

Projektemarkt Zugang zu Bildung

Diese Projekte haben am Projektemarkt für den Bereich Zugang zu Bildung während der Jahrestagung der NA beim BIBB am 17.09.2019 teilgenommen.

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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
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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 EKATERINA (NO)
Topics Integration of refugees ; International cooperation, international relations,
development cooperation ; Gender equality / equal opportunities

Project Summary

An international comparative analysis of the integration process of the business integration of refugee's through business start-up has taken place during the project „From intention to implementation based on European know-how “.

5 organisations from EU-countries have been chosen, to carry out a Europe-wide comparison analysis. The project partners consist of people from European founding countries and countries which joined the EU recently. The geographical location includes the west, south and the north. The project members are not only from economically stable countries, but also from ones which are in an economic crisis. The project partners are from Germany, Italy, Bulgaria and Norway.

Modern methods of sociological investigation had been used, to realise the international comparative analysis. Questionings, interviews, workshops and professional exchanges had taken place. A subject specific research had been operated for those purposes.

The following parameters were examined for the definition of the target groups: home country, age, education level, gender differences (from the view of refugees and the population) and the reason for business start-up. The exact overview of the question can be found in the attachment.

The topic of this project is the professional integration of migrants / refugees into the labour market, especially through business start-up, based on best practice examples of the European partner institution. The main feature of the project are the innovative inputs and realization ideas, which come out of the fact that the migrants and refugees can see the "new home" from a different point of view. In addition, there are the public and state institutions in the respective country, which help on the implementation path. Furthermore, we wanted to find out how the communication with the different structures works and what complications and solutions are created. The data obtained through the surveys, forms the basis concept of the communication model "refugee – refugee group – host society - public and government institutions".

It was confirmed that in the case of a nationwide / cross-regional survey, the data obtained should be used to create a communication model.

Therefore, a comprehensive / cross-regional survey will take place in a subsequent project and a communication model "refugee - refugee group - host society - public and state institutions" will be developed. This model helps to create a guide to professional integration through business start-ups and to answer the questions of what the process looks like in different countries, as well as what cultural differences are particularly supporting or obstructive.

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

Assuring the access to nature education and nature experience for impaired people

Project Coordinator

Organisation GLOBAL NATURE FUND STIFTUNG
Address FRITS REICHLE RING 4 , 78315 RADOLFZELL , DE
Website www.globalnature.org

Project Information

Identifier 2018-1-DE02-KA204-005222
Start Date Oct 1, 2018
End Date Mar 31, 2021
EC Contribution 227,914 EUR
Partners Stowarzyszenie Ekologiczne "Etna" (PL) , Deutscher Blinden- und Sehbehindertenverband e. V. (DE) , Balatoni Integrációs és Fejlesztési Ügynökség Közhasznú Nonprofit Kft. (HU) , Umweltdachverband GmbH (AT)
Topics Disabilities - special needs ; Environment and climate change

Project Summary

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

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

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

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

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

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

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

Competitive Regions and Employability of Adults through Education

Project Coordinator

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

Project Information

Identifier 2017-1-DE02-KA204-004117
Start Date Nov 1, 2017
End Date Oct 31, 2019
EC Contribution 299,949 EUR
Partners INSTITUT DE HAUTE FORMATION AUX POLITIQUES COMMUNAUTAIRES (BE) , VIDZEMES PLANOSANAS REGIONS (LV) , IDP SAS DI GIANCARLO COSTANTINO (ITALIAN DEVELOPMENT PARTNERS) (IT) , MINISTERIUM FÜR KULTUS, JUGEN UND SPORT BADEN-WÜRTTEMBERG (DE) , Jadransko jonska euroregija (HR) , Vysocina Education (CZ) , NATIONAL UNIVERSITY OF IRELAND MAYNOOTH (IE) , Internet Web Solutions SL (ES)
Topics Regional dimension and cooperation ; Economic and financial affairs (incl. funding issues) ; Reaching the policy level/dialogue with decision makers

Project Summary

CONTEXT & RELEVANCE

AE policies and strategies are set by EU and National governments but are implemented by regional/local authorities: in EU, regions are responsible for education and training, and it is at local level that decisions are taken and put in practice.

Regions manage the EU Social Fund: in 2007-13 EU regions spent only 47.4% of allocated ESF funds for AE; with significant variation in the use of funds certified as of March 2014: from 12% in RO to 69% in LV (DG-EMPL 2014 “ESF Expert Evaluation Network: Main ESF achievements 2007-2013”). Despite available financial resources, regions still face the challenge of developing appropriate AE policies.

DG-EAC “Mind the Gap: Education Inequality across EU Regions”2012 reports major geographic disparities in AE across and within EU regions: “big regional disparities persist in terms of [AE] opportunities and achievements in the EU”

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

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

CREATE is fully in line with Erasmus+

- Sustainable investment, performance and efficiency in education, Programme Guide, p. 121
- Social inclusion as it promotes evidence based AE policy making and enhances access, participation and performance to education, Programme Guide, p. 120
- Activities set by the Guide, p.124: “cooperation between regional authorities to promote development of training systems and their integration in local and regional development”

OBJECTIVE

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

PARTICIPANTS

CREATE brings together regional/local authorities (including a EuroRegion), academia, third and private sectors involved in AE to build cross-sectoral synergies for the realisation of a truly EU project:

- 9 partners
- 8 countries

CREATE directly involves 29 regional/local authorities from 9 countries and is devoted to the target group of local policy makers involved in formulation, implementation and monitoring of AE

ACTIVITIES

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

METHODOLOGY

CREATE hinges on the “collate -> develop -> deploy” methodology applied to policy tools and solutions

RESULTS

CREATE main results are the

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

IMPACT & BENEFITS

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

CREATE sustainability and impact is guaranteed by establishment of a permanent network for structured inter-regional and cross-border cooperation across EU: the ToolBox will be available in 7 languages and will capture best practices, lessons learned and practical examples of policy and programmes for AE in the diverse regions of Europe. Such wealth of knowledge and policy tools will be made widely and freely available through the CREATE OER to widen and deepen the impact of the project also beyond the cofinancing of Erasmus+. Such medium to long-term impact will also increase the benefits of the CREATE Platform and ToolBox by empowering regions and local authorities to better shape AE systems and embed them in regional economic development and potentially overcome the fragmentation and disparities captured by DG-EAC “Mind the Gap: Educa

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

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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.
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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 Wrocław, 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.

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

Digital Relationships

Project Coordinator

Organisation Systeme in Bewegung e.V.
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Website www.systemeinbewegung.de

Project Information

Identifier 2018-1-DE02-KA204-005029
Start Date Sep 1, 2018
End Date Aug 31, 2020
EC Contribution 66,070 EUR
Partners Sambucusforum vzw (BE) , UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE (BG) , Stiftung Medien- und Onlinesucht (DE) , ASOCIACION DE INNOVACION FORMACIONY EMPLEO PARA EL DESARROLLO SOSTENIBLE (ES) , FUNDACJA AUTOKREACJA (PL)
Topics Intercultural/intergenerational education and (lifelong)learning ; ICT - new technologies - digital competences

Project Summary

The increasingly digitalized world in which we live and in which our children move as "digital natives" presents parents, but also society as a whole, with ever new challenges. In recent years there has been rapid technological development, which has led to a large part of the social life of many young people, and increasingly also of children, taking place online. Grandparents skype with their grandchildren, family and class chats as well as friends in social networks make it possible to stay in constant contact, etc. In our counselling, we meet parents who can no longer comprehend the implicitness with which their children move through social networks and chat groups, as well as the great importance that these digital relationship tools have for their children. They are worried, have no strategies for action and run the risk of damaging contact with their children by simple prohibitions. At the same time, they are often not sufficiently aware of their role as role models in this respect and do not reflect the digital parts of their own social relationships, or only slightly so. We want to find out how much and in what form digital relationships are lived in European families and how this affects them. A further question will be whether parents in other European countries are able to cope with this challenge and what solutions they have found. This is why we want to exchange ideas in the consortium, work together on this topic and make our ideas available to as many parents, grandparents and children working with children in Europe as possible. To this end, there will initially be research in the individual partner countries, which will provide an overview of the current state of knowledge and research on the topic. In the course of the project, each partner in his or her country will conduct and evaluate partially standardized conversations with at least 5 families (traditional, rainbow families or single parents) and present them to the other partners in a meeting. In social science research, this type of survey is used to investigate facts that are represented in subjective experience and to conduct basic research. Both conditions apply here, as digital relations are a relatively new phenomenon and inductive conclusions can give a first impression of the situation. The results of the survey will be summarised and published towards the end of the project. This means that within the framework of the survey alone, at least 30 families (approx. 80-100 persons) will be reached, who in turn will report on this to their friends who might be parents as well. Interested persons, stakeholders and multipliers can be invited to the partner meetings in their country as required, so that they have the opportunity to get to know partners from other countries and experience international cooperation on the project. Therefore, the partner meetings will also contribute to the dissemination of the project results. Further dissemination will take place via social networks and the partners' homepages and institutional events. In this way, "DigiRe" will arouse sensitivity to the topic, stimulate public debate and further professionalise and network the partner organisations.

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

Supply of High Quality Learning Opportunities for Migrant People and Enhance Social Inclusion

Project Coordinator

Organisation CENTRUM FUR INNOVATION UND TECHNOLOGIE GMBH
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Project Information

Identifier 2019-1-DE02-KA204-006479
Start Date Sep 1, 2019
End Date Aug 31, 2021
EC Contribution 151,285 EUR
Partners MITROPOLITIKO COLLEGE ANOYMI EKPAIDEYTIKI ETAIRIA (EL) , EURO-NET (IT) , BSC, POSLOVNO PODPORNİ CENTER, DOO (SI) , FOUNDATION FOR SHELTER AND SUPPORT TO MIGRANTS (MT) , IMH C.S.C LIMITED (CY)
Topics Migrants' issues

Project Summary

Context of Project

Following the OECD paper (2017) above 1.6 million of migrants families have a resident permission in EU during 2015. Despite the all the attempts and activities that have been made for migrants integrations, yet little is known on the specific challenges they face. While there is a continuous development of programmes that are associated with migration and social inclusion, however the majority does not share a holistic approach to evaluate their quality in terms of methods, values and perspectives that will offer a deep understanding of the migrants' needs.

These programs face the challenge of disintegration not only in their quality but also inside their procedures. As a consequence, they turn out as single-dimensional that obsolete methods and processes. Consequently, they alienate the person and its singularity and underpin an inconsistent way in migrants support.

The challenge and at the same time the antidote lies at the understanding and embodying of the cultural background, the value system and principles these people carry on from their countries and the gaps that they face with the hosting country.

The above provocations demonstrate an imperative need to support cooperation schemes in migration and social inclusion fields. The exchange of good practices among migration and social inclusion providers will give the practitioners and also the decision makers the chance to explore innovative ideas. HOPE will open the discussion among stakeholders to exchange opinions, concerns and questions in order to develop their practices, procedure and abilities for migrant education.

Objectives

- O.1. Perform study visits, as a guide of effective communication, on leading migration and social inclusion providers in partner countries to investigate their structures, and exchange practices.
- O.2. Understanding and exploring the procedures, practices and methods that other agencies exercise for the social inclusion, and the education of migrants.
- O.3. Development of an efficiency and steady consortium is the preparatory work in order to achieve the smooth implementation of the project and achieve its objectives and aims.
- O.4. Encouragement for the development of Open Educational Recourses and WBL Schemes for the engagement and training of migrants.
- O.5. Support new approached to reduce inequalities in access and engagement with digital technologies.
- O.6. Enhancement of the quality learning opportunities that is tailor made to migrants needs.

Number and Profile of Participants

During the implementation of the project more than 200 people will be directly involved. Partners from the participating organizations (1 per partner) will take part during the implementation of 4 Transnational Meetings. Furthermore, during the organization of 6 LTTA staff members from the participants' organizations (4 per partner) will be involved in the staff training events. All this participants will come in touch directly will a lot of other organizations and agencies during the duration of the programme.

The activities that HOPE includes:

- 4 Transnational Meetings, where 1 individual per partner organization will participate, in order to establish a strong implementation management team and good resource management.
- 6 Short-term joint staff training events where 4 participants per partner organization will be involved in staff training sessions.

Results

R.1. Participants of HOPE will have the opportunity to come in touch with persons coming from different European cultures, civilizations and adapt different practices.

R.2. A stronger partnership will be developed between the major migration organization, creating a wider and more specialized network.

R.3. Development of a “Knowledge Triangle” where an interaction between research, innovation and education will be provided.

R.4. Understanding of structures of leading migration and social inclusion providers and exchange of good practices, through the implementation of study visits and among Germany, Cyprus, Greece, Italy, Malta and Greece giving the opportunity to practitioners as well as policy makers to investigate innovative ideas and also share practices and knowledge.

R.5. Enhancement of migration and social inclusion training and education, through the up skilling of employees and trainers in order to provide better services against the new challenges and progressively develop the youth systems.

R.6. Encouragement the development of Innovative Training Courses for Transversal Skills based on the “skills ecosystem”.

R.7. A powerful tool as a platform will be designed in order to connect the executives, foster the exchange of good practices and include a flexible learning program.

R.8. A new WBL scheme is going to be encouraged that is going to form a long-term alliance with VET providers at a national and transnational level.

R.9. A sustainable exchange of resources among social inclusion providers.

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 College

Project Coordinator

Organisation INITIATIVE ZUR SOZIALEN REHABILITATION EV
Address WALLER HEERSTRASSE 193 , 28219 BREMEN , BREMEN , DE
Website www.izsr.de

Project Information

Identifier 2016-1-DE02-KA204-003249
Project Web Site <http://www.empowerment-college.com>
Start Date Dec 15, 2016
End Date Dec 14, 2018
EC Contribution 253,968.09 EUR
Partners Instituut voor Gebruikersparticipatie en Beleid B.V. (NL) , Global Initiative on Psychiatry-Sofia (BG) , Polski Instytut Otwartego Dialogu (PL) , AZIENDA SANITARIA UNIVERSITARIA INTEGRATA DI TRIESTE (IT) , NOTTINGHAMSHIRE HEALTHCARE NHS FOUNDATION TRUST (UK)
Topics Disabilities - special needs ; Inclusion - equity ; Access for disadvantaged

Project Summary

Art. 27 of the United Nations Convention demands the right to work and demands also arrangements to ensure that people with disabilities have equal opportunities of employment. EU strategy 2010-20 determines strategies and interventions to ensure approaches to work for these people. Art. 24 guarantees the right of inclusive education in all ranks, including University and life-long-learning, explicitly for people with mental health problems. A German research says „approximately half of the people suffering from chronic mental health problems in the working age are out of work and out of employ.“ (2004 Aktion psychisch Kranke: 20). The number of people, which receive pensions due to mental health problems doubled between 2000 and 2010 (compare BMAS 2013: 382). People suffering from mental health problems in Europe are often social isolated, unemployed, have less opportunities of rehabilitation and sticking in the role of patients and help recipients. The aim of the Empowerment College (EC) is to bring together different experiences with learning opportunities for people with mental health problems in Europe (like EX-IN in Germany, Toed in NL, recovery centers in England...) Concluding all these activities we will develop a concept which offers new opportunities for different groups of disadvantaged people. In the EC people may share their experiences, their strategies for coping with illness, social exclusion, disability. They will develop strategies to use these experiences as a resource. In the EC the experience of illness will no longer be regarded as a deficit, but as a resource. By accepting and valuing the life experience of the participants, they will get a new base for starting or continuing education. It will be a new step towards inclusion and integration in the labour market. Our aim is to achieve equality of opportunity for different groups of disadvantaged people. Members of the project are seven international partners. The coordinator of the project is the German organisation Initiative of social rehabilitation, a non profit organisation. The initiative offers home treatment for different groups of disadvantaged people. Besides the Initiative prosecutes FOKUS which offers advanced trainings for psychiatric professionals. Since many years FOKUS is experienced with national and international project management, advantaged training, inclusion and involvement of psychiatric experienced people. Further partners are: ImROC - England; GIP - Bulgaria; APSSN 1 Triestina - Italy; IGpB - Netherlands; PIOD - Poland. Further stakeholders will be: health insurances, the government, the health ministry, the social ministry... of each partners region and country. These are multipliers for the strategy of financing and disseminating the project ideas after end of the EU project. Every partner has to initiate and develop own strategies and partnerships to implement the project in his governmental system. People with disabilities, health problems, social exclusion, economical and social problems, with low educational background are involved in every stage of the project. This will help to develop the right measures of training and to increase the effectivity of support provided by college. During the project there will be: 8 transnational meetings of the (7) project partners, every partner has to organise conferences of multipliers in his own region or country. The intellectual outputs of the project will be: The masterplan for the empowerment college Developing and testing curricula of different lecture methods and issues: a.) 15 hours of education b.) 20 – 50 hours of education, c.) developing and piloting a train the trainers course with 50 – 150 hours of education Other outcome will be - assessment tools to define special education needs due to special living environmental conditions of each target group- cooperative meetings with regional partners, stakeholders and multipliers in each partners country- evaluation instruments to measure the individual effect of the project and its products- web based blended learning tools - individual crisis prevention plans and emergency plans The different Empowerment College activities shall reach about 250 students. The students of the College will be people normally excluded from education and employment over the last years due to their illness, disabilities or social background. The approach is a change of perspective with a strong innovating power: The characteristics which have been a lack, an obstacle so far, will be a chance, expertise and resource. The students will develop competences in self managing, in dealing and coping with their special problems. They will be supported in developing a realistic and resource orientated future and live plan. This change of perspective contributes to inclusion, participation in education and in labour market, equal rights and chances for people with mental health problems.

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