our European neighbours are working with online and face to face educational formats and how to use the many tools in their own lessons. By participating, all participants will be part of a European know-how transfer in the field of digital teaching and learning approaches between the participating adult education centres and various educational institutions.
The contents of the training will be filmed in order to create videos that will be uploaded on the social channels of the project and on the web platform of the project that will be open to everyone and will be interactive, with a view to learning based on e-learning.

METHODOLOGY
PRINCE II project management approach.

PARTICIPANTS
- Staff of the participating organizations (21)
- adult educators (70)
- disadvantaged adults (140 - immigrants, socio-economic disadvantaged, etc )
- adult organizations, local authorities, companies, employment centers, policy makers, professionals and researchers

RESULTS
- Manual containing comparative studies in Europe on methods of approach and teaching in the use of ICT for disadvantaged adults
- Theoretical-practical training course for organizations staff on how to relate and approach disadvantaged adults and help them to use digital tools applied to the way of work
- Territorial training events aimed at adult educator. Each partner will organize it on its territory (7 events).
- Territorial training events aimed at disadvantaged adult. Each partner will organize it on its territory (7 events).
- Web Platform containing all the material produced during the project, the videos of the lessons conducted during the Territorial training events for adult educator and the Territorial training events for disadvantaged adult.

IMPACT
Disadvantaged adults will:
- improve their specific skill in ICT sector
- improve their skill-sets and competences, confidence and other transversal life skills, which they will be able to adapt and exploit in their future learning and lives both inside and outside work
- learn more about other EU countries and societies
- broaden their horizons as a result of taking part in a transnational project
- understand the importance of lifelong learning

adult educator:
- improve professional development and skills
- a broader understanding of adults people’s needs and how to address them
- gain access to new informal learning and participatory methods through the project
- gain an improved ability to motivate learners
- benefit from the opportunity to work at European level, expanding horizons and with fresh perspectives

Partners and target groups will:
- benefit from upskilled staff as a result using the project's products

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Modern Educational Methods

Project Coordinator

Organisation: MΠΙΡΜΠΑΚΟΣ Δ. & ΣΙΑ Ο.Ε.
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Website: http://www.erasmusplus.edu.gr

Project Information

Identifier: 2019-1-EL01-KA204-062923
Start Date: Nov 1, 2019
End Date: Oct 31, 2021
EC Contribution: 82,507 EUR
Partners: Aydin Egitim, Kultur ve Sanat Dernegi (TR), Youth Europe Service (IT), COMPARATIVE RESEARCH NETWORK EV (DE), STANDO LTD (CY)
Topics: ICT - new technologies - digital competences; Key Competences (incl. mathematics and literacy) - basic skills; Cooperation between educational institutions and business
Project Summary

Nowadays, the digital advancement has lead into a new era, where low-skilled adults tend to be left behind, or fall into technological "traps" younger generations born "entwined" with technology can easily avoid. Digital illiteracy raises other obstacles to adults, be they in their everyday life or their work and social environment. Moreover, it is commonly acknowledged that adults tend to shun the educational process as it is a common belief that the time for "attending school" has long passed, and a significant number of those who take the first steps towards enhancing their skillset via education drop out early for various reasons, including lack of motivation, skills difficulties and false expectations on the course (DIDO 2017 results). All the while, the amount of advertisements and newsfeeds is unprecedented and critical thinking is commonly acknowledged as one of the necessary skills of the 21st century.

Adult Trainers and Adult Education Stakeholders are in a constant battle to attract adults and combat the skills gap between generations. While there is a plethora of potential attracting solutions, such as portraying market needs and displaying the benefits of gaining skills necessary to the labor market and the 21st century daily life, Adult Trainers and Stakeholders also face the need to keep the trainees' interest peaked throughout the learning process, in order to maintain the group's focus and increase absorption of information during the session.

It is also commonly accepted that the traditional teaching methods and student-teacher relationship is not as effective as it used to be prior to the age of technology, and students (especially adults) quickly lose interest in sessions being held under that learning model. Thus, it is imperative for the Adult Education process to be conducted in modern and innovative ways, using modern techniques which include more critical thinking and understanding over memorizing and assimilating information, and which take advantage of the technology at hand.

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

The partners will each task 3 adult trainers related to their institutions to attend the LTTAs, and understand/discuss the processes suggested by the host partner organizations, such as:
- Game Based Learning (5-day activity)
- Critical Thinking and Information Filtering (5-day activity)
- Augmented Reality in the Classroom (5-day activity)

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

In general, the expected outcomes of the project for the organizations are:
- Increase the Trainer skill set on Game Based Learning
- Increase the Trainer skill set on Critical Thinking and Information Filtering
- Increase the Trainer skill set on Augmented Reality
- Power Point presentations of the context of each LTTA
- Present the results of satisfaction questionnaires

The expected results of the project's activities for the participants are summarized as they will:
- be able to use Augmented Reality apps for educational purposes
- be able to understand & apply key concepts in logical and critical thinking
- be able to apply logic trees (decision trees)
- Use GBL and integrate it in their sessions
- Design their sessions based on GBL
- obtain a better understanding and respect for the cultural diversity within the EU
- understand more clearly their European identity

The project has a detailed management plan in effect including 4 TPMs, where the main focus is the qualitative preparation of the participants, the activities and the dissemination activities. Dissemination for the project will occur in often intervals to achieve the maximum impact and keep the target groups' interest of the project peaked.

The potential impact is expected to reach a minimum of 1,000 Adult Trainers via the dissemination activities of the project and the dissemination of the associated partners of each participating organization. Of course, locally the participants will greatly add to the dissemination via telling of their experience.

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

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

RESET: Building Resilience in Basic Education

Project Coordinator

Organisation  Orient Express
Address  Schönngasse 15-17/Top 2 , 1020 Vienna , AT
Website  www.orientexpress-wien.com

Project Information

Identifier  2019-1-AT01-KA204-051252
Start Date  Nov 1, 2019
End Date  Nov 30, 2021
EC Contribution  240,949 EUR
Partners  VEREIN MULTIKULTURELL (AT) , Bezirksamt Pankow von Berlin, Amt für Weiterbildung und Kultur, Volkshochschule (DE) , KENTRO MERIMNAS OIKogeneias KAI PAIDIou (EL) , CENTRO PER LO SVILUPPO CREATIVO DANilo DOLCI (IT)
Topics  Key Competences (incl. mathematics and literacy) - basic skills ; Integration of refugees ; Health and wellbeing
Project Summary

STARTING POINT

People with basic education needs are amongst the most marginalized social groups, being frequently exposed to economic, social and/or racial discrimination. Since many participants of literacy and basic education courses throughout Europe have recently experienced war, flight and violence, the resulting states of stress, chronic illnesses and traumatisation have additional negative effects on their ability to learn and concentrate. In response to the challenges faced by people with basic education needs, professional and sensitive solutions are needed in order to avoid exclusion, marginalisation, and retraumatisation. Against this background, the network partners see a cross-sectional examination of resilience – defined as a lifelong process of dealing with challenges and negative experiences – as an innovative way of integrating educationally disadvantaged people and fostering their participation.

Based on the assumptions that people are able to increase their resilience in adulthood and that emancipatory educational settings can make a valuable contribution in this regard, RESET aims at promoting psychological stabilisation, creativity, and the expansion of individual scope of action, in order to promote self-efficacy and participation.

TARGET GROUPS

The project primarily addresses two target groups: Firstly, people who – for various reasons – have a need to improve their reading, writing, mathematical, and digital competences. Secondly, trainers, education managers and other stakeholders in the field of basic education are addressed as another target group of this project, evaluating on how they can enhance their professional approach and acquire self-care strategies for themselves.

STRATEGIC PARTNERSHIP

RESET brings together 5 partners from 4 EU Member States with a long-standing experience in the field of basic education and broad access to the target groups, in order to share good practice examples and work towards the professionalization of trainers and stakeholders in the field, by creating innovative teaching material. The project partners believe that the emancipatory and socially transforming claim on which the development of basic education was based, has to be promoted. In this sense, RESET strives for a positive influence on the dominant social and political discourse at a European level, by addressing the participants’ resources and avoiding stereotyping and victimisation.

PROJECT ACTIVITIES

RESET develops and evaluates innovative methodologies and training material for the promotion of resilience within the field of literacy and basic education on various levels:

Elaborating a sound methodological framework (IO1) forms the starting point for all further project activities. RESET Methodology is aimed at all interested people in the field who wish to increase their knowledge about the importance of resilience in the context of basic education and gain thought-provoking impulses for dealing productively with the challenges faced by the target group.

A curriculum, building on the methodology of storytelling (IO2), and a toolbox, containing games and exercises to promote resilience (IO3) form the practical-oriented core of the tangible project outputs. Each exercise or game is linked to one or more key competence(s) of basic education, including communication and language skills, digital
and civic competences. The exercises draw on innovative teaching methods, such as drama and game pedagogy, inviting participants to explore their personal wealth of ideas and express creativity.

Sustainability of the project results is guaranteed through an e-learning platform (IO 4) that allows for a broad dissemination of resilience-fostering methods for basic education trainers and offers audio context and exercises, promoting listening comprehension and digital skills of participants with basic educational needs.

The methods leading to the development of the activities and intellectual outputs include fact-finding missions, contextual analysis regarding the specific needs of the target group, and scientific research. The piloting of the outputs will involve 64 participants of the first target group (people with basic education needs) and 75 adult educators (second target groups).

MULTIPLICATION AND TRANSFERABILITY

A staff training (LTTA) will enable educators of the cooperating institutions to multiply and share their training skills with educators and stakeholders. Multiplier events in each country promote the dissemination of the project results.

All developed methods and methodologies leave sufficient room for national particularities and different learning situations, ranging from formal to non-formal and informal settings, ensuring their transferability to a wide range of educational contexts and different member countries.

Link to project card: Show project card
**Key Action:** Cooperation for innovation and the exchange of good practices  
**Action Type:** Strategic Partnerships for adult education

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**Project Title**

**Digital Champions for Community Success**

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**Project Coordinator**

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<th>A1 Community Works Ltd</th>
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<tr>
<td>Address</td>
<td>2 Johns Court Crabtree Hall Business Centre, DL7 9LN Northallerton, North Yorkshire, UK</td>
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<td>Website</td>
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**Project Information**

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<td>A &amp; A Emphasys Interactive Solutions Ltd (CY), WISAMAR BILDUNGSGESELLSCHAFT GEMEINNUTZIGE GMBH (DE), Les Cultures (IT), edEUcation ltd (UK)</td>
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Project Summary

The Digital Champions for Community Success project brings together 5 partners from 4 EU countries in order to develop a Training package and Methodology to be used by adult educators and particularly by Trainers and Carers of vulnerable adults facing obstacles such as: disabilities and/or learning difficulties, vulnerable adults with social obstacles: low-skilled migrants, long-term unemployed, elderly in care. Trainers and carers will be able to boost the impact of their work with the target communities and foster digital champions, who will work within their communities to support their peers.

In an age of digitisation of almost every aspect of our everyday lives, these adults are even more isolated and either dependent on external help or just excluded from participation in society. Of course the picture is not entirely catastrophic, there are provisions to assist vulnerable adults, but they are far from adequate. Often the approach is to solve their immediate needs, instead of empowering them to solve their needs by themselves and have a sense of achievement.

The project aims to draw on the partnership’s experience and newest research to create a Training Package for adult educators and carers who work with vulnerable adults in different communities, no matter what the local context or type of community. The project will create an integrated platform to host a community of practitioners, and online self-learning modules, which will have three main purposes:
1) To be a self-learning tool for adult trainers and carers on how to design and implement effective strategies for enhancing the basic skills of vulnerable adults – digital, literacy and numeracy.
2) To develop adult educators’ competences to deal with diverse groups of learners, making use of new technologies and teaching outcomes – using online and offline adapted learning tools
3) To embrace a new methodology of fostering “Digital Champions” when adult learners become support champions in their own communities, helping their peers and motivating them.
These will be based on a Training framework, hosted on the integrated platform and supported by case studies, an evaluation of impact in different contexts and a set of dissemination materials.
Stakeholders, such as other practitioners, local authorities and support organisations will be reached through a comprehensive dissemination strategy and national multiplier events in each partner country: UK, Germany, Italy and Cyprus.

Innovation is present in the project on many levels:
• Adult education sector –new approach of delivering and improving the retention of basic digital skills by vulnerable adults by up-skilling adult educators and introducing the methodology of Digital Champions.
• Learning methodology – the Digital Champions for Community Success methodology is a catalyst to any training programme delivered by support organisations to vulnerable adults, it enhances the learning experience and maintains the momentum of the training activity.
• Learning content – the self-learning resources and case studies embedded in a dedicated online platform will provide educators of vulnerable adults with an interactive way of exploring this new methodology, studying practical examples and discovering an array of adapted online tools relevant to their practice.
• Skills development – after completion of the self-learning modules, educators will have gained new work skills and an innovative methodology to use with their learners, but most importantly the vulnerable adults will gain from the new methodology and improved learning outcomes thanks to the peer Digital Champions near them, who will be there to continue the learning process in a more familiar approach.
• Access to information – once those basic skills are acquired, the vulnerable adult learners will be able to access online services such as online banking, government services, email and social media, and also this improved access to information online will help them make better consumer choices and their communities will gain skilled
insider volunteers alleviating the work of support services and freeing their capacity for more people in need.

- Geographical context – this project will benefit all the partner countries and the wider EU in different ways depending on the local situation.

The project will involve a minimum of 364 direct participants, but also many more online e-learners who will benefit from the project indirectly.

This project is important not only for its innovation in adult learning focused on vulnerable adults, but also for its impact on their social inclusion. It addresses the Erasmus+

- Adult Education Priority of INCREASING THE DEMAND AND TAKE-UP THROUGH EFFECTIVE OUTREACH, GUIDANCE AND MOTIVATION STRATEGIES;
- Horizontal Priority of OPEN EDUCATION AND INNOVATIVE PRACTICES IN A DIGITAL ERA
- Horizontal Priority of SOCIAL INCLUSION
- Adult Education Priority of EXTENDING AND DEVELOPING EDUCATORS' COMPETENCES

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Professionalization of Trainers for work based basic skills

Project Coordinator

<table>
<thead>
<tr>
<th>Organisation</th>
<th>bbb Büro für berufliche Bildungsplanung R. Klein &amp; Partner GbR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Große Heimstr. 50, D - 44137 Dortmund, NORDRHEIN-WESTFALEN, DE</td>
</tr>
<tr>
<td>Website</td>
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Project Information

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<td>EC Contribution</td>
<td>390,912 EUR</td>
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<td>Partners</td>
<td>ERUDICIO nadacni fond (CZ), ANDRAGOSKI CENTER REPUBLIKE SLOVENIJE (SI), MINISTRY FOR EDUCATION AND EMPLOYMENT (MT), CENTRE FOR SUPPORT AND ADVANCEMENT OF EMPLOYMENT FOR WOMEN IN THESSALONIKI-ERGANI (EL), BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH (AT)</td>
</tr>
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<td>Topics</td>
<td>Key Competences (incl. mathematics and literacy) - basic skills; Access for disadvantaged; New innovative curricula/educational methods/development of training courses</td>
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Project Summary

The participation of low-skilled employees in continuing vocational training throughout the whole of Europe remains far below average. The risk of unemployment is high. In the last ten years, these employees have increasingly become an endogenous potential to secure competitiveness. As a means of accessing low-skilled target groups for lifelong learning, companies are becoming increasingly important. Work-based basic skills training as an offer of further education proves itself to be a significant way in Europe to reach employees without a professional qualification, with an immigration background and refugees employed in the host country for a further development of their basic competences. A wide range of national and European projects and implementation strategies have generated empirical findings on this innovative training field on how to access companies and employees, how work-based learning and competence development can be designed and which organizational conditions promote this business field. It has been shown that if strategies for vocational education are to be successful for these employees, work-based learning must be professionally designed.

PROFI-TRAIN uses the knowledge base to provide work-based basic skills training and makes a central contribution to professionalization through a transferable training concept focused on teaching and disposing professionals in further education. PROFI-TRAIN stands for an innovative understanding of work-based basic skills training, the realization of which has proven to be particularly successful: the offers are tailored to the needs, individualized and oriented on changing requirements to the basic competencies of the workforce. The learning offers are derived from concrete work and aim at the improvement of labor action. Learning takes place at work, within the company.

For the professionals, work-based basic skills training presents a tremendous challenge, because the reference point for organization, contents, use and realization of learning opportunities is the lifeworld "work" with its complex acting situations. The workplace becomes an opportunity for learning. The professionals in this field need systemic knowledge and consultancy skills in contact with company representatives and employees, high flexibility and the results must show a development of competent work action of the participants. It requires competences that extend beyond the pedagogical, didactic-methodical and dispensing competences of classical institutional planning and design of measures and courses.

PROFI-TRAIN aims at
- a flexible training concept for the professionalization of work-based basic skills which has been tested in six countries
- pedagogical and planning staff in the partner countries to further develop their skills in order to professionally realize work-oriented basic education.
- continuing education and training institutions to set up work-based basic skills training, the higher education institutions and the relevant training providers to integrate further training 'Competent for work-based basic skills trainings' into their curricula and their performance spectrum, thus contributing to sustainable use.
- political decision makers and stakeholders at national and European level to use of the results of the project work programs and strategies to increase participation in continuing education and to strengthen work-based learning.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for adult education

## European Open Badges Platform

### Project Coordinator

<table>
<thead>
<tr>
<th>Organisation</th>
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<tbody>
<tr>
<td>Address</td>
<td>FLORILOR 1C, 700513 IASI, Nord-Est, RO</td>
</tr>
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<td>Website</td>
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### Project Information

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<td>Partners</td>
<td>LYCEE CHARLES ET ADRIEN DUPUY (FR), LJUDSKA UNIVERZA PTUJ (SI), VOLKSHOCHSCHULE IM LANDKREIS CHAM EV (DE), TECHNOLOGIKO PANEPISTIMIO KYPROU (CY), METODO ESTUDIOS CONSULTORES SL (ES), FOLKUNIVERSITETET STIFTELEN VID LUNDS UNIVERSITET (SE), ACCION LABORAL PLATAFORMA PARA LA IMPLANTACION DE PROGRAMAS DE INCLUSION LABORAL EN COLECTIVOS DESFAVORECIDOS (ES)</td>
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<td>Key Competences (incl. mathematics and literacy) - basic skills; ICT - new technologies - digital competences; Open and distance learning</td>
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Project Summary

Context
Project EU-OBP: European Open Badges Platform wants to assess, develop and promote the common EU platform for digital badges, targeted at adult education organizations, adult educators and adult learners that also represent the main target groups.

Open badge is a file of the shape of an icon or medal issued to prove skills or achievements of people. The file contains metadata: name of the issuer, the criteria it was issued under, evidence verifying the credential and expiry date. Open badges are available as open standard any organization can use to create, issue and verify digital badges.

Main advantage of open badges is their availability and representational opportunities. They present innovative tools for recognition of achieved soft skills to employers or educators, and could be included into EU-based Europass CV system.

Common EU open badges platform will allow a) adult education organizations to offer digital badges to local and EU-wide public, b) adult educators to gain new IT competence and innovative tool for recognition of soft skills and key competences and c) learners in adult education possibility to be awarded with badges on EU level and use them for future job seeking or further educational needs.

Objectives
a) Project EU-OBP wants to upgrade results from 2 Erasmus+ projects (iYOT, www.iyot.eu and OBADE, www.open-badges.eu) with participation of previously included organizations and two new partners.
b) Partners will research available projects, platforms or organizations to deliver the complete EU-OBP web platform with » Reader«, “Toolbox”, » Guidelines«, all available as open source.
c) Partners want to promote open badges for recognition of “soft skills” and 8 key competences in EU area, and anticipate at least 500 open badges for adult education available on the platform until the end of project.

Participants
- 5 partner meetings, 16 professional staff from adult education
- 7 national multiplier events with 185 participants (adult teachers, mentors, stakeholders, adult education organizations)
- 1 international conference in Slovenia with up to 100 participants (partners, adult teachers, mentors, stakeholders, adult education organizations, local municipality, national representatives from policy makers)
- 25 initiated networks between partners and the local community (partners, stakeholders)
- 500 registered users on web platform (adult learners)

Activities
P1 will prepare the Project Management Handbook and distribute it to at the Kick-off. It will contain a timetable with short description of every deliverable and name of responsible partner. It will also contain financial and administrative rules, budget monitoring with templates and rules of communication. It will be dash-boarded on the internal website and constantly updated.

Management and monitoring activity assures effective and smooth cooperation among partners, prevention and solution of possible problems incurred, monitoring of activities and impact, attainment of the planned goals of the project.

Implementation of methodology and IOs will develop all the IOs of the project. Methodology partners are going to use is: online desk research, interviews and telephone discussions, Skype sessions, working groups, individual research, digital and standard peer-testing of digital materials, proof-reading for finalization.

O1 Reader will be developed until meeting 2. O2 Toolkit will be developed until meeting 3. O3 (EU-OBP platform)
will be developed in Version 1 for testing phase and final administration before meeting 4 and finalized for multiplier events for exploitation. O4 (Guidelines) will be presented final conference in Slovenia. Dissemination and exploitation will be carried out from the start of the project up to 3 years after the end, based on IOs results and delivered through national multipliers, workshops and final conference.

In summary, EU-OBP project will develop:
-1 Reader for theoretical background on advantages of open badges
-1 Toolkit for practical presentation of good practices
-1 Web Platform offering open source access to 500 validated and already used open badges for adult education for recognition of soft skills and 8 key competences in common digital cloud space
-1 Guidelines listing the procedures and activities needed for open badges implementation on 3 levels: organizational, teacher/mentor and participant level
-140 new open badges, uploaded onto EU-OBP platform
-10 videos to show how to create open badges and share them on social media

The project satisfies the needs of adult education organizations and educators to dispose of a easy to use, digital, motivating tool for identifying and documenting results of not formal, informal and formal learning. The project satisfies also the needs of adult learners to reflect on their skills acquired in not formal and informal learning, to have their skills documented and to share easily with peers and educators their accomplishments.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

Upskilling adults 45+, with migrant background

Project Coordinator

Organisation: Institutul Roman de Educatie a Adultiilor
Address: Calea Bogdanestilor 32A, 300389 Timisoara, Vest, RO
Website: www.irea.ro

Project Information

Identifier: 2019-1-RO01-KA204-063983
Start Date: Oct 1, 2019
End Date: Sep 30, 2021
EC Contribution: 145,053 EUR
Partners: weltgewandt. Institut für interkulturelle politische Bildung e.V. (DE), ACTION SYNERGY SA (EL), Emprende Empleo European Network (ES), INTERNATIONALE ARBEIDSVERENIGING (NL), Fundatia romano-germana de pregatire si perfectionare profesionala in domeniul constructiilor (RO)
Topics: Key Competences (incl. mathematics and literacy) - basic skills; Access for disadvantaged; Migrants' issues
Project Summary

The project focuses on tackling the difficulties of (re)insertion on the labour market and in the community of migrants both from the EU and outside EU and of return migrants (individuals that take part in the remigration process, returning to their home country after a long stay abroad). The project will develop integrated solutions necessary for adult education providers in order to support (re)migrants, adults aged 45+, to acquire basic skills: entrepreneurship, digital and soft skills, and/or, to validate their competences. This way, adults 45+ are supported, in a holistic way, for social and professional inclusion.

The project is build on an assessment made by all partners in the preparation phase:
- assessment of 30 45+ migrants'/return migrants' work skills- 5 for each of the partners. We know that assessing work skills can be complicated tasks as certificates are not always relevant, -we used the European Basic Skills Framework as guidelines in the process
- methodology- peer to peer discussions between the migrant/ return and a staff member
- out of 30 members of the group, only 10 have

The general objective: To provide solutions for better integration on the labour market and in society of adults 45+, wit migrant background, through basic skills learning.

Specific objectives
1. Designing dedicated programs for training 20 staff working with adults 45+
2. Provide tailored, holistic services for adults 45+, with migrant background, so that they can access labor market and actively participate in community. A mixt of validation services and training offers (for upskilling/ qualifying) , together with guidance for entrepreneurial innitiavies or job finding are to be designed.
3. Develop a learning strategy with 2 components: digital skills and soft skills that can be adapted to different contexts and target groups.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Folk high school and a civil society - from cultural education to increased level of literacy

Project Coordinator

Organisation    Polskie Uniwersytety Ludowe
Address        Uniwersytecka 6, 77-400 Radawnica, Wielkopolskie, PL
Website         www.ul-radawnica.pl

Project Information

Identifier  2019-1-PL01-KA204-065732
Start Date   Sep 1, 2019
End Date     Aug 31, 2021
EC Contribution  66,225 EUR
Partners     CEPA LA BALANGUERA (ES), Volkshochschule Krempe e.V. (DE), SEND (IT)
Topics       Key Competences (incl. mathematics and literacy) - basic skills; Intercultural/intergenerational education and (lifelong)learning; New innovative curricula/educational methods/development of training courses
Project Summary

"Folk high school and a civil society - from cultural education to increased level of literacy" - is the title of the project, which on the one hand perfectly fits in the interest and work of our association and partners, whom we invited to implement this project, and may also be very helpful in enriching the work of teachers of partner organizations in developing the civil society.

The year 2018 was declared the Year of Cultural Heritage by the European Commission (EYCH - European Year of Cultural Heritage). In the Culture Development Strategy (Strategia Rozwoju Kultury) 2004-2020 it is noted that the participation in culture is one of the aspects of socio-economic development. During talks with our foreign partners, we decided, considering those two aspects, this is a great moment to present our project. The more so because in each country our partners come from, there are similar problems with participation in culture and with a low level of basic skills (according to PIAAC, over 16% of European adults have problems with basic skills).

While preparing this project, all partner organizations carried out quite detailed internal analyses to identify the following problems:
1. Very few students interested in the offer - problems of the institution
2. Non-attractive courses for adults - the reluctance of educators to the novelty resulting from the fear of the unknown
3. Low basic skills of the local community
4. Lack of educational offer promoting the language and culture of the region among expatriates (foreigners)
5. A large percentage of people with low basic skills.

The main goals of our project, on which we and our partners particularly care are:
1. An increase in the number of participants in courses improving basic skills
2. Expanding the educational offer taking into account the needs of the local community
3. Inspiring the staff to introduce new educational solutions (cultural education with education for the improvement of basic competences)
4. Organization of pilot courses on basic skills through cultural education

The international dimension of this project will allow participants to verify their skills and learn new methods of working with students. Thanks to trips to international project meetings to Spain, Italy, Germany and Poland related to culture and local traditions, teachers from all partner institutions will raise their own cultural awareness of partner countries / regions and enrich their own "workshop". The increase in the competences of educators will correspond directly into the increase of the level of basic skills amongst adults living in the local communities. In the opinion of the authors of the project, such selected priorities are consistent with the idea of the entire project, with its goals and with accordance to the Europe 2020. At the same time, those priorities are a response to the needs of society across Europe

Due to the fact that the project language will be English, we expect our teacher to improve their language skills. Taking into account the fact of different locations of partners in various cultural areas, the participants of these meetings will gain knowledge about the culture of partner countries. During meetings they will have the opportunity to exchange experiences with other educators related to cultural education in different countries. Such meetings will certainly contribute to improving interpersonal competences and team work skills.

After the completion of the project "Folk high school and a civil society - from cultural education to increased level of literacy", we are confident that by using the knowledge and skills, teachers of our schools will be much better prepared to help increase the percentage of people participating in adult education. Enriched - with new methods and forms of educational activities acquired from partners - will allow to reduce the percentage of adults with low basic skills, for example by increasing the number of participants in cultural education courses at each partner's...
organisation.
The project's innovation is based on using cultural education to improve the level of basic skills (something that has not been widely tested yet). Our research shows that adults are ashamed to come to classes directly addressed to people with low basic competences, especially basic skills in the field of writing, reading and ICT. It is much easier to encourage them to take part in activities related to cultural education, very broadly understood. During singing, learning about tradition and cooking, you can also practice and improve basic skills, and at the same time enrich your knowledge about culture. This makes people more creative and active, which relates directly into the civil society.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Online Educational Escape Rooms to Re-engage ESLs and NEETs

Project Coordinator

Organisation  Jugendförderverein Parchim/Lübz e.V.
Address  Dargelützer Weg 15 , 19370 Parchim , DE
Website  www.jfv-pch.de

Project Information

Identifier  2018-1-DE02-KA204-005034
Start Date  Sep 3, 2018
End Date  Sep 2, 2020
EC Contribution  259,727 EUR
Partners  Lancaster and Morecambe College (UK) , CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET (CY) , 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)

Topics  Key Competences (incl. mathematics and literacy) - basic skills ; Early School Leaving / combating failure in education ; Inclusion - equity
Project Summary

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.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

NEw TOOLs for Learning in Adult age - NEver TOO LAtE

Project Coordinator

Organisation: DEDALUS COOPERATIVA SOCIALE
Address: PIAZZA ENRICO DE NICOLA 46, 80139 NAPOLI, IT
Website: www.coopdedalus.it

Project Information

Identifier: 2019-1-IT02-KA204-062393
Start Date: Sep 1, 2019
End Date: Nov 30, 2021
EC Contribution: 321,720 EUR

Partners: UNIVERSIDAD DE HUELVA (ES), Società Cooperativa Studio ERRESSE (IT), DIE WIENER VOLKSHOCHSCHULEN GMBH (AT), CLUBE INTERCULTURAL EUROPEU (PT), DAFNI KENTRO EPAGGELMATIKIS KATARTISIS (EL), VOLKSHOCHSCHULE IM LANDKREIS CHAM EV (DE), TECHNOLOGIKO EKPAIDEFTIKO IDRYMA (TEI) DYTIKIS ELLADAS (EL)

Topics: Overcoming skills mismatches (basic/transversal); Key Competences (incl. mathematics and literacy) - basic skills; Inclusion - equity
**Project Summary**

NEw TOOls for Learning in Adult age - NEver TOO LAte is a 27-month project (October 2019-December 2021). The project is developed in 6 European countries: IT-GR-ES-PT-A-D. These are Countries affected by: general progressive impoverishment due to economic-socio-cultural crises occurred over time; political issues related to the lack of measures in favor of processes of integration and inclusion of people in marginal or deprived conditions; high unemployment rate mostly affecting young people, women and people poorly or at all qualified; incoming strong migration flows from countries afflicted by poverty and conflict.

The priority addressed is social inclusion. In particular, the project aims to:

a) develop tools to encourage young people and adults with poor or no schooling, EU and non-EU citizens, to improve and/or develop their functional literacy, numeracy and digital skills; to increase the ability to learn how to learn; to improve social and citizenship skills, such as the ability to act as responsible citizens and to participate fully in civic and social life. The project aims to involve 200 young people aged 16-30 with a particular focus on: poorly or not literate adults with a high risk of socio-cultural marginalization and with limited access to citizenship rights; applicants/holders of international protection; women at risk of exclusion and/or victims of trafficking and sexual/labor exploitation, beneficiaries of protection measures; unaccompanied foreign minors no longer subject to compulsory schooling (over 16); young and adults of Roma ethnicity, both male and female.

b) provide methodological tools to 80 professionals in basic education and citizenship for adults, identified by partners among trainers, educators, teachers, cultural linguistic mediators.

I partner sono:

Legal entities participating in NEver TOO LAte are representative of 6 European countries: Italy, Greece, Germany Austria, Spain and Portugal.

Project coordinator is Dedalus (IT), a social cooperative actively engaged in the promotion of inclusive services and paths targeting minors, young people and adults, both EU and foreign.

The partners are:

- **STUDIO ERRESSE (IT)** cooperative company expert in monitoring, evaluation and consultancy for third sector entities; and research, orientation and skill assessment;
- **DAFNI KEK (GR)** institutions with strong experience in educational activities, particularly in digital skills learning, life skills and soft skills;
- **TEI WEST (GR)** institution expert in the design of innovative digital technologies for learning;
- **VHS CHAM (D)** involved in training for women (migrants and refugees) especially in the field of digital and linguistic skills development (English, German);
- **VHS WIEN (A)** institution working in the field of professional training and social research;
- **CLUBE (PT)** non-profit organization operating in Portugal in the fields of youth, education, training and employment;
- **UHU (ES)** public university in Huelva which manages Erasmus + mobility projects for students and professors and participates in several Erasmus Mundus projects.

The Macro phases of the project are:

- **PREPARATION AND IMPLEMENTATION** (Lead partner DEDALUS)
- **MONITORING AND EVALUATION** (Lead partner Studio Erresse and VHC Wien)
- **DISSEMINATION** (Lead partner VHS CHAM).
- **COMMUNICATION** (Lead partner STUDIO ERRESSE)

4 Multiplier events are planned in 4 of the partner countries (Spain, Greece, Germany, Italy), to disseminate intellectual property and Recommendations.

To achieve its goals, NEver Too LAte will produce 3 Intellectual outputs:

- a Comparative Research, with the analysis of methodologies and positive experiences in partner countries (Italy, Germany, Portugal, Spain, Austria, Greece) in the the project field of interest; a ‘MyDigital FlipBooks’ Multimedia
Library for the use of professionals, to support young people and vulnerable adults in lifelong learning paths; a Basic Learning Platform compatible with all digital devices and aimed at motivating young people and adults to complete learning paths to basic and citizenship skills.

Expected outcomes are:
- increased number of adults and young people, EU and not-EU, with poor or no schooling, motivated to develop/improve functional literacy, numeracy, digital, social and citizenship skills according to their social inclusion needs and aspiration.
- improved abilities of professionals, in motivating the project target groups to learn and enhance their skills.
- effective "awareness, orientation, and motivation to learn" strategies implemented at the community level, for the benefit of particularly vulnerable non-literate people

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Training Adults Online

Project Coordinator

Organisation: "English Unlimited" Sp.z o.o  
Address: Plk. Stanisława Dabka 21/2, 81-107 Gdynia, Pomorskie, PL
Website: www.eu.com.pl

Project Information

Identifier: 2017-1-PL01-KA204-038766
Project Web Site: http://tao.eu.com.pl
Start Date: Oct 1, 2017
End Date: May 31, 2019
EC Contribution: 128,192 EUR
Partners: WBS TRAINING AG (DE), WISAMAR BILDUNGSGESELLSCHAFT GEMEINNUTZIGE GMBH (DE), edEUcation ltd (UK)
Topics: Key Competences (incl. mathematics and literacy) - basic skills; New innovative curricula/educational methods/development of training courses; Access for disadvantaged
Project Summary

Training Adults Online (TAO) project, implemented with the participation of partners from Germany, Great Britain and Poland, was an answer to the following questions for an insufficient number of adequately and comprehensively trained educators who are competent to teach a variety of subjects for adults, especially the elderly, using modern online tools for this purpose. In relation to an adequate number of well-trained educators can result in an increase in the participation of adults and older people in the learning process, the main objective of the project is to train competent educators of elderly adults in the field of various teaching techniques using the latest ICT technologies and equip them with a tool for self-education. The main objective of the project was achieved through the following specific objectives:

- Development of a Training Programme for adult and older educators (IO 1) including: methodology of adult learning, modern tools for online teaching of adults (with particular focus on older people), online teaching of foreign languages and other skills.

The main objective of the project was achieved through the following specific objectives:

- Development of a Training Programme for adult and older educators (IO 1) including: methodology of adult education, modern tools for online teaching of adults (with particular focus on older people), online teaching of foreign languages and other skills.

- Development of a comprehensive Self-education Guide for adult and older educators (IO 2) on teaching and working with adults, especially in older age, using traditionally available online learning channels (youtube, chat rooms, video, social media) and new generation educational tools (e.g. virtual classroom). The Guide, available in three language versions: English, German and Polish, includes sections concerning: the specificity of educational work with older people in general; necessary digital and organisational skills of educators and listeners in the process of making effective use of tools for various forms of online training; specific tools for online learning on a variety of topics; and possibilities to combine online forms of language learning with elements of interaction between participants in a group and to find the optimal online tools for teaching specific language skills to older people.

- Development of the TAO application for tablets and smartphones (IO 3) in 3 language versions including: essential information from the Guide for Educators, Toolbox of practical tools, techniques and resources for online teaching and virtual classroom management, practical tips for teaching people 50+. It can be used both online and offline.

- Increase of motivation and awareness of adults, mainly the elderly, about the essence and important role of the lifelong learning process.

- Increasing the knowledge of older people about the opportunities available to them in the training market.

- Developing essential basic competences for older people at a high level in a lifelong learning perspective.

Within the TAO project 4 partner meetings were held, three of which were combined with trainings (each 3 days) for educators from partner institutions, who then trained other educators working in their organizations. After the trainings, each time the so-called Training Pack was created, which later, after evaluation, was included in the Guide for Educators (IO2).

As part of dissemination activities, according to the application, trainings for external educators took place in all partner countries. They were attended by a total of about 100 educators. Webinars were still planned, but these were not funded at the stage of application evaluation.

Educators who participated directly in this project, whether in partnership or training courses as part of their dissemination activities, have been comprehensively trained and prepared for educational work with adults, especially older people, who require a slightly different approach. They also received theoretical support and practical tools to work with these people, which they can use at any time and place, including offline. This has improved their digital competences on the one hand and motivated them to use more tools for online learning for
older people in their daily learning activities in order to make them more attractive. In addition, the attractiveness of forms of training offered to older people has already increased within the institutions, which makes them more willing to use them in later years of life. The free and universal character of the products, manifesting itself in multilingualism (English German, Polish), general accessibility (they can be downloaded free of charge from the project website) and the fact that they can be used by educators teaching various skills and competences will make the learning process of older people more attractive and there will be more and more learners in later life in all partner countries.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Mobile Basic Education for Adults

Project Coordinator

Organisation: Volkshochschule Hannover
Address: Burgstr. 14, 30159 Hannover, NIEDERSACHSEN, DE
Website: vhs-hannover.de

Project Information

Identifier: 2017-1-DE02-KA204-004241
Start Date: Oct 1, 2017
End Date: Jul 31, 2020
EC Contribution: 384,965 EUR

Partners: INSTITUT NATIONAL DE FORMATION ET DE RECHERCHE SUR L'EDUCATION PERMANENTEx INFREP SAS (FR), Västerås folkhögskola (SE), Knowledge Association Lovech (BG), CENTRO PUBLICO DE EDUCACION DE ADULTOS RICARDO SOLA ALMAU (ES), CONSORZIO O.P.E.N.: OFFENDERS PATHWAYS TO EMPLOYMENT NATIONAL NETWORK (IT), DIE WIENER VOLKSHOCHSCHULEN GMBH (AT), VHS Göttingen Osterode gGmbH (DE)

Topics: Recognition, transparency, certification; Key Competences (incl. mathematics and literacy) - basic skills; New innovative curricula/educational methods/development of training courses
Project Summary

SUMMARY: MOBILE BASIC EDUCATION FOR ADULTS

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

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

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

CONSORTIUM
The consortium consists of 8 adult education providers experienced in literacy and basic education.
- VHS Hannover (DE)
- Wiener VHS (AT)
- CRSA Cariñena / Zaragoza (ES)
- Znanie Loveč (BG),
- INFREP / LaLigue (FR)
- Consorzio OPEN (IT)
- VHS Göttingen (DE)
- Västerås folkhögskola (SE)

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

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

Examples for beneficiaries:
- Single parents
- Shift workers
- Nursing relatives
- People with health issues (physical or mental)
- People living in remote areas without transportation
- Cultural background unfavourable to formal learning
- Women in families with patriarchal role perception
- Single living elderly immigrant women
- People avoiding the public due to mental conditions
- Men thinking that education is for women
- Prisoners in home detention
- Etc.

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

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

INTELLECTUAL OUTPUTS

OUTPUT1: Documentation of existing good practice including teaching methods, methods for recruiting, competency analysis, and validation.

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

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

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

The new methods will be tested in pilots consisting of
- Phase 1 (max. 5 months)
- Evaluation
- Adjustment
- Phase II (max. 5 m.)
- Evaluation, conclusions, documentation

Dissemination and Multiplication:
(o) Publishing of documentation, teaching aids, implementation guidelines and motivational videos.
(o) Multiplier events in 7 countries
(o) Training event (3 days) with multipliers to enable them to apply the new methods (32 attendants from 7 countries).
IMPACT
16 new methods available
320 adults achieve literacy etc.
32 experts trained in new methods
220 experts at 7 national multiplier events
2000 adult educators generally informed
4000 members of the public watched motivational videos

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for adult education

| Project Title | L'ARTE DI LEGGERE - alfabetizzazione e teatro in carcere |

| Organisation | Teatro Nucleo S.C.A.R.L. |
| Address     | via Ricostruzione 40, 44123 Ferrara, Emilia-Romagna, IT |
| Website     | www.teatronucleo.org |

| Project Information | |
| Identifier | 2015-1-IT02-KA204-014891 |
| Start Date | Sep 1, 2015 |
| End Date | Aug 31, 2018 |
| EC Contribution | 138,709 EUR |
| Partners | UNIVERSITE DE LIEGE (BE), Alpha Centauri (IT), AlarmTheater e.V. (DE), Teatro del Norte (ES) |
| Topics | Reaching the policy level/dialogue with decision makers; Key Competences (incl. mathematics and literacy) - basic skills; New innovative curricula/educational methods/development of training courses |
Project Summary

The innovative aspect of the proposed working model is the alliance between theater and educational needs, particularly in terms of literacy: the use of theatrical methods as support tools for the traditional literacy courses, how theatre can enhance one’s appreciation and knowledge of one’s own language or in learning a second, and the use of theater methodology and literature to further enhance literacy programs.

The project was conceived in light of the success of a previous initiative between the partner organizations. Previous project results indicated that theater could be used productively to construct a practical didactical framework to facilitate greater understanding and positive behavioural outcomes. As such theater provides a basis for making tangible and exercising concepts otherwise relegated to the theoretical realm.

This idea has been specifically developed to further knowledge and research of theater and literacy in the prison context, with each of the partners addressing particular aspects and developing appropriate methods and processes – taking into account relevant local prison regulations and existing relationships between teaching staff and authorities.

Prison is one of the most challenging environments in which to undertake educational projects because of the inherent nature of a detention facility and the characteristics of the majority of the prison population—that is, low levels of formal education and literacy combined with socio-economic disadvantage suffered prior to imprisonment.

These problems are compounded and complicated further by growing numbers of immigrant detainees throughout Europe.

Prison staff increasingly find themselves unprepared to deal with the emerging educational challenges deriving from the input and involvement of the European Union and new regulations. All of this translates into an urgent need to acquire new skills, to be appropriately equipped to positively confront the ever changing prison landscape. The staff therefore also represents an important target group for the project, and provide a unique opportunity for positive collaboration between stakeholders.

All staff participating will therefore improve their skills - and those of their organization – specifically to connect with those prisoners for whom the new literacy opportunities inspire them to further their education and improve their socio-economic situation.

Through training activities – conducted in turn by each theatre-prison group – we will carry out a pedagogical experiment. This will form the basis on which effective, innovative practices will be developed which will foster literacy through the creation of experimental situations, scenarios in which the participants can “play” with language.

The tested / applied practices will favour inclusive processes, aimed at overcoming negative stereotyping and prejudices commonly found in prison environments. We expect that this work will help the participant detainees (30 from each participating country) to improve their language, expression and relationship skills, and thus assist in facilitating their social and occupational reintegration after release.

We will produce: the practical tool-kit “Why Theatre in Literacy?” for the use by teachers and educators involved in adult education, and the Strategical Guidelines “The Use of Performing Arts in Literacy”.

This document has been generated by the Erasmus+ Project Results Platform. The European Commission is not responsible for the content, which expresses the views of its author(s) only.
The value of this project is that – while the project activities “per se” are limited to the scope of prison – the results (experimentation, methodology, tool-kit, guide lines) will be equally useful and relevant to a range of different contexts, particularly marginal situations in which learners are less at ease than in more "formal" educational environments.

During the dissemination activities, the project partners will identify the most appropriate situations in which the project results could be adopted, developed and usefully employed.

Moreover, as neither schools nor specific study materials related to the binomial theatre-literacy exist, the research outputs produced by this partnership will contribute to filling this particular lacunae in the field’s literature, and hence will remain at the disposal of teachers, trainers and researchers involved in adult education.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Back to learning – developing key competence of adults for high quality learning opportunities

Project Coordinator

<table>
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<tr>
<th>Organisation</th>
<th>Békés Megyei Kormányhivatal</th>
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<tbody>
<tr>
<td>Address</td>
<td>Derkovits sor 2. , 5600 Békéscsaba , Békés , HU</td>
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Project Information

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<td>Ballymun Adult Read and Write Scheme CLG (IE) , Kodolanyi Janos Egyetem (HU) , MINISTRY FOR EDUCATION AND EMPLOYMENT (MT) , Volkshochschule im Bildungsforum Potsdam (DE) , UNIVERSIDAD DE VALLADOLID (ES) , Gál Ferenc Foiskola Békési Szakképzo Iskola, Gimnázium és Kollégium (HU) , EESTI TAISKASVANUTE KOOLITAJATE ASSOTSIATSIOON ANDRAS (EE)</td>
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<td>Topics</td>
<td>Key Competences (incl. mathematics and literacy) - basic skills ; ICT - new technologies - digital competences ; Access for disadvantaged</td>
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Project Summary

The project called "Back to Learning" will be implemented by the Government Office of Békés County in an international partnership with 8 members, in collaboration with Maltese, Estonian, Spanish, German, Irish and Hungarian organizations. Almost all EU member states deal with the problem of labour shortage. The acquisition of adequate qualifications required by employers and accessing these trainings are difficult due to the lack of key competences essential for learning and employment, and also for engagement in community and citizenship. The low levels of basic skills are obstacles of the participation in lifelong learning. According to 2016 data, regarding the EU28, only 8 Member States have achieved the goals set out in the EU 2020 Strategy for the proportion of adults participating in lifelong learning.

In the management of labour shortage it is not possible to achieve breakthrough results without the development of key competences. Low-skilled adults and workers at risk of losing their job must be made able to learn by the development of their key competences. To achieve the goals set out in the EU 2020 Strategy and to preserve economic competitiveness participation in adult learning needs to be made attractive to those adults, who have not been able to achieve success in the school-based system, and services and trainings tailored to their individual needs must be offered. To realize this, new methods and professionals with new approaches, close cooperation between the interested organizations and networking are needed.

The main objective of the project is that through the learning from each other partner organizations expand their toolkit and methods applied in developing key competences. They share their best practices and operational experiences applied in the field of cooperation system of organizations, the organization of trainings aimed for competence development, curriculum development, the sensitizing of professionals engaged in development and those in a position to improve the situation low-skilled adults, and in further professional trainings.

The direct target group of the project is the professionals of organizations responsible for career counselling, adult development for key competences, specialists responsible for further professional training of trainers and those shaping the employment policy.

The further training of professionals implementing the project is realized through the exchange of experiences and learning from each other taking place at the international meetings. In the six partner countries two-day long meetings are planned to be held in each country with the participation of all partners. The agenda of the meetings are set up according to a uniform set of criteria. At the partnership meetings best practices applied by the host organization and its partners are presented, and apart from this there are special tasks to be carried out, such as discussing and adopting the regulatory documents of the project ensuring appropriate quality of project implementation, guidelines and systems of criteria. The presentation of the methods is practical-oriented, and in addition to the theory, the participants get to meet with the implementers and participants of the programme in field visits.

Learning about and applying these new methods of sensitization, counselling and training contribute to the better access to higher education and ultimately to the improvement in the employment situation of the indirect target group of the project – adults lacking in basic skills and competences necessary for learning and employment.

As a result of the project, the professional work of the partner organizations can be renewed, the individual and organizational competences developed in the project can contribute to more adults taking part in training courses offering qualifications that meet the needs of the labour market by developing their key competences.

As the main outcome of the project the Collection of Best Practices will be prepared that presents the best practices applied by the partner organizations and the related experiences of their operation, and the results achieved by their application as well as the recommendation on the framework for the preparation/further professional training of professionals involved in the development of adult key competence that is applicable at EU level. A comprehensive study will be prepared on the integration of methods into the institutional operation. Furthermore, the Hungarian partner organisations make a proposal for the Concept of Adult Competence.
Development of Békés County that includes the activities to be undertaken following the project period. The professional materials published in both English and national languages contain useful guidelines not only in partner countries but also in all EU member states on how to provide and ensure motivation to partake in lifelong learning and easier access to higher level and quality trainings.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Guide Us Into Arts Two!

Project Coordinator

Organisation  AKDENIZ UNIVERSITY
Address  DUMLUPINAR BULVARI Kampus, 07058 ANTALYA, TR
Website  http://www.akdeniz.edu.tr

Project Information

Identifier  2018-1-TR01-KA204-058262
Start Date  Oct 1, 2018
End Date  Sep 30, 2020
EC Contribution  142,195 EUR

Partners

Arts & Disability Forum (UK), Blauschimmel Atelier - Projekt zur Förderung der Blauen Kunst, Kultur und Begegnung e.V. (DE), Teatrálie, z.s. (CZ), GEMEENSCHAPSCENTRUM DE ZEYP (BE), Stowarzyszenie Pracownia Filmowa "Cotopaxi" (PL), CENTAR ZA KULTURU TRESNJEVKA (HR)

Topics  Inclusion - equity; Key Competences (incl. mathematics and literacy) - basic skills; Disabilities - special needs
Project Summary

GUIA2! Guide Us Into Arts Two!
This project aims to exchange experiential knowledge and methods of work with disabled people by means of artistic tools.
The project is based on GUIA! partnership which became an example of good practice in 2013 and addresses organizations experienced in inclusive and participatory work, especially in the field of performing arts; theatre, dance, music...

Title:
GUIDE= learn process, education
US = educators and disabled people
INTO = not only to consume, but really to go into, to participate, as equal, inclusion
ARTS = performing arts
TWO = continuation of good practice from GUIA 1

The meetings will consist of:
- Practical workshops for disabled participants, lead by host organization
- Professional teachers and trainees from partner organizations will attend these workshops,
- Post-session debriefings will exchange methodologies and experiences towards achieving monitoring and output measures,
- Public presentations to increase participation in European citizenship, promote discussions on disability & employability issue and enhance Disability Festivals,
- Steering groups and committee meetings.

The project will achieve:
- reducing prejudice and enhancing social and artistic inclusion,
- empowering participants by addressing their self-stigma and inviting them to join in this inclusive European educational program,
- development of inclusive methodologies for working with disabled people,
- learning through the sharing of professional knowledge.

The project acknowledges all participants as equal partners on the way to integration and to overcome stigmatization, marginalization, exclusion. Not only to guide them towards, but really to lead them “into” the arts, as active participants and artists.
During 210 days of 7 educational workshops for 100 participants (of which at least 18 are participants with disability) accompanied by 18 assistants, individual post-workshop public performances and 3 disability multiple-days festivals, participants and partners will produce and publish:
- Final photo exhibition,
- Digital Stories - short educational videos from all meetings,
- Website with educational materials (video, e-Manual, photos, descriptions of methods)
- e-Manual and a printed version - with all methods, experiences of participants, evaluation results and recommendations by experts
(educators)
- Photographic documentary on the project and project partner organization
GUIA2! website will serve as a web tool where disabled people and teachers/trainees can upload their impressions, and where examples of best practice about working with arts and disabled people can be found.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for adult education

Project Title

TRAINING ACCESS

Project Coordinator

Organisation  FUNDACION DE TRABAJADORES DE LA SIDERURGIA INTEGRAL  
Address  CALLE ECONOMIA 36 , 48902 BARAKALDO BIZKAIA , ES  
Website  www.ftsi.es

Project Information

Identifier  2018-1-ES01-KA204-050989  
Start Date  Oct 1, 2018  
End Date  Mar 31, 2021  
EC Contribution  250,235 EUR  
Partners  BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH (AT) , wisamar Bildungsgesellschaft gemeinnuetzige GmbH (DE) , PROMIMPRESA SRL (IT)

Topics  Access for disadvantaged ; Key Competences (incl. mathematics and literacy) - basic skills ; ICT - new technologies - digital competences
Project Summary

The main objective of TRAINNIG ACCESS is to promote and to facilitate the training in basic competences of adult unemployed people with low level of qualification, especially long-term unemployed people.

We want to motivate and train the target group through specific tools adapted for their learning. Later they will be able to redirect their formative-work itinerary to a higher level.

The final product consists on a platform for learning basic skills (reading, writing, maths and digital skills) it will be free access to the target group and professional workers who work with the collective. The platform will contain different materials and tools to facilitate motivation towards the basic competences as to improve their level of knowledge. Within the materials of learning platform, will be designed an interactive game for the calculation training.

During the execution of the project, will be participate 320 unemployed people with low qualifications and 132 professional (educators and head of centers), all of them from the 4 participating countries (German, Austria, Spain and Italy)

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

RomABC goes Europe! Entwicklung innovativer Instrumente zur Bekämpfung des funktionalen Analphabetismus von Roma in Europa

Project Coordinator

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

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<td>Bundesverband Alphabetisierung und Grundbildung e.V. (DE) , Asociatia Vox Civica (RO) , Humán Erőforrásért Egyesület Dél-Alföldi Régió (HU) , Inspectoratul Scolar Judetean Buzau (RO) , JUGENDSTIL EV (DE) , IEBA Centro de Iniciativas Empresariais e Sociais (PT)</td>
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Project Summary

"Whe nyo ur eadt hi ste xty ouk no whow itfe elsi fyo uc ann otr eadp rop er ly." (source of the German text: "Grundbildung in Europa: Projekte und Perspektiven", NA BIBB).

According to UNESCO, an estimated number of 73 million adult Europeans are considered as functional illiterates. This is equal to 1/5 of the employable population aged 18 to 64 years. In the partner countries of the project this concerns totally 13.8 million adults. According to experts the share of functional illiterates among adult Roma there is 40 to 60 per cent. Comparably high is the share among the 25 to 40 year old Roma.

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

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

Therefore, the development of Curricula for the increasing of the literacy grade of adult Roma as well as the modification of quality standards applied in the Free State Saxony for alphabetisation measures funded by the ESF and the elaboration and implementation of co-ordination concepts for alphabetisation measures were in the centre of our project. The created products were tested in practise and optimised. In an according training, 24 adult education experts were enabled to use them for the first time already during the project.

"RomABC goes Europe!" was realised by partners from Germany, Hungary, Romania and Portugal and aimed particularly at the reduction of the number of functional illiterates among adult Roma, the improvement of their employability and the increasing of their participation in adult education measures. With that, the project contributed concretely to the implementation of the EU Framework for national strategies for the integration of Roma until 2020 and the national strategies of the partner countries as part of the Europe 2020 strategy including the European Agenda Adult Learning, particularly the increasing of the employment rate and the reduction of the number of Roma concerned by poverty and social exclusion.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Quicksteps - Effektive, kleinschrittige und lernerzentrierte Grundbildungsangebote

Project Coordinator

Organisation: Stiftung Berufliche Bildung
Address: Wendenstraße 493, 20537 Hamburg, HAMBURG, DE
Website: www.stiftung-berufliche-bildung.de

Project Information

Identifier: 2014-1-DE02-KA204-001043
Project Web Site: http://quicksteps.eu
Start Date: Sep 1, 2014
End Date: Aug 31, 2016
EC Contribution: 37,800 EUR
Partners: inspire - Verein für Bildung und Management (AT), Euroform RFS (IT)
Topics: Access for disadvantaged; Key Competences (incl. mathematics and literacy) - basic skills; New innovative curricula/educational methods/development of training courses
Project Summary

So far, basic education projects have been mainly focused on employed low-skilled people. With Quicksteps, we wanted to expand this radius decisively, not only to the target group of unemployed, low-qualified people, but to all adults with basic skills needs in order to enable them to participate in Lifelong Learning and the labor market. Increasing demands characterize society and the working world and ensure a growing importance of basic education; without sufficient basic education, many people are excluded from social participation. With intensive basic training courses, this target group can often not be reached at first, as the benefits and the planned time spent on the target group are neither attractive nor plausible. Content is perceived as being too abstract and too detached from one’s own situation; successes can only be achieved and planned in the long term (if at all). Moreover, there is often a barrier to participate in formal learning settings.

With this first phase of the project Quicksteps, a foundation for the actually following application and implementation phase was developed: through the exchange of experiences, together we developed approaches and conceptual foundations. Quicksteps stands for effective, small-scale and learner-centered basic education units.

Small learning units (SLUs) should be offered in a perspective, which take into account the individual needs and the concrete living and working situation, and thus give an incentive to use them (quick hits), and so to encourage further education processes; this can be linked to existing basic training programs.

The project consortium consisted of three partners: Stiftung Berufliche Bildung (SBB), Hamburg / Germany; Euroform RFS, Rende and Turin / Italy; Inspire, Graz / Austria.

Since 1982, SBB has successfully implemented the parliamentary mandate to enable disadvantaged people to enter the labor market through the provision of suitable educational services, thereby enabling social participation. With its subsidiaries in Hamburg, it is one of the largest providers of professional qualification training courses. Representatives of the most important employers' associations and chambers are members of the Board of Trustees and incorporate the topic of basic education and the project results into their associations. Inspire is an independent organization based in Graz/ Austria, founded in 2009. Inspire designs education and management processes interdisciplinarily, interculturally and focuses on the principle of dialogue. The inspire association implements projects: In addition to EU-funded projects, it is mainly networking and strategy projects; among others, for the Austrian federal ministries and the state government, e.g. the "Basic education network". Euroform RFS is a vocational training institution established in 1996, which is active in the field of vocational education and guidance, and organizes training courses in various fields, e.g. Italian language courses for foreigners, etc. Euroform RFS brings together vocational training experts in a wide range of topics, including thematic references to the analysis and comparison of the different European education systems. Numerous mobility projects have already been carried out, enabling trainees and students to do internships in Italian companies.

The transnational meetings were primarily used to exchange experiences, to promote knowledge transfer into existing networks and to develop a conceptual basis for the Quicksteps project. The results have been worked out and are available for further use on the project website. These are in particular: SLU definition, SLU categories, the 5-step model and examples for the design of SLUs.

The transfer of knowledge into our networks has been maintained, whether locally through information dissemination and discussion attended events or as a special point during our project meetings. Among others, there was e.g. in Graz a colleague of the educational institution atempo, who brought his positive experiences with regard to the use of digital media in the classroom with persons with disabilities, or we organized on-site excursions, e.g. in Hamburg, the visit of the educational institution Jugend in Arbeit (see also the meeting report on the project website).

The SLU concept is valuable for all partners involved, and we expect that in our future work, there will be good connection points for the future use in various learning contexts.
Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Open IT Up: Boosting Adult Educator Competences to Upskill Pathways of Adult Learners

Project Coordinator

Organisation  DOMSPAIN CONSULTING SL
Address  CALLE PARE MANYANET 36, 4, 43205 REUS, ES
Website  www.domspain.eu

Project Information

Identifier  2017-1-ES01-KA204-038085
Start Date  Oct 15, 2017
End Date  Apr 14, 2020
EC Contribution  176,970 EUR

Partners  Szczecinska Szkola Wyzsza Collegium Balticum (PL), AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFSI ANONYMI ETAIREIA (EL), NIKANOR LTD (BG), edEUcation ltd (UK), Les Cultures (IT), wisamar Bildungsgesellschaft gemeinnuetzige GmbH (DE), UNIVERSITY OF USAK (TR)

Topics  Key Competences (incl. mathematics and literacy) - basic skills; New innovative curricula/educational methods/development of training courses; ICT - new technologies - digital competences
Project Summary

The Council Resolution on A New Skills Agenda for an Inclusive and Competitive Europe (21/11/2016), reflects a common vision about the role of skills for jobs, growth and competitiveness. Skills can help to secure jobs and enable people to fulfil their potential; they promote social cohesion as well as determine competitiveness and the capacity to drive innovation. To equip people with the skills that are needed - to help them find quality jobs and improve their life chances - our society needs competent adult educators able to meet the needs of the diverse group of adult learners. The project “Open IT Up” deals with developing educators’ competences in order to improve the quality of basic (linguistic and digital) and entrepreneurship skills formation in adult education. The direct target group is educators who teach to vulnerable groups of adults (low-qualified/low-educated, NEETS, unemployed, refugees, migrants, etc). The indirect target group is adult learners from the vulnerable groups who will benefit from better-equipped and trained adult educators.

Under the situation of unemployment that many adults face in different European countries, when work seems nowhere to be found, one of the options to enter the labour market is to start your own business. It is quite a challenge for low-educated adults to start their business without basic skills, such as literacy and -in the world of global digitalization - digital skills as well as basic knowledge of entrepreneurship concepts. The Open IT Up project aims to support and empower adult educators who teach vulnerable groups of adults ICT and English (or a language of the country of the residence) providing them with an attractive and high quality LLL opportunity: a course “Start Your Own Business” that will support adult educators working with adult learners to reinforce the basic competences of the latter, such as language and digital skills, and at the same time, provide them with effective instruments for employment/ self- employment. The course will have a “hybrid nature”: to teach both the language and the ‘field-specific content’ (ICT notions and business-related content) and its development will be based on a collaborative model, in which both language and field-specific teachers have joint input into the development and/or teaching of the course.

By developing the project transnationally, it would be possible to create a self-enriching synergie of the approaches, methods and tools used by adult educators around Europe which will be reflected in the open educational resource aiming to support educators through: 1) design and development teaching and learning materials for the course “Start Your Own Business”, which include videos about EU start-ups with subtitles in partner languages; 2) elaboration of an ICT (innovation - communication - technology) Tool Kit for educators, which includes a series of webinars on the use of digital tools and technology in adult education; 3) creation of an interactive database of Business Idea which will contain ideas of businesses which are low-cost; do not require a college education; can be launched in any EU country. Within the project, there will be organised a training activity for adult educators working with low-educated learners, piloting of the developed courses with adult learners, 5 transnational meetings, and a multiplier event.

“Open IT Up” will also promote cross-sectoral and cross-cultural cooperation between partner organisations in order to reinforce professional competences, including digital ones, of adult educators working with vulnerable groups of adult learners in different European countries as well as improve access for adult learners to an open quality learning offer and, thus, give them an opportunity to improve their basic skills as well as facilitate their integration into the labour market. The project partners believe that the adoption of novel technologies integrated in a learning environment can help educators facilitate the training process and update skills of their adult learners, especially low-skilled and low-educated ones.
Thus, the project “Open IT Up” promotes the development, transfer and exploitation of innovative practices in adult education through elaboration and piloting of teaching and learning materials and tools and extending of educators’ competences who will be able to improve the basic skills of their learners to upskill their pathways.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

**Project Title**

**Creative Thinking in Literacy and Language Skills**

**Project Coordinator**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Language Education And Partnerships LTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>34 Fallowfield Road, WS53DH Walsall, West Midlands, UK</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.leaponline.eu">www.leaponline.eu</a></td>
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**Project Information**

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</tr>
<tr>
<td>Start Date</td>
<td>Sep 1, 2014</td>
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<tr>
<td>End Date</td>
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<tr>
<td>EC Contribution</td>
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<td>Partners</td>
<td>Centro per l'Istruzione degli Adulti (IT), VOLKSHOCHSCHULE IM LANDKREIS CHAM EV (DE), SVEUCILISTE U ZAGREBU, UCITELIJSKI FACULTY (HR)</td>
</tr>
<tr>
<td>Topics</td>
<td>Key Competences (incl. mathematics and literacy) - basic skills; Pedagogy and didactics; Teaching and learning of foreign languages</td>
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Project Summary

Having considered the four main strategic objectives for the ET 2020 framework and in particular its strategic objectives of improving the quality and efficiency of education and training and that all citizens need to be able to acquire key competencies and all levels of education and training need to be made more attractive and efficient, we believe that educational establishments have a great role in advancing the level of education of many learners and adapting to the socio-demographic and economical changes occurring in Europe, which can prove difficult if pedagogical structures remain unchanged.

The real challenge to educators beyond the rhetoric is to formulate learning experiences that appeal to target learners, attracting and retaining participants up to and beyond the point where positive benefits are evident. Therefore, this project primarily aimed to provide educators with learning and teaching methodologies and pedagogical approaches to deliver key competencies and basic skills such as literacy and languages.

The main focus of the project was therefore to increase the competencies of teachers in providing learners in adult education with the key essential skills they need for fulfillment in society. The project focused especially on the development of methodologies around three existing bodies of knowledge and techniques, namely Creative Thinking, Informal Learning and ICT in the development of literacy and language skills, which are considered catalysts in today's European society and activation.

The consortium brings together the collective experience, knowledge and skills of 4 organisations from 4 different countries in Europe. The consortium included public and private organisations representing the adult education and the higher education sector, all having good networks with contacts at local, regional, national and European levels, providing a good geographical representation in Europe: UK- Language Education And Partnerships LTD (LEAP Ltd); DE- Volkshochschule im Landkreis Cham e.V. (VHS Cham); HR- SVEUCILISTE U ZAGREBU, UCITELIJSKI FACULTY (UoZ - Faculty of Teacher Education); IT- Centro per l'Istruzione degli Adulti (CPIA).

A structured approach to the project development was employed on the basis of shared collaborative principles through which partners engaged in a number of planned activities in order to achieve the following results:

• a set of guidelines around the key principles of creative thinking;
• a training package which includes a set of modules around the key thematic areas of creative thinking
• a compilation of good practice examples around the key thematic areas
• a project portal which will include interactive training materials and a repository
• multiplier events (1 in each country) as a tools for mainstreaming the project results and materials
• DVD for raising awareness of the project tools/outputs and training materials
• a professional development course plan for delivering of the project outputs even after the project officially ends.

The main target groups for the activities of this project were:
* Teachers and educators of literacy and languages
* Teacher trainers of such staff
* Advisors with a role to support and improve teaching and learning within the adult education sector
* Curriculum designers and managers
* Learners themselves through the staff implementing the new creative teaching methods in literacy and languages teaching and learning

Around 179 activities took place at dissemination level to ensure the above audiences were reached. Amongst the tools used to support the partnership reach its target audience:
2 Newsletters, emails, website, social media presence through Facebook and Twitter, 3 flyers, partners links on own website, presentation at conferences/workshops/seminars/training events, 4 multiplier events and etc.

The project has and will continue to impact in the short and long term on the ability of adult education providers, teachers, educators, trainers and learners as it aims to support changes directly into the wider educational community. We would hope that the project will continue to impact on the educational community as it provides replicable and freely accessible materials which can be embedded in practice.

Therefore, we believe that the project results as they will remain embedded in the partners' practice and will continue to remain available and promoted to the wider community, there are long term benefits which include:
* Direct access to creative thinking methods and tools within a European focus
* Improve literacy and language learners to be better and more active in society and improve engagement levels, especially of those at risk of exclusion e.g. migrant learners, dropouts etc. by raising the educators' skills and competences in providing effective learning situation for adults.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
A munkaerőpiac számára fontos alapkompetenciák fejlesztése Békés megyében

Project Coordinator

Organisation: Gál Ferenc Foiskola Békési Szakképző Iskola, Gimnázium és Kollégium
Address: Hozso street 39, 5630 Bekes, Békés, HU
Website: gff-bekes.hu

Project Information

Identifier: 2018-1-HU01-KA104-047286
Start Date: Jun 1, 2018
End Date: May 31, 2019
EC Contribution: 5,636 EUR
Partners: Volkshochschule im Bildungsforum Potsdam (DE)
Topics: ICT - new technologies - digital competences; International cooperation, international relations, development cooperation; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

Our school is the Gal Ferenc College Bekes Vocational Secondary School, in Békés. The main objective of the project is:
- to expand professional knowledge of the leaders and teachers involved in adult education
- to help them become familiar with new methods, techniques and procedures
- their competency in foreign languages to improve
- their will for mobility to increase, while they also can develop professional relationships and friendships.

As for the school itself:
- to see how modern our teaching methods and curriculum are
- acquire new knowledge to train professionals who have the latest and most advanced knowledge
- to enable our students to develop their basic competency, that can serve adaptation of target group to the labor market expectations.

In November 2018. 4 school teachers would travel to Postdam.
The host organization: Volkshochschule im Bildungsforum Potsdam
The Potsdam Folk High School (VHS) is an institution that provides access to community-based training opportunities for all and contributes to the lifelong learning of citizens. The Folk High School plays a special role in the development of the basic literacy and numeracy skills of adults in the elimination of functional illiteracy (basic competence development). Most of the people take part in language teaching from the institution's training offer, including German as a foreign language. There is a significant proportion of health care courses in the offer of the folk high school.

As a short term effect of the project: increased motivation the teachers for mobility, opened their minds for new learning methods and knowledge that we will have implemented in our curriculum. We build international relationships.

Link to project card: Show project card
Key Action: Learning Mobility of Individuals
Action Type: Adult education staff mobility

Project Title

Europäische Impulse für die Grundbildung in Niedersachsen (EuGiN)

Good practice example

Project Coordinator

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

Project Information

Identifier  2016-1-DE02-KA104-002796
Start Date  Aug 1, 2016
End Date  Jul 31, 2018
EC Contribution  57,887 EUR
Topics  Key Competences (incl. mathematics and literacy) - basic skills; ICT - new technologies - digital competences

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Project Summary

The mobility project EuGiN (European Impulses for Basic Skills Education in Lower Saxony) aims at the europeanisation and quality improvement of basic skills education in Lower Saxony. A total of 47 staff members will participate in 17 job shadowings and one structured staff training in twelve EU member states to widen their competencies in the fields of public relations and networking as well as to learn from European experts how to better reach their target audiences and implement innovative methods of teaching. This will make adult education providers in Lower Saxony more innovative and competitive, which ultimately benefits the estimated 750,000 people with basic skills deficits in Lower Saxony. The project is co-ordinated by Niedersächsischer Bund für freie Erwachsenenbildung e.V. (nbeb), a public umbrella organisation of adult education providers in Lower Saxony, aggregating 89 member institutions in Lower Saxony; member institutions are the main providers of basic skills education in the region. NBEB is also the supervising body of Agentur für Erwachsenen und Weiterbildung (AEWB). This Agency has a government mandate to act as the main representative of adult education in Lower Saxony, including sovereign functions. In recent years nbeb and AEWB have promoted the professionalisation of basic skills education in Lower Saxony through staff training, events and projects, such as the "Regional Centres for Basic Skills Education" funded by the Ministry for Culture and Science. EuGiN is the next logical step in this development as it connects staff and institutions across European borders. The concrete needs as well as European partners, who can meet these, were identified through a survey of demands prior to drafting this proposal. This survey will facilitate the practical implementation of the project - from selecting participants to validating project results. For preparation, evaluation and dissemination of project results nbeb and AEWB can resort to existing structures and instruments, such as well-established work groups and particularly the staff training programme that reaches more than 3300 people per year. Due to AEWB’s unique institutional profile a close exchange with the political and academic sphere can also be guaranteed. Further stakeholders will be reached through two conferences that are scheduled for 2016 and 2017 respectively. EuGiN will thus not only have an impact on the individuals and institutions involved but also on the general quality and scope of basic skills education in Lower Saxony.

Link to project card: Show project card
Project Title

Kreativ, integrativ, multikulturell (KIM)

Good practice example

Project Coordinator

Organisation: Volkshochschule Olching e.V.
Address: Hauptstrasse 82, 82140 Olching, BAYERN, DE
Website: www.vhs-olching.de

Project Information

Identifier: 2015-1-DE02-KA104-001846
Start Date: Jun 1, 2015
End Date: May 31, 2017
EC Contribution: 48,951 EUR
Partners: Federación de Colectivos de Educación de Personas Adultas de Valladolid. FeCEAV (ES), WE Bridge International (UK), CENTER SPIRALA Center samomobilnosti (SI), VILNIAUS UNIVERSITETAS (LT)
Topics: Key Competences (incl. mathematics and literacy) - basic skills; Creativity and culture; New innovative curricula/educational methods/development of training courses
Project Summary

The Erasmus mobility project + KIM (creative, integrative, multi-cultural) of the Adult Education Centre “Volkshochschule Olching” with a term of two years is the answer to the growing demands and challenges that teachers and administrative staff in adult education are facing.

With the help of targeted training courses in other European countries, the skills of the participants will improve and widen with respect to:

• Updating of teaching methods
• Dealing with newest IT tools
• Intercultural Communication
• Creativity and broadness
• Culture, customs and traditions in Europe
• Application of evaluation instruments for non-formal learning.

30 mobilities for administrative staff, managers and staff from various departments are planned were carried out in cooperation with experienced institutions. Partners from previous Grundtvig Learning Partnerships offer our participants customized demand-driven training courses.

The support of participants and the project implementation were assumed by the EU team of the Adult Education Centre Olching and managers in partner institutions.

The variety of approaches to teaching has a positive influence on the motivation for learning, and thanks to intensified intercultural skills teachers show still more understanding and empathy with students (especially in courses for people from other countries such as migrants and asylum seekers).

A main focus of most advanced trainings was also the cultural heritage of Europe. Thanks to excursions, lectures, talks and self-discovery the participants have clearly deepened their knowledge of the culture and the history of Europe during the workshops.

In addition, as long term gain, the courses offered by the Adult Education Centre Olching will keep growing in popularity, winsomeness, up-to-dateness and quality because of the implementation of creative skills and ideas acquired abroad.

Link to project card: Show project card
THRIVE II Innovative staff training for high quality Roma education in the fields of literacy, validation of skills and entrepreneurship

Project Coordinator

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

Project Information

Identifier  2018-1-DE02-KA104-004864
Start Date  Jun 1, 2018
End Date  Aug 31, 2019
EC Contribution  65,844 EUR
Topics  Entrepreneurial learning - entrepreneurship education; Recognition (non-formal and informal learning/credits); Key Competence (incl. mathematics and literacy) - basic skills
Project Summary

According to UNESCO, an estimated 73 million adult Europeans are functional illiterates. In Germany, this is valid for 7.5 million people in the employable age. Experts say that the share of functional illiterates among adult Roma is between 40 and 60 per cent.

A big obstacle for the access of Roma to education and employment is the missing proof of their informally and non-formally gained competences. Except for South-Eastern-Europe, Competence Balance is applied in most different forms in almost all EU countries. Until now, there was no special Competence Balance offer for Roma.

In the EU, about 15.1 per cent of all labour force are self-employees. In DE, these are about 10.5 per cent. Although the readiness for entrepreneurship exists, the share of Roma among those self-employees is so low that it is not even recorded statistically. According to estimations of experts, it is lower than 1 per cent.

In the frame of the Strategic Partnerships "RomABC goes Europe!", "ROMINKO" and "A new ENTRance" in which the project partners were or are involved in different constellations, those needs were addressed and – among others – the following innovations with a European added value were elaborated and successfully tested in practise:

- Curriculum for the improvement of reading and writing competences of adult Roma
- Methods and procedures of Competence Balance for Roma according to the French model
- Curriculum for the implementation of entrepreneurship courses for Roma.

The sustainable use of those innovations shall lead in Germany as well to

- reducing the number of functional illiterates among adult Roma
- improving their professional orientation and career planning
- increasing their employability
- promoting their integration in the labour market
- increasing their share in adult education
- improving their social integration.

For that, there is the need for accordingly prepared institutions/organisations and appropriately sensitised and qualified adult educators. This shall be ensured by the participation of 20 adult educators (project co-ordinators, trainers, social workers, mediators, Competence Councillors) in the training courses

“Alphabetisation of Roma”
“Competence Balance for Roma”
“Entrepreneurship of Roma”

in Hungary.

At first, the adult educators will multiply the gained competences and collected experiences within their institutions and then use them as trainers respectively mediators in the implementation of alphabetisation courses, Competence Balances and entrepreneurship courses for Roma. This way, the capacity, attractiveness and European orientation of the consortium partners will be promoted, which is another objective of the project.
THRIVE - Innovative staff training for high quality Roma education in the fields of literacy, validation of skills and energy saving

Project Coordinator

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

Project Information

Identifier: 2017-1-DE02-KA104-003959
Start Date: Jun 1, 2017
End Date: May 31, 2018
EC Contribution: 33,510 EUR
Topics: Recognition (non-formal and informal learning/credits); Key Competences (incl. mathematics and literacy) - basic skills; Environment and climate change
Project Summary

According to UNESCO, an estimated 73 million adult Europeans are functional illiterates. In Germany, this is valid for 7.5 million people in the employable age. Experts say that the share of functional illiterates among adult Roma is between 40 and 60 per cent.

A big obstacle for the access of Roma to education and employment is the missing proof of their informally and non-formally gained competences. Except for South-Eastern-Europe, Competence Balance is applied in most different forms in almost all EU countries. Until now, there was no special Competence Balance offer for Roma.

Another relevant reason for the permanent discrimination of Roma is their low education level. Disadvantages in the education sector that is so important for the social integration and rise of such a young population are particularly obvious. Innovative education offers for low qualified persons are scarce articles. Offers that were particularly developed for Roma exist only rarely.

In the frame of the Strategic Partnerships "RomABC goes Europe!", "ROMINKO" and "Power Saving Check" in which the project partners were involved in different constellations, those needs were addressed and – among others – the following innovations with a European added value were elaborated and successfully tested in practise:

- Curriculum for the improvement of reading and writing competences of adult Roma
- Methods and procedures of Competence Balance for Roma according to the French model
- Curriculum for the further education of low-skilled persons as Power Saving Checker and Handbook for Power Saving Checkers.

The sustainable use of those innovations shall lead in Germany as well to

- reducing the number of functional illiterates among adult Roma
- improving their professional orientation and career planning
- increasing their employability
- promoting their integration in the labour market
- increasing their share in adult education
- improving their social integration.

For that, there is the need for accordingly prepared institutions/organisations and appropriately sensitised and qualified adult educators. Due to the participation of 18 adult educators (project co-ordinators, trainers, social workers, mediators, Competence Councillors) in the training courses

"Alphabetisation of Roma" and  
"Competence Balance for Roma"

the project THRIVE will contribute to that.

At first, the adult educators will multiply the gained competences and collected experiences within their institutions and then use them as trainers respectively mediators in the implementation of alphabetisation courses and Competence Balances. This way, the capacity, attractiveness and European orientation of the consortium partners will be promoted, which was another objective of the project.
Link to project card: [Show project card]
Project Title

Yetişkin Engellilerin Sosyal Hayat Uyumlarında Avrupa Faaliyetleri

Project Coordinator

Organisation: Pamukkale Halk Eğitim Merkezi
Address: Kuşpınar mah.1282 sok. No:3 Pamukkale / DENİZLİ, 20150 Denizli , TR
Website: www.pamukkalehem.meb.k12.tr
Contact: Ali İLKİN , 05054802547 , ali.ilkin@hotmail.com

Project Information

Identifier: 2018-1-TR01-KA104-050250
Project Web Site: http://pamukkalehem.meb.k12.tr
Start Date: Aug 1, 2018
End Date: Jul 31, 2019
EC Contribution: 42,060 EUR
Partners: Emschertal Berufskolleg der Stadt Herne (DE)
Topics: Disabilities - special needs ; Overcoming skills mismatches (basic/transversal) ; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

Life for a healthy individual is a separate mulality. But for an individual with a disability it is difficult to talk about happiness. Life is even more difficult if you do not have the spiritual power to meet your needs and the guidance to win this spirituality. In our country, support services for disabled people are provided with the understanding of social state. But this is not enough. Much more needs to be met to meet all the needs of a disabled individual, especially to be involved in social life. According to official figures, about 12 percent of disabled people are in our country. The dissatisfaction of such a large number of individuals is a bad tablord for them first and then for our country. For this reason, many adults imprison themselves in their homes for not coming out of their homes. Here our goal is to remove adult disabilities from this prison environment and to live in society and adapt to the society and continue their lives. For this reason, our institution is actively organizing social adjustment programs for adults with disabilities. The aim of these programs is to ensure that disabled people, including the program, integrate with society and have their lives intertwined with normal people. In our interviews with the provincial directorate of family and social services, we found that adult disability needs such an integration program, and our project was developed in order to solve this problem. Adult disabled people monitored by the Provincial Directorate are taken into social life adjustment programs at our institution. However, this application was not achieved as desired. For this reason, it is necessary to examine the work done in europe in this area as an institution and to bring it to the institution. Our project has been established to meet this need. In order to facilitate the social adaptation of disability-free people with disabilities, the provision of disability-oriented courses in adult education institutions like ours is designed to help our institution reach European quality by developing in this area. Through our project, 20 trainers will receive on-the-job training in Germany and they will transfer the new methods to the country to ensure the development of social adaptation programs while ensuring the development of the organization with the transfer of education and the inclusion of the disabled. All of our participants are educators who have completed undergraduate studies in their field and are open to voluntarily sharing their learning and learning. Our project will be conducted with a transparent management approach in order to ensure effective use of EU grants and to be used by more institutions. Our project activities and our short-term trainers will review on-site work for the social adaptation programs of the handicapped and they will obtain hardware for this area. With this acquisition of our trainers and our institution, the adaptation programs that can meet the needs of the social adaptation of the disability in our city will become better quality. With the impact of our project, harmonization programs for all disabilities in our city will be arranged in the long run and disabled people will be able to adapt to social life more easily. We will have 2 weeks of activity in our project. By means of the participants, European educational innovations will be carried to our institution and easy access to the social harmony of the disability will be ensured.

Link to project card: Show project card
Key Action: Learning Mobility of Individuals  
Action Type: Adult education staff mobility

Project Title

THRIVE III - Innovative staff training for high quality Roma education in the fields of literacy, validation of skills and entrepreneurship

Project Coordinator

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

Project Information

Identifier  2019-1-DE02-KA104-005930
Start Date  Jun 1, 2019
End Date  May 31, 2020
EC Contribution  58,474 EUR
Topics  Recognition (non-formal and informal learning/credits); Entrepreneurial learning - entrepreneurship education; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

According to UNESCO, an estimated 73 million adult Europeans are functional illiterates. In Germany, this is valid for 7.5 million people in the employable age. Experts say that the share of functional illiterates among adult Roma is between 40 and 60 per cent. From our own experiences, we know that this share can even be 80 per cent, particularly in Roma Communities of rural areas. Especially concerned are women.

A big obstacle for the access of Roma to education and employment is the missing proof of their informally and non-formally gained competences. Except for South-Eastern-Europe, Competence Balance is applied in most different forms in almost all EU countries. Until 2014, there was no special Competence Balance offer for Roma.

In the EU, about 15.1 per cent of all labour force are self-employees. In Germany, these are about 10.5 per cent. Although the readiness for entrepreneurship exists, the share of Roma among those self-employees is so low that it is not even recorded statistically. According to estimations of experts, it is lower than 1 per cent.

In the frame of the Strategic Partnerships "RomABC goes Europe!", "RomABC – the next dimension", "ROMINKO" and "A new ENTRance" in which the project partners were or are involved in different constellations, those needs were addressed and – among others – the following innovations with a European added value were elaborated and successfully tested in practise:

- Curriculum for the improvement of the literacy grade
- Methods and procedures of Competence Balance for Roma according to the French model
- Curriculum for the implementation of entrepreneurship courses for Roma.

The sustainable use of those innovations shall lead in Germany as well to

- reducing the number of functional illiterates among adult Roma
- improving their professional orientation and career planning
- increasing their employability
- promoting their integration in the labour market
- increasing their share in adult education
- improving their social integration.

For that, there is the need for accordingly prepared institutions/organisations and appropriately sensitised and qualified adult educators. This shall be ensured by the participation of 26 adult educators (project co-ordinators, trainers, social workers, mediators, Competence Councillors) in the training courses

"Alphabetisation of Roma"
"Competence Balance for Roma"
"Entrepreneurship of Roma"

in Hungary.

At first, the adult educators will multiply the gained competences and collected experiences within their institutions and then use them as trainers respectively mediators in the implementation of alphabetisation courses, Competence Balances and entrepreneurship courses for Roma. This way, the capacity, attractiveness and European orientation of the consortium partners will be promoted, which is another objective of the project.
Link to project card: Show project card
Key Action: Learning Mobility of Individuals
Action Type: Adult education staff mobility

Project Title

Impulse Europäischer Erwachsenen-Bildung an der VHS Schrobenhausen (IEEB)

Project Coordinator

Organisation: VOLKSHOCHSCHULE SCHROBENHAUSEN EV
Address: LENBACHSTRASSE 22, 86529 SCHROBENHAUSEN, BAYERN, DE
Website: http://www.vhs-sob.de

Project Information

Identifier: 2016-1-DE02-KA104-002701
Start Date: Sep 1, 2016
End Date: Aug 31, 2018
EC Contribution: 25,262 EUR
Partners: Ojos como platos S.L. (ES)
Topics: Teaching and learning of foreign languages; Early School Leaving / combating failure in education; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

The successfully completed project "Impulses of European adult education at the VHS Schrobenhausen (IEEB)" is part of the diverse European activities of the adult education center Schrobenhausen and consisted of two activity areas:

Activity 1 presented the participation of ten lecturers from the Volkshochschule Schrobenhausen in structured training courses abroad, which were taken directly from the European Development Plan. According to the structure of the adult education center, four areas have been identified in which there is a need for further training, namely society, culture, languages and work / information technology.
- In the field of culture, lecturers have taken part in further education courses on the topic of "integration of migrants" and "acquisition of intercultural competences". Due to the many integration courses that are currently taking place at our VHS, the training of additional staff is essential.
- In the field of work / information technology, lecturers have taken part in further education courses on the topic of "Sensitivity Training" or "Acquisition of Basic Competencies" in the area of training for job seekers who are difficult to place. These included basic literacy, numeracy, and IT-skills.
- In the field of languages, lecturers have taken part in further education courses on "Strengthening the Use of the English Language", "Didactics of English Teaching" and "Speaking and Writing English". Especially school leavers with poor entry opportunities in a job should be trained in English courses.
- In the area of society, lecturers have taken part in advanced training courses on the subject of "Independent Development of Course Materials" and "Implementation of Curricula for Basic Education".

The activity area 2 consisted of 10-day visits by four lecturers to the Spanish partner in Olmedo near Valladolid, a state adult education center. The lecturers, who were visiting the institution during this time, in order to be able to apply the acquired knowledge and skills later in their own lessons and in the school organization, were fully satisfied with the possibilities and the offer. These visits also served to deepen knowledge and get to know new teaching methods. Particularly interesting was the difference in the self-image of the two adult education institutions. The German Adult Education Center works exclusively with volunteer learners and teachers and is financed as an association. The Spanish Adult Education Center is a state-run type of school in which the teachers and the school are financed by the state.

Both areas of activity fit exactly to the further professionalization and internationalization of our adult education center in Schrobenhausen. Due to the location of Schrobenhausen in the middle of the city triangle Munich-Ingolstadt-Augsburg, many of our apprentices are employees of large companies that are internationally active or want to become employees. For example, Schrobenhausen has a civil engineering and drilling company with more than 3,000 employees, of whom more than 80% work on foreign construction sites. This means that both, courses in foreign languages, as well as to strengthen intercultural skills are necessary. We therefore continue to require more and more lecturers who can take on these tasks.

Since we are privately financed as a sponsoring organization and can employ almost no full-time employees, we also depend on the high quality of the courses, so that new learners come to us. This high quality of lecturers can only be achieved through additional training, since many of you have a high level of specialist knowledge but less pedagogical knowledge. Most of them came to us through self-study together with their high level of specialist knowledge. In all these efforts, we become heavily logistic, as well as financially from the city Schrobenhausen and the Bavarian. Adult Education Association supports. The additional support from the EU's project funds will generate a higher level of professionalization among staff.

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The four participants found the 10-day job-sharing very helpful at a community college in Valladolid / Spain. Although this institution is state-owned, it handles similar topics as our facility. This resulted in interesting organizational and didactic insights, which will now be incorporated into the daily work at the Volkshochschule Schrobenhausen. Thus, the impact on the lecturers who have participated as well as on the organizational direction of the VHS is great and they will serve the long-term success of the adult education center. A follow-up project entitled "LIFE - Learning In and For Europe" with similar but complementary objectives has already been approved.

Link to project card: Show project card
Project Title

Glück als Unterrichtsfach implementieren

Project Coordinator

Organisation: Volkshochschule des Vogelsbergkreises
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Website: www.vhs-vogelsberg.de

Project Information

Identifier: 2017-1-DE02-KA104-003657
Start Date: Jun 1, 2017
End Date: May 31, 2018
EC Contribution: 1,115 EUR
Topics: Key Competences (incl. mathematics and literacy) - basic skills; Pedagogy and didactics; Early School Leaving / combating failure in education
Project Summary

The vhs Vogelsbergkreis (adult education centre in the Vogelsberg area) has been active in a development partnership „Öffnung für Vielfalt“ ("opening for diversity") since 2016, cooperating with the “Paritätisches Bildungswerk e.V.” ("Equal Education Works", registered association) and a neighbouring vhs in this project. What is important for us in the context of this project are, among other things, employees’ competences, intercultural awareness and international experiences. The ERASMUS mobility course "Happiness (happy) in teaching", conducted in Croatia, covered all of these goals, offering further qualification with an international flair and universal exchange.

One of our most experienced German teachers, working intensively with groups of learners with reading and writing deficits (functional illiterates), expressed a deep interest in participating in this course as an individual, so we happily supported her in doing so (despite the fact that she was our only participant and this being our only mobility project at the time). The course "Happiness (happy) in teaching", which lasted for a week, gave our teacher the chance of putting her own moments of happiness in the centre of interest, to evaluate these experiences and to implement them in her daily teaching routine. Thus she could give a boost to her own motivation for teaching.

After having attended the course she passed on her knowledge to others, acting as a multiplier in further education in our institution, training other teachers. Furthermore she gave a presentation at a state-wide working group on functional illiteracy, steered by the Hessian Ministry of Education. The knowledge she had gained was thus passed on and put into practice, including practical exercises on how to teach (and learn) happily. We are planning to continue to work on this subject in the future as well, as we regard it as crucial to our work, being a central element of our teaching policy guidelines.

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

Sensibilisierungstraining im Hinblick auf die Themen Migration, Rassismus, Diskriminierung, Kultur und Vielfalt. Strategien für das Unterrichten der Themen in multikulturellen Gruppen unterschiedlichen Alters.

Project Coordinator

Organisation  CHANCENGLIECH in Europa e.V.
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Project Information

Identifier  2014-1-DE02-KA104-000342
Start Date  Dec 31, 2014
End Date  Dec 30, 2016
EC Contribution  59,184 EUR
Partners  InterCultural Island (IS)
Topics  Intercultural/intergenerational education and (lifelong)learning ; Key Competences (incl. mathematics and literacy) - basic skills ; New innovative curricula/educational methods/development of training courses
Project Summary

The diversity of different values and attitudes, with which we are confronted every day, often leads to difficulties, conflicts, stress and dissatisfaction at learning and acting together. The situation is characterised by the diversity of global interrelations and the difficulties and problems arising from this at the communication with each other.

The major topic of the project is the sensitisation of the participating educational staff with regard to the topics of migration, racism, discrimination, culture and diversity. Furthermore, the development of strategies to deal with the above mentioned issues in diverse groups also belongs to the concerns of the project.

The following goals are to be achieved through the sensitisation of educational staff and the learning of appropriate cooperative teaching methods:

The learners of adult education institutions:
- become open, critical and active citizens;
- learn to live and work with others and to appreciate diversity in general;
- stand in the centre of learning activities and discover their diverse skills and competences:
- are appreciated and supported;
- develop awareness about stereotypes, prejudices, discrimination, exclusion and racism and gain intercultural competences;

while the teachers and trainers in adult education institutions:
- learn how to teach these topics and how they can discuss these topics with diverse groups;
- learn how they can create a trustful learning atmosphere;
- learn how to develop a creative and inclusive learning atmosphere;
- learn to implement practical, structured and creative learning methods, in order to sensitise diverse age groups about the issues of stereotypes, prejudices, discrimination and racism;
- get to know cooperative teaching methods to be implemented in diverse, multicultural groups;
- learn how they can develop and implement such tasks for their own subjects;
- prepare a teaching plan by the end of the course that they can implement in their adult education institution.

The target group of the project is the educational and administrative staff of adult education institutions. In the project period 30 people, including freelancers, can take part in the planned course. Their education institutions are aimed to develop strategies that improve the communication and intercultural competences of their learners, by ways of introducing well-structured, intercultural and cooperative teaching methods.

The course program is rather practical than theoretical. It requires the full participation of all learners. The essential methods are put into execution through cooperative work, diverse activities, discussions, group work, role plays and practical training. Presentations are kept short and take place between activities. Learning by Doing plays a major role. In the English-speaking courses of the course provider all participants need to be capable of performing simple activities/tasks in English.

The results of the complete program are reflected in the sensitisation of the teaching staff. They have got to know different cooperative methods, with which they can train the social and intercultural competences of their learners in adult education. They have developed teaching units to sensitise their learners about the topics mentioned above. In addition, they have prepared practical material in their own subjects, with which they can train simultaneously the social and intercultural competences of their learners together with the subject.

Aftercare: when the participants return home they present and discuss the different methods they had learnt and
their practical implementation in the class at a post-course meeting. Subsequently they introduce and test the methods they had learnt in their classes.

Link to project card: Show project card
Key Competences – Opening Doors to Success

Project Coordinator

Organisation  Hrvatska obrtnicka komora
Address  Ilica 49, 10000 Zagreb, Grad Zagreb, HR
Website  www.hok.hr

Project Information

Identifier  2014-1-HR01-KA104-000083
Start Date  Aug 20, 2014
End Date  Aug 20, 2015
EC Contribution  8,560 EUR

Partners  HANDWERKSKAMMER FUR MUNCHEN UND OBERBAYERN (DE)
Topics  Enterprise, industry and SMEs (incl. entrepreneurship) ; Key Competences (incl. mathematics and literacy) - basic skills ; Quality Improvement Institutions and/or methods (incl. school development)
Project Summary

The project involves Croatian Chamber of Trades and Crafts (HOK), institution responsible for promoting, coordinating and representing the joint interests of tradesmen and craftsmen. In the world in which rapid changes in markets and technology cause increasing demands on trade and craft businesses and their employees, key competences become more and more important for trades and crafts. It is crucial to adapt to changing conditions in a quick and flexible way. Only continuous lifelong learning can lead to success. People working in trades and crafts lack entrepreneurial skills, communication skills (oral and written), language competences, presentation skills, IT competences, competences for coping with new EU environment, team work, business plan development, project development and management, key competences for permeability towards higher education, management of stress and emotions, creativity – creation new ideas, awareness of the need for lifelong learning. The need for these competences exits among the general public, as well.

With this mobility project HOK wants to increase the knowledge of its employees and strengthen its institutional capacities in order to improve the quality of its work and introduce new services. The specific goal is to learn how to meet the needs for strengthening key competences through getting acquainted with the work of the Chamber for Trades and Crafts for Munich and Upper Bavaria and its education centres: how to find out the real needs for education, develop optimal education programmes, determine the price of training or seminar, select trainers, market the offer and motivate customers, introduce innovative methods of teaching and learning, measure the satisfaction with services, assure quality.

Project participants are employees of HOK and Trade and Crafts Education Centre (OU). The total number of participants is 8. Participants are selected according to their expertise and field of work. Participants work with HOK and OU departments and units who can directly contribute to the development of new services – offer programs for strengthening of key competences for trades and crafts and general public.

During the mobility participants will get familiar with the offer of lifelong learning services of HWK, with the emphasis on key competences. Mobility will include visits to HWK, its guilds, education centres and trade and craft businesses. Partners will also have opportunity to exchange good practices and discuss the possibilities of future cooperation in the field of lifelong learning.

HOK is responsible for preparing the mobility. HWK is responsible for arrangements within the Chamber, arrangements with its educational centres, guilds and trades and crafts businesses to prepare and implement the mobility.

Lessons learned and acquired knowledge will be used in everyday work and have a direct impact on reaching the strategic goals of HOK defined in its Development Strategy 2014-2020. Since the project encourages institutional cooperation at European level it will have positive effects on the internationalisation of HOK and further development of partnership and cooperation between HOK and HWK. The expected project impact on participants is professional development and increased capacities for development of new tools aimed at strengthening of key competences of Chamber members to improve their competitiveness in domestic and European market, but aimed as well at strengthening of key competences of the general public interested, which will enhance workforce mobility. The project will additionally motivate the participants to develop professionally, learn foreign languages engage in project work and cooperate with international partners.

The desired impact at national and local level is development of HOK and its services and activities as well as development of UO network and expanding the offer of lifelong learning to strengthen key competences of people in trades and crafts and general public. The participants - HOK and UO employees will act as “multiplicators” of the acquired knowledge and skills towards the employees of regional chambers of trades and crafts and tradesmen associations in Croatia.

The long-term benefit of the project is the use of the acquired experiences and knowledge in practice, more precisely in the development of educational offer and programs for key competences in line with the identified needs and the implementation of those programs in UOs and their branches. Apart from funding the costs of
trainings and seminars by learners themselves, on the basis of the developed education programs project proposals for ESF and local community calls will be made in order to access the additional funding to support the learners, which will secure the long term sustainability of the project.

Link to project card: Show project card