

Strategische Partnerschaften im Themenfeld Flucht, Migration und Integration

In diesem Booklet sind Strategische Partnerschaften aus den Antragsjahren 2016 bis 2018 zusammengestellt, die im Themenfeld Flucht, Migration und Integration arbeiten. Die Informationen zu den Projekten sind der Erasmus+ Project Results Platform entnommen (<http://ec.europa.eu/programmes/erasmus-plus/projects/>). Vorrangig handelt es sich um Strategische Partnerschaften mit einer deutschen koordinierenden Einrichtung, aber auch Projekte mit deutschen Partneereinrichtungen sind enthalten. Für die Antragsrunde 2018 liegen noch nicht alle Einträge in der Erasmus+ Project Results Platform vor. Die Zusammenstellung erhebt keinen Anspruch auf Vollständigkeit.

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Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Educational work with refugees - comparison of methods in Germany, Austria and Sweden

Project Coordinator

Organisation Katholische Erwachsenenbildung Deutschland -
Bundesarbeitsgemeinschaft e.V.

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Website www.keb-deutschland.de

Project Information

Identifier 2016-1-DE02-KA204-003262

Project Web Site <http://www.edref.eu>

Start Date Oct 1, 2016

End Date Sep 30, 2017

EC Contribution 50,125 EUR

Partners Diözese Eisenstadt (AT) , Forum Katholischer Erwachsenenbildung in Österreich (AT) , Katholisches Bildungswerk Vorarlberg (AT) , Folkbildningsförbundet (SE) , Folkuniversitetet (SE) , Studieförbundet Bilda (SE) , Katholische Erwachsenenbildung Rheinland-Pfalz - Landesarbeitsgemeinschaft e.V. (DE) , Münchner Bildungswerk e.V. (DE)

Topics Intercultural/intergenerational education and (lifelong)learning ; International cooperation, international relations, development cooperation ; Integration of refugees

Project Summary

In the EDREF-project, overall 9 partners exchanged about the question, which concepts, methods and approaches are offered especially successful and expedient in pedagogical work with refugees in the different institutions. We have learned exciting concepts and approaches and we have recognized, how important the professional exchange – also transnational – is. The core of this project of good exchange have been three project meetings in Munich, Vienna and Stockholm. When planning the project, we were very much concerned to integrate local cooperation partners, volunteers and refugees, because who else could tell better what is needed?

As a result, the participating institutions implemented the newly acquired knowledge into their work at home. Here are some examples for the implementation:

- Münchner Bildungswerk has been planning and developing the project „Schatzfinder“. This project is designed as follow-up to German language courses and it is organized as guided equal educational offer for the participants. Methodological approach is the concept of study circles – a method, the Swedish partners presented to us.

The concept of „Elternchat“, which is carried out successfully in Katholisches Bildungswerk Vorarlberg, will be part of a further training with the project partners from Sweden. In exchange the Swedish partners will offer a further training for the methods of study circles.

- During the project period KBW Vorarlberg (Hans Rapp as the chairman of the ARGE Vorarlberg Erwachsenenbildung) organized an excursion of the heads of Vorarlberg's adult educators to Sweden to study organization, methods and impacts of the study circles in Sweden. The excursion will take place from October 25th to 27th 2017.

- KEB RLP is looking for a way to establish study circles especially in basic adult education. They have brought that on the agenda of a conference of adult education leaders in November 2017 with the focus how to find ways to integrate that in the adult education system in Rhineland-Palatinate.

Furthermore, we have defined keywords, which for us are especially important when working pedagogically with refugees.

- Regarding people with flight background: keywords for us are: simplicity, ease of access, closeness to daily life, resource orientation.

- Regarding educators/facilitators etc.: keywords for us are: resource orientation, diversity approach, suitable framework conditions

As we think that, many of our member institutions have developed offers, which follow these key words, we are inviting them to share these offers with others.

More information you will find at the project website at www.edref.eu.

Project partners:

German institutions:

KEB Deutschland, KEB Rheinland-Pfalz, Münchner Bildungswerk

Austrian institutions:

Forum Kath. Erwachsenenbildung, Kath. Bildungswerk Eisenstadt, Kath. Bildungswerk Vorarlberg

Swedish institutions:

Studieförbunden, Folkuniversitetet, Studieförbundet Bilda

The project was coordinated by KEB Deutschland.

Please contact us for more information: keb@keb-deutschland.de

The project website at www.edref.eu will at least be opened until the end of October 2018. Then we will decide

upon the further procedure. The texts that were published on the website (meeting reports, questionnaires, keywords) will in any case be accessible after this period through the coordinator of the project.

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

Entwicklung einer Toolbox zur Unterstützung von Flüchtlingen und Beschäftigten in der Flüchtlingsarbeit

Project Coordinator

Organisation WESTDEUTSCHER HANDWERKSKAMMERTAG
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Website www.whkt.de

Project Information

Identifier 2016-1-DE02-KA204-003268
Start Date Sep 1, 2016
End Date Aug 31, 2018
EC Contribution 203,576 EUR
Partners BILDUNGSZENTREN DES BAUGEWERBES EV (DE) , Cnet Group Ltd. (BG) , GOSPODARSKA ZBORNICA SLOVENIJE CENTER ZA POSLOVNO USPOSABLJANJE (SI) , BERUFSFORDERUNGSWERK DER BAUINDUSTRIE NRW GMBH (DE) , CENTRO EDILE A. PALLADIO (IT) , FUNDACION LABORAL DE LA CONSTRUCCION (ES) , VondiConsulting Unternehmensberatung Vondrak KG (AT)
Topics New innovative curricula/educational methods/development of training courses ; Integration of refugees ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

PURPOSE Vocational education and training systems in origin countries of refugees are often not comparable to those systems that are spread all over Europe. Thus a recognition of the profession refugees might have is often not possible. Additionally, this target group can often not provide any evidence supporting the existing professional skills and abilities. Therefore entering the labour market as well as an approach to vocational education and training systems in the hosting countries are very difficult for refugees. Finally this leads to the consequence that the integration process is nearly impossible. Therefore, the purpose of the project is to enable refugees improved basic approaches to enter the educational system in participating project countries. With regards to the Paris-declaration refugees should get the chance to work in their hosting countries faster and way more easily.

OBJECTIVE The project objective is to develop the following innovative intellectual outputs branded "RefuTools", which are to be regarded as a holistic approach of mutually complementing outputs.

O1) Integration.Guide: Web-based app for smartphones with information about the daily life in participating project countries for refugees

O2) Educational Theater: Workup of relevant behaviors for refugees in the project partner countries.

O3) Board Game: Playful learning about soft skills, which are important for the social integration in the project partner countries.

O4) Curriculum: Mediation of lower vocational skills and knowledge in the construction sector.

PRIMARY TARGET GROUP The intellectual outputs to develop are available for refugees who either arrived on their escape in one of the participating project partner's countries or for refugees who keep on travelling from partner countries to other target countries to seek asylum.

SECONDARY TARGET GROUP The intellectual outputs are also available for workers in refugee relief.

CROSS-COUNTRY REFERENCE In all partner countries there is an enourmous need for action in supporting the refugee work. On the one hand there are countries in the mainstream of refugee movements such as Bulgaria, Slovenia and Austria, where refugees arrive and only stay for a couple of weeks intending to keep on travelling. On the other hand countries like Italia, Spain and Germany belong to those countries, where refugees finally seek for asylum when having passed their way through Southern or Eastern Europe. For this reason, the project partners have agreed on pooling their expertise to develop the four project results as mentioned above internationally. Different project teams (composed of minimum two partner countries) work on the cross-border design, development and on the set of the four "RefuTools"; moreover, a project website, evaluation concept and newsletters are to be developed in common.

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

Bildung für Ehrenamtliche in kultur- und religionssensibler Begleitung von MigrantInnen und Flüchtlingen

Project Coordinator

Organisation	Gesellschaft für Interkulturelle Seelsorge und Beratung / Society for Intercultural Pastoral Care and Counselling - SIPCC
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Project Information

Identifier	2016-1-DE02-KA204-003272
Start Date	Sep 1, 2016
End Date	Aug 31, 2017
EC Contribution	67,825 EUR
Partners	Europäisches Institut für interkulturelle und interreligiöse Forschung (LI) , Islamische Seelsorge für muslimische PatientInnen in Österreich (AT) , UNIVERZITA KOMENSKEHO V BRATISLAVE (SK) , Mezinárodní akademie pro diakonii a sociální činnost, střední a východní Evropa, o.p.s (CZ) , Diakonie Deutschland - Evangelischer Bundesverband - Evangelisches Werk für Diakonie und Entwicklung e.V. (DE) , Caritas Vlaanderen vzw (BE) , Centrum Misji i Ewangelizacji Kościoła Ewangelicko-Augsburskiego w RP (PL)
Topics	Migrants' issues ; Ethics, religion and philosophy (incl. Inter-religious dialogue) ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

Why do we carry out this project?The current difficult situation of migrants and refugees in many European countries is the context, background and motivation of this Strategic Partnership, entitled "Education for volunteers in culture and religion sensitive accompaniment of migrants and refugees". The fleeing of many people to Europe and their reception and support are challenges – and the partnership is responding to it. Since volunteers in many countries are doing a lot of work in helping and counselling migrants, it is necessary to educate them for their work. Who is participating?Eight organisations have built an alliance to develop educational concepts in adult education. These are: Society for Intercultural Pastoral Care and Counselling - SIPCC, DE / European Institute for intercultural and interreligious research, LI / Interdiac - International Academy for Diaconia and Social Action, Central and Eastern Europe, CZ / Centrum for Mission and Evangelisation of the Evangelical-Augsburgian Church, PL / Islamic chaplaincies for Muslim patients in Austria / Comenius University in Bratislava, Evangelical Lutheran Theological Faculty, SK / Caritas Vlaanderen, BE /Diakonie Deutschland. All are involved in migrant and refugee work, in adult education and all have skills in intercultural and inter-religious work - requirements to contribute with their expertise in the project. Fundamental for this partnership is the encounter and exchange of people and organisations from very different countries in Europe ("Western, Central and Eastern Europe"). Through exchange and mutual understanding the effectiveness of the project results increase and the quality of educational concepts will become higher. What is the content, the objectives and the target audience?The project aims to qualify professionals in adult education so that they can empower volunteers to cultural and religious sensitive accompaniment of migrants and refugees. It promotes a special kind of attention to people who have experienced migration and asylum, namely to become aware of their cultural, but above all of their religious imprinting and perceive that as means to cope with their present situation in life. This is an innovative approach, because it hardly ever is recognised as important. The target group is first professionals in adult education, who will develop educational concepts for volunteers of monitoring migrants and refugees: to become more aware of the situation of migrants and refugees; to explore the cultural and religious backgrounds of migrants and refugees and to exercise cultural and religious sensitive accompaniment. What actions do we plan?The core of the partnership is personal exchange and sharing. To make that possible four transnational meetings will take place: 1) Sept. 2016 in Belgium: Opening of the cooperation. 2) Nov. 2016 in Bratislava, SK: exchange of models for educating volunteers. 3) Jan. 2017 in Czech Republic: competencies in intercultural and interreligious communication. 4) March 2017 in Dusseldorf: training concepts for cultural and religious sensitive accompaniment. A teaching and learning activity at the end of the partnership in May 2017 is used for own training and for the developing concepts in cultural and religious sensitive accompaniment. In addition, a series of written materials is planned. What methods do we use?The primarily methodological approach is process-oriented learning through personal exchange and sharing. The reflection of own experiences and those of others and the growth of awareness in this exchange leads to new perspectives and knowledge and is the basis for the planned educational models. What are the results and impacts?There will be "intangible" and "tangible" results of this partnership. The tangible results include the implementation of the mentioned joint meetings and the written products. As further tangible impacts mainly two points can be highlighted: the creation of educational concepts for volunteers in cultural and religious sensitive accompaniment, which will be presented in writings at the end, their widely dissemination and the future cooperation between the partners, which should be continued - possibly in a new project. Among the intangible results of the project better knowledge and skills of participants and organisations in the mentioned fields can be mentioned. Personal interaction and reflection will enhance the relationship to other people. This leads to better communication in educational work and creates fruitful training concepts for interpersonal skills. What will remain beyond the partnership?The joint cooperation between organisations in different countries should be continued, so that a network for working with refugees in Europe is growing. The formation of concepts for cultural and religious sensitive accompaniment will be further developed. Many people and organisations are just beginning with this approach.

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

Beyond Retirement - A Migrant Integration Resource

Project Coordinator

Organisation Jugendförderverein Parchim/Lübz e.V.
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Project Information

Identifier 2016-1-DE02-KA204-003275
Start Date Sep 1, 2016
End Date Aug 31, 2018
EC Contribution 293,338 EUR
Partners INNOVENTUM OY (FI) , MEATH COMMUNITY RURAL AND SOCIAL DEVELOPMENT PARTNERSHIP LIMITED (IE) , E-SENIORS: INITIATION DES SENIORS AUX NTIC ASSOCIATION (FR) , UNIVERSITATEA DIN PITESTI (RO) , CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET (CY) , Oxfam Italia Intercultura Società Cooperativa Sociale di tipo A Onlus (IT) , FUTURE IN PERSPECTIVE LIMITED (IE) , E.N.T.E.R. GMBH (AT)
Topics Intercultural/intergenerational education and (lifelong)learning ; Migrants' issues ; New innovative curricula/educational methods/development of training courses

Project Summary

The BRAMIR Project proposes the development and implementation of a multi-layered andragogic framework designed for a seniors target group comprising older workers approaching retirement and recent retirees. This framework will incorporate a bespoke train-the-trainer curriculum, a suite of psychographic profiling tools and a digital toolbox of appropriate teaching resources to enable the redeployment of the seniors target group as volunteers to support the development of key civic and social competences within the established and growing migrant communities. The project proposes a mutually beneficial arrangement affording the seniors target group an opportunity to remain active contributors to society while addressing the growing migrant integration problem. The project consortium believe that using ethnicity or country of origin to define migrant needs within a host country is no longer a suitable approach. Instead the BRAMIR project will develop an innovative methodology based on an analysis of sinus milieu® groups within migrant communities. This psychographic profiling approach will identify key variables within migrant communities taking into account criteria such as education, social and cultural values, attitudes, interests and lifestyles, and will inform the development of appropriate learning resources to support the acquisition of key social and civic competences. Research conducted by partners has highlighted the vast array of skills and tacit knowledge they have acquired during their working lives. The BRAMIR project consortium suggest that Europe's older generations could help alleviate shortages of skilled workers in certain key migrant support areas and with appropriate training Europe's retirees can be counted on to advance the integration of migrant communities; improve the qualitative life experience of migrants; and enhance the prospects of migrants in the labour market. The impact of the European Year of Voluntary Activities Promoting Active Citizenship in 2011 and the European Year for Active Ageing and Solidarity between Generations in 2012 can be seen in the significant increase in the numbers of senior volunteers who have registered with volunteer placement services. As a result there is an abundance of raw talent waiting to support the actions of the BRAMIR project consortium. While developing skills of senior volunteers for reasons of inclusion has a significant social value, it is a fact that this cohort of European society have a continuing contribution to make to European society and Europe's need for their continued participation as active members of society will grow as the number of retirees increase in the coming decades. The alignment of senior volunteers with the development of key competences of migrant communities represents an innovative and sustainable new learning partnership.

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

Boosting individual competences

Project Coordinator

Organisation Volkshochschule Olching e.V.
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Project Information

Identifier 2016-1-DE02-KA204-003276
Start Date Oct 1, 2016
End Date Dec 31, 2018
EC Contribution 70,550 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

BIC, Boosting Individual Competences, is a strategic partnership for adult education based on the cooperation for innovation and exchange of good practices between four partners. The partnership involves: Volkshochschule Olching e.V. , VHS Olching, Germany; 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- Lycee Charles et Adrien Dupuy, Le Puy en Velay, France. The project is coordinated by Volkshochschule Olching e.V. , Germany, and has a duration of 27 months (from 01-10-16 to 31-12-18). This project is meant to build up, design and share activities, with the implementation of methodologies such as Content and Language Integrated Learning (CLIL) and Learning with all Senses in adult education, to support teaching refugees, migrants, minorities (Roma), disabled people as well as socially disadvantaged people and multi-cultural classes, through the exploitation and development of the activities, documentation and picture databank created in two previous European Grundtvig projects, "Voices in Pictures" (VIP) and "Visualisation". Partners aim at improving and extending the offer of high quality learning opportunities for adults through the exchange of good practices in literacy, numeracy, language and general knowledge courses to support integration efforts and to respond to the need for inclusion, also given the continuous immigration that Europe is experiencing, in a lifelong learning perspective. Through the design and implementation of effective activities to enhance basic skills and key competences in adult schooling, BIC project will develop resources specifically meant for adults with low language or basic skills competence or illiterate who need to improve their education. Didactical material, activities and resources will be created, tested and evaluated with the cooperation of learners. This project also aims at exchanging experiences in teaching and presenting relevant educational steps to be done in order to meet the needs of the newcomers in European countries. A paper called "Definition of Relevant Educational Steps to Facilitate Inclusion" (DRESFI) will be edited to sensitise teachers/tutors and responsible people in Adult Education and General Education on the importance of their role for successful integration. The intention of the partners is 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, with the implementation of further methodological approaches. CLIL and Learning with all Senses approaches will be implemented to reach all types of learners, independently of their educational and cultural background, and to create new resources which combine L2 language and content learning to improve individual competences and to respond to the personal needs of the target groups. The project will also promote awareness of the importance of growing cultural and linguistic diversity within Europe as well as the adoption of an open-minded attitude towards multiculturalism and will be based on the cooperation of learners. The four partners work with and develop projects for participants with basic levels of training, mostly ethnic minorities, disadvantaged people and immigrants and offer educational and cultural programs to develop personal autonomy, socio-cultural promotion, acquisition and strengthening core competences. They assist young people and adults without the compulsory degree or without the needed qualifications to access other levels of the official education. They provide courses in response to the local needs. They have developed extensive networks of collaboration with other associations at local, regional as well as national level. They work on the issue of specific learning resources for Adult Education and manage innovative projects to improve learning. Target students will get involved in detecting their interests, motivations, needs. They will be invited to take part in the design of activities as these will be developed especially for them and will focus on their needs. They will be encouraged take over a leading role in the creativity process of designing learning contents. They will be invited to evaluate activities on a simple form designed in accordance to rules of Quality Management. The positive assessment of these actions by students will be the key of the project. They will validate the training and materials designed with their contributions and participation, they will contribute to the evaluation in the final process. The teacher teamwork will be specialized in working with basic levels. A "Travelling Scarf" of solidarity is going to be created by all partners and presented to representatives of the European Commission.

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

Integration Through Sustainable Lifestyle

Project Coordinator

Organisation Landkreis Amberg-Sulzbach
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Website www.kreis-as.de

Project Information

Identifier 2016-1-DE02-KA204-003293
Start Date Sep 1, 2016
End Date Aug 31, 2018
EC Contribution 277,467 EUR
Partners Associazione N.E.T. Networking Education & Training (IT) , Glasgow Clyde College (UK) , Association pour le Développement de la Pédagogie de l'Individualisation (FR) , VOLKSHOCHSCHULE IM LANDKREIS CHAM EV (DE)
Topics Integration of refugees ; Environment and climate change ; Health and wellbeing

Project Summary

The European Union faces a large influx of migrants, asylum seekers and refugees who want to settle down in Europe, according to the statistic Eurostat (2014), the number of people living in the EU-28 who were citizens of non-member countries was 19.6 million while the number of people living in the EU-28 who had been born outside of the EU was 33.5 million. The aim of the EU Member States is on the one hand to create a stable basis for a socially and culturally inclusive society to support the integration process of new members in society and on the other hand to promote a sustainable, smart, innovative and growing modern society. One of the ways to achieve this is "Education for Sustainable Development" (ESD), UNESCO, which allows every human the opportunity to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. It means including key sustainable development issues into teaching and learning. ESD promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. One of the target groups which are omitted from ESD measures are migrants. In most measures, especially in language and integration courses directed at migrants, there is little evidence of sustainable development (SD) measures. The lack there of is a serious issue since migrants are more likely to face social, economic and cultural exclusion, as well as discrimination and lack resources (European Centre for Social Welfare Policy and Research 2008, Martiniello and Rath 2014). The fact that some courses, projects, teaching materials contain ESD, demonstrates the importance of sustainability issues for integration work. However, the materials and projects are just fragmentary, which emphasises the significant impact the IN-Life project could have. IN-Life aims to promote concepts and methods for sustainable development by developing an innovative teaching approach for ESD within adult education sector. The aim is to empower migrants to actively contribute towards a sustainable society by raising the awareness of SD as well as improve capacities and knowledge within adult education for ESD for migrants. IN-Life strives to tackle the following three challenges of the EU: 1. Social, economic and cultural inclusion of migrants including third-nationals 2. Fighting unemployment 3. Foster SD by teaching and empowering people to become active for SD. The project IN-Life includes the following groups in the project activities: - adult education providers, teachers, especially language teachers, trainers, all of them working with migrant learners; - stakeholders responsible for integration and sustainable development; - migrants taking part in the language courses or other courses who will take part in the educational activities. They will contribute and take an active role in the following activities: - analysis report on integration and language courses for migrants in the context of sustainable development and sustainable lifestyle concept, detailed needs and expectations of the different groups (migrant learners, language teachers); - development of a toolbox with good practices on education for sustainable development in form of catalogue of exercises, games, learning materials designed for levels from A1 to B2; - development of guidelines for potential users (adult education centres, migrant organisations) on how to implement the concept of sustainable development for migrant learners; - national multiplier events in Germany, UK, Italy and France. IN-Life aims to: - promote smart growth by implementing effective and innovative teaching methods and tools in education for SD for the target group of migrant learners and enabling them to contribute to sustainability in Europe. - contribute to the capacity, efficiency and quality of adult education institutions throughout Europe by enabling them to reach, teach and empower migrants on SD by using developed innovative teaching materials designed for the specific target group. - bring together European partners with different expertise in the field of adult education, sustainable development and migration/integration/social inclusion. Working with migrants on education for sustainable development will advance research on sustainability. - strengthen language skills of migrant learners in receiving country to use new, content related tools (exercises, games, vocabulary linked to SD). - reinforce interaction between practice and policy for SD and integration. - improve the competences of migrant learners, migrant communities, as well as the partner organizations involved in the project. - promote access of socially vulnerable and excluded group of migrants, for adult education and ESD (discrimination, language barriers, lack of information, lack of social integration, marginalisation, energy poverty).

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

Professional volunteering (ProVol) Crossborder

Project Coordinator

Organisation Gemeinsam leben und lernen in Europa e.V.
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Website www.gemeinsam-in-europa.de

Project Information

Identifier 2016-1-DE02-KA204-003297
Start Date Sep 1, 2016
End Date Dec 31, 2018
EC Contribution 167,011 EUR
Partners EB projektmanagement GmbH (AT) , Centrum dobrovolníctva (SK) , Dobrovolnícké centrum, z.s. (CZ) , Centrum dobrovolnictva n.o. (SK)
Topics New innovative curricula/educational methods/development of training courses ; International cooperation, international relations, development cooperation ; Regional dimension and cooperation

Project Summary

Volunteering holds an essential place in the society as well as in the economy: it is an essential act of citizenship. Volunteers and NPOs (non-profit organisations) are contributing essentially to the delivery of social services and combating social exclusion and therefore make a big contribution to build a strong and cohesive society. The European Commission estimated that volunteering contributes between 0.5- 5% to EU GDP. Additionally volunteering has also positive impact on the volunteers themselves, such as access to free learning opportunities, being active citizens, getting social recognition, gaining self-esteem, new skills and experiences. As a lot of these skills and work experiences are also useful in paid and there improve the employability of volunteers. But usually these skills are acquired incidental, occasional or indirect. What are missing are more general trainings for skills development, to be more professional and efficient in volunteering. However, this is also a problem a lot of NPOs are facing: due to the financial crisis most NGOs get even less money than before, even if there services are needed even more. In order to keep their services available POs need to work more professional, efficient and effective, as resources are scarce and tasks are much more complex and challenging. With these facts in mind, the German partner GLL had developed the training concept "Professional volunteering" for volunteers and NPOs, which promotes the development of professional skills and competences (e.g. project management, communications). This training program had been pilot-tested successfully in the UK, Romania and the Czech Republic with various target groups and had been further developed in a first version of an "European format". The former partners from DE and CZ formed a new partnership with known and experienced partner organisations in their neighboring countries Austria and Slovakia to transfer the ProVol training there. Within this new partnership, they want to reach 4 objectives: a) to disseminate the European format of the training program "Professional Volunteering" to neighboring countries in central Europe and improve it. b) to cross other "borders": people with learning or mental disabilities as well as migrants and refugees with insufficient second language skills (meaning understanding and speaking the language of the country they live) usually are not engaged in volunteering and therefore miss the opportunities volunteering offers. With our project we want to develop and pilot-test an "easy language" version of our training to increase the rate volunteering of these disadvantaged target group and empower them to become more active citizens in the community they live. c) to set up a professional ProVol-network/consortium and ProVol-"franchise"-system in order to deliver high quality volunteer trainings across Europe beyond project funding. d) to improve crossborder volunteering between the four participating neighboring countries, joint volunteer projects and activities in the future. Additionally partners aim to strengthen volunteering in their respective countries by qualifying volunteers and volunteer coordinators through professional trainings, and their NPOs will profit from efficiently working employees and volunteers. Thus, the lack of resources is addressed by progressing effectiveness. On the other hand, the individual benefit for each training participant is a vital aspect of the project. Volunteers gain valuable skills they need to face challenges on the job market. The project should facilitate their attempts of consolidating their competitiveness, also through providing them a clearly structured, solid and convincing reference according to an agreed reference format. Altogether 60 volunteer coordinators and volunteers will be trained, and around 320 multipliers will be reached directly. A further developed "European" format of the ProVol-training and its handbook and pedagogical material will be pilot-tested in Slovakia and Austria, and then being translated (English, German, Czech, Slovak), produced and printed in Slovakia and Austria. A newly developed ProVol-training and handbook with relevant pedagogical material in "easy language" will be pilot-tested in Germany and Czech Republic, and after that produced and printed in the two countries. Throughout dissemination activities by the four partners and their national and international networking connections partners will distribute the manuals across Europe on their project website, in order to support volunteering across Europe and enhance professional skills development of staff in NGOs and volunteers, especially volunteers, who are disadvantaged and with little or no access to formal trainings or work experience. A kind of "franchise" system will be installed by a newly formed ProVol-network/consortium, which will deliver high quality train-the-trainer programs in the future.

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 Intercultural Storytelling

Project Coordinator

Organisation BUPNET BILDUNG UND PROJEKT NETZWERK GMBH
Address AM LEINEKANAL 4 , 37073 GOETTINGEN , NIEDERSACHSEN , DE
Website www.bupnet.de

Project Information

Identifier 2016-1-DE02-KA204-003341
Start Date Dec 1, 2016
End Date Nov 30, 2018
EC Contribution 290,548 EUR
Partners DACORUM COUNCIL FOR VOLUNTARY SERVICE LTD (UK) , VEREIN MULTIKULTURELL (AT) , CESIE (IT) , Active Citizens Partnership (EL) , BLENDED LEARNING INSTITUTIONS COOPERATIVE (DE) , Skellefteå kommun (SE)
Topics Integration of refugees ; New innovative curricula/educational methods/development of training courses

Project Summary

Disadvantaged groups like refugees or people with migration background have fewer opportunities to articulate themselves and have only little chance in being heard or listened in the new society where they live. Nowadays, integration of this group in the hosting communities is a continuous growing issue which is receiving the specific attention for involving refugees in every aspect. The general aim of LISTEN is to use the storytelling approach in a radio environment as a mean of communication and a way of integrating refugees in the community. Storytelling will help refugees by empowering them, facilitating communication and inspiring their personal growth. Telling their own story in a secure environment will reassure them the values as a person, widen the chances of meeting new people and being offered work opportunities. This approach will affect also the audience, the hosting society. In this way the listener will be active in the equal level as the storyteller, will be involved in their personal life story and raise the comprehensive behaviour. The project will start with a research in order to get a clear picture of the storytelling methods mostly applied and main actors involved. This will serve to the further development of each step of the project and its respective IO-s. The core of the project are the training modules and the validation system. In this context of activities, the first step will be the development of the storytelling training curricula and modules which will be further developed by each partner due to their expertise. Then a validation system will be designed, to recognize and certificate the storytelling competences developed by the trainers and multipliers. For this purpose, the LEVEL5 validation system will have to be further developed and customised to the specific needs of the project. LISTEN seeks to apply LEVEL5 at two levels for a better coverage and competences validation: first with the participants in the European training course that will then carry out learning projects with refugees and second with the refugees that will take part in the storytelling projects. Once the first draft products (training modules and validation system) have been developed, they will be tested during a well structured piloting phase. The piloting phase will be preceded by a five-day European training course (C1) for trainers and multipliers, to get to know the LISTEN concept and to learn how to apply it in real training contexts with refugees. At least 2-3 educational professionals will be trained per partner along the LISTEN concept. After the course, the LISTEN training modules will be piloted by the participants of the European course in learning projects with refugees. This learning projects will involve 15-20 refugees per country. At the end of this process, an experience report and guidelines will be developed and published in the project website. The experience report will be based on the national experience reports that will be provided by each partner. National reports will be based on at least 2-3 learning projects that are carried out by the course participants locally in their working environment. An award will be given to all refugees who showed best the storytelling skills gained through the learning projects. In this framework, a Collection of Refugees Life Stories will be created and will contain the stories of the award winners. The Collection will be in audio book and will be available in the LISTEN web portal. Finally, the LISTEN label will be developed, as a tangible sign to recognize and reward the efforts made by the radios in empowering refugees through embedding the LISTEN concept into their programmes.

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

"TRAIN THE UNKNOWN TRAINER" How to improve and standardize training offers of the churches concerning to the refugee movement in Europe

Project Coordinator

Organisation Ev.-ref. Kirche
Address Saarstrasse 6 , 26789 Leer , NIEDERSACHSEN , DE
Website www.reformiert.de

Project Information

Identifier 2016-1-DE02-KA204-003366
Start Date Nov 1, 2016
End Date Oct 31, 2018
EC Contribution 83,400 EUR
Partners Evangelisches Erwachsenenbildungswerk Nordrhein (DE) , Diecézní charita Brno (CZ) , Magyarországi Református Egyház (HU) , Sant'Andrea apostolo della carità (IT) , Eesti Evangeelne Luterlik Kirik (EE)
Topics Intercultural/intergenerational education and (lifelong)learning ; Quality Improvement Institutions and/or methods (incl. school development) ; Integration of refugees

Project Summary

The project "TRAIN THE UNKNOWN TRAINER" (TUT) is created on the background of the raising challenges of refugee movements in global and European perspective. According to the UNHCR statistics, 2015 was the year with the highest number of forcibly displaced people worldwide, since World War II. About 1 Million refugees came to Europe in 2015 and the media presented since summer nearly daily shocking pictures about the situation of the refugees in different European countries. But next to all challenges and shocking information according to the so called "refugee crisis in Europe", there was always also a lot of information about an amazing number of voluntary people, who helped the refugees, who arrived very often suddenly and unexpected in front of the houses of the people. Many voluntary people, who never did such kind of job before, were suddenly asked to help the suffering refugees, who arrived at their town, village, street, and houses. Great stories of humanity happened according to the refugee crisis in Europe developed. Some of these stories were published in the media, but a most of them happened unknown and the helpers and beneficiaries, were not recognized in any way. Voluntary helper are one of the most important resources in Europe to overcome suffering and needs of the refugees in need. Although these amazing and positive experiences were made in an uncounted number in Europe in the last years, it is also an indicator for the enormous challenge in view on "education and training" for all that "unknown" people, who do a great job in view on the refugee crisis without any training and far from any perception by the society. The project "TRAIN THE UNKNOWN TRAINER" (TUT), takes the voluntary helpers in focus, who are called "unknown people" in the project. The project asks for their "unknown" tasks and "unknown" needs according to their engagement for the refugees. The experiences of the project partners are, that the every one, who is engaged in the support of refugees is working on two levels. One level is to satisfy the very basic needs of the refugees (food, cloth, place to stay), the other level is to train and to introduce the refugees in many things. Some of these training needs are:- language- public transport, school system and others- culture and traditions - administration in the hosting country- social and communication techniques in the hosting country- private and public life- vocational skills. Because of all these needs of "training and introduction" of the refugees, "UNKNOWN TRAINERS" are in the middle of all activities in the present project. To strengthen the training and teaching competences of these "UNKNOWN TRAINERS" is the leading aim, of the present project. According to this main aim the project partners are going to work on the following questions according to the training needs of the "UNKNOWN TRAINERS": a. How to get access to training opportunities and how to get access to training opportunities according to my needs and opportunities (costs, places, level, ...), are questions of the "UNKNOWN TRAINERS". b. What are the competences I need for training, teaching and helping the refugees? c. What are my special needs for training according to my work with refugees? (e.g. Language, intercultural, interreligious needs...) c. How to find and be sure to get a good quality trainings (quality management, standardization, trainer's competences...) d. How to get qualifications and certifications, which are useful also for vocational futures (e.g. Europass). e. How to go on and to reach a sustainable system for training activities and further education? (coaching, further training programmes,...) To realize this aim the project "TRAIN THE UNKNOWN TRAINERS" is going to use present resources and networks of the participating churches and beyond them other contacts and networks, to create as soon as possible a useful, fitting and high quality structure for trainings for "UNKNOWN TRAINERS". Because the time is running and beyond first motivation to help the refugees, who stranded in front of the houses of the European citizens, all day life with all its own challenges will come back very soon. And without good structures for supporting the helpers "will may change into suffering and complaining", which is able to destroy the important and necessary help, motivation and resources of the "UNKNOWN TRAINERS" in Europe.

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 new ENTRanceEntwicklung innovativer Instrumente zur Förderung der Existenzgründung von Roma

Project Coordinator

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

Project Information

Identifier 2016-1-DE02-KA204-003370
Start Date Sep 1, 2016
End Date Aug 31, 2018
EC Contribution 280,095 EUR
Partners DIMOS LARISEON (EL) , Romane Aglonipe e.V. (DE) , Humán Erőforrásért Egyesület Dél-Alföldi Régió (HU) , FUNDATIA CENTRUL ROMILOR PENTRU INTERVENTIE SOCIALA SI STUDII ROMANO CRISS (RO) , Bács-Kiskun Megyei Cigány Önkormányzat (HU) , INSTITOUTO ANAPTIXIS EPICHEIRIMATIKOTITAS ASTIKI ETAIREIA (EL) , Camera de Comert, Industrie si Agricultura Buzau (RO) , Asociatia Vox Civica (RO)
Topics New innovative curricula/educational methods/development of training courses ; Entrepreneurial learning - entrepreneurship education ; Romas and/or other minorities

Project Summary

With 10 to 12 Million, Roma are the biggest ethnic minority of Europe. A relevant reason for their permanent discrimination is their low education level. Thus, in the education field, a real segregation exists. After the obligation to go to school, the participation of Roma in education decreases clearly. Only about 15 per cent finalise the secondary level II. Less than 20 per cent of Roma obtain a finalized vocational training. Only 2 to 5 per cent of all Roma attend a highschool. Less than 5 per cent of all Roma are University graduates. Their unemployment rate is in average higher than 70 per cent, the one of women is even higher. Much more dramatic – even it is not so much noticed in society – is the situation in the field of entrepreneurship. EU-wide, about 15.1 per cent of all people in paid work are self-entrepreneurs (solo-entrepreneurs and entrepreneurs with staff). Although a readiness for starting-up a business exists also among Roma, their share within self-employers is so low that there is no statistics about them in the partner countries. Estimations of experts say it is lower than 1 per cent. Opposite to that, more and more people with migration background go their way into entrepreneurship. The share of this group among the entrepreneurs has increased in the last years, despite of the crisis. In Germany for example, each Third migrant opens his own business. This shows that the way into entrepreneurship is a serious alternative to unemployment and that it contributes relevantly to combating poverty and social exclusion, and to promoting lifelong learning and social participation. In the frame of A new ENTRance, the project partners from Germany, Greece, Hungary and Romania will generate high quality Curricula for adult education that make the implementation of entrepreneurship courses for Roma possible with consideration of education and labour market as well as target group specific needs. The Curricula will not only be available in German, Greek, Hungarian and Romanian but also in English and Romanes which promotes both the implementation of the entrepreneurship training courses with the target group and the transfer into other European countries. During the Pilot Training that is planned in the project, experienced and accordingly qualified education actors from the partner countries will be enabled to implement entrepreneurship training courses for Roma as trainers what they will do for the first time within the Test Phases in Germany, Greece, Hungary and Romania. The development of an Online Self-evaluation Tool for examining the appropriateness as entrepreneur, that will not only be available for the target group of Roma but all potential entrepreneurs, ensures the inclusion of ICT competences and responds this way to the digital era in adult education. The project contributes concretely to the EU Framework for National Strategies for the Integration of Roma until 2020 and the according National Strategies of the partner 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

New talents for companies – Developing the potentials of immigrants and refugees

Project Coordinator

Organisation Volkshochschulverband Baden-Württemberg e.V.
Address Raiffeisenstraße 14 , 70771 Leinfelden-Echterdingen ,
BADEN-WÜRTTEMBERG , DE
Website www.vhs-bw.de

Project Information

Identifier 2016-1-DE02-KA204-003388
Start Date Sep 1, 2016
End Date Aug 31, 2019
EC Contribution 345,275 EUR
Partners STEIRISCHE VOLKSWIRTSCHAFTLICHE GESELLSCHAFT (AT) ,
ASSOCIATION EUROPEENNE DES AUTORITES REGIONALES ET
LOCALES POUR L'APPRENTISSAGE TOUT AU LONG DE LA VIE
AISBL (BE) , Oslo Voksenopplæring Rosenhof (NO) , Cuben Utbildning
AB (SE) , MINISTERIUM FÜR KULTUS, JUGEND UND SPORT
BADEN-WÜRTTEMBERG (DE) , UNIVERSITÀ DEGLI STUDI DI
FIRENZE (IT) , Arbetsmarknad och vuxenutbildning i Göteborgs Stad
(SE)
Topics Integration of refugees ; New innovative curricula/educational
methods/development of training courses ; Access for disadvantaged

Project Summary

Austria, Germany, Italy, Norway and Sweden have given home to a large number of refugees and asylum seekers during the last months. The countries with high immigration figures, their regions and municipalities are right now at a crucial stage: They have to find ways to quickly integrate immigrants and refugees into society and the world of work in order to allow people a structured and financially independent life and to ensure that societies can cope with the large number of new citizens. The talents project will transfer and further develop a new and very successful language and vocational training and integration concept for immigrants of the City of Göteborg. ... % of the participating immigrants were employed after guidance and training. The Göteborg HOTEL TALENTS concept will be amended so that it can be transferred to other sectors (e.g. health, logistics, retail trade) and other countries and regions with different legal, financing, integration and training systems. Specific Objectives of the project are to analyse, build up, test and further develop European role models, guidelines and tools for guidance, training and company cooperations to support the (fast) access of adult immigrants and refugees to the labour market by ...a) analysing existing regional guidance settings and training curricula (including intensive language trainings combined with professional language, professional skills and company cooperations). The heart and driving force of the project is the "Hotel Talents" project of the City of Göteborg.b) testing these training concepts in different regions and countries and in different economic sectors, mainly sectors with a lack of qualified workers, e.g. hotelery and gastronomy, health sector etc.c) scientifically following up the project and do research e.g. on how such guidance, training concepts can be adapted to needs of different groups of immigrants (high-qualified, low-qualified, persons with traumas etc.), to legal backgrounds and to financing systemsd) amending the pilot concepts and defining flexible role models for different target groups, sectors, legal backgrounds and financing systemse) developing European guidelines and tools which allow to introduce flexible guidance and training curricula in different EU countriesf) developing modules that can be used independently from full integration concepts (tools for validation and guidance, curricula for language training, professional skills training etc.)g) developing teacher trainings to support the transfer of conceptsDuring the project lifetime of three years the project reaches up to 9000 participants, among them staff of all project partners, counsellors and teachers participating in trainings, staff in companies and partner institutions involved, persons receiving guidance in connection to training activities, participants in six pilot training courses, users of the European toolbox and modules of the training concept, persons who will participate in TALENTS courses in- and outside the project within five years from the project start, persons who have a profit from improved guidance and training in partner organisations and other institutions and persons reached through other dissemination activities like press articles.Intellectual Output of the project will beO1 European guidelines and toolbox for projects and training concepts to support the (fast) access of adult immigrants and refugees to the labour market O2 "Talents" App for the matching and the competence management between immigrant-company-training provider O3 Scientific analysis and study on the adaption and pilot implementation of the TALENTS concept including policy recommendationsO4 Curricula for trainings for educational staff (project managers, guidance counsellors and teachers) on the basis of the "Talents" conceptThe project's methodology will be based on the Soft Open Method of Cooperation (SMOC) that has been developed by the project partners EARLALL and the University of Florence in a previous EU project. SMOC promotes policy learning and transfer processes of best practice among regional governments, stakeholders and practitioners and offers software support. The TALENTS project will contribute to the successful integration of immigrants on the local and regional level and support national as well as EU initiatives to tackle the refugees crisis.

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 place Bio-Farm - 'train the trainers' course and platform on farm-based learning for integration - for farmers, educators and coordinators.

Project Coordinator

Organisation Equalita, Institut für Qualifizierung und Vernetzung in Europa e.V.

Address Lütticher Str. 68 , 50674 Köln , NORDRHEIN-WESTFALEN , DE

Website <http://www.equalita.de>

Project Information

Identifier 2016-1-DE02-KA204-003393

Start Date Sep 1, 2016

End Date Aug 31, 2018

EC Contribution 278,209 EUR

Partners AALBORG UNIVERSITET (DK) , THE SOIL ASSOCIATION LIMITED (UK) , Kaiblinger & Zehetgruber OG (AT) , NORGES MILJO-OG BIOVITENSKAPLIGE UNIVERSITET (NO) , FUNDACJA IMIENIA STANISLAWA KARLOWSKIEGO (PL) , Ökomarkt e.V. (DE) , Zivy venkov (CZ)

Topics Integration of refugees ; Agriculture, forestry and fisheries ; New innovative curricula/educational methods/development of training courses

Project Summary

The aim of the Strategic Partnership is to develop an e-learning course and interactive online portal “Learning place Bio-Farm”, offering learning materials and OERs for training of teachers, farmers, staff of coordinating agencies, other pedagogues and NGO staffs as “Bio-Farm Guides. Farm visit as pedagogical method Educational farm visits provide an alternative and innovative space that enables “informal and formal learning” to take place alongside the more conventional school learning environment. Bio-Farms are ideal for teaching. Groups of children and young people can spend the day on farm in practical way. Visits on the farm are interactive workshops. Learning first-hand on a farm about the realities and challenges of food production can be an important formative experience. Farm visits are ideal practical complement to the knowledge acquired in the schools (biology, geography, economics, ecology and environmental protection, sustainability). Teachers and other pedagogues can find in farm life various links to school curricula and experience areas, to open a practical and non-cognitive access to educational subjects and issues. Integration of disadvantaged youth Attending a farm visit brings particular benefits for teachers, who educate pupils with difficulties in mainstream learning systems. Classes including children and youth with special needs (e.g. refugees, children with migrant background, children with developmental disorders, learning disabilities or social problems) get intensive and new experience for the group apart from conventional patterns of learning and competing in classrooms. Visits on organic farms can support teachers in integrating those children and young people. Integration of refugee children A special focus in the project will be refugee children and families. Europe has to face the challenge to integrate a lot of refugees in the society. The “Learning place Bio-Farm” has a big potential to offer this group of people new perspectives outside their living in refugee camps. Visiting the countryside offers an inside into the European culture and nutrition behaviour. Therefore farm visits will also address refugee families and adults. And there are a lot of incentives to learn new vocabulary that is connected with the countryside, agriculture and food commodities. Farm workshops can help to minimize language barriers by practical hands on activities. Besides this the organic farming sector is an economically growing branch that needs motivated young people to work in. Job perspectives (as an organic farmer, bakers, butchers, or shop keepers) can be explained during the farm visits not only for young European pupils but as well for refugees. Training of “Bio-Farm Guides” None of the existing training offers are aimed at supporting teachers, farm guides and staff of coordinating agencies. Thus the project intends to develop a comprehensive European training course and portal with various interactive tools and learning materials to educate “Bio-Farm Guides”. It will support a professionalization of “Bio-Farm Guides” and support them in gaining familiarity with the practicalities and technicalities of hosting farm visits, such as planning and performing the visit in consideration of the health- and safety needs of the age of the visitors. They will gain better knowledge of the needs and possibilities of the schools. They will become familiar with school curriculum, the different subjects and different types of schools and will thereby be able to relate the farm visit directly to the school curriculum and integrate this in the visit. And they will acquire intercultural and social competences for the integration of disadvantage pupils and refugee children. Targeted groups and partners Target groups are farmers, coordinating agencies, pedagogues, teachers and educational institutions, other trainers and stakeholders, NGO staffs, representatives of public administration, teachers, other educators and farm guides. The partnerships consists of 8 partners from 7 countries – Austria, Czech Republic, Denmark, Germany, Norway, Poland and the United Kingdom. The partners are institutions with experiences and competences in different areas of farm education. Main results and outputs • Guidelines and Didactic Concept for training (O1) • English pilot e-learning course “Learning place Bio-Farm” (O2) • E-learning course “Learning place Bio-Farm”, adapted to all partner countries and languages in 7 versions (O3) • Educational online portal "Learning place Bio-Farm" (O4) • Testing and Evaluation Report (O5) • Testing and Evaluation Report • International Network • Dissemination workshops Multiplier events will be national dissemination seminars for farmers, coordinating agencies, pedagogues, teachers and educational institutions, for the presentation of the developed e-learning course will be carried out in all partner 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

Integration verbindet Menschen - länderübergreifender Austausch von Basiswissen

Project Coordinator

Organisation Gesellschaft für Arbeit und Soziales (GefAS) e. V.
Address Fichtenauer Weg 53 , 15537 Erkner , BRANDENBURG , DE
Website www.gefas-ev.de

Project Information

Identifier 2016-1-DE02-KA204-003444
Start Date Sep 1, 2016
End Date Aug 31, 2018
EC Contribution 97,430 EUR
Partners Hellenic Social Supporting Association (EL) , Bürgerverein D.R.A.K. z.s. (CZ)
Topics Integration of refugees ; Access for disadvantaged ; Romas and/or other minorities

Project Summary

Basis of the planned project is the present situation of the refugees and social fringe groups in the countries which take part in this project. However, the evaluation is very different: partial understanding, however also negative and disapproving and political splitting trends. Exemplarily this becomes visible in the countries Czechia, Greece and Germany. Social organisations of these countries are involved in this project as partners. The project partner organisations work intensively with different social fringe groups. So we have a great horizon of experience. Therefore, the project has the following aims: - intensive exchange of views - overcoming of prejudices - strengthening of the solidarity thought in order to work against political splitting trends. For the realisation of the aims, so called "integration companions" should be trained. They should work with refugees and other social fringe groups in the partner countries. The project partners have the following social priorities: Czechia Partner: Social integration of Sinti and Roma Greece Partner: Social work with traumatically refugees and recruitment of Honorary assistants German Partner: Social and vocational integration of refugees

The implementation of the project is planned as follows: - Every partner-country nominates 3 persons, which have experience in social work with social fringe groups - This team consists of 9 members and will be the management-group, responsible for the implementation of the project. - Every partner-country should win other 15-20 persons for honorary assistants. - If possible, these candidates should come from the social fringe groups. For the implementation: We plan 6 project meetings with following aims: - information about the social situation of the respective country - exchange of experiences about social projects - compile from social ideas and drafts (plans) for the education of the integration companions. In the managing-group work Social managers, Social education workers and co-workers experienced in social projects. Further, we plan 6 education meetings for the training of the integration companions. We start with a so called "Kick-off" Meeting. The following results and effects are expected: - More understanding for the social situation and problems of the partner countries - Revival of the idea of solidarity in Europe - Overcoming of prejudices against social fringe groups - Recruitment of integration companions - Construction of networks on local and regional level - Planning of the common cooperation of the partner-countries - Preparation for the construction of national integration companions' groups

The project results are processed for the homepages of the Partnership-organisations. They are also available in print with the project co-ordinator GefAS

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

Innovatives und multiperspektivisches Methodentool für eine multikulturelle europäische Gesellschaft

Project Coordinator

Organisation Volkshochschule Vaterstetten e.V.
Address Baldhamerstraße 39 , 85591 Vaterstetten , BAYERN , DE
Website www.vhs-vaterstetten.de

Project Information

Identifier 2016-1-DE02-KA204-003445
Start Date Oct 31, 2016
End Date Oct 30, 2018
EC Contribution 166,625 EUR
Partners Dipartimento di Scienze psicologiche, pedagogiche e della formazione (IT) , Evangelische Hochschule Freiburg (DE) , TEATRO DUE MONDI Associazione Culturale (IT) , DIE WIENER VOLKSHOCHSCHULEN GMBH (AT)
Topics Migrants' issues ; New innovative curricula/educational methods/development of training courses ; Pedagogy and didactics

Project Summary

Socio-political background:Due to the refugee crisis, the European population is confronted with an ambivalent as highly complex social construction process. The refugees / migrants hope for integration, security and economic prosperity in the European host countries. Conflict seems inevitable when diverse ethnic and cultural -religious heterogeneity and different norms and values come into contact in this process.In this current ambivalent social construction process, the European societies are changing, as well as implicitly put their socioeconomic and educational conditions varied (new) requirements for the municipalities, the city administration and the education system as a whole. Intercultural competence is a skill and a quality feature for professional action.In this new situation, the project intends to respond to this situation. Therefore, it is particularly necessary in the field of education (mainstream schools, training institutions, and universities) to create innovative structures in the organization and in relation to the content of education in order to find the conditions for an intercultural dialogue to be seen as potential for addressing societal challenges.**Methodical / didactic purpose:**In order to meet the future educational needs, new productive ideas need to be developed that are based on the life experiences of migrants / refugees and continue to develop in accordance with their environmentTeachers, multipliers and policymakers should be able to accept the current and future educational challenges in the context of migration movement and try to develop solutions in educational / psychological and methodological / didactic context.An innovative pool of methods, that is cooperatively developed by European partner organizations, provides in the psychosocial, educational and economic fields of learning in the context of migration -and refugee movement tries to sustain further training that is geared to the 1st dialogical learning by Paulo Freire II. Intercultural Education III , Language teaching IV. Training V. Consulting / Coaching orientedUsing such methods, tools existing methodological / didactic approaches are reflected, are compared and changed according to the target groups and extended with new methodological approaches. In particular, the marginalized groups (people out of work, youth and families in deprived areas of cities) and migrants should benefit from this tool.**Objective:**Educational institutions that work with target audiences, have methodological / didactic guide that supports a process-like accompaniment of refugees / migrants. The skills and experiences of migrants / refugees are involved in a learning dialogue to learn in situations and to actThe project aims to develop a method tool for use in different contexts. A methods tool that finds application across disciplines.

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

Nachhaltige Integration: Migranten werden Unternehmer

Project Coordinator

Organisation advisa Unternehmensberatung GmbH
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Project Information

Identifier 2016-1-DE02-KA204-003454
Start Date Sep 1, 2016
End Date Aug 31, 2018
EC Contribution 57,205 EUR
Partners Karakocan (TR) , STOWARZYSZENIE WSPOLPRACY
POLSKO-AFGANSKIEJ HAMKARI (PL)
Topics Entrepreneurial learning - entrepreneurship education ; Migrants' issues

Project Summary

Context/Background of the ProjectThis year and the next, a huge number of refugees are coming to Europe or have already arrived. It is safe to assume that a large proportion of them will stay for the foreseeable future as migrants. Amongst these people, there are many from Afghanistan. A high need for integration measures exists for these people. With our project, we want to contribute to the support and integration of Afghan migrants. Together with our partners in Poland and Turkey, we want to develop educational opportunities for Afghan migrants in the field of starting up a business, and help them to achieve self-employment.

Objectives of the ProjectOur project aims to work cooperatively with different partners from other parts of Europe. Thereby, we want to develop a network with our partners, in order for us to advance our ideas. Our cooperation will be about an exchange of methods and practices, in order to widen and strengthen our skills at a European level. We are going to observe the situation for Afghan migrants in each of the partner countries, and work out solutions for issues involving the economic independence of these people.

Number and Profile of the ParticipantsIn the project, three partners will be involved. They will come from the countries Germany, Poland and Turkey.

Partner from Germanyadvisa Unternehmensberatung GmbH is the German partner. advisa has enormous experience in offering seminars in entrepreneurship. In the past, it has already conducted 1600 entrepreneurship seminars in German, Russian, Dari and Turkish, and has written around 800 business plans.

Partner from PolandStowarzyszenie Współpracy Polsko - Afgańskiej Hamkari is a Polish-Afghan organisation. The purpose of this organisation is the development of cooperation between Poland and Afghanistan, in particular in the areas of science, culture, media, tourism and healthcare. The largest part of this organisation's membership is entrepreneurs.

Partner from TurkeyThe municipality of the city Karakoçan is the partner from Turkey. With the mayor of the city, plenty of other projects have already been carried out. By choosing our partner from the city Karakoçan, we would like to support the EU's looking after of incoming refugees in Turkey. The majority of Karakoçan's population is Kurdish, with the language barrier between this group and Afghans being fairly small.

Description of the ActivitiesThe leadership and coordination of the project are going to be taken by the German partner, while the task of the dissemination of project results will be the responsibility of all partners. During the whole course of the project, there will be three project meetings. These will be used in order for us to explore our existing capacities and resources, draw up plans for the learning activities and develop a network with both participant and external partner organisations. We are going to also carry out learning activities. In four learning activities, we will cover the topics of the current situation regarding migrants in Europe, the reaching of the target group and the needs and direction of the education programs, as well as opportunities, methods and organisation of the education programs and political direction in various regions of Europe.

Methodology to be used in the carrying out of the ProjectThe primary emphasis of our project is going to be the four learning activities, which will take place in Turkey. We will invite expert speakers to these events. Their lectures will take place in the morning, while group work and the exchange of ideas amongst participants will happen in the afternoon. We will make a visit to a migrant organisation or a state/private institution with a focus on Afghan migrants. The progress and outcome of these learning activities will be documented by the participants in reports, to be circulated via the project's website and social networks.

Results and ImpactThe intercultural competence of the participants should be strengthened, as well as a greater degree of openness towards processes at a European level in relation to work on migrants being achieved. The constructed network of internal and external partners is thereby used as a forum for the discussion of methods and opportunities in the education of Afghan migrants, as well as the advancement of the dissemination of project results.

Potential Longer Term BenefitsThe current and future needs of the Afghan migrants are taken into account in this project. The constructed network will also, after the conclusion of the project, remain active. Other projects can also profit from the achieved project results and the nature of the project, particularly in the long term.

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



Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Transfer von Know-how und Innovation der beruflichen Aus- und Weiterbildung zur Stärkung des eigenen Unternehmens und der europäischen Wirtschaft

Project Coordinator

Organisation Performance Art Theaterproduktion Thüringen e.V.
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Website www.patt-ev.de

Project Information

Identifier 2016-1-DE02-KA202-003281
Start Date Sep 1, 2016
End Date Aug 31, 2018
EC Contribution 58,975 EUR
Partners FUNDACION IGUAL A IGUAL (ES) , Bundesverband der Unternehmerfrauen im Handwerk (DE) , WIRTSCHAFTSKAMMER STEIERMARK (AT)
Topics Enterprise, industry and SMEs (incl. entrepreneurship) ; Labour market issues incl. career guidance / youth unemployment

Project Summary

According to a recent study of the Thuringian Ministry of Economy, Labour and Technology of 2014, in Thuringia exist up to 2025 a need of skilled workers of about 281,000, due to the demographic changes and a strong economy. To counteract this shortage of skilled workers, Thuringian SMEs rely increasingly on training and employment of foreign professionals. There consists a great need of advice and support for the entrepreneurs concerning the treatment of foreigners who are to be trained or employed as quickly as needed within the company. Many vocational training leaders – in dual training they are the masters in the businesses – are under enormous pressure, to meet the new challenges with appropriate concepts and methods. Main target for selected trades is to analyze the German, Austrian and Spanish apprenticeships and to develop best practices in order to achieve the rapid integration of young foreigners through targeted job-related training in the company. As a result, know-how and innovative standards in the field of workplace apprenticeship should be shown particularly for refugees/migrants. The following topics: 1. Work-related apprenticeships in the European context 2. Vocational education and training especially for refugees and asylum seekers 3. Check of the possibility of introducing the "operating aid" in Germany and Spain. In Austria successfully practiced means "operating aid" a financial support for entrepreneurs in difficulties. Five participants from each country are chosen according to the following criteria: - Established female entrepreneurs with best competences in education of apprentices and training of workers - Female entrepreneurs from SMEs whose business and staff management is exemplary. Besides female entrepreneurs there will be involved in each country responsible heads of vocational education and training in the ministries, CEOs of the chambers, leaders of operating educational institutions and migration officers for search and find opportunities for work-based apprenticeships for refugees and asylum seekers from the viewpoints of the requirements of labor market in the European context. The existing contacts of the European network Females Entrepreneurs in European Medium and Small Enterprises (FEM) can be used for further expansion of the European network of mentors for female entrepreneurs. A businesswoman of the UFH has already worked successfully in the EU Committee and will bring her European experience into the project. The following project activities are planned: Day 1: Arrival and get-together of the female entrepreneurs from the partner countries Welcome by the President of the Economic and Crafts Chamber, introducing the project, general exchange Day 2: Consultation with education authorities of the Ministry, chambers and educational institutions, integrating migration officers of the countries Day 3: Consultation with leaders of the chambers, district trade institutions and health insurance discussing the introduction of "operating aid", which supports SMEs financially in emergency situations and thus ensure their survival Day 4 Morning: site visits, discussion about experienced processes of business leadership and succession Afternoon: visit of operating educational institutions and inter-company educational, discussion about workplace-related apprenticeship for a smooth integration of refugees Day 5 Final meeting with evaluation and presentation of results, departure The coordinator as the main manager and the managers/mentors support the participating female entrepreneurs in preparing and carrying out the meetings in the participating countries. The documentation of the project results will be deposited in each country in the Chambers of Commerce and district trade institutions and set on their sites as well as on the websites of the participating partners. This ensures that any interested person may consult it and extract the important information for him. The introduction of "operating aid" in Germany and Spain (following the example of Austria) guarantees more security to SMEs. Our project follows the Parliament's request to the Commission

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



Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Refugees in vocational Training

Project Coordinator

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

Project Information

Identifier 2016-1-DE02-KA202-003283
Project Web Site <http://revot.jimdo.com>
Start Date Nov 1, 2016
End Date Oct 31, 2018
EC Contribution 99,830 EUR
Partners Fundacion Docete Omnes (ES) , DAFNI KENTRO EPAGGELMATIKIS KATARTISIS (EL) , FH JOANNEUM GESELLSCHAFT MBH (AT) , cramars società cooperativa sociale (IT) , Participatie in Diversiteit (NL) , OBRTNICKO UCILISTE - USTANOVA ZA OBRAZOVANJE ODRASLIH (HR)
Topics Integration of refugees ; Pedagogy and didactics

Project Summary

Context and background of the project The number of refugees and asylum seekers in Germany and other European countries is increasing. This challenge requires different instruments for fostering their long-term integration, because it cannot be expected that they will be able to get back in their home-countries in the nearer future. Mainly instruments are focused on the satisfaction of basic needs. But for a long-term and sustainable way of integration and for reducing the risk of exclusion and the related social problems on one hand and using these resources for reducing the lack of qualified employees on the other an early access to preparation and training for the job-market is essential. Although a lot of European countries meet this challenge the involved institutions as for instance labor administration, educational institutions, NGOs work regional and rarely cross-linked. CVET providers, NGOs and labor-administration try to adapt measures and training which are in origin offered for migrants and unemployed people to integrate refugees in training and jobs. Sometimes it is expedient, sometimes not. But each institution works alone and isolated, a coordinated concept is unforeseeable. Objective of the project: The aim of the project is to identify good practices of successful measures and projects under this guideline, to evaluate them in relation to the agreed criteria in terms of efficiency, recognition and certificates, sustainability, transferability, quality, to present the best ones in the collection on the website and to visit some in the partner countries. This collection of best practices should foster the efforts and identify possible barriers to educate and train refugees and to integrate them in the job-market. It helps to network under the aim to develop successful measures in a good quality and to make possible the transition between different stages of guidance, training and job. Number and profile of partners We choose seven partners out of seven countries presenting a range of different kind of VET/CVET providers, NGOs and public bodies dealing with the integration of refugees in the job-market. The partners' countries are those which receive numerous refugees and which are meeting the challenge to integrate them. All partners are experienced in projects and are well integrated in networks. This will make way to a very balanced approach and allow for a maximum possible target group. Project results, impact and longer term benefits: RevoT will support the organizations to provide expedient training and guidance for refugees on their way in job-integration by the presentation and use of best practices. Fostering those efforts could reduce the risk of severe problems with non-integrated refugees. SMEs get new resources for qualified trainees and employees. The emerged networks will enhancing these processes. The staff will strengthen their knowledge about the situation of refugees, the challenges of their integration and will get new ideas for their work and a strong motivation to develop expedient and successful training and measures. A high transfer potential, the dissemination on a national and European wide level and the availability of the product during and after the end of the project enable the use of the best practices Nation and European wide. The booklet of best practices will stay available in future on the website. The consortium plans to develop a strategy, a curriculum for the CVET for refugees and a learning platform with material in a future project on the base of the collected best practices and the feed-back of the involved organizations.

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



Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Fast Lane to the Labour Market

Project Coordinator

Organisation	Gewerkstatt
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Website	www.gewerkstatt.de
Contact	Werner Fuhrmann , +49 234 925639 11 , fuhrmann@gewerkstatt.de

Project Information

Identifier	2016-1-DE02-KA202-003312
Project Web Site	http://www.fastlane-project.eu
Start Date	Sep 1, 2016
End Date	Aug 31, 2018
EC Contribution	293,444 EUR
Partners	De Lift vzw (BE) , Scalda Stichting voor middelbaar beroepsonderwijs en educatie (NL) , ITTA UvA BV (NL) , COMMISSIONE SINODALE PER LA DIACONIA (IT) , Sterpunt Inclusief Ondernemen vzw (BE) , BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH (AT) , Stichting Christelijk Regionaal Opleidingen Centrum Noord- en Oost Nederland (NL)
Topics	Recognition, transparency, certification ; Integration of refugees ; Migrants' issues

Project Summary

The repercussions of the unstable situation in the Middle East and the ongoing war in Syria since 2011 have been felt ever more strongly in Europe, too. 3,88 million people fled from Syria alone in 2014. The refugee crisis reached a tentative climax in 2015, during the first half, as many people were seeking asylum as during the whole of 2014. The high number of refugees from these areas of conflict, entering EU member states on a daily basis, proposes a challenge to all of society's institutions. Most of these asylum seekers will most likely be granted asylum status, meaning they will not return to their countries of origin any time soon. Accordingly, the question has to be asked how to integrate them into society and the labour market. The "Fast Lane to the Labour Market" project offers an innovative approach for the problem of integrating refugees into the labour market as described above: With its approach being both integrative and co-operational, based on the principles of Work-based learning (WBL), ECVET as well as content and language integrated learning (CLIL), it shortens the time span from the refugees' arrival until the point of entrance into the labour market because it combines the acquisition of language skills, social and cultural integration as well as vocational qualification. The project encompasses all phases that members of said target group have to pass through: arrival and orientation, qualification and education as well as integration into the primary job market. The "Fast Lane to the labour market" project aims to produce four intellectual outputs: 1. a new competence quick scan, 2. a European curriculum in form of a methodic approach for the integration of the development of language skills, vocational competences and soft skills through WBL. 3. training material for employers, trainers and teachers, 4. a tutorial video teaching the implementation of said methods. These products shall be brought forth by means of the following project build-up: 1) A state of the art analysis will be made, best practices collected 2) Drafting the Outputs 3) Testing the material in six pilot projects with 120-140 refugees 4) Evaluation 5) One Teaching Activity 6) Adaption of the material. It is an indispensable necessity for the competitiveness and growth of the European economy to fill vacant positions in certain sectors and shortage occupations with qualified personnel. The goals of the European Union regarding the battle against poverty and social marginalisation can, at the same time, only be achieved if the great number of refugees can be directly integrated into both workforce and society. The project results can be applied sustainably and universally to migrants, new arrivals or disadvantaged people. The project results will have a positive effect on the target group of refugees. By means of the methods developed in the project, they will not only be integrated into the labour market faster, but also into society. They will be able to participate in social life through the faster acquisition of fluency and the possibility to earn their own wages, thereby circumventing social marginalisation. Additionally, the target group of refugees displays high motivational levels to take up gainful employment and to build up a certain standard for themselves. The previous integration system with the prerequisite of fluency disregards vocational qualification side-tracks the target group for years, making them not only lose their motivation, but also rendering social integration impossible. The project results will provide a helpful support to educators, teachers and educational institutions and also to businesses. Material will be developed that enables a determination of competence and explains to educational institutions how to combine acquisition of fluency, education and social integration through on-the-job training as well as how to facilitate integration into the labour market. At the same time, the project develops material for trainers in businesses to ensure an enduring employment and to sensitise for a handling of the target group. Regional network building, also a part of the project, including employment agencies, trade associations, educational institutions and businesses, will provide an ongoing exchange on the subject longer than the project's duration which will analyse regional labour markets' demands, sustainably solidifying and distributing the results of "Fast Lane". "Fast Lane" acts as a model of improvement for national vocational education systems. The project results will deepen work-based learning, thereby enhancing quality in national and European vocational training. With its focus of on-the-job training, "Fast Lane" offers a European modernisation of educational systems and an improvement of the transition into the labour market.

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



Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Beschäftigung und Integration von ausländischen Arbeitskräften, Migranten und Flüchtlingen in der Veranstaltungsbranche

Project Coordinator

Organisation VPLT - Der Verband für Medien- und Veranstaltungstechnik e.V.

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Website www.vplt.org

Project Information

Identifier 2016-1-DE02-KA202-003315

Start Date Sep 1, 2016

End Date Aug 31, 2019

EC Contribution 220,792 EUR

Partners IT-UNIVERSITETET I KOBENHAVN (DK) , EVVC e.V: (DE) , Global Partners Online Communication Services Trust reg. (LI) , ÖSB Consulting GmbH (AT)

Topics Inclusion - equity ; Access for disadvantaged ; Integration of refugees

Project Summary

The Event Industry, EI is one of the most dynamic, fast-growing and innovative industry in Europe. Next to skilled people there is a lot of aides which find their employment in this labor market. The branche is an international and multicultural working environment. Therefore, a structured and pragmatic approach should be developed within this project, to provide a quick jump start into employment for the targeted people with an immigrant background. The project "employment and integration of foreign workers, refugees and immigrants in the event industry" should contribute to the European refugee and integration issues and in the context of EI to the topics "integration and employment" endeavor. It addressed primarily and specifically one of the four common European strategy and targets Europe 2020, to address the challenges in education and training systems, actively deals with the topic "Integration and Employment". Thus a solution shall be developed, which enables integration into employment in English language. The project has a priority aim to develop a quick and workable solution to the employment problems of refugees. For this purpose it is planned to work out appropriate tools (for example, for non-formal validation of skills) or thematic priorities regarding integration (culture, law, society) engage in active measures and to promote the national language skills in the course of employment. In a first step, the consortium aims to identify and analyse the conditions in the partner countries, about the possible employment of the target group (IO1). The involvement of and cooperation with public bodies is targeted at any project phase. Three levels are taken into account within the project: 1.) Competence assessment (IO2) and preparation for the labor market (IO3): many people from the target group are not able to provide any qualifications or certificates. Therefore it is important to assess in a first step, what are the person's skills. To capture the individual situation on a fast and effective level, a tool shall be developed (IO2). Also for preparation for the labor market, the refugees need to be brought up to the regional, cultural and social conditions. Therefore, an appropriate educational program needs to be developed (IO3), supported by the use of new media tools and according to the future work area, based on basic matters of knowledge, a minimum language comprehension and knowledge of the German language including technical terms in the relevant field. 2.) Technology support (IO5): international studies have shown that the integration of new media works perfectly in environments with a high mixing proportion of foreign labor (immigrants, refugees, etc.), especially when addressing information about dangerous locations and the understanding of important signs, mostly by using visualizations and so called pictograms, in an international and culturally understandable form. At industrial workplaces, for example, workers on the assembly line get information by the help of Augmented Reality (AR) applications, which demonstrate first the full activity process as description. Within the project it is planned to carry out a study in which a prototype is developed with AR accompanying incorporation process at work, to analyze the use of new media and their effect in the environment of "informal learning". 3.) The employment process itself: based on a "supported employment" approach potential employers shall be supported by a tool (IO4), which enables to integrate the people in a team-based work environment (team coaching approach). Finally, the effectiveness of the whole activity and the developed tools will be proved in a testing phase. The participants from the target group and workplaces at interested companies from the event industry will be merged. Within one testrun (period of several months) they will be guided and observed by the consortium. The findings, results and recommendations will be shared in form of a report (IO6), containing recommendations and released at the end of the 3-year project period. One aim of the project is, to sustainably extend access to the products and results of the project, and furthermore to provide recommendations from the activity experience in the project towards other branches and sectors.

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



Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Qualifizierung und Professionalisierung der Begleitung von Asylbewerbern, Einwanderern und Kriegsflüchtlingen

Project Coordinator

Organisation VHS-Rendsburger Ring e.V.
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Website www.vhs-rendsborg.de

Project Information

Identifier 2016-1-DE02-KA202-003463
Start Date Sep 1, 2016
End Date Aug 31, 2018
EC Contribution 251,064 EUR
Partners EkoKaarina Oy (FI) , Bulgarian consultancy organisation (BG) , nordprojekte Kaufmann & Partner (DE) , R.U.S.Z - Verein zur Förderung der Sozialwirtschaft (AT) , Solski center Nova Gorica (SI)
Topics Intercultural/intergenerational education and (lifelong)learning ; Integration of refugees ; New innovative curricula/educational methods/development of training courses

Project Summary

The project "QualiProAIR Escort" aims to develop and test a new qualification "escort of asylum seekers, immigrants and refugees". It is implemented together with 6 partners from 5 EU-countries (Germany, Austria, Finland, Slovenia, Bulgaria) and addresses the strongly increasing area of immigration, which has established in the nearest past and will bother strongly Europe in the upcoming years. On the background of the necessity of unification on a European level for a solidaric solution concerning distribution and handling of the immigrants and the necessity of a uniform and comparable treatment of the Europe arriving people, all over Europe, especially on the "balcan-course"(from Greece to Germany and Scandinavia) arise projects, initiatives and social institutions, which deal with the migrants, try to help them to integrate even into the labour-market. These project and initiatives are mostly done by social institutions or enterprises and voluntarily organised associations. People doing the necessary work, do it on basis of social jobs or social apprenticeship or they do it on voluntary basis without any specific training. Here arises a big potential of employment in the social sector, that misses a specific vocational training or apprenticeship. The project "QualiProAIR Escort" addresses this. It creates by developing of a needbased qualificationprofile on a European level a standardised orientation for this field of employment and provides for the aim of the Agenda 2020 to create more and better jobs. The requirements of competencies and skills, which are identified and defined by the profile, lead to a qualification, that enables the employees also to enter other areas of social services. Concerning the target group of young adults with obstacles transitory periods can be used to gain a specific qualification, which makes it easier to enter a apprenticeship in social jobs. It is similar for the target groups of qualified longterm unemployed and by unemployment threatened employees, who can create for themselves a new perspective by getting a modulized qualification in the field of "immigration". The qualification gives to the volunteers and the already in the field of "immigration" working people a higher professionalism and their occupation a solid basis of training. The EU-wide comparability of the qualification through use of quality-standards increases on the one hand the transparency of the qualification and the acquired competencies and skills and on the other hand it fosters the labour-market mobility in making the mutual approval easier. The preparation of the qualificationmodules to webbased teaching/learning fosters the flexibility of training and follows the EU demand of modernising the vocational education. In detail in the project "QualiProAIR Escort" firstly an analysis of needs is done, which identifies the necessity competencies and skills to escort asylum seekers, immigrants and refugees. These then will be transformed into goals of trainings and qualifications, so that the development of a qualification profile becomes possible. The result of the analysis will be basis for to be developed quality standards, which enables the europeanwide comparability and adaptability, as well as the development of 5 qualification modules. 3 modules will focus on entering the labourmarket of the immigrant (e.g. legal status, labour market issues, approval of qualifications) and 2 modules will handle social integration (e.g. intercultural training, treatment of women). These modules will be tested in testing-networks in the partner countries, after being adapted to the national specifics. The testing will be evaluated with an instrument of quality assurance. Aim is to implement the qualification sustainably in the vocational education system of the partner countries. Additional there will be developed and tested an assessment instrument for the identification of the competencies, to identify the suitability of the targetgroup. To promote the political discussion of the necessity of the approval of the qualification there will be developed a guideline to implement and finance the qualification in the national VET systems both on national and EU-level.

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

From intention to implementation based of european know-how

Project Coordinator

Organisation Creative Europe
Address Anemonenstr. 9 , 17033 Neubrandenburg ,
MECKLENBURG-VORPOMMERN , DE

Project Information

Identifier 2017-1-DE02-KA204-004121
Start Date Sep 1, 2017
End Date Jun 30, 2019
EC Contribution 58,960 EUR
Partners Associação EDINSTVO (PT) , Russian academy society in Bulgaria (BG) ,
Centro per lo sviluppo transnazionale tra l'Italia e la Russia (IT) ,
Bagreeva Konsulentitjenster (NO)
Topics Integration of refugees ; International cooperation, international relations,
development cooperation ; Gender equality / equal opportunities

Project Summary

During the project “From intention to implementation based on European know-how» there will be comparison analysis international practices about the specifics of the labor integration process of refugees through the establishment of their own activities or the realization of business ideas.

To achieve maximum realization from the given research project and getting the fullest picture of the problem and the possibilities to solve the questions about the labor integration of the refugees, there were chosen organizations from five EU countries, which were distinguished by their geography, economic development, duration of membership and the experience to solve problems with refugees in the EU. These countries are Germany, Italy, Portugal, Bulgaria and Norway.

To realize this goal and project, there will be a set of current methodology used for social analysis, focus groups, questionnaires, interviews, analysis of the scientific information and information from the mass media, laws and local governments from the chosen countries.

Subject of the research of the project would be various groups of refugees, considering their country of origin, age, education and gender.

Special attention would be paid to learning the motivation for developing their own activities.

Subject of the research would be the labor integration of the refugees through opening their own activities/realization of business conception would be researched as a complex phenomenon, which is based on the interaction of refugees with various current social and government institutions and structures.

Legislative, information support of the labour integration process of the refugees, self and hetero – stereotypes of the refugees regarding development of their own activities and the opinion of the titular nation, the role of diaspora and communication of the migrators, gender specifics of the labour integration process are only part of the current questions of the research.

A detail investigation will also be done on the interaction of refugees with government and other structures, which are those organizations that are called to help refugees including their labor integration. In each country these organizations differ and sharing experience among them is not only interesting, but with high importance. Special attention would be paid to how government structures and local population see the integration process of refugees through their own entrepreneurship.

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

Urban GARDens for the social INtegration of migrants

Project Coordinator

Organisation TECHNISCHE UNIVERSITAET MUENCHEN
Address Arcisstrasse 21 , 80333 MUENCHEN , DE
Website www.tum.de

Project Information

Identifier 2017-1-DE02-KA204-004151
Start Date Dec 1, 2017
End Date May 31, 2020
EC Contribution 371,314 EUR
Partners Asociación Cantabria Acoge (ES) , Gartenpolylog - GärtnerInnen der Welt kooperieren (AT) , On Projects Advising SL (ES) , anstiftung (DE) , FOLKUNIVERSITETET STIFTELSEN VID LUNDS UNIVERSITET (SE) , Federation of City Farms and Community Gardens (UK)
Topics Migrants' issues ; Inclusion - equity ; Integration of refugees

Project Summary

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

For instance, for Germany alone, the newly arriving migrants and refugees in 2015 exceeded 1 million people and the number of asylum applicants per million inhabitant is nearly 3.000. The total number of arrivals to Europe by the end of December 2016 has been recorded as 387.739.

Even though the numbers of arrivals have decreased in the last year, we still have to seek permanent solutions to support and facilitate migrants and refugees integration. In 2015, 40.2% of the non-EU-born population in the EU was assessed to be at risk of poverty or social exclusion (AROPE) compared with 21.7% of the native-born population. The integration would allow migrants and refugees to become economically productive and it would lead to self-reliance, dignity and social interaction.

Socially integrated migrants may represent a resource for the whole society and especially for the labour market of the receiving countries: migrants may be part of the solution to the challenge of ageing and decrease of the European working population.

In this context a fundamental part of the integration process is the professional development of migrants. Career guidance is proven to provide migrant workers with better information, increased self-awareness, self-confidence, motivation and autonomy, increased enrolment in C-VET and general education, higher rates of completion of learning and better understanding of the receiving country's society and culture (CEDEFOP, 2015).

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

UGAIN will provide a comprehensive training system that will allow promoters of urban gardens initiatives, both ongoing and not yet started, to convert the urban garden in a meeting point for social integration and guidance of migrants.

The primary target group of the project are NGOs, associations, municipalities, local governments involved in, or planning, a urban garden activity.

The training materials and resources we are going to develop are aimed at training trainers/advisors belonging to such organisations.

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

The main objectives of the project are:

- To foster the use of urban garden initiatives as a meeting point for social integration and guidance of migrants;

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

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

The main elements of the training app will be:

- A Summary Report about urban gardens for social integration and guidance of migrants;
- 15 case studies gathering best practices related to social integration activities in a urban garden context;
- Training modules providing the knowledge needed to turn a urban garden into a meeting point for social integration and a career guidance handbook.

The training materials (in English, German, Spanish and Swedish) will be available free of charges on the project webpage and will be also uploaded on the Open Education Europa portal, on other OER repositories and on the EPALe resource centre

The project partners are:

TUM (DE): a University participating with the Chair Economics of Horticulture and Landscaping.

SAEG (DE): the leading German networking platform and research foundation for Intercultural Community Gardens.

OnP (ES): A project managing and project evaluation consulting enterprise.

ACA (ES): An NGO which mission is the welcome and social integration of migrants.

VGP (AT): An association promoting the idea of intercultural community gardens.

FU (SE): An adult education provider.

FCFCG (UK): A federation of city farms and community gardens.

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

Using Artistic Disciplines for Educational and Social Inclusion

Project Coordinator

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

Project Information

Identifier 2017-1-DE02-KA204-004158
Start Date Nov 1, 2017
End Date Oct 31, 2019
EC Contribution 257,884 EUR
Partners The Rural Hub CLG (IE) , Centrum Inspirace, z.u. (CZ) , RegioVision GmbH Schwerin (DE) , DECROLY,SL (ES) , UNIVERSITATEA DIN PITESTI (RO) , INNOVENTUM OY (FI)
Topics Access for disadvantaged ; Integration of refugees

Project Summary

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

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

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

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

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

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

Facilitating Migration and Workplace Integration with Qualified Personnel and Concepts

Project Coordinator

Organisation DEKRA AKADEMIE GMBH
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Website www.dekra-akademie.de

Project Information

Identifier 2017-1-DE02-KA204-004163
Start Date Sep 1, 2017
End Date Aug 31, 2020
EC Contribution 427,485 EUR
Partners GOTTFRIED WILHELM LEIBNIZ UNIVERSITAET HANNOVER (DE) ,
FOLKUNIVERSITETET STIFTELSEN VID LUNDS UNIVERSITET (SE) ,
Fundación Laboral del Metal (ES) , DEKRA Akademie Felnötképző,
Munkavédelmi és Szolgáltató Kft. (HU) , TYOTEHOSEURA RY (FI)
Topics Inclusion - equity

Project Summary

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

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

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

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

Caring for Volunteers working with Refugees

Project Coordinator

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

Project Information

Identifier 2017-1-DE02-KA204-004189
Start Date Sep 1, 2017
End Date Nov 30, 2019
EC Contribution 299,181 EUR
Partners INTEGRA INSTITUT, Institut za razvoj clovekovih potentialov (SI) , OXFAM ITALIA ONLUS (IT) , E-C-C Verein fuer interdisziplinaere Bildung und Beratung (AT) , FOUNDATION FOR RESEARCH AND TECHNOLOGY HELLAS (EL)
Topics Integration of refugees ; New innovative curricula/educational methods/development of training courses ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

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

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

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

1. Information

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

2. Intercultural Competence

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

3. Psychological support

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

Beside the main target group of volunteers the project aims at having a relevant positive impact on indirect target groups benefiting from the project outcomes, e.g. refugees, asylum seekers and migrants, authorities at local, regional and national level, decision makers, health care services, educational institutions, employment agencies and research communities dealing with intercultural competences, social psychology and pedagogy.

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

The expected impact on the participants and further beneficiaries are:

Volunteers receive all necessary information on asylum procedures on European, national and regional level. The participants are trained to develop their intercultural competences, to get aware of intercultural differences and to integrate their competences in their work routine. Learning about coping strategies and psychological

competences will be of positive impact for for the volunteers, but also for the refugees and asylum seekers who get supported by individuals who developed emotional strengths and strategies to handle demanding situations. The project's dissemination and exploitation strategies are parts of an overall valorisation process with the objectives of further using the outputs after the project's end, establishing the caseWORK learning environment and content as a standard training offer for volunteers working with refugees and asylum seekers, and transferring the results to similar contexts and target groups.

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

aSsessing Competences fOr fUTure

Project Coordinator

Organisation Deutsches Institut fuer Erwachsenenbildung eV Leibniz-Zentrum für Lebenslanges Lernen

Address HEINEMANNSTR 12-14 , 53175 BONN , NORDRHEIN-WESTFALEN , DE

Website www.die-bonn.de

Project Information

Identifier 2017-1-DE02-KA204-004194

Start Date Oct 1, 2017

End Date Sep 30, 2019

EC Contribution 297,428 EUR

Partners DEFOIN Formacion para el Desarrollo y la Inserción (ES) , DAFNI KENTRO EPAGGELMATIKIS KATARTISIS (EL) , Andragoski zavod Ljudska univerza Velenje (SI) , DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH (AT) , SwIdeas AB (SE)

Topics Integration of refugees ; Pedagogy and didactics ; Recognition (non-formal and informal learning/credits)

Project Summary

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

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

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

The ProfilPASS is a self-evaluation tool that helps people to reflect on themselves. Since this process can be challenging, it is necessary that new immigrants are accompanied by professional counsellors. These counsellors will be trained during the project. In addition to the self-reflective tool ProfilPASS, the project also aims to develop a set of tools that assess competences from an outside perspective. All of the tools will be collected in a so called toolkit. About 120 new immigrants will take part in the project, they will be supported by 30 counsellors from 6 countries. The counsellors will be trained during the project based on reference materials (curriculum, methods how to apply the toolkit) that will be developed, too.

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

The project pursues two main intellectual outputs:

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

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

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

Validating Integration Competences of refugees

Project Coordinator

Organisation DEUTSCHER VOLKSHOCHSCHUL-VERBAND EV
Address OBERE WILHELMSTR 32 , 53225 BONN , NORDRHEIN-WESTFALEN , DE
Website www.dvv-international.de

Project Information

Identifier 2017-1-DE02-KA204-004196
Start Date Nov 1, 2017
End Date Oct 31, 2019
EC Contribution 228,149 EUR
Partners EUROCIRCLE (FR) , ENAIP NET IMPRESA SOCIALE SOCIETA' CONSORTILE SRL (IT) , DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH (AT) , BUPNET BILDUNG UND PROJEKT NETZWERK GMBH (DE) , ARISTOTELIO PANEPISTIMIO THESSALONIKIS (EL)
Topics Integration of refugees ; Quality Improvement Institutions and/or methods (incl. school development) ; Migrants' issues

Project Summary

After the arrival of hundreds of thousands refugees in the past two years, Europe is now faced with the task to integrate those refugee immigrants with a legal title to stay.

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

This is the starting point of VIC, which aims to

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

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

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

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

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

along five quality levels – from beginner to competent expert.

In VIC LEVEL5 will be adapted to the specific needs of integration competence development.

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

The core outputs to be produced by the VIC project are:

- A research report, collecting and comparing the objectives, structure and content of existing integration

measures for refugees in the participating countries and best practice in competence validation

- A competence framework, defining “integration competence and tailoring the LEVEL5 system to the promotion and validation of that competence
- A blended learning course for adult educators on the VIC approach
- A feasibility and impact report, highlighting the experiences gained in implementing VIC in different integration measures
- Audiovisual success stories demonstrating how integration competence can be enhanced and validated

VIC will be implemented by a consortium of six partners from Europe’s two main refugee entry countries (Italy (Sicily), Greece), from two main refugees host countries (Germany, Austria) and from a country with huge, decade-long experience in integrating non-European immigrants (France). They have all sold experience in refugee integration, adult education and transnational project work.

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

Roma HEALTH Care

Project Coordinator

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

Project Information

Identifier 2017-1-DE02-KA204-004216
Start Date Sep 1, 2017
End Date Dec 31, 2018
EC Contribution 70,250 EUR
Partners Romano Drom Pleven (BG) , Roma Democratic Development Association SONCE (MK) , Dél-Alföldi ZÖLD HÍD Egyesület (HU) , Panhellenic Federation of Greek Rom (EL) , Asociatia Forum Art Buzau (RO) , Association for Roma Community Development SUMNAL (MK) , Humán Erőforrásért Egyesület Dél-Alföldi Régió (HU)
Topics Romas and/or other minorities ; Health and wellbeing

Project Summary

„...They steel like ravens, are afraid of hard work and a peoples of restless nomads...“ – if it comes to „gypsies“, we are quick with prejudices. However, it is even harder that they can be mobilised at any time which is proven by regular riots and by their actual living conditions in a sad way ...

„Roma HEALTH Care“ aims at:

- analysing the actual situation in the fields health protection, cancer prevention, vaccinations, prevention of addiction and treatment in case of addiction, sex education and contraception, hygiene by targeted surveys and interviews in Roma communities of the partner countries;
- identifying examples of good practise with European transfer potential;
- investigating the most urgent needs for actions in these fields with Roma and Roma organisations, experts and stakeholders that can be covered by targeted activities in the frame of European projects and
- developing concepts for according follow-up projects.

Their implementation will contribute to

- * improving the hygienic situation in the living environment of Roma;
- * increasing the health competence of Roma;
- * initiating the participation in cancer check-ups and vaccinations;
- * promoting sexual education and raising the subject contraception;
- * raising the subject addiction and to developing effective addiction prevention measures;
- * increasing the competences of adult educators in the named fields and to
- * improving the interdisciplinary co-operation with relevant stakeholders and civil society organisations.

The project will be implemented by partner organisations from Germany, Bulgaria, the Former Yugoslavian Republic of Macedonia, Greece, Hungary and Romania.

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! Weiterentwicklung innovativer Instrumente zur Bekämpfung des funktionalen Analphabetismus von Roma in Europa

Project Coordinator

Organisation JUGENDSTIL EV
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Website www.jugendstil-ev.de

Project Information

Identifier 2017-1-DE02-KA204-004217
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 271,071 EUR
Partners Humán Erőforrásért Egyesület Dél-Alföldi Régió (HU) , PANHELLENIC CONFEDERATION OF GREEK POM (EL) , Kontakte für Europa e.V. (DE) , BIOPOLITICS INTERNATIONAL ORGANISATION (EL) , Asociația Vox Civica (RO) , Inspectoratul Școlar Județean Buzău (RO) , Csácsé Rom Cigány Kulturális Egyesület (HU)
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

Compass - Setting Migrants and Refugees in the Right Direction

Project Coordinator

Organisation INTERNATIONALER BUND-IB BERLIN-BRANDENBURG GGMBH FUR BILDUNG UND SOZIALE DIENSTE (IB BERLIN-BRANDENBURG GGMBH)
Address RIGAER STRASSE 44 , 10247 BERLIN , DE
Website www.internationaler-bund.de

Project Information

Identifier 2017-1-DE02-KA204-004237
Start Date Oct 1, 2017
End Date Sep 30, 2019
EC Contribution 200,514 EUR
Partners Kirikkale Aile ve Sosyal Politikalar IL mudurlugu (TR) , Alos Centro Europeo de Idiomas, S.L (ES) , RLN (UK) Ltd (UK) , Associazione Artistica Culturale "A Rocca" (IT) , Europe for Diversity Culture and Coexistence (EL)
Topics Integration of refugees ; Migrants' issues ; ICT - new technologies - digital competences

Project Summary

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

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

The key results will be:

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

2 The project will develop a partnership between the language experts, the support and volunteer agencies and the ICT provider to enable the most user friendly and flexible tool to be tailored to the needs of all users. The tool will allow two way translation and learning of key words and phrases needed, particularly in early contacts. This will include categories around health, legal issues, transport and women's issues. Both support agencies and migrants will be able to personalise their own vocabulary library, adding and subtracting words and phrases as needed.

3 200 individuals as a minimum will test and validate the platform, learners being drawn from the 5 target migrant groups and the target 5 receiving countries.

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

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

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

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

Gesundheit als Thema der Grundbildung für Männer in Europa weiterentwickeln

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
Start Date Oct 1, 2017
End Date Nov 30, 2019
EC Contribution 176,530 EUR
Partners Kardinal Nikolaus Cusanus Akademie (IT) , infoMann - actTogether asbl (LU) , VOLKSHOCHSCHULVERBAND BADEN-WURTTENBERG EV (DE) , Institut für Frauen- und Männergesundheit (Standort MEN Männergesundheitszentrum) (AT)
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

Vitality Interventions for Migrants

Project Coordinator

Organisation BUPNET BILDUNG UND PROJEKT NETZWERK GMBH
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Website www.bupnet.de

Project Information

Identifier 2017-1-DE02-KA204-004250
Start Date Nov 1, 2017
End Date Oct 31, 2019
EC Contribution 296,274 EUR
Partners SOSU OSTJYLLAND (DK) , CESIE (IT) , KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU (EL) , DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH (AT) , MAGENTA CONSULTORIA PROJECTS SL (ES)
Topics Health and wellbeing ; New innovative curricula/educational methods/development of training courses ; Integration of refugees

Project Summary

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

Adult education has an important role to play in this context. While it is very difficult to get those migrants who would need it most involved in health information classes, adult education should try to work with these target groups where they can be found, i.e. in integration, education and training programmes on other subjects. VIM addresses adult educators and training providers working with migrants and refugees in various contexts: general adult learning classes, language courses, labour market programmes, integration courses and other. The project substantially seeks to extend the professional competence of these educators to address health issues in their teaching, without being health education experts themselves. A toolbox with small, ready-to-use health education units will be developed, which helps educators to support migrants to stay in good health, adopt healthy life styles and be informed about the health system of the host country as well as build confidence to make full use of it.

Main outputs to be produced include:

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

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

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

Sustainable Integration for Afghan Women in the European Labour Market

Project Coordinator

Organisation advisa Unternehmensberatung GmbH

Address Rothenhauschaussee 28 , 21029 Hamburg , HAMBURG , DE

Project Information

Identifier 2017-1-DE02-KA204-004269

Start Date Sep 1, 2017

End Date Aug 31, 2019

EC Contribution 59,625 EUR

Partners STOWARZYSZENIE WSPOLPRACY POLSKO-AFGANSKIEJ HAMKARI (PL) , Giresun Lisesi (TR) , ARSAP - IMPRESA SOCIALE (IT)

Topics Gender equality / equal opportunities ; Early School Leaving / combating failure in education ; Integration of refugees

Project Summary

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

Objectives of the project

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

Number and the profile of the participants

Four partners from Germany, Italy, Poland and UK.

Partner from Germany

advisa Unternehmensberatung GmbH is the partner from Germany. Advisa has tremendous experience in offering entrepreneurship seminars. In the past, 1,600 business start-up seminars were held in German, Russian, Dari and Turkish, and about 800 business plans were drawn up.

Partner from Poland

Stowarzyszenie Współpracy Polsko - Afgańskiej Hamkari is a Polish-Afghan association. The purpose of this association is the development of cooperation between Poland and Afghanistan, particularly in the field of science, culture, media, tourism and health care.

Partner from Italy:

Our partner from Italy is an educational institution working in Italy. ARSAP-Impresa Sociale is non profit organization founded in 1995 with focus on training and research. It deals particularly with vocational training for your people and adults, employed or unemployed. The Arsap also work as placement and reintegration centre for young people.

Partner from UK:

British Afghan Women's Society (BAWS) is a charity women led organization located in UK. BAWS has been directly working with Afghan women and advisa chose BAWS for its experience and dedication to the Afghan community, especially women in Afghanistan. They also organized English language classes for adult women who did not have high education.

Description of activities

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

Methods of implementation of the project:

In our methodology for this project we are planning to make sure a mechanism of planning, developing,

controlling, and delivering set up for the project to make sure project partners involve and implement their tanks accordingly. The core theme for the project is about coordination between the partners on implementation, quality check and outcomes of the project.

Results and effects

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

Potential long-term benefits

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

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

Europe4refugees - follow the routes

Project Coordinator

Organisation Internationales Bildungs- und Begegnungswerk, ökumenischer Verein für Begegnung, Versöhnung und Zusammenarbeit e.V. (IBB)
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Website www.ibb-d.de

Project Information

Identifier 2017-1-DE02-KA204-004271
Start Date Sep 1, 2017
End Date Nov 30, 2019
EC Contribution 177,940 EUR
Partners Ghetto Out - Casa Sankara (IT) , borderline lesbos (EL) , SZUBJEKTIV ERTEKEKEK ALAPITVANY (HU) , EUROMASC - European Masters of Skilled Crafts (NO) , Hitzacker/Dorf eG (DE) , Dialogos - Consulting Center for Education and Career (EL) , ASSOCIAZIONE CULTURALE MULTIETNICA LA KASBAH ONLUS (IT)
Topics Social dialogue ; Integration of refugees ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

The project “Europe4refugees - follow the routes” (Eu4R) is a Strategic Partnership/Key action 2 for networking and exchanging best practices for qualification trainers working with refugees in Europe.

Refugees cross the southern and eastern European borders, remain in their initial host country, or travel on towards central or northern Europe. The conditions of admission, legal situation, and efforts towards integration of refugees are, in most cases, different between the European countries. Also differing is the degree of support by state and municipal structures, or structures of civil society staffed by volunteers. Finally, there are different approaches for housing refugees, from transit zones to settling in cooperatively organised housing and learning project in rural areas, to accommodation in transitional facilities and flats in urban agglomerations. Refugees traveling through transit countries, with stopovers of varying lengths, thus find quite different conditions in European countries, and in some cases have to reorient themselves multiple times. General further education professionals support and realise the social, structural, and linguistic integration of these often quite heterogeneous refugee groups in projects and regular offers via courses, consulting, and temporary offers with various content. Always the goal is conveying a diversity of basic and professional competencies to adult refugees for their future opportunities, and to consult them accordingly, independently of their prospects of permanent residence.

The project “Europe4refugees – follow the routes” gathers co-workers of refugee work from five southern, central, northern and eastern European countries (Germany, Greece, Hungary, Italy, and Norway) over a duration of 27 months to exchange experiences on these models via training seminars for practicing professionals in their five countries."

The idea is to follow the refugee routes and stopovers of refugees within Europe from the perspective of further education. The seven participating partner organisations (two each from Greece, Region Thessaloníki / Island of Lesbos, and from Germany, Dortmund and Hitzacker, one each from Italy, Region Apulia, from Hungary, Budapest, and from Norway, Oslo) are not-for-profit, profit and private institutions of further education, associations of civil society, cooperatives, small enterprises and NGOs, all working immediately or indirectly with refugees or their support structures, usually made up of volunteers. The partners are nearly equally active in urban agglomerations and in rural regions, which constitutes a further quality for the exchange of best practices. In shared short-term learning activities in each of the five countries, the project participants will develop new perspectives in three-day workshops. These take place as a combination of seminar units with experts, work shadowing visits at NGOs and educational organisations, and dialogue events with those locally responsible for refugee work, coupled with subsequent transfer and evaluation units. In exchanging on their work in the participating European countries, they acquire intercultural sensitivity, knowledge on the situation of refugees in Europe across national boundaries, as well as consultancy and planning competence for their own work in further education. In comparing degrees of integration and approaches of inclusion in these example countries, the project participants get to know best practices, similar, and new approaches in working with refugees. Through the adaptation of ideas for working in their own countries, a further advancement towards European standards in educational work and in social work with refugees will be initiated."

At the same time a network within European adult education is formed by these learning activities. The regular exchange of participating practitioners on migration and refugee movements during the project duration and beyond (e.g. through network cultivation using quarterly newsletters or similar means) also allows for a more rapid response to demands of planning and education in working with refugees. Such a developing trans-national educational task force as a counterpart to multilateral working groups on the political level can inject valuable suggestions and information to the regional and local educational networks of the participating countries, and encourage suitable follow-up measures, like for example the development of a European handbook for refugee work.

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

MAV

Project Coordinator

Organisation ifa Akademie gGmbH
Address Charlottenplatz 17j , 70173 Stuttgart , BADEN-WÜRTTEMBERG , DE
Website www.ifa-akademie.de

Project Information

Identifier 2017-1-DE02-KA204-004284
Start Date Nov 1, 2017
End Date Oct 31, 2019
EC Contribution 285,481 EUR
Partners European Management Education & Learning (e-mel) LLP (UK) , UNIVERSITATEA STEFAN CEL MARE DIN SUCEAVA (RO) , DAFNI KENTRO EPAGGELMATIKIS KATARTISIS (EL) , SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LTD (CY) , MAKRO Yonetim Gelistirme Danismanlik Ltd. Sti. (TR) , UNIVERSITA DEGLI STUDI DI NAPOLI FEDERICO II. (IT)
Topics Migrants' issues ; Overcoming skills mismatches (basic/transversal)

Project Summary

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

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

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

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

In particular, the project is implemented in the seven project countries Germany, Italy, Romania, Greece, United Kingdom, Cyprus and Turkey by seven expert entities sharing different but complementary focus areas, which will carry out a demonstrative learning of volunteers to promote their engagement in becoming mentors and facilitators of other migrants as further users of the "lesson learnt".

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

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

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

(1) During the project:

- to involve directly a total amount of 510 key players in the project countries to participating to the project implementation

- (70 trainers and professionals working with volunteering as groups of experts consulted , 140 migrants – especially women and women with children, testing the MAV outputs, and 300 stakeholders in the receiving communities attending the eight multiplier events organized by the partners in each project country);

- to implement the MAV communications toolkit as package of learning modules and resources to improve adult learners soft skills and competences (validated thorough through users' assessment), with minimum 1000 registered users to the MAV virtual community before the end of the project.

(2) After the completion of the project:

- To put on place the MAV framework and specific methodology, carefully designed to the scope of expanding in time far beyond the duration of the action, and from Germany, the project countries and other European countries

in the partners' networks, to the overall Union.

- To have created a broad consensus and interest to the MAV concept of migrant volunteers as multiplier and propagators of migrants' integration.

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

Step Across The Border

Project Coordinator

Organisation Unter Druck Kultur von der Strasse e.V.
Address Oudenarder Str. 26 , 13347 Berlin , BERLIN , DE
Website www.unter-druck.de

Project Information

Identifier 2017-1-DE02-KA204-004296
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 48,200 EUR
Partners True North Health CIC (UK) , L'Embobineuse (FR)
Topics Integration of refugees ; EU Citizenship, EU awareness and Democracy ; Gender equality / equal opportunities

Project Summary

SATB is as an educators' training initiative. It implies the exchange of concrete techniques and formats for arts-based workshops that have been proven relevant and effective in our work. These formats of adult education include screen printing, theater, costume performance and music workshops, which are especially apt for creating a sense of one-self and experiences of expressing ones personality in public. These techniques are designed to represent low-barrier learning experiences, suitable also for learners with limited formal education experience. These workshop formats represent low-cost, "DIY" forms of social work that grass-root organizations, with limited economic resources, can apply. SATB Internal and public meetings with invited target group specialists, seek to promote the discussion on the issues of homelessness, migration, gender and LGBTI rights and how to design projects that address the intersectionality of such experiences of marginalization, creating safe spaces whilst maintaining the open character of our initiatives.

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

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

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

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

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

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

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

In the footsteps of a migrant

Project Coordinator

Organisation solar e.V.
Address Bernkasteler Str. 78 , 13088 Berlin , BERLIN , DE
Website <http://solarev.org>

Project Information

Identifier 2017-1-DE02-KA204-004299
Start Date Sep 1, 2017
End Date Aug 31, 2020
EC Contribution 279,271 EUR
Partners Stichting Refugee Company (NL) , ASOCIATIA A.R.T. FUSION (RO) , SOCIETA' COOPERATIVA SOCIALE CAMELOT A R.L. (IT)
Topics Migrants' issues ; Inclusion - equity ; EU Citizenship, EU awareness and Democracy

Project Summary

Context/background:

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

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

Objectives:

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

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

Number and profile of participants:

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

Description of activities & methodology:

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

Results and impact envisaged & long term benefits:

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

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



Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

New Skills for new Entrepreneurs - Attraction and Qualification of Refugees as Successors

Project Coordinator

Organisation Hanse-Parlament
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Project Information

Identifier 2017-1-DE02-KA202-004124
Project Web Site <http://www.new-entrepreneurs.eu/>
Start Date Sep 1, 2017
End Date Aug 31, 2020
EC Contribution 418,692 EUR
Partners Ipartestületek Országos Szövetsége (HU) , INSTITUT FUR ANGEWANDTE GEWERBEFORSCHUNG (AT) , BERUFSAKADEMIE HAMBURG IG BA-H GGMBH (DE) , T2I - TRASFERIMENTO TECNOLOGICO E INNOVAZIONE SCARL (IT)
Topics New innovative curricula/educational methods/development of training courses ; Entrepreneurial learning - entrepreneurship education ; Integration of refugees

Project Summary

The integration of a large number of refugees is currently an urgent, outstanding task in many EU countries, which requires the commitment of all social stakeholders. Refugees who have profound professionalism and good entrepreneurial potentials can be trained as entrepreneurs in a comparatively short period of time in the host country and integrated into working life as a successor or entrepreneur for small enterprises and make valuable contributions to the economic development. The project pursues this innovative, promising approach. Many SMEs experience a critical moment by handing over the company to a successor when the owner retires. In fact, more jobs are lost annually due to failed business transfers than new ones are created by business start-ups. A major cause of the failed business transfers and thus the high loss of jobs in many EU countries is the large shortage of qualified successors, which is currently growing. Through qualification and integration of refugees as entrepreneurs, the project makes an important contribution to successful SME business transfers and start-ups.

Having said that the project pursues the main objective of integrating refugees and immigrants in the best possible way and thus ensure SMEs transfers at the same time through:

- (A) the rapid integration of refugees into their working lives by training and promotion of entrepreneurship,
- (B) recruit additional target groups and increase the number of potential SME successors and founders,
- (C) improve entrepreneurial skills to attract qualified entrepreneurs, to ensure innovative success and to secure and increase the number of SMEs and jobs.

The project is carried out by 5 partners from Germany, Italy, Austria and Hungary. The internationally active lead partner is particularly experienced in the training and support of SMEs as well as in the implementation of complex public projects. Three partners are chambers, respectively, affiliated institutions dedicated to the training of entrepreneurs and the promotion of local SMEs for many years. An university is successfully involved in the training of entrepreneurs and particularly experienced in the development of corresponding curricula as well as in quality assurance and evaluation processes.

The project comprises 7 work packages with the following main activities.

1. Project management and implementation of 6 transnational partner meetings and 2 international multiplier events.
2. Identification of individual competences and entrepreneurial potentials of refugees and, on this basis, consultations on further professional careers and necessary qualifications, as well as individual consulting measures.
3. Professional language training as well as trainings to increase motivation, ideas and planning of entrepreneurial activities.
4. Training to an entrepreneur, which is concluded with an official further training degree. This comprehensive qualification process is accompanied by individual consultations and coaching as well as supplemented by the necessary retraining courses.
5. Trainings regarding preparation of an SME take-over or business start-up, as well as for graduates of entrepreneurship who do not want to work independently.
6. Integration of trained refugees in existing programs to promote and advise until after the company has been taken over or is established.
7. Transfer of project results to 68 chambers and universities/universities of applied sciences from 13 countries, which are involved as associated project partners during implementation and receive sustainable implementation advice and carry out further dissemination activities.

While the individual activities can be based on existing experiences and materials, consultation procedures, curricula, etc. must be developed, tested and evaluated specifically for the target group "refugees". Therefore a project duration of 3 years is mandatory.

For the five products of the project

- Blueprints for the reliable identification of entrepreneurial competencies and for the counselling of individual career and education plans,
- Curricula for trainings to promote motivation and to create ideas for activities as entrepreneurs,
- Curricula and regulations for the training of entrepreneurs,
- Curricula for trainings for preparation as well as blueprints for the realization of SMEs Takeovers and business start -
- Comprehensive printed manual with wide distribution, available for all interested parties

A high sustainable use is ensured by means of a process-oriented expansion of the implementation regions, including financing.

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



Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Indicators of Good VET practice for refugees

Project Coordinator

Organisation UNIVERSITAET ZU KOELN
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NORDRHEIN-WESTFALEN , DE
Website www.uni-koeln.de

Project Information

Identifier 2017-1-DE02-KA202-004133
Start Date Nov 1, 2017
End Date Oct 31, 2019
EC Contribution 288,310 EUR
Partners UNIVERSITAET INNSBRUCK (AT) , UNIVERSITA' DEGLI STUDI DI
BERGAMO (IT) , ROSKILDE UNIVERSITET (DK)
Topics Integration of refugees ; Quality Improvement Institutions and/or methods
(incl. school development)

Project Summary

The recent 'refugee crisis' is a challenge for European countries. The integration of the refugees who are eligible to stay is one goal of the European refugee policy. One of the promising factors for successful integration is the Vocational Education and Training (VET). On the practitioner level, various measures have been taken to integrate refugees through VET, but the exchange of information and experiences between the actors barely exists. Usually, different practitioners are confronted with similar challenges, but since they act independently to share knowledge that allows learning through others' experience is difficult.

In the present project „Indicators of Good VET practice for refugees“, experiences made by practitioners in four European countries (Italy, Denmark, Austria and Germany) are made available and are evaluated.

By means of these experiences, the project aims to generate quality indicators for successful training programmes in the field of VET. Hard and soft indicators which support the integration of refugees will be revealed. These indicators will be transformed into a web-based analyse-tool. This tool will be available at the national and international project homepages and helps practitioners to analyse their own VET programmes for the integration of refugees.

The application of the analyse-tool will be documented online by 20 best-practice-examples, which will be selected out of 120 VET programmes for the integration of refugees in the four participating countries. The 20 best-practice-examples will be presented for the public, especially for VET providers.

At the same time application-oriented manuals for a qualitative conception of VET programme to integrate refugees are designed and online available. It helps to avoid repeating mistakes.

Target groups which will benefit from the results are, at one hand, practitioners who organise and implement the VET measures (public and private VET providers, companies from different sectors). The examples of best-practice as well as the information and manuals available on the project website facilitate the co-operation between institutions and refugees. The refugees will benefit from this project, because the intellectual Outputs of this project enable a sustainable integration of refugees.

At the other hand, the project generates results that will help to take decisions concerning education policy. As data and findings about the quality of measures taken to integrate refugees through VET are missing so far, the findings of the project are relevant for education and refugee policy.

The focus of the project explains the selection of partner organisation as well. The partner organisations are not involved directly in integration measures at the practitioner level and are possible to evaluate the activities at the practitioner level more objective. Due to their research expertise they are able to generate evidence-based project results. The partner organisations are consulted by practice experts, who are involved in the coordination of integration activities or who are responsible for integration measures.

All products of this project will be available on the project website and free of charge.

The results will be presented at multiplier events and by wide distribution campaign. Due to the ongoing offer to analyse VET programmes by the analyse-tool even after the end of this project and due to the option to make further VET programmes public as best-practices, the sustainability of the project is already put in integrative.

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



Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Social Inclusion of migrants through peer learning experience

Project Coordinator

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Website www.kultur-life.de

Project Information

Identifier 2017-1-DE02-KA202-004147
Project Web Site <https://kultur-life.de/projekte/simple/>
Start Date Oct 1, 2017
End Date Apr 30, 2019
EC Contribution 53,865 EUR
Partners Pro IFALL AB (SE) , ELAZIG MESLEKI ve TEKNİK ANADOLU LİSESİ (TR) , Grm Novo mesto - center biotehnike in turizma (SI) , Heziketa Teknikoko Elkartea (ES)
Topics Inclusion - equity ; Intercultural/intergenerational education and (lifelong)learning ; Integration of refugees

Project Summary

SIMPLE stands for the social inclusion of migrants through peer learning experience. The project will exchange good practices regarding the use of peer learning techniques to promote the social inclusion of migrants and refugees into the vocational education and training (hereafter VET). SIMPLE reacts towards the immense immigration to Europe. The average age of migrants is between 16 – 30 years old and the expected number of long-term unemployment of this target group is estimated at 55 %. Therefore the need of a successful integration into education is extremely important. The access and integration to education will minimize the risk of unemployment and lead to a sustainable social integration.

SIMPLE will be exchanging methods of peer learning which have been used for the integration of migrants in VET. Those methods prevent segregation and discrimination and furthermore teachers and trainers are able to deal better with cultural diversity, conflicts and to build up a heterogenic learning environment.

The participants of the SIMPLE consist of teachers, migrants and students who have been involved in peer learning activities in VET. The project includes six transnational meetings. In each meeting the partners will visit peer learning groups and activities and identify common methods for a successful implementation of peer learning methods. On each meeting two local VET teachers as well as a local student and migrant will take part and report about their personal experiences regarding the difficulties and advantages of the social inclusion through peer learning techniques. Peer learning has mostly been used in non-formal education environments but originally targeted core skills of students. In the last years the methodology has been modified and adapted for emotive learning processes. Social and emotional gains through peer learning are nowadays as important as cognitive gains. SIMPLE uses those processes for the social inclusion of migrants.

The outcome of the project is to identify methods of peer learning in VET which shall be used for the social inclusion of migrants and other target groups as the results can easily be adapted by other sectors. Therefore SIMPLE will produce a paper of recommendations and pedagogical materials about how to integrate migrants into VET through peer learning experiences. The impact of SIMPLE will be an increase of migrants in VET and a cost-efficient assistance for educational staff for the social inclusion of migrants. On a long term perspective SIMPLE will affect the reduction of unemployment of migrants and foster the social integration into the society. Finally the involved students and migrants will gain skills and competences e.g. critical enquiry and reflection, communication skills and team work. In addition the peer to peer experience will help migrants to understand social and civic rules and experience them in their daily environment.

On a regional level the project partners of SIMPLE will present the results to local VET schools, secondary schools and companies to cause the effect of imitation. On a national level the project shall be seen as a role model for other institutes and motivate them to commit themselves to the social inclusion of migrants. On a European level SIMPLE shall enhance a better understanding of the need of social inclusion, common European values and the prevention of discrimination especially in the group of students and migrants who have not dealt with intercultural conflicts and diversity yet. The number of migrants requires a sustainable strategy of inclusion especially in the group of 14 – 25 years old as this group will possibly stay in Europe for a longer period and is in need of finding options to integrate themselves.

To achieve the described impact of SIMPLE the dissemination of the project will be one of the project priorities before, during and after the project duration. The dissemination activities will include the implementation of SIMPLE on social media channels (Facebook, Twitter and Instagram) as well as the presentation of the project results on events, webinars and towards the existing national and European network of the partner organizations.

The network consists of VET and secondary schools, EfVET, Trade and Industry chambers, youth organizations, national education departments and will be extended during the project duration.

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



Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Competences in Enterprises on Integration

Project Coordinator

Organisation LANDKREIS KASSEL
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Website www.landkreiskassel.de

Project Information

Identifier 2017-1-DE02-KA202-004199
Start Date Oct 1, 2017
End Date Sep 30, 2019
EC Contribution 297,799 EUR
Partners DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH (AT) , TRENDHUIS (BE) , BUPNET BILDUNG UND PROJEKT NETZWERK GMBH (DE) , ASTIKI MI KERGOSKOPIKI ETAIREIA KAIMI KUBERNITIKI ORGANOSI FOUR ELEMENTS (EL) , CATRO BULGARIA (BG) , CESIE (IT)
Topics Enterprise, industry and SMEs (incl. entrepreneurship) ; Integration of refugees ; Labour market issues incl. career guidance / youth unemployment

Project Summary

Despite the challenges caused by millions of refugees seeking for shelter in the European Union, this flux also provides an opportunity to invigorate labour markets since many refugees show a high level of education and qualification.

To back-up and support the initial integration programmes and initiatives driven by state and administrative stakeholders, tailor-made support measures are needed for “integration in employment”.

Only through the direct integration in the local economy, the migration threat may be transformed into an opportunity and may contribute to improving the European work force, which, in parallel, has been shrinking and gets dramatically old.

National and regional solutions may provide financial, legal and administrative structural support, however, they do not influence the situation on the local and interpersonal level where real integration takes place. The COME IN – project (COMpetences in Enterprises on Integration) will make a difference exactly on this level.

European employers, be it SMEs or large-scale enterprises and organisations are still hesitant to hire and employ refugees due to their unclear professional and personal situations. To integrate refugees at the workplace (be it in full time, part time, supported employment or internships) European employers need practical and direct support that responds to the uncertainties related to the legal, social and working status of refugees, as well as to intercultural and psycho-social issues. This is the starting point of the COME IN project, which aims at creating and applying a comprehensive training to support enterprises and organisations and their responsible staff members in integrating refugees at their workplaces.

The COME IN approach consists of:

- face-to-face workshops
- a growing online learning and networking platform with directly usable information and OER learning materials,
- pilot learning projects at the workplaces and
- a validation system to assess and document the developed competences.

The COME IN consortium is composed of a multi-actor partnership of seven partners from six countries; among them countries that receive most refugees (“entrance countries”), and countries where most refugees claim asylum (“target countries”)

The partnership consists of:

- a regional authority (Landkreis Kassel, DE) responsible for the integration of more than 3.000 refugees and for the economic development and the coordination of SMEs and larger enterprises
- two HR consultancy agencies (TRENDHUIS, BE; Catro, BG)
- two labour market agencies and vocational and adult education providers (die Berater, AT; and BUPNET, DE)
- two large NGOs whose daily business is to support incoming refugees in their countries (CESIE, IT; 4 elements, GR) that will ensure that refugees’ needs and perspectives will be fully taken into account and adequately addressed.

The partners will work along six main work packages and intellectual outputs in COME IN:

In the stocktaking phase (O1) best practices regarding the integration into the workplace are identified and support and training needs will be derived.

The COME IN Curriculum (O2) defines learning and training contents, learning objectives and a catalogue of aspired learning outcomes for key staff in enterprises and organisations. on integration at the workplace.

In the COME IN Training Pack (O3) suitable materials, instruments, didactic patterns and transferrable approaches on work-based learning on the topic of integration at the workplace will be developed.

The COME IN Open Learning Space is a state of the art learning platform combining open source e-portfolio,

LMS and validation system (based on an existing learning technology). Contents developed as O2, O3 and O5 will be implemented here, aiming to create and maintain a constantly growing pool of COME IN learning resources as OER.

The COME IN Validation System (O5) is designed based on the LEVEL5 approach which has been developed and applied in more than 150 informal and non-formal learning projects since 2007. It will be based on a specific competence framework developed for the target group which is coupled with O2 and O3.

Eventually the COME IN Implementation Strategy (O6) aims to valorise the approach, the instruments and the materials developed on a large scale European level. It is based on the trainings and pilots in the partner countries, each targeting 20 staff members of cooperating enterprises. The pilots will be thoroughly evaluated, best practices derived and a transfer and implementation strategy established.

Three additional work packages ensure the delivery of the project results in a high-quality and sustainable way. The project will be thoroughly evaluated (WP7) and widely disseminated (WP8) along a mainstreaming strategy to achieve utmost transferability and a high impact in Europe and professionally managed (WP9).

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



Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Job to Stay – Sustainable Integration of Low-skilled Refugees into the Tourism Labour Market

Project Coordinator

Organisation FACHHOCHSCHULE DES MITTELSTANDES (FHM) GMBH - UNIVERSITY OF APPLIED SCIENCE -
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NORDRHEIN-WESTFALEN , DE
Website www.fh-mittelstand.de

Project Information

Identifier 2017-1-DE02-KA202-004272
Project Web Site <http://www.jobtostay-project.eu>
Start Date Oct 1, 2017
End Date Sep 30, 2019
EC Contribution 270,647 EUR
Partners EUROPEAN NEIGHBOURS, Verein zur Förderung von Benachteiligten in Europa (AT) , IHK- PROJEKTGESELLSCHAFT MBH (DE) , E.N.T.E.R. GMBH (AT) , VSP-Verbund für Soziale Projekte gGmbH (DE) , UNIVERZA NA PRIMORSKEM UNIVERSITA DEL LITORALE (SI) , FORMAZIONE CO&SO NETWORK - CONSORZIO DI COOPERATIVE SOCIALI SOCIETA COOPERATIVA SOCIALE (IT) , Association Odyssee (FR) , SLOVENSKA FILANTROPIJA-ZDRUZENJE ZA PROMOCIJO PROSTOVOLJSTVA (SI)
Topics Labour market issues incl. career guidance / youth unemployment ; Integration of refugees ; Recognition, transparency, certification

Project Summary

The Job to Stay project seeks to foster the long-term employment of refugees with access to permanent job opportunities. Linking their needs and wishes to work with the enormous staff shortages that Europe's tourism industry is suffering from is the main project objective. Due to their specific disadvantaged position a particular focus will be placed upon female refugees and increasing their employability.

As a result of violent conflicts in the Middle East and in Africa more than 2 million official asylum claims were submitted within EU member states during the last three years. Following necessary initial care, official registration as refugees and primary supply, the employment of adults and their general social inclusion present the main challenge to Europe's society over the coming years. However, entering the labour market is extremely difficult if one is unfamiliar with cultural standards and languages spoken, if national diplomas are lost or cannot be accredited or if a person's level of education and qualification is generally very low. At the same time, Europe's societies, economies, administrations, VET providers and social service providers are inadequately prepared to tackle this challenge.

On the other hand, many see these new inhabitants of Europe as a gift to tackle the ageing of society and the shortage of skilled workers in many economic sectors. One of them is the tourism industry, Europe's third largest sector with continuous growth. But all over Europe tourism is suffering from extreme shortages of skilled and support workers. Politicians and the tourism industry have not really begun to link the need for more staff with the demands of refugees. However, refugees often cannot prove formal qualification or they are not accredited in the host country, therefore they usually cannot work in jobs asking for officially accredited qualification; much more they have to enter labour markets at the lowest level of unqualified work (EQF Level 2). The Job to Stay project supports this approach however seeing it only as a first step – within nine months of workplace-based learning qualification levels should increase to Level 3 and should be officially accredited. Within less than one year “unqualified refugees depending on social security” will develop into “qualified experts contributing into social security systems.”

However, there are still major barriers to overcome: So far, neither clear descriptions of learning outcomes for low qualification job profiles (EQF Level 2) exist, nor have models for assessment and validation of prior experience and learning been developed. There are no standardised frameworks for workplace-based learning defined or networks built up to implement workplace-learning activities over a broad spectrum.

Therefore, Job to Stay will implement the following main activities:

- A) EQF-description of the Job to Stay Qualification Profiles (Level 2) for five selected low level assistant jobs in tourism and hospitality industry (housekeeping; kitchen assistant; assistant cook; assistant barman and barmaid; landscape management assistant); it should be possible for many of the refugees to fulfil job entry requirements even if they have low education and qualifications.
- B) Development of Job to Stay Qualification Pass assessment and accreditation model for selected job profiles (including personalised CVs, transcription for formal certificates from home countries, certificates of language/cultural competences of host country, recommendations concerning language/culture training or special support needed). Based on this assessment it will be possible to develop an individual qualification pass for each person and to design a personalised job integration plan.
- C) Development and implementation of personalised job integration plans. Based on a specifically developed model, 600 refugees in DE, AT, IT, FR and SI will undergo the Job to Stay assessment procedure and those 60 (at least 70% of them must be women) most suited to the job profiles in question will be selected. Each of them will receive the opportunity to work on a nine month placement; apart from workplace-based learning accompanying language and cultural training, social-psychological support and support tailor-made to women's

needs will ensure that all persons reach at least qualification level 3 and long-term integration into tourism labour market will be achieved.

D) Lessons learnt during project implementation and recommendation deducted for all parties involved, and policy makers at local, regional, national and European levels in particular, will be professionally published in the Job to Stay Green Paper and distributed all over Europe.

Project partners come from DE, AT, IT, FR and SI are embedded in strong national networks of the target groups and stakeholders which will not only actively contribute to but also ensure mainstreaming and sustainable use of its outcomes.

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

METODOLOGIA ORALPHA

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 Aug 3, 2020
EC Contribution 246,540 EUR
Partners Werkstatt-Berufskolleg Unna (DE) , Tempo Libero Società Cooperativa Sociale ONLUS (IT) , "Biuro Obslugi 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 anguage and its literacy.

-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

Learning by intercultural cooking

Project Coordinator

Organisation AJUNTAMENT DE SILLA
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Website WWW.SILLA.ES

Project Information

Identifier 2017-1-ES01-KA204-038597
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 82,876 EUR
Partners VOLKSHOCHSCHULE IM LANDKREIS CHAM EV (DE) , MTÜ Eesti Külaliikumine Kodukant (EE) , aydin kulturel gelisim dernegi (TR)
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

Empowerment of migrant women through Literacy and Language Learning

Project Coordinator

Organisation LIGUE DE L'ENSEIGNEMENT DE HAUTE-CORSE
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Project Information

Identifier 2017-1-FR01-KA204-037361
Start Date Oct 1, 2017
End Date Sep 30, 2019
EC Contribution 249,061 EUR
Partners Instituto para el fomento del desarrollo y la formación S.L (ES) , VOLKSHOCHSCHULE IM LANDKREIS CHAM EV (DE) , INNOQUALITY SYSTEMS LIMITED (IE) , FOLKUNIVERSITETET STIFTELSEN VID LUNDS UNIVERSITET (SE) , Asociación La Bien Pagá Espacio Escénico (ES)
Topics Teaching and learning of foreign languages ; Migrants' issues ; Inclusion - equity

Project Summary

Low-educated migrant women are one of the most disadvantaged groups in the EU in terms of labour participation and social inclusion and go through greater challenges in achieving linguistic integration to the new environment. They are so-called LESLLA (Low-Educated adult Second Language and Literacy Acquisition) learners, consisting of those who lack the ability to read and write in the script of their mother tongue (L1) or whose ability is below average primary school level.

The available programmes, including courses and assessments, which aim at full language proficiency, do not fit all populations. Such programmes need further consideration and development in order to achieve the goals of social integration. In particular, there are concerns that standard curricula, including tests and exams, do not adequately cater to functional illiterate and unemployed migrants without basic education (LIAM Guiding principles, 2015).

Furthermore, many civic integration courses are still solely focused on in-classroom teaching in the second language in highly diverse groups of students, with focus on language acquisition with a fixed curriculum, facilitators mainly native of the host country and monolingual themselves, applying an instructive didactic style, teacher-centred approach, static lesson plans and mono-didactic methods. Thus, traditional teaching didactics do not take the specific needs of first-time women adult learners into account. As a consequence, the most vulnerable group of migrant women lack adequate support whilst living in a country with unfamiliar codes and habits, invoking stress and alienation for them and their families.

Participatory didactic methods have shown good progress in learners who have not profited from formal teaching. Active pedagogies such as relating lessons to real life, individualisation, self-directed work and collaborative learning are among the pedagogies with the strongest evidence in favour of their effectiveness on the basis of the literature review.

The aim of ELLE project is to apply innovative adult learning methods for the improvement of foreign language proficiency of low skilled migrant, refugee and asylum seeker women who have not acquired study skills, empowering them for their social and labour integration and active participation in society.

To do so, adult education experts and providers and organization supporting migrant from 5 countries (France, Germany, Ireland, Spain and Sweden) will work together to lead the project and co-create and test innovative methods and freely accessible OER, including a Training Guide (IO1) an Online Platform of OER (IO2) and Guidelines and recommendations (IO3) on Empowerment of migrant women through Literacy and Language Learning.

Adult education teachers, trainers, volunteers and educators are the main target users of the project products and final beneficiaries are low skilled migrant, refugee and asylum seeker women. During the life time of ELLE project, the partnership will directly involve 74 Adult education teachers, trainers, volunteers and educators (24 partners staff / 30 experts involved / 20 target users in pilots), 100 low skilled migrant, refugee and asylum seeker women (in pilots) and 440 stakeholders. A wider audience, of a minimum of 1000 recipients, will be reached at local, regional, national and European level through the planned dissemination activities.

The project will use European frameworks and instruments, like EQF Europass and EPALE, to boost transparency and recognition of learning outcomes on LESLLA in Europe, with the active support and cooperation of a network of key associated partners and relevant stakeholders at local, regional, national and European level involved in the project. ELLE will have a direct impact on the target beneficiaries, improving

literacy skills, knowledge of national language and empowerment of the low-qualified migrant women, and in the target users, improving the teaching methods and the effective design of training programmes on LESLLA. The long-term impact envisaged is a growing participation of the low-qualified migrant women in lifelong learning and in society in Europe.

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
Start Date Nov 1, 2017
End Date Oct 31, 2019
EC Contribution 155,502 EUR
Partners asmoune (FR) , MERSEYSIDE EXPANDING HORIZONS LIMITED (UK) , ADAMASTOR - ASSOCIACAO CULTURAL (PT) , KWB Koordinierungsstelle Weiterbildung 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 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

Supporting Integration of Migrant Learners , Asylum Seekers and Refugees

Project Coordinator

Organisation UNIWERSYTET LODZKI
Address UL PREZYDENTA GABRIELA NARUTOWICZA 68 , 90 136 LODZ , PL
Website www.uni.lodz.pl

Project Information

Identifier 2016-1-PL01-KA204-026654
Start Date Nov 1, 2016
End Date Oct 31, 2018
EC Contribution 209,542 EUR
Partners VOLKSHOCHSCHULE IM LANDKREIS CHAM EV (DE) , CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET (CY) , Menedek Migransokat Segito Egyesulet (HU) , Andragoski zavod Ljudska univerza Velenje (SI)
Topics Integration of refugees ; Inclusion - equity ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

The integration of people immigrating presents a special challenge; it is a complex and long-term undertaking. Anyone who is in favour of immigration should make an effort to foster the successful integration of immigrants. Those in favour of immigration are persons closely working with migrants, they represent educational sectors: teachers, trainers, educators; or social and care sectors: volunteers, social care workers, municipal guards, police etc. The project SIMILAR aims at fostering integration of migrants, refugees and asylum-seekers through a multi-dimensional approach which includes multicultural approach and empowering measures in the areas of integration and social welfare. In order to achieve expected results the following activities will be implemented:

- cross country analysis report and summaries on overall system of support, including existing empowering measures and their effectiveness and the needs, problems, expectations of migrants;
- handbook "Awareness raising and empathy training measures for promoting work with migrants" with curriculum for those working with the migrants focusing on multicultural approach with focus and significance of empowering measures for migrants
- toolkit "Empowerment of migrants" on empowering best practices to improve social, economic, educational and personal situation of migrants;

The project begins by collecting information from experts who work with the target group regularly and collect information on their experiences. This will include professionals working for the municipalities and federal offices as well as volunteers and educators at the local, regional and national levels, responsible for language learning and those providing assistance in finding appropriate housing or solutions to other social care needs. The feedback from these activities will serve as the basis for the knowledge sharing and capacity building on integration measures targeting migrants which will then be further developed into a handbook. An additional outcome from the interviews will be the toolkit which includes concrete information on initiatives and empowerment measures with information for implementation. The toolkit will be collection and adaptation of existing good practices; this will support the mainstreaming and implementation of already existing measures. The output is designed to increase the degree of autonomy and self-determination of migrants while minimizing their social isolation by providing high quality, relevant resources in the hands of those who work closely with the target group. The project activities address the following direct target groups:

1. Migrants in participating countries who have been living in partner countries. It is expected that min 20 migrants in each country will share their opinions, expectations in the form of biographical interviews. The aim is to gain insight of the experiences, expectations and current needs.
2. Experts in the field of integration (stakeholders, policy makers, persons responsible for design of the integration measures), min 20 in each partner country, they will take part in the focused interviews. Additionally, at least two external experts for the assessment of the draft version of handbook and toolkit for empowerment of migrants.
3. Educators, Teachers, Educational Staff, they will take an active part in multiplier events in each country, at least 15 per country. The multiplier event will include not only presentation but also workshops, focus groups in order to get in the situation of migrants, to let the participants to understand "the feeling of being migrants" and transfer the multicultural approach in teaching as well as educational empowerment.
4. Volunteers, persons working in social care, police, municipal police, city Guards, they will take an active part in multiplier events in each country, at least 15 per country. The multiplier event will include not only presentation but also workshops, focus groups in order to get in the situation of migrants, to let the participants to understand "the feeling of being migrants" and transfer the multicultural approach as well as various empowerment measures in social, educational, economical context.

Impact: Better understanding of culture not only other people but also own and its implications, complex process which people become members of communities, creates basic attitudes, values and norms constructs a basis for facilitating process of integration. The project will support to build and improve the capacity of institutions, organisations working closely with migrants and working in favour of integration. The persons equipped in multicultural competencies and empowerment knowledge are able to take into account cultural diversity of migrants, to better understand cultures and its implications to integration and learning process, and last but not least they can be more flexible in their changing role in social and adult education fields.

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

Cinema for Refugees Social Inclusion

Project Coordinator

Organisation	Aidlearn, Consultoria em Recursos Humanos Lda.
Address	Rua Frederico George, 31B, Loja 1 , 1600-012 Lisboa , Lisboa , PT
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Project Information

Identifier	2016-1-PT01-KA204-022983
Project Web Site	https://www.refugeesinproject.eu/en/
Start Date	Nov 1, 2016
End Date	Dec 31, 2018
EC Contribution	308,059 EUR
Partners	Hamburger Volkshochschule (DE) , DUN LAOGHAIRE INSTITUTE OF ART, DESIGN & TECHNOLOGY (IE) , Greek Council for Refugees (EL) , Slovenska univerza za tretje zivljenjsko obdobje, zdruzenje za izobrazevanje in druzbeno vkljucenost (SI) , CENTRO STUDI CITTA DI FOLIGNO ASSOCIAZIONE (IT)
Topics	Integration of refugees ; Research and innovation ; ICT - new technologies - digital competences

Project Summary

RefugeesIN Project intends to contribute to the challenges identified at Europe 2020 initiatives and the European Agenda for Adult Learning as well, where is stressed the need for more cohesive and inclusive EU societies. This was even more accentuate at ERASMUS+ programme with a clear focus on social cohesion and the integration of refugees/migrants into the EU societies, when we are living a humanitarian calamity of historic proportions with individuals facing complex and painful processes in their adaptive pathways to European societies. Education plays a crucial role in helping migrants/refugees settle in the new countries, being a part of the solution throughout the integration process. Aligned with this, RefugeesIN wants to make a breach into the negative social beliefs on refugees with undisputed film evidence made by and about the achievements of former refugees well included into EU societies where they live today, believing they can have a central modelling role for the newcomers inclusion. The ultimate goal of RefugeesIN is to offer an innovative cinema-based Pack to professional staff working with refugees use in their activity, to encourage intercultural dialogue, to combat discrimination against refugees and promote their social inclusion. Cinema will be used as a tool for breaching stereotypes and portraying actual and inspiring life stories of well-included former refugees and having a modelling role for the newcomers' social inclusion. Engaging refugees/migrants people is the challenge and initiatives have been developed to try and do so. There social inclusion pathways can be facilitated not only through formal teaching but also through direct participatory activities in the adult learning providers and local communities. Citizenship education and social inclusion can be more effective if are reinforced by a supportive environment where are experienced values and principles of democratic and inclusive process in action. RefugeesIN is composed by interlinked activities resulting in the production of a Pack with resources and methodologies to be used mainly by adult educators and AE providers, staff and civil society organisations, proposing a new multicultural learning process mediated by cinema and filmmaking practice, focusing individual narratives of living experiences of social inclusion that have radically transformed their lives. Stimulating critical thinking, increase level of digital competence and media literacy, particularly in the use of the Internet and social media, greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity, are an essential part of the response to the current crisis and to develop resistance to all forms of discrimination and indoctrination. Participants in the RefugeesIN Course will produce their own short documentaries films, once the Course is also meant to build skills and competencies needed to engage in documentary film production. The European cinema that addresses social inclusion topics is also a major contributor to the project, fostering up discussions within multicultural groups, and having a language suitable for establishing links between refugees and local citizens. Partnership covers the main expertise and experience required for the success of the project, mobilising a team of highly skilled professionals, balanced between research and direct experience with the target audience and familiar with adult education, multicultural learning and movie-based learning. Well as active citizenship, social inclusion and refugee issues and technical and methodological research methods. RefugeesIN innovative approach includes an interactive website able to enrich and feed the project beyond its funding period. It will be open to the collaboration of all, where it will be possible to uploading new assets, illustrating refugees/migrants achievements on their efforts to survive and integrate into the European societies. The following results are expected: (1) Branding RefugeesIN through an easily identifiable and attractive image; (2) Brochure: real-life stories – from escape to belonging. Collection of 24 real-life successful inclusion stories of former migrants/refugees; (3) Film Catalogue, with films that portrays and illustrates successful stories (fictional and real) of migrants/refugees' social inclusion. (4) Course Curriculum and Manual; (5) Guide introducing the RefugeesIN rational and approach for target audience and illustrating how to use flexibly the assets in the Pack; (6) an interactive Website, offering freely the RefugeesIN assets, enriched by other uploaded by external stakeholders. Finally, to point out that it is anticipated Conferences & Films Festivals in each of the partner countries, an important aspect for a wider strategy for the continuous exploitation of the Pack and website via an annual similar event, to be called " RefugeesIN Conference & Film Festival: Cinema for Social Inclusion

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
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Project Information

Identifier 2017-1-SI01-KA204-035587
Start Date Oct 1, 2017
End Date Sep 30, 2019
EC Contribution 212,827 EUR
Partners Eurocultura (IT) , OZARA storitveno in invalidsko podjetje d.o.o. (SI) , Institut für Internationale Bildungs- und Arbeitsmarktprojekte (DE)
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 than 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 and 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.

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

Participation Rather than Integration of Migrant Communities in Adult Learning

Project Coordinator

Organisation Verein Niedersächsischer Bildungsinitiativen e.V.
Address Warmbüchenstraße 17 , 30159 Hannover , NIEDERSACHSEN , DE
Website www.vnb.de

Project Information

Identifier 2018-1-DE02-KA204-005031
Start Date Oct 1, 2018
End Date Sep 30, 2020
EC Contribution 61,960 EUR
Partners Videnscenter for Integration (DK) , CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET (CY) , VEREIN MULTIKULTURELL (AT) , SOCIALINIUI NOVACIJU FONDAS (LT)
Topics Access for disadvantaged ; Intercultural/intergenerational education and (lifelong)learning ; Civic engagement / responsible citizenship

Project Summary

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

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

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

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

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

Workplace Basic Skills Training for Low-Skilled Migrants

Project Coordinator

Organisation FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG
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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 potentialov (SI) , SDRUZENIE MEZDUNARODEN INSTITUT POMENIDJMANT (BG) , QUALED občianske zdruzenie pre kvalifikáciu a vzdelávanje (SK) , Innovation Training Center, S.L. (ES) , Ente Bilaterale Veneto (IT) , Wissenschaftsinitiative Niederösterreich (WIN) (AT) , 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 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

Austausch von interkulturellen Kompetenzen zur sozialen Inklusion

Project Coordinator

Organisation WESTDEUTSCHER HANDWERKSKAMMERTAG
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Website www.whkt.de

Project Information

Identifier 2018-1-DE02-KA204-005038
Start Date Sep 1, 2018
End Date Aug 31, 2020
EC Contribution 95,060 EUR
Partners CARITAS DIOCESANA DE COIMBRA (PT) , CIAPE - CENTRO ITALIANO PER L'APPRENDIMENTO PERMANENTE (IT) , VondiConsulting Unternehmensberatung Vondrak KG (AT) , DATCA ILCE MILLI EGITIM MUDURLUGU (TR) , CENTRE FOR THE GREEK LANGUAGE (EL) , AC Amics de la Biblioteca de la Fonteta (ES)
Topics Inclusion - equity ; Integration of refugees

Project Summary

"THE EXCHANGE OF INTERCULTURAL SKILLS FOR SOCIAL INCLUSION"

A) CONTEXT / BACKGROUND OF THE PROJECT

The integration of socially disadvantaged target groups is a process of the society as a whole, which aims at the peaceful coexistence of the different population groups. Important prerequisites for achieving this goal are the mutual understanding and openness between the native and the immigrant population. Social integration means that fringe groups living in Europe are participating in public life.

B) PROJECT OBJECTIVES

The project partners have set themselves the goal

1. to exchange three well-tested "good practice" models to improve intercultural competence for social inclusion
2. to test these "goodpractise-models" regionally and
3. to translate and adapt if necessary.

C) TARGET GROUP

The project partners have agreed on two target groups:

1. people who are for economic or social reasons excluded from the whole process of society (eg migrants, refugees, beggars) and
2. Social workers, teachers and coaches who work with people who do not participate in the process of social inclusion.

D) DESCRIPTION OF THE ACTIVITIES

The following activities are planned in the course of this Erasmus + project:

1. Five project management meetings
2. a webinar
3. a short-term employee training
4. a project website
5. two project newsletters

E) BRIEF DESCRIPTION OF THE 3 "good practice models" being transferred:

1. DinnerClub: a weekly charity event for socially excluded people, where they cook together and additionally Cultural program is offered
2. Diversonopoly: an intercultural board game about customs, habits, information about traditions and daily life in the host country and the mutual understanding of people with a migrant background and the To encourage locals of the "host country".
3. NewStart: Teaching materials that convey European values such as freedom, equality, tolerance and citizenship
(Contribution to mutual understanding)

F) IMPACT

1. Transfer of 3 good practice models to "Improve intercultural competence for social inclusion" in 7 European project countries
(project partners and stakeholders)
2. Establishment of a cross-border network of experts (social worker, caregivers) which has the following

competences through the

Strengthen participation in this project:

- pedagogical competences (new tools)
- intercultural competences (understanding of other cultures from other countries)
- language skills (EN, DE)

E) BRIEF DESCRIPTION OF THE 3 "good practice models" being transferred:

1. DinnerClub: a weekly charity event for socially excluded people, where they cook together and additionally Cultural program is offered
2. Diversonopoly: an intercultural board game about customs, habits, information about traditions and daily life in the host country and the mutual understanding of people with a migrant background and the To encourage locals of the "host country".
3. NewStart: Teaching materials that convey European values such as freedom, equality, tolerance and citizenship (Contribution to mutual understanding)

G) PROJECT MANAGEMENT ACTIVITIES

The project partners have agreed on the following distribution of tasks:

- P1 (WHKT): Applicant Organization, Project Management, Host Project Website
- P2 (VondiConsulting): Transfer of a good-practice model (cooperation with P6) + moderation
- P3 (Datca MEM): - Coordination of dissemination; Translation work in TK and ARAB
- P4 (CGL): Transfer of a good-practice model, coordination evaluation
- P5 (Caritas Coimbra) host of the C2: SP-ADULT-SHORT, creation of 2 newsletters
- P6 (AC Amics de Biblioteca de la Fonteta): Conception / Layout Website; Transfer of a good-practice model
- P7 (CIAPE): Transfer of a "Good Practice Model"

H) OTHER PROJECT TASKS:

- Host of a project management meeting: P1, P2, P3, P6, P7
- Participants in 5 project management meetings
- Participation in the webinar (C1)
- Participation in Short-Term-Staff-Training (C2)
- Contribution to dissemination (coordination P3)
- Contribution to evaluation (coordination P4)
- Contribution to the project website (host: P1, concept and layout: P6)

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

Gesellschaftlicher Zusammenhalt im Kontext von Migration: Erkenntnisse zur Konzeption von Erwachsenenbildungsangeboten zur Vielfalts-Akzeptanz in der Sozialen Arbeit

Project Coordinator

Organisation Diözesan-Caritasverband für das Erzbistum Köln e.V.
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Website www.caritasnet.de

Project Information

Identifier 2018-1-DE02-KA204-005073
Start Date Sep 3, 2018
End Date Sep 2, 2020
EC Contribution 64,750 EUR
Partners Bildungszentrum der Jesuiten und der Caritas gemeinnützige Ges.m.b.H. (AT) , Asociația Organizația Caritas a Diecezei Satu Mare (RO) , Diecézní katolícká charita Hradec Králové (CZ) , Caritas Diözese Bozen-Brixen (IT)
Topics Ethics, religion and philosophy (incl. Inter-religious dialogue) ; Integration of refugees ; EU Citizenship, EU awareness and Democracy

Project Summary

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

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

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

Narratives of Working Migration as Tools for the Assessment of Education Demands

Project Coordinator

Organisation Katholische Erwachsenenbildung im Lande Niedersachsen e. V.
Address Gerberstraße 26 , 30169 Hannover , NIEDERSACHSEN , DE
Website www.keb-nds.de

Project Information

Identifier 2018-1-DE02-KA204-005092
Start Date Sep 1, 2018
End Date Aug 31, 2021
EC Contribution 216,829 EUR
Partners Fundacja na Rzecz Studiów Europejskich (PL) , ASOCIATIA INSTITUTIO PRO EDUCATIONEM TRANSILVANIENSIS (RO)
Topics Social/environmental responsibility of educational institutions ; Migrants' issues ; Inclusion - equity

Project Summary

The project partners, the Katholische Erwachsenenbildung im Lande Niedersachsen e.V. (KEB) from Hannover, Pro Educatione from Transylvania and Fundacja na Rzecz Studiów Europejskich (FEPS) from Wroclaw, have been engaging questions regarding working migration for a long time. This concerns theoretical aspects of the phenomenon as well as the institutions practical work in adult education through language courses, intercultural trainings and vocational training. The project partners realized, that in the last years, debates surrounding work migration have focused heavily on the structural dimension of the phenomenon. Through such a scope, the personal experiences of working migrants are systematically excluded. Consequently, questions of import go unanswered. E.g.: How do working migrants perceive their situation? Which requirements do they see as necessary to foster their successful social inclusion? Through the project „Narratives of Working Migration as Tools for the Assessment of Education Demands“, the project partners will engage these questions. They agree, that working migration requires an overall European approach in education which aims at social inclusion.

The project comprises of two stages:

In the first phase of the project, narrative-biographic interviews are to be conducted with working migrants in Germany, Poland and Romania. Interview partners shall include persons planning to move abroad for work, as well as persons already working in other countries and people who have returned to their countries of origin after working abroad. The interviews aim at assessing educational requirements for working migrants. The findings of this survey shall be published as part of a study which will be made available to the public.

This study will, in the second phase of the project, serve as the basis for a curriculum which addresses the educational requirements identified through the analysis of the Interviews. This curriculum, which will presumably be comprised of components addressing language skills, legal, political as well as cultural aspects, will be taught by the projects partners, constantly improved and accompanied by comprehensive teaching and learning materials.

The central intellectual output of the project is the curriculum with the accompanying learning and teaching materials. This output enables all institutions for adult education in Europe to engage working with the socially disadvantaged group of working migrants. Thus, a wide range of barriers hindering participation can be dismantled and social inclusion can be fostered.

Besides this practical approach towards working migration, the project will also engage the political aspect of the issue through a multiplier event. Together with members of the European Parliament Committee on Culture and Education and the EP Committee on Employment and Social Affairs, the European dimension of working migration shall be discussed. Furthermore, it shall be determined which European education strategies are promising for working migrants.

Through this event, the project seeks to inform the policies of the European Parliament and to sustainably impact institutions of adult education. By way of a project homepage, providing the findings and materials created through the project, a long term contact shall be established and maintained with interested institutions in the field of education. These institutions will be asked to share their experiences with the curriculum and to contribute to a best-practice-compilation, as well as the continuing improvement of the teaching and learning materials.

Through this, the notion of working migration as task for an overall European education practice shall be consolidated. This shall contribute to an empowerment of working migrants, which enables them to actively participate in the society they work in.

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

Refugees WelComB!

Project Coordinator

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Website www.kontakte-fuer-europa.eu

Project Information

Identifier 2018-1-DE02-KA204-005143
Start Date Sep 1, 2018
End Date Dec 31, 2019
EC Contribution 66,948 EUR
Partners TC BUCA KAYMAKAMLIGI (TR) , ALLILEGGIE SOLIDARITYNOW (EL) , ASSOCIAZIONE INFORMAGIOVANI (IT) , ARTEMISSZIO ALAPITVANY (HU) , Ocean Whale (BG) , Madrid for Refugees (ES)
Topics Social dialogue ; Recognition (non-formal and informal learning/credits) ; Integration of refugees

Project Summary

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

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

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

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

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

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

Therefore, Refugees WelComB! aims at:

- analysing the actual situation of the social integration, particularly their integration in vocational training and employment through targeted researches, surveys and interviews with refugees in the partner countries
- detecting how the competences of refugees are validated, if the French model of Competence Balance meets the special needs of refugees and how it must be modified for this purpose
- identifying best practise examples with potential of European transfer
- determining together with refugees, refugee organisations, experts and stakeholders the most urgent needs for action that can be covered with existing resources and targeted activities in the frame of European projects

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

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 module for integration courses

Project Coordinator

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Project Information

Identifier 2018-1-DE02-KA204-005151
Start Date Sep 1, 2018
End Date Nov 30, 2020
EC Contribution 203,897 EUR
Partners Rightchallenge - Associação (PT) , Vsl Inovaciju biuras (LT) , GEA - SOCIETA COOPERATIVA SOCIALE (IT) , ASSOCIATION FOR RESEARCH EDUCATION AND DEVELOPMENT MARKETING GATE SKOPJE (MK) , Shelter "Safe House" (LV)
Topics EU Citizenship, EU awareness and Democracy ; Migrants' issues ; Integration of refugees

Project Summary

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

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

In order to strengthen the European Union and support the integration movements in the EU, a common European project needs to be implemented. Therefore, refugees and migrants need to be integrated more successfully - not only into the society of the particular receiving country but also into the European community. The project aims to adapt special courses - focusing on European contents to the already existing integration courses in the different European countries. The courses contain different modules, dealing with the culture, history, legal system and forms of the social interaction in the particular receiving country.

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

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

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