

Projektemarkt Bildungspersonal

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Table of contents

1. Discover – Identify your entrepreneurial skills and start-up!	3
2. BLUE - Blended Learning usability experience	6
3. Games And Mathematics in Education for Adults - Compendiums, Guidelines and Courses for Numeracy Learning Methods Based on Games	9
4. Design Thinking as a means to innovative product development in adult learning	13
5. Weiterbildung in Europa: Gemeinsam lernen, kompetent lehren, interkulturell leben	15
6. vhs international	17
7. Brücke über die Nordsee	20
8. Integrating Digital Education in Adult Language Teaching	23
9. Interkulturelle Sensibilisierung & Weiterentwicklung des Sprachenunterrichts II	26

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

Project Title

Discover – Identify your entrepreneurial skills and start-up!

Project Coordinator

Organisation wisamar Bildungsgesellschaft gemeinnuetzige GmbH
Address Heinrichstr. 5-7 , 04317 Leipzig , SACHSEN , DE
Website www.wisamar.de

Project Information

Identifier 2018-1-DE02-KA204-005095
Start Date Oct 1, 2018
End Date Jan 31, 2021
EC Contribution 301,468 EUR
Partners Deutsches Institut fuer Erwachsenenbildung eV Leibniz-Zentrum für Lebenslanges Lernen (DE) , FORMACION PARA EL DESARROLLO E INSERCIÓN, SOCIEDAD LIMITADA (ES) , CENTRUL PENTRU PROMOVAREA INVATĂRII PERMANENTE TIMISOARA ASOCIATIA (RO) , I AND F EDUCATION AND DEVELOPMENT LIMITED (IE) , STOWARZYSZENIE ARID (PL)
Topics Entrepreneurial learning - entrepreneurship education ; Labour market issues incl. career guidance / youth unemployment ; Recognition (non-formal and informal learning/credits)

Project Summary

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

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

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

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

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

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

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

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

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

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

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

Key Action: Learning Mobility of Individuals
Action Type: Adult education staff mobility

Project Title

BLUE - Blended Learning usability experience

Good practice example

Project Coordinator

Organisation Bayerischer Volkshochschulverband e.V.
Address Fäustlestr. 5a , 80339 München , BAYERN , DE
Website www.vhs-bayern.de

Project Information

Identifier 2016-1-DE02-KA104-003220
Start Date Oct 1, 2016
End Date Sep 30, 2018
EC Contribution 163,265 EUR
Partners Valga County Vocational Training Centre (EE) , A' TECHNICAL SCHOOL OF LIMASSOL (CY) , ANAPTIXIAKO KENTRO THESSALIAS (EL)
Topics ICT - new technologies - digital competences ; Access for disadvantaged ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

Bavarian Adult Education Centres (referred to as vhs) are confronted with the constantly growing challenges caused by continuously evolving digitalisation. For this reason, their umbrella organisation, the Bavarian Association of Adult Education (referred to as bvv) created a mobility project in collaboration with Erasmus+ called 'BLUE – Blended Learning Usability Experience', which is being supported by the European Commission. This project enabled 97 members of staff of the Bavarian Adult Education Centres to participate in further education abroad between October 1st, 2016 and September 30th, 2018.

Within those two years, the project BLUE organised 10 programmes, which included one guest visit and the arrangement of nine trainings abroad at educational institutions in Estonia, Ireland, Greece and Cyprus. In those trainings, the participants were taught how to work successfully with online-based means of education and had the opportunity to learn how other European countries rather than Germany deal with the ever-growing and evolving digitalisation. It was evident, that all demand caused by digitalisation was perfectly satisfied by open mindedness and technical know-how, which considerably increased the participants' motivation to use more digital elements in their own courses back in Germany.

Owing to the project BLUE, the participating adult education centres are aware of what is going to come with the progress in technology and digitalisation as well as how they need to react, develop and cope with these changes. Besides the umbrella organisation (bvv), 40 of its associated member institutions benefited from the European support. From 97 available mobilities around 45% were used by freelancers, 35% by permanently employed personnel of vhs (management, administration and pedagogical staff) and around 20% by the umbrella organisation. Each of the organised trainings was designed for a group consisting of at most 12 persons and within those groups, the participants travelled to one of the five partner institutions in one of the four countries mentioned above.

Each staff member of the Bavarian Adult Education Centres, who was interested in participating, was given the opportunity to write a motivational letter as part of the application process, which ensured that the groups were composed of a mix of managerial, planning and educating personnel. Therefore, the mobilities provided the possibility for all members of staff of the participating Bavarian Adult Education Centres to get to know each other away from constraints and internal hierarchy as a joint and coequal group in a different cultural environment. Within the online-based concept, framing the educational visits, two webinars were designed, one before and one after each training abroad to resolve all organisational questions and prepare the participants for the chosen online-platforms.

The mobility project effectively helped advancing and transferring digital expertise within Bavaria as well as within the partner institutions. All participants were introduced to a variety of different media- and online-based concepts for teaching as well as learning, that either could be adopted directly or could influence their educational programmes in the future. Some of the vhs started to question their own course offer immediately after the training and introduced new concepts and tools within their institution. BLUE used the electronic portfolio platform called Mahara during the entire time span, which linked all participants. By means of this platform, the participants can even create competence groups for future projects.

The mobility project BLUE established many advantages. Some of them are intercultural exchange, learning another language, working with new unknown digital tools and most importantly experiencing a variety of different teaching and learning cultures. The teachers are now obligated to be sensitised for different learner groups in order to identify and illustrate means of intercultural understanding. For a successful combination of classroom

teaching and online-based self-learning phases, a learner autonomy is required. Learner autonomy implies the fact that students are encouraged to identify their own responsibility to reach certain learning targets and to help shape the learning process. During the training, all participants had the chance to change their perspective from teacher to student, which enabled them to identify their competences as learners and intensified their learning experience. Each of the trainings created a variety of methods and tools, which were handed to the participants for support.

The Erasmus+ mobility project BLUE managed to give thought-provoking impulses concerning digitalisation in education and therefore has succeeded in motivating the participants to initiate change on their own accord.

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

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

Project Title

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

Good practice example

Project Coordinator

Organisation VOLKSHOCHSCHULE SCHROBENHAUSEN EV
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Project Information

Identifier	2015-1-DE02-KA204-002260
Project Web Site	http://www.math-games.eu
Start Date	Sep 1, 2015
End Date	Aug 31, 2018
EC Contribution	399,853.74 EUR
Partners	CENTRE PÚBLIC D'EDUCACIÓ DE PERSONES ADULTES BENIASSENT (ES) , Yeni Kusak Educators Association (TR) , KRUG Youth Center (Krug Art Movement) (BG) , Asociatia Femeilor Jurnaliste din Romania "Ariadna" (RO) , Istituto Comprensivo Cena (IT) , Agentur Kultur e.V. (DE) , Kypriaki Mathimatiki Etaireia (CY) , 2nd Gymnasium of Messini (EL) , Association Connexion Roumanie (FR)
Topics	Access for disadvantaged ; Early School Leaving / combating failure in education ; Key Competences (incl. mathematics and literacy) - basic skills

Project Summary

Context, background and objective of the project:

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

Number and profile of participating institutions:

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

Description of the main activities carried out:

The project "MathGAMES - Games and Mathematics in Education for Adults - Compendiums, Guidelines and Courses for Game-Based Numeric Learning Methods" created a compendium and a guide in 9 languages to answer the following questions:

1. How can we reduce the number of under-qualified adults to promote social inclusion and participation in our society?
2. How can we increase incentives for adult education through games?
3. How can we provide individual learners with tailored learning opportunities through the use of games?
4. How can we provide information about access to adult education services?
5. Quasi as a side effect the question was also answered: How can we preserve traditional and famous games in different countries from loss and repression by computer games?

Achieved results and effect:

All set goals were achieved and they led to the following results:

- Compendium printed in 9 languages (English, German, Spanish and Valencian, Italian, French, Bulgarian, Greek and Romanian) and as PDF download
- Handbook printed in 9 languages and as PDF download
- Teacher Training Course in English only as download of PPT files. This course is the template for further European training courses.
- Test and evaluation report printed in English and as PDF download

These results were created with much effort and they already showed considerable impact and attention among the participating teachers at the dissemination events. Furthermore, all results are also suitable for download from the website: www.math-games.eu and under creative common license.

Long-term benefit:

For the teaching: The long-term benefits are high because all materials and books are still available. Many teachers will be inspired by the methodical explanations in the field of Numeracy Learning with the help of games to use this in their own lessons.

For the learners: The learners are taken out of their isolation, created by their illiteracy, and can contact and learn new things through the games used.

Against forgetting: These games, which are an important cultural asset in each country, are kept from oblivion as more and more computer games displace other classic games.

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

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

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

Project Title

Design Thinking as a means to innovative product development 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-KA204-005030
Start Date Dec 1, 2018
End Date Nov 30, 2020
EC Contribution 226,831.5 EUR
Partners CESIE (IT) , Videnscenter for Integration (DK) , Eco Logic (MK) , SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED (CY) , VEREIN MULTIKULTURELL (AT)
Topics Quality Improvement Institutions and/or methods (incl. school development) ; New innovative curricula/educational methods/development of training courses

Project Summary

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

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

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

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

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

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

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

Key Action: Learning Mobility of Individuals
Action Type: Adult education staff mobility

Project Title

Weiterbildung in Europa: Gemeinsam lernen, kompetent lehren, interkulturell leben

Project Coordinator

Organisation Bildungscampus der Stadt Nürnberg
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Website www.bildungscampus.nuernberg.de

Project Information

Identifier 2019-1-DE02-KA104-005651
Project Web Site <https://bz.nuernberg.de/themen/projekte-foerderungen/erasmus-lernaufenthalte-im->
Start Date Oct 1, 2019
End Date Sep 30, 2021
EC Contribution 98,522 EUR
Topics New innovative curricula/educational methods/development of training courses ; Teaching and learning of foreign languages ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

The Bildungscampus, an association of city library, “Bildungszentrum” (the adult education centre of the city of Nuremberg) and Planetarium, strives to strengthen its cooperation with European countries further by sending trainers and staff members. Trainers from the languages team in particular will attend professional courses on-site to enhance their teaching skills or visit partner institutions with similar target groups and tasks in order to get to know the working method in the field by job shadowing. The focus is on the use of digital media in the classroom and on multilingualism. The interested staff and trainers will be selected by a panel to represent the Bildungscampus abroad. Following stays abroad, travellers will share their experiences and insights from various educational campuses. The aim of the stays is an improved personal, social and professional competence to support the development of innovative, demand-oriented and attractive offers for all target groups of the Bildungscampus.

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

Key Action: Learning Mobility of Individuals
Action Type: Adult education staff mobility

Project Title

vhs international

Project Coordinator

Organisation Volkshochschule der Stadt Selb
Address Lessingstr. 8 , 95100 Selb , BAYERN , DE
Website www.vhs-fichtelgebirge.de

Project Information

Identifier 2018-1-DE02-KA104-004335
Start Date Sep 1, 2018
End Date Aug 31, 2020
EC Contribution 56,707 EUR
Topics EU Citizenship, EU awareness and Democracy ; Pedagogy and didactics ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

As certified adult education center, the VHS offers a multitude of educational opportunities in part or full time which are designed to appeal to different target groups. At the same time, xenophobia is ever more present within the learning groups; teachers and educators are increasingly exposed to populist language and are therefore required to respond to it.

However, since training opportunities can only be as good as the employees who plan and execute them, the primary goal of the vhs is to support and promote its employees. Employee development is an integral part of the QM within the vhs. The aim of this project is to increase the further education program on an international level.

Based on the current situation - a stabilization of international learner groups with a simultaneous increase of populist-seeming statements and undisguised xenophobic ideas, the primary goal of the project is to make employees fit to deal directly with xenophobia, exclusion, populism and racism. In addition to argumentation training, intercultural competence and background knowledge are essential for employees. Many offers are aimed at people with special needs. A better understanding of these special needs is a basic requirement for the success of all educational courses on offer.

The planned training should sensitize employees to the interests of their participants.

Training courses are planned for all areas of the vhs:

- Extended knowledge in international project management as well as competences in concept development of innovation for the heads of department.
- New strategies, especially in dealing with disadvantaged learning groups, for pedagogical employees
- A mix of methodology, didactics and technical input for teachers

The project is scheduled for 2 years. It offers employees the opportunity to participate in international further education. Freelance lecturers as well as salaried employees and executives are involved and able to apply for participation. Additionally, freelance lecturers, currently not teaching at the vhs, but planning this for the future, are equally expressly given the possibility to apply.

A project manager is available for the realization of the project. He accompanies the selection procedure at the beginning of the project. He is responsible for maintaining international contacts with educational partners, for contacting new partners if required and for providing an overview of suitable educational courses. Furthermore he supports the employees in planning and organization of their stay abroad and makes sure that their absence does not lead to pressure on other colleagues.

The project manager also guarantees the documentation, evaluation and sharing of results within and beyond the department. The project management is directly connected to the QM of the vhs. The results of the training courses are integrated into the strategic development plan.

Different activities take into account the employee's respective work: Shorter seminars are planned for management forces. Pedagogical employees and teachers can choose from different activities such as training courses with thematic or didactic contents or the possibility of lesson shadowing.

With an organized and well-structured support of employee's qualification, the quality of consultations as well as the organization and realization of the training courses are constantly being improved. The aim of the project is to increase the number of courses on offer in new subject fields, to appeal to new target groups, to develop

strategies for coping with topical demands and a qualitative improvement of all training courses and consultations on offers.

The new and prospective contacts at European level are of particular importance as they will be essential for upgrading the European educational network.

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

Key Action: Learning Mobility of Individuals
Action Type: Adult education staff mobility

Project Title

Brücke über die Nordsee

Project Coordinator

Organisation Kreisvolkshochschule Norden gGmbH
Address Uffenstraße 1 , 26506 Norden , NIEDERSACHSEN , DE
Website www.kvhs-norden.com

Project Information

Identifier 2019-1-DE02-KA104-006038
Start Date Jun 1, 2019
End Date Dec 31, 2020
EC Contribution 12,786 EUR
Topics EU Citizenship, EU awareness and Democracy ;
Intercultural/intergenerational education and (lifelong)learning ;
International cooperation, international relations, development cooperation

Project Summary

The community college Norden (Kreisvolkshochschule Norden) is an institution recognized by the Lower Saxony Adult Education Act. The college has been active as an adult education institution for more than 40 years and works as a Service Agency for Cultural Work, Cultural Education, Qualification and Employment Promotion. As an adult education institution, it is active in the northern part of the district of Aurich in Ostfriesland on the German North Sea coast.

The community college Norden wants to internationalize because of certain social and educational developments (including the Europeanisation of adult education, increasingly heterogeneous and intercultural target groups, multinational teams). Its long-term goal is to establish a regional education network with international competence teams in the fields of general, political and cultural education as well as digitization, which jointly initiate projects in adult education, develop, implement and evaluate new approaches.

As a first step members of staff who are strategically or operationally involved in program development, should gain an insight into the educational, management and leadership structures of other European adult education institutions in their departments and make first contacts. Thus they will gain knowledge and experience, to develop intercultural, social and professional skills. Besides the educational manager of the college, four executives from general, political and cultural education will take part in this project.

During the projects running time of 19 months seven mobilities in four countries (Norway, the Netherlands, Finland and Latvia) are planned. They will amount up to 57 days with 5-12 days for each stay abroad.

With a job shadowing in the central education management or the managements of certain fields of adult education in the reception facilities, the participants will get to know another organizational form of adult education. The participants will get to know the central educational and management structures, as well as management principles and working approaches in the host institution. By accompanying staff in their daily work in the program planning as well as participating as an observer in the classroom different concepts and methods can be experienced. The focus should be on new forms of education and participation for heterogeneous, intercultural and / or disadvantaged target groups.

Furthermore, a five-day teaching period in the field of political education is planned, to review the possibility to transfer German education formats to the target group. In the process options to adapt the own formats should be identified and the own practice should be reflected in exchange with the host institution. At the same time, the host institution can benefit from the competences and ideas from the guest lecturer.

By participating in the project (the preparatory intercultural training and the Job-Shadowing) we hope to improve the intercultural competences of the participants. Through the practical insight into organizational, management, personnel management structures, program development and pedagogical practice in European adult education institutions, starting from a holistic education approach (lifelong learning and civic education), the implementation of diversity approaches in the educational institution, we expect an extension and strengthening of our institution. Furthermore the intercultural, social and professional competencies of the posted staff will expand.

The results of the project will be made available internally to colleagues as well as externally to interested experts and network partners. On the one hand, this contributes to a better working atmosphere on the internal level and increases the satisfaction of the actors involved in educational work.

We also hope that the departments will lay the foundations for a continually exchanges with adult education institutions in the target countries. For this purpose, the project envisages an exchange and constructive network work at management and department level.

Through the further development of the institution and the integration of innovative educational approaches into the work of the KVHS North, an attractive and diverse educational offer for all population groups can be maintained in the municipality.

By transferring the results and exchanging information with other European educational institutions, the provision

of education for a wide range of target groups (diversity approach) can be improved in the area of general, political and cultural education as a whole. This can also contribute to the integration of people of different backgrounds in the region.

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

Integrating Digital Education in Adult Language Teaching

Project Coordinator

Organisation VOLKSHOCHSCHULE IM LANDKREIS CHAM EV
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Website www.vhs-cham.de

Project Information

Identifier 2019-1-DE02-KA204-006523
Start Date Oct 1, 2019
End Date Dec 31, 2021
EC Contribution 310,904 EUR
Partners UNIVERSITA PER STRANIERI DI SIENA (IT) , UNIVERSIDAD DE EXTREMADURA (ES) , Akademia Humanistyczno-Ekonomiczna w Lodzi (PL) , SUD CONCEPT (FR) , Language Education And Partnerships LTD (UK)
Topics Teaching and learning of foreign languages ; ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

Project Summary

What is a digitally competent language teacher in adult education? In Europe, there are rapidly changing demands for the profession of language teachers in adult education which require new or updated skills and a broader set of competences. The era of digitalization is involving the field of language teaching which means that the teachers have to improve their own digital competences in education to perform on a contemporary and competitive level and enhance the experience of their students, incl. migrants/refugees, literacy learners, senior people etc.

Apart from a European profile of a digitally competent language teacher, the project “Integrating Digital Education in Adult Language Teaching (IDEAL)” will develop a hands-on approach with examples and tools for language teachers on how to establish digital competence in language teaching in their daily practice. Additionally, an OER platform will provide video tutorials and additional information for language teachers all over Europe. An innovative character of the project consists in the development of project activities and outputs based on the Digital Competence Framework for Educators (DigCompEdu, 2017) and the updates of Common European Framework of Reference for Languages (CEFR, 2018).

The project consortium with partner organisations from Germany, France, Poland, United Kingdom, Spain and Italy, all of them involved in language teaching activities with adults, follows the project objectives:

- 1) to provide language teachers in adult education with all the skills and competences needed to deliver their high quality work in the digital era
- 2) to support the professionalisation of language teachers in adult education, in particular with regards to the rapidly changing demands in terms of digital competence for educators
- 3) to provide open education and innovative practices for language teachers in adult education

For this reason the project will deliver following planned activities and outputs:

- Mapping content for digitally competent language teachers with the development of an overall report containing information about current situation of language education policy and programmes in the context of digitalisation, the use of digital tools in teaching process, good practices for use of digital technologies to enhance innovate education and training etc. The report will be available in six main European languages (EN, DE, IT, ES, FR, PL)
- European profile of a digitally competent language teacher in adult education (in EN, DE, IT, ES, FR, PL) covering the requirements of DigCompEdu as well as CEFR with new descriptors and described in learning outcomes under the headings of knowledge, skills, responsibilities/autonomy. A self-assessment tool will also be part of the profile.
- Open educational resources for language teachers available in six main European languages and containing 120 innovative and good practices and video tutorials aimed to facilitate the practical implementation of the digital contents in learning environment.
- 1 Short-term joint staff training
- 6 Multiplier Events: Final Conferences in all project countries

The project is addressed to language teachers in adult education including those working with migrants, refugees, low-educated, seniors; literacy teachers for migrants; volunteers engaged in language teaching; adult and language education providers; language course planners/ teacher trainers; key stakeholders and decision-makers for language learning and digital education.

More than 210 language teachers will directly participate in the project by self-assessing their competences, describing their needs and best practice and/or getting trained and at least 6000 people working in language teaching or being stakeholders will be informed about the project.

The desired impact of IDEAL-project is to raise active participation of language teachers to strive towards becoming more digitally competent and make use of digital pedagogical approaches and methodologies, innovative tools and resources developed to effectively face the emerging trends in the education process. The innovative European profile will collate the knowledge, skills and responsibility/autonomy of a digitally competent language teacher. The availability of OER platform with innovative and good practices and videos in six main European languages (EN, DE, FR, ES, IT, PL) will ensure the transferability and sustainability of project outcomes upon completion of the project.

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

Key Action: Learning Mobility of Individuals
Action Type: Adult education staff mobility

Project Title

Interkulturelle Sensibilisierung & Weiterentwicklung des Sprachenunterrichts II

Project Coordinator

Organisation GLS Sprachenzentrum
Address Kastanienallee 82 , 10435 Berlin , BERLIN , DE
Website www.gls-berlin.de

Project Information

Identifier 2019-1-DE02-KA104-005940
Start Date Jun 1, 2019
End Date Mar 31, 2021
EC Contribution 112,553 EUR
Topics New innovative curricula/educational methods/development of training courses ; Intercultural/intergenerational education and (lifelong)learning ; Teaching and learning of foreign languages

Project Summary

GLS is a private language school in Berlin, which offers (language) education to course participants in Germany and abroad. Aside from German language courses GLS also offers courses in other languages and language training for business purposes. Participants can complete a language trip, semester abroad or an international internship via our school. Moreover, we prepare future students for their study in Germany and offer blended learning and online courses (Skype). On top of that, GLS is an accredited test center for various language certificates and is an International House certified teacher training center. We promote and offer the perfect space for intercultural exchanges of all sorts.

GLS has deep knowledge in the field of continuing education and intercultural learning. We know the needs of our international course participants from all parts of the world and are at the same time aware of our own cultural backgrounds. However, the composition of our courses is getting more heterogenic and we face the challenge to satisfy the different needs which come with more diversity. At the same time, we want to offer modern methodic and expand our competences. In 2018, we started our first Erasmus+ project "Raising awareness of Cultural Diversity & Improvement of Language Courses" and noticed that there is much more need for mobility within GLS as could be covered with the first 12. That's why, in this year, we would like to start a second Erasmus+ Project "Raising awareness of Cultural Diversity & Improvement of Language Courses II" with 55 mobilities. That way, our teachers and staff will have the chance to further their knowledge in over 10 different European countries. These mobilities will focus on new and experienced teachers and colleagues working in course- and program conception. The goal is to bind the new colleagues to the company and offer the experienced ones a change of perspective and renewed motivation. All participants will be chosen based on an application process developed by the GLS Erasmus+ team. The team will also guide all participants before, during and after their time abroad. In this context, our Erasmus+ participants can join courses across Europe with the duration of one week, this can be language courses or courses with a focus on intercultural diversity or cultural cooperation, as cultural sensibility needs to be promoted next to foreign language knowledge and professional development. The change of perspective which occurs when one follows a course rather than developing or teaching it is an important goal as well. New exciting ways of teaching and developing courses will become acquainted with as well.

All participants will improve their general knowledge in a foreign language and will better understand the needs of the course participants in our school. This empathy does not only help the Erasmus+ participant him or herself but will benefit GLS as a school on the long term, too. Experiencing other methodologic approaches stimulates the further development of our school's courses and helps to define new course concepts. Seeing other educational systems helps, too, to enhance our workflow and incorporate new concepts into our own course conception and organization.

After the execution of the mobility we will trace the effects of the course with our teachers and employees. They will deliver extensive feedbacks to display their learn successes and will be urged to share their newly gained knowledge through online photo reports, presentations within the company and in workshops with their direct colleagues. On the long term we hope for a general improvement and expansion of our courses through the implementation of new concepts we got to know in Europe. Our teachers and employees will be stronger bound to GLS as their employer and we will be able to gain more course participants for our school in the international city of Berlin and Europe itself to stay competitive. Last but not least, the Erasmus+ program offers us the possibility to further cultivate our contacts within the EU and be able to live and carry on the European ideals.

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