

Strategische Partnerschaften in der Erwachsenenbildung

Zusammenstellung der geförderten Projekte

Antragsrunde 2019

(Stand Dezember 2019)

Antragsrunde Strategische Partnerschaften in der Erwachsenenbildung

Zur Antragsfrist am 26.03.2019 erhielt die NA beim BIBB im Bereich der Erwachsenenbildung 126 Anträge mit einem Antragsvolumen von 28.477.755 €.

91 Anträge mit einem Antragsvolumen von 25.065.037 € entfielen auf Partnerschaften zur Unterstützung von Innovationen und 35 Anträge mit einem Antragsvolumen von 3.412.718 € waren für Partnerschaften zum Austausch guter Praxis vorgesehen.

In Förderung sind 28 Anträge zum Austausch guter Praxis mit einer Mittelbindung von 2.770.623 € und 42 Anträge zur Unterstützung von Innovationen mit einer Mittelbindung von 11.381.204 €.

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

Project Title

Dialogue in Adult Education - Dialogue, Peacebuilding and conflict resolution methods for adult learners

Project Coordinator

Organisation COMPARATIVE RESEARCH NETWORK EV
Address BELZIGER STRASSE 60 , 10823 BERLIN , BERLIN , DE
Website www.crnonline.de

Project Information

Identifier 2019-1-DE02-KA204-006097
Start Date Oct 1, 2019
End Date Nov 30, 2021
EC Contribution 141,839 EUR
Partners Crossing Borders (DK) , PLANBE PLAN IT BE IT (CY) , Ukrainian Network od Adult Education and Development of Innovations (UA) , Aufbruch Neukölln (DE) , Stowarzyszenie "Dla Ziemi" (PL) , Visoka skola medjunarodnih odnosa i diplomacije Dag Hammarskjöld (HR) , UNIVERSITY ST KLIMENT OHRIDSKI BITOLA (MK) , SVEUCILISTE U ZAGREBU (HR)
Topics Post-conflict/post-disaster rehabilitation ; Ethics, religion and philosophy (incl. Inter-religious dialogue) ; Civic engagement / responsible citizenship

Project Summary

DiA is a cross sectoral project addressing the intersection of the key competences of Lifelong Learning through its methodology and partnership. By exploring the diversity of approaches of peace education such as peacebuilding, active citizenship, structured dialogue, and conflict resolution, social inclusion etc., our project will contribute to the development of educational methods teaching new skills leading to social innovation.

The main patterns of EU peacebuilding practices pursued in the Instrument for Stability (IfS). This instrument was conceived as the Commission's response to the demands of the greater EU's involvement in conflict prevention and peacebuilding activities, following the notion of increased governance. The approach of governance is underlined by empowering local actors and citizens to participate in policymaking by improving adult civic education, as reflected in the Europe 2020 strategy and within the Erasmus+ objective to strengthen civic education for adults.

The pre-assessment of the needs In the partnership found various scenarios, where peace education is needed:

A. External Conflicts, with implications inside the EU

- Dealing with refugees and military conflicts in the EUs' Neighborhood (Ukraine, Syria, Libya etc.)
- Helping to integrate traumatised refugees into host societies in Europe
- "Imported" conflicts in migrant population (such as Turkish vs. Kurds)

B. Internal within the EU

- Reconciliation in the Balkans (Croatia, North Macedonia)
- the frozen conflict on Cyprus
- Minority Issues
- Political and religious extremism
- Negotiating social integration between different social groups

C. Empowerment of EU Citizens

- Creating new spaces for dialogue between decision makers and citizens
- Analysing how to involve groups, which obtain the democratic process
- Creating dialogue between social and ethnic groups
- Creating dialogue between EU citizens in different countries to support a stronger cohesion within the EU

The project is targeted on trainer, teacher and learner in all education sectors, staff and learners within the partnership, stakeholders and associated partners

The indirect target groups are the usual groups, the partners work with:

Adult learner and educators, refugees and migrants, refugee women, socially excluded children and young people, IDPs, youth leaders, students, women, NGOs, journalists, local authorities, Students, relevant ministries and agencies.

The overall aim of DiA is to identify the main areas where peace education can contribute to help adult education institutions to mitigate conflicts, help to support community building and foster mutual understanding and social dialogue by turning citizens into bridge builders in their communities, and to gather and discuss smart practices and methods reflecting each of these areas. In order to achieve this main goal the implementation phase of the project will lead to 5 main results.

Result 1: elaboration of at least 80 smart practice evaluations on peace education methods in the different

sectors (youth, schools, adult) based on a commonly approved evaluation grid.

Result 2: Organisation of 2 Impact Trainings. During the trainings the collected methods will be discussed, their transferability will be tested and finally the methods will be implemented outside the project.

Result 3: The smart practices evaluation and the two trainings will lead to the identification of a large number of practices, that will be gathered and presented in an interactive map of European Peacebuilders, functioning as a database and methods toolkit

Result 4: The DiA consortium is composed by partners who are all actively engaged in teaching and training

Result 5: A European eBook on peace education for adults. The eBook will be the main dissemination product of the project. It will summarize the 50 most relevant smart methods, recommendations and inputs.

DiA will implement two joint short innovative co-creation impact trainings. Co-creation typically involve hands-on activities in which a group of peers expresses experiences and explores potential solutions in a tangible way. Collaborating in this way provokes discussion and creates valuable insights.

Impact trainings are a way to improve quickly the methodology of educators in a specific group/topic. The aim of these four-day programs is to improve quickly teaching in a very specific area.

The training is developed based on the participants' normal way of working and adds improvements to this. We don't strive for big changes, but for important improvements in the overall teaching.

The training is based on the knowledge and experience of the participants.

DiA will contribute with its open access practices collection, the eBook and the digital map of European Peacebuilder to a more equal access to knowledge, by providing a new approach of participative learning, permitting to cross cutting skills and competences from different sectors.

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

Our bodies, our emotions - providing parents with creative and innovative methodologies for age-appropriate and fact-based sex education for children

Project Coordinator

Organisation Kultur- und Bildungsprojekte e.V.
Address Erich-Steinfurth-Str. 6 , 10243 Berlin , BERLIN , DE

Project Information

Identifier 2019-1-DE02-KA204-006532
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 395,797 EUR
Partners Milos Educational Womens Collaboration for Activities in Tourism (EL) , KgKJH LSA e.V. (DE) , INTER-KULTURO MEDNARODNI KULTURNO IZOBRAZEVALNI CENTER DOO (SI) , STUDIO GAUS GMBH (DE) , Fachstelle Selbstbewusst - Sexuelle Bildung und Prävention von Missbrauch (AT) , Liceul Teoretic "Nikolaus Lenau" (RO) , pro familia NRW e.V. (DE) , Polskie Stowarzyszenie Pedagogow I Animatorow KLANZA Oddzial Warszawski (PL)
Topics Gender equality / equal opportunities ; Health and wellbeing ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

Sexuality education is a lifelong process, as sexuality is an important aspect of all people's lives. However, a person's attitudes and values connected to sexuality are formed during childhood and adolescence and therefore age-appropriate sexuality education must start in early years. Sexuality education means learning about the cognitive, emotional, social, interactive and physical aspects of sexuality. The importance of an appropriate and fact-based sexuality education is in our information-age not less, but even more important than ever. Modern media is accessible to ever younger children and with them also the content which might not always be age-appropriate. The view of sexuality provided by such sources is often unbalanced and even degrading to different parts of society (for example woman, people with different sexual orientation etc.). Additionally, the need for sexuality education is rising also because we have to consider the migration of new population groups, with different cultural traditions, to Europe as well as the spread of HIV/Aids, concerns of sexual abuse of children and also the changing attitudes and behaviors of today's youth concerning sexuality.

Although schools are the main providers of such education in Europe, we have to take into account considerable differences between countries, and even among cities and rural areas in one country – thus, the quality of sexuality education European children receive differs hugely. Therefore, it is very important to help parents provide high-quality sexuality education also at home. This means providing them with reliable, fact-based information about developmental stages, appropriate topics and approaches as well as proven tips to discuss these subjects (also if they are “shy” in this respect). Comprehensible and high-quality information and materials in this field is missing in most EU countries and our project aims at answering to this need. Through the collaboration of highly experienced partners we will develop a website about sexuality education for parents, containing also an app which will inform children about important topics concerning their bodies, emotions and respect in a funny, playful and age-appropriate way.

The portal will offer the following tools and materials:

1. A Handbook for parents “Fostering sexuality education at home”
2. Application for children “My body, my emotions”
3. Further information for parents (info points, support groups etc.)
4. Further links and literature tips

By fulfilling its objectives our project will contribute to fostering diversity, respect and equality. It will provide parents and children with information based on the principles of gender equality, respect for one's own and the feelings and bodies of others, understanding of people with different sexual orientation etc. It will provide parents and children with valuable information which will prevent ill-health and uninformed decisions, which may have long lasting consequences on their physical, psychological and economic wellbeing.

The app and materials, which will be developed by our project partners, are highly innovative in approach and the content is in line with EU and WHO recommendations for this subject. We will provide open education resources, freely available on the internet in a six European languages, including smaller languages, in which such information is especially rare.

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

Dis-Act

Project Coordinator

Organisation NGO NEST BERLIN EV
Address WESERSTR 165 , 12045 BERLIN , BERLIN , DE
Website www.ngo-nest-berlin.de

Project Information

Identifier 2019-1-DE02-KA204-006285
Start Date Oct 1, 2019
End Date Sep 30, 2021
EC Contribution 194,530 EUR
Partners EURO-NET (IT) , FONDATSIYA EDU COMPASS (BG) , COMPARATIVE RESEARCH NETWORK EV (DE) , CENTRUL PENTRU EDUCATIE SI CONSULTANTA INSTRUMENTE STRUCTURALE (RO) , SIHTASUTUS NOORED TEADUSES JA ETTEVOTLUSES (EE)
Topics Access for disadvantaged ; Creativity and culture ; Disabilities - special needs

Project Summary

"Dis-Act" will enhance the inclusive potential of Theatre as an instrument of opening opportunities and dispelling prejudice against people with disability through the production of quality educational offer for operators and disabled adults themselves in Devised Theater.

The project lasts a total 24 months and involves 6 partners from Germany, Bulgaria, Italy, Estonia and Romania

Dis-Act is addressed to an audience of direct targets (disabled adults aged 35-55 coming from disadvantaged urban and rural communities and Educators/Trainers providing or interested in providing support to their social inclusion) and indirect targets (Adult education institutions, NGOs, cultural businesses and associations, Arts centers/groups, Organizations of disabled people, Organizations/public agencies providing services for disabled people).

Dis-Act will deliver the following tangible results in the 24 months of the cooperation:

- Report of a research across partner countries identifying the needs and barriers of adults with disabilities (physical as well as cognitive) in the frame of Devised Theater as well as mapping the existing offer. The Report will be made widely visible on project Web Platform and partners' Websites as well as promoted on multiple levels through offline and online means.
- Educational format based on NFE conceived as a term of reference for stakeholder institutions to put in place a specific educational offer aimed at training operators working with the adult target in implementing/supporting co-creation programmes in Devised Theater involving adults with and without disabilities.
- International Piloting successfully implemented with the involvement of educators/trainers from partner organizations (5 educators/trainers per country/partner).
- Local Programmes implemented in each partner country with the involvement of 15 learners per country (5 with physical disability, 5 with slight cognitive disability and 5 non disabled adults).
- 1 theatrical performance at the conclusion of each Local Programme.
- 1 Guidebook providing orientation and methodological guidance for operators in the implementation of Devised Theater co-creation programmes involving adults with and without disabilities.
- 1 Web Platform in multiple languages including E-Modules for the self-development of operators in the field across partner countries and in Europe.
- 1 Multiplier Event implemented per each partner country with the participation of 100 individuals among general public, disabled adults and stakeholders per Event.

The European Disability Strategy (2010) sets the overall objective of empowering people with disability with a view to enabling their full participation in society on a footing of parity with the non disabled, also by positive action aimed at eliminating all kinds of discrimination against disabled people.

Among the stumbling blocks mentioned by the strategy are persisting discrimination, low access to education and employment in the labor market and income inequalities/poverty affecting the disabled disproportional than the rest of the population due to root causes of lower participation in education and employment.

At the European level, only 48,7% of persons with disabilities are employed compared with 72,5% of the non disabled. For the 20-64 component of the disabled population, the EU unemployment rate is 19,6% against a total unemployment of 12,7% for the average adult targets. At the European level, 41.2% of persons aged 30-34 have completed a tertiary or equivalent education against a 29,7% pertance among the corresponding age-band of the disabled population. The Report "The European Comparative Data on Europe 2020 & People with Disabilities"

(2017) released by the Center for Social and Economic Policy, notices that disability increases the risk of poverty and social exclusion in all EU Member States.

Dis-Act deploys an intervention on the skills-related and emotional dimension of disabled people's plight through exploiting the educational, integration and creative dimension of Devised Theater. Devised Theater is conceived as an original approach to the theatrical production entailing a peer process of cooperation between a group of co-creators in the achievement of a final artistic product.

Through the production of a quality educational offer fostering the capacities of adult operators and institutions in employing Devised Theater as an instrument of empowerment of disabled adults in the context of co-creation programmes engaging them in peer-interaction with adults not affected by disability, Dis-Act will therefore set the grounds for the development of soft/transversal skills and competences of creative expression in the disabled, while at the same time breaking stereotypes and the internalized as well as external emotional barriers hampering the full inclusion of disabled adults in society.

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

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

Project Title

STOP! Sexual child abuse prevention: New methods, topics and approaches in European context

Project Coordinator

Organisation Akademie Klausenhof gGmbH
Address Klausenhofstr. 100 , 46499 Hamminkeln , NORDRHEIN-WESTFALEN , DE
Website www.akademie-klausenhof.de

Project Information

Identifier 2019-1-DE02-KA204-006166
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 286,068 EUR
Partners MAGENTA CONSULTORIA PROJECTS SL (ES) , DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH (AT) , FUNDACJA DAJEMY DZIECIOM SILE (PL) , SYNERGASIA ENEGON POLITON (EL) , Katolikus Ifjusagi es Felnottkepzesi Egyesulet (HU) , CESIE (IT) , ASOCIATIA INSTITUTIO PRO EDUCATIONEM TRANSILVANIENSIS (RO)
Topics EU Citizenship, EU awareness and Democracy ; New innovative curricula/educational methods/development of training courses ; Health and wellbeing

Project Summary

The goal of project STOP! is to develop new digital methods and content that will help prevent sexual abuse in Europe better. The project provides informal learning opportunities for all who work with children and adolescents. These learning opportunities are expanded and supplemented for professional trainers who will receive new tools and material for their work. Through European cooperation, existing prevention concepts will be incorporated into the participating countries.

At the heart of the project is the development of an e-learning platform that is designed to be used by non-professionals as well as trainers in further education. The learning platform should be graphically / artistically appealing and attractive. Anyone who has anything to do with children and adolescents should be able to learn here how to behave correctly, what to do in crisis situations, how to recognize abuse, what the legal situation is, etc. Thematic fields are explored by the partners and prepared pedagogically / didactically for the learning platform. It covers classical areas of prevention work as well as new and innovative approaches. In addition, there is a toolbox for coaches, which arise from the thematic fields and can be used directly for prevention training. A set of videos with interviews with young people completes the project. Here the young people themselves should have the say.

The starting point is the "Lanzarote Convention" of 2007, the "European Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse". The project is explicitly in line with Article 5 (1), which provides awareness and training for all those working in the field of child and youth work.

Child abuse is a widespread phenomenon in Europe. 18 million children are estimated to be affected by sexual abuse, according to the current European report on child maltreatment. The European Parliament has explicitly stated in a study that a "culture of prevention" is missing at European level.

Through European cooperation and the development of an easily accessible prevention tool, the STOPP! Project wants to contribute to counteracting this desideratum.

The partners involved are adult education institutions that are either familiar with the development of e-learning tools or active in the field of prevention, (sexual) violence and child protection. Together with an external expert, this group will create the most appropriate and responsible learning and knowledge offers on the topic in this thematically sensitive field.

The project includes thematic multiplier events (conferences) in each partner country with a total of 160 participants and a training event with 50 participants, in which the prevention trainers are trained to use the new material and network with the participants and partners.

The learning platform and the toolbox should take up the following content (or a selection thereof):

Classic topics of prevention work

- Comply with children and adolescents in a sensitive way
- Sexual abuse and the internet
- Gender stereotypes of women and men, boys and girls
- What to do if abuse occurs, how do you recognize victims, what happens to the perpetrators, what are the health consequences for the victims?
- How can children be strengthened? About no-say

Advanced / new approaches

- Avoiding sexualized and stereotyped language usage
- Intercultural aspects
- Religions and churches in the discussion about protection against abuse
- Internal organization of institutions for children and adolescents
- The limits and possibilities of prevention work

- The EU Lanzarote Convention on Sexual Abuse
- National information and instructions

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

Capacity development of cultural educators in the digital era

Project Coordinator

Organisation MitOst e.V.
Address Herzbergstraße 82-84 , 10365 Berlin , BERLIN , DE
Website www.mitost.org

Project Information

Identifier 2019-1-DE02-KA204-006439
Start Date Dec 1, 2019
End Date Aug 31, 2022
EC Contribution 262,266 EUR
Partners ASSOCIACAO DE ANTIGOS ALUNOS DA UNIVERSIDADE DE AVEIRO (PT) , Discovered Spaces (BG) , kultúrAktív Egyesület (HU) , RUSENSKA TARGOVSKO INDUSTRIALNA KAMARA (BG) , HISA! DRUSTVO ZA LJUDI IN PROSTORE,SOCIALNO PODJETJE (SI) , TILLT AB (SVB) (SE) , Kulturanima (PL)
Topics Creativity and culture ; New innovative curricula/educational methods/development of training courses

Project Summary

Context

Professional exchange amongst cultural educators across Europe is essential to ensure sustainable existence and competitiveness in the fast changing European cultural landscape. Mobility within the European cultural sector has increased, which has raised environmental concerns as well as questions of access to mobility. Hence, resource-efficient modes of learning that allow participation with limited time and money are needed to complement face-to-face training and exchange activities. These modes of learning require open education and innovative digital practices in order to include those with limited traveling opportunities.

Target Groups and their Needs

With cultural educators we mean both employed and self-employed professionals in the creative and cultural sector from all over Europe that regularly transmit their knowledge, knowhow and experiences to young professionals, peers or professionals. They can include arts educators as well as curators, cultural managers, etc. and be affiliated with the public sector or civil society.

With the consortium of partners we identified the following core topics of relevance to the different project partners and their networks relate to a) creating and sustaining collective impact in the field of culture, b) transcultural knowledge production and transfer, c) working with new migrants and marginalized groups in our communities, d) new forms of community and international collaboration and e) integration of artistic and social work, f) digital education in the creative and culture sector. Each of the consortium partners holds expertise in at least two of the topics and has been engaged in previous projects.

Objectives

- To qualify at least 200 cultural educators in either of the following topics: a) creating and sustaining collective impact in the field of culture, b) transcultural knowledge production and transfer, c) working with new migrants and marginalized groups in our communities, d) new forms of community and international collaboration and e) integration of artistic and social work, f) digital education in the creative and culture sector
- To strengthen the relations and cooperation mechanisms between the consortium of partners
- To strategically disseminate knowledge digitally to at least 1000 further cultural educators throughout Europe
- To provide an open source toolkit for digital education in the creative and cultural sector

Training Activities

3 educational events with 60 cultural educators each

C1 – Creating and sustaining collective impact in the field of culture

C4 – New forms of community and international collaboration

C6 – Digital education in the creative and culture sector

3 educational events with 20 cultural educators as participants each

C2 – Transcultural knowledge production and transfer

C 3 – Working with new migrants and marginalized groups in our communities

C 5 – Integration of artistic and social work

Series of webinars after each educational event to disseminate the results in the forms of lectures, digital peer-to-peer exchange and panels

Digital toolkit for conceiving, preparing, implementing and documenting international online learning to be disseminated at the end of the project

Transnational necessity and necessity for long project duration

Through the set-up of the consortium of partners all European regions are covered and allow diverse perspectives to enter the project. All topics are concerns in the creative and cultural sector all over Europe. The consortium of partners estimates that the topics will remain concerns in the years to come. Hence, it is believed that cultural educators will only remain competitive and their work with societal relevance, if they continue the transnational exchange.

At the same time, the consortium of partners believes that the project will benefit from the long duration of 36 months as it will allow different cultural educators and the partner organizations to bring in their on-the-ground experiences from other projects into the training activities.

Impact

This transnational project will thereby make a significant contribution to open education and innovative digital practices in the field of culture throughout Europe. It will thereby foster inclusion of less mobile cultural educators in transnational education 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

Inclusion and Participation of Trans Communities in Sexual Health Education

Project Coordinator

Organisation TransInterQueer e.V.
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Website www.transinterqueer.org

Project Information

Identifier 2019-1-DE02-KA204-006382
Start Date Nov 25, 2019
End Date Sep 24, 2021
EC Contribution 47,625 EUR
Partners Association OUTrans (FR) , EESTI LGBT UHING (EE) , Društvo za podršku rodno i polno varijantnih osoba XY Spektrum (RS)
Topics Access for disadvantaged ; Health and wellbeing

Project Summary

"Inclusion and Participation of Trans Communities in Sexual Health Education" (short: "Trans Sexual Health")

CONTEXT & BACKGROUND OF THE PROJECT:

Trans citizens face constant discrimination not only, but largely in the field of health care provision and sexual health, with a highly negative impact on their physical and emotional well-being. Due to invisibility in most sexual health related educational campaigns and offers, the specific needs and demands of trans people aren't matched, and remain invisible, which leads to further stigmatization, self-stigmatization, higher risks of STI's, HIV, and unsafe sexual experiences, risks of coercion, discrimination and violence, limited self-confidence in insisting on qualified, trans-inclusive sexual health.

OBJECTIVES OF TRANS SEXUAL HEALTH:

- participating organizations will improve their knowledge, counselling skills and addressing adult trans users' and staffers' needs regarding competent information on sexual health
- partner organizations sharpen knowledge on approaches to improving health care quality for trans individuals, and their ability in applying this knowledge in their work by learning new strategies, methodologies and exchanging with partners working in (geographically different) similar fields
- the profile of each organization will rise through European networking and an increased level of partner organisations' involvement
- enhanced quality of the management of our organizations, especially when it comes to lobbying and networking and fighting for trans-inclusive sexual health care education for trans people

NUMBER AND PROFILE OF PARTICIPANTS:

Participating organizations will invite staffers, like trans peer to peer counsellors and hosts of self-support groups to the project's working meetings. At the local public events with trans community members, we'll invite trans activists and individuals as well as sexual health educators and providers, a few among them being both activists and educators.

DESCRIPTION OF ACTIVITIES & METHODOLOGY:

Throughout the duration of the project, we will carry out project meetings at the participating organizations in Estonia, France, Germany, and Serbia, in order to share examples of best practice in the resp. local and regional contexts, if applicable, and to learn from each other how to better include trans citizens in sexual health education. At each meeting, we'll build capacities by visiting organizations involved in sexual health, like Deutsche AIDS-Hilfe in Berlin, or the Belgrade gender identity team (consisting of health care providers of trans-specific healthcare), and/or discuss with trans community members in public events the current state of sexual health care provisions in their region. Examples of good practice, like the very rare existing material, will be translated into participating countries' languages or be revised and made applicable for the specific regional contexts. An online tool will be developed offering a variety of material for trans-inclusive sexual health education, and where it is missing or needs to be updated or made trans-inclusive, from different regions and in different languages.

SHORT DESCRIPTION OF THE RESULTS AND IMPACT ENVISAGED:

- adult trans community members in different European regions receive better information on trans-specific sexual health by trans an LGBT-led counselling and support organizations
- have access to a variety of information material on sexual health education that is trans-inclusive, and translated into their languages

- feel more entitled to complain about inappropriate sexual health treatment that is not trans-inclusive and/or trans-competent
- participants improve their knowledge on sexual health with special regard to trans bodies
- feel empowered to express their needs for competent sexual health care education towards health care practitioners
- improved argumentation skills and enhanced strategies for non-discriminatory health care through learning from each other and participating organizations, i. e. how to counter inappropriate treatment, like refusal of treatment, or inappropriate questions on trans issues/bodies
- increased knowledge about European partner countries, and especially their sexual health education for citizens, especially those with specific needs
- increased motivation and competence to challenge the exclusion of trans people from sexual health services and social exclusion in general
- ability to define and differentiate specific demands and needs of trans citizens regarding sexual health
- wider personal and professional horizons
- an increased sense of European citizenship

POTENTIAL LONGER TERM BENEFITS:

- enhanced quality of the services for our participants, especially when it comes to providing empowerment trainings for trans adult citizens or to awareness trainings for professionals, i.e. counseling health care providers on trans related health themes

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

Targeting extremism and conspiracy theories

Project Coordinator

Organisation GOTTFRIED WILHELM LEIBNIZ UNIVERSITAET HANNOVER
Address Welfengarten 1 , 30167 HANNOVER , NIEDERSACHSEN , DE
Website www.uni-hannover.de

Project Information

Identifier 2019-1-DE02-KA204-006167
Start Date Sep 1, 2019
End Date Feb 28, 2022
EC Contribution 272,026 EUR
Partners Demokratiezentrum Wien (AT) , Volkshochschule Hannover (DE) , NGO Ethnotolerance (BG) , FOLKUNIVERSITETET STIFTELSEN VID LUNDS UNIVERSITET (SE)
Topics Quality Improvement Institutions and/or methods (incl. school development) ; Research and innovation ; New innovative curricula/educational methods/development of training courses

Project Summary

Conspiracy theories and misinformation have a much stronger impact on public discourse than they did just a few years ago and are now present through a wide range of information channels to a large part of German as well as European populations (Butter 2018). Current empirical findings show an increasing number of people believing in at least one conspiracy theory - in Germany one in four adults- as well as a growing number of older adults (Butter 2018, Decker, Kiess and Brähler 2013, van Prooijen and Douglas 2017). These theories often challenge the foundation of the democratic order, fundamental human rights and European cooperation.

Especially regarding the growing number of older adults believing in conspiracy theories, adult education institutions are coming to the fore. In Germany, there are so far mainly isolated, often unique educational offers of individual adult education centers (VHS Rostock, Chemnitz or Friedrichshafen, for example, offer courses).

However, so far no overall handling of this phenomenon is known. In the context of the growing presence of conspiracy theories in pan-European space, it is therefore important to find out to what extent these phenomena also in adult education and to develop training opportunities that understand the fight against conspiracy theories and misinformation as a cross-sectional task of adult education in all areas, but especially in political and cultural education, in dealing with these theories. Therefore, in this project, on the one hand the needs of adult education institutions in dealing with conspiracy theories shall be examined and instruments for continuous monitoring should be provided, and on the other hand, a concept will be developed enabling the educators to deal with the theories that are relevant in their context. Particular emphasis is placed on European co-operation in the development in order to ensure an application of outputs in all EU countries.

The immediate target group of the project are educators of adult education. Since conspiracy theories are becoming more and more relevant for a growing part of the European society and, as already mentioned above, have become more prevalent among older people in particular, a concept is to be developed that is suitable for all teachers in adult education institutions. Even if educators in the political or cultural field come into contact with them much more frequently than, for example, teachers in the informatics, these programs should not be tailored only to the former. It is important to establishing a resistance to conspiracy theories as a cross-cutting task of adult education institutions. Therefore, the educators should be trained both in the detection of conspiracy theories, and thus the critical questioning of their own fields of vision, as well as in the discursive dealing with them. The indirect target group are students in adult education courses. Here too the focus should only be placed on genuinely socio-scientific areas of adult education, but include learners from all fields. In order to be able to work out a concept as accurately as possible, however, it is first necessary to raise the experience and needs of adult education institutions and to create a tool for continuous examination by the institutions themselves. The immediate target group here is educators in a leading function who will be enabled to accurately identify the needs of their educators and then react to the them using the educational concepts developed in this 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

A TOOL KIT WITH EFFECTIVE OUTREACH AND MOTIVATIONAL STRATEGIES FOR UPGRADING THE KEY COMPETENCES OF MARGINALISED AND VULNERABLE LOW-SKILLED ADULTS (FOCUS ON WOMEN): ENSURING SOCIAL INCLUSION, ACCESS AND PARTICIPATION IN THE DIGITAL ERA

Project Coordinator

Organisation GOTTFRIED WILHELM LEIBNIZ UNIVERSITAET HANNOVER
Address Welfengarten 1 , 30167 HANNOVER , NIEDERSACHSEN , DE
Website www.uni-hannover.de

Project Information

Identifier 2019-1-DE02-KA204-006474
Start Date Oct 1, 2019
End Date Mar 31, 2022
EC Contribution 275,435 EUR
Partners AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS
TECHNOLOGIAS EKPAIDFSI ANONYMI ETAIREIA (EL) , Associação
Rede de Universidades da Terceira Idade (PT) , International College
Sp.zo.o (PL) , A1 Community Works Ltd (UK) , A & A Emphasys
Interactive Solutions Ltd (CY)
Topics ICT - new technologies - digital competences ; Access for disadvantaged ;
New innovative curricula/educational methods/development of training
courses

Project Summary

In line with the European Agenda for Adult Learning priorities and the Council Recommendation on Upskilling Pathways, the project aims to develop a TOOL KIT with effective outreach strategies adopted in order to improve adult participation, promote the acquisition of key competences (literacy, financial, numeracy and digital competences) and enhance quality of opportunities provided. The idea of ADOPT A GRANNY, FABLABS, DIGITAL CHAMPIONS, ONE STOP SUPPORT CENTRE, MOBILE HUBS, ROLE MODELS and others will be tested, developed and assessed based on the needs of each partner country whereas at the end a series of MOTIVATIONAL PACKS with videos will be prepared to present each of this strategies with specific guidelines for further exploitation.

The renewed European Agenda for Adult Learning set specific priorities for 2015-2020, namely the "Supply and take-up priority calling for a significant increase in supply of high-quality adult learning provision, especially in literacy, numeracy and digital skills, and increase in take-up through effective outreach, guidance and motivation strategies which TARGET THE GROUPS MOST IN NEED".

The target groups are the groups of vulnerable, disadvantaged and marginalised adults (especially women) and the adult educators, social workers, trainers any professional working with these groups of adults.

The project is planned to be completed in 30 months based on a research cycle plan divided into 3 main interrelated stages showing development and continuation. The I.O.s are developed in a series of overlapping outputs phases incorporating research and analysis, design and development, testing and implementation and validation of project outputs.

Through the activities the consortium aims to provide the EU community with the ALL4INCLUSION MOTIVATIONAL TOOL KIT which is a COMPLETE READY TO IMPLEMENT KIT:

(1) to strengthen Adult educators profiles and as a result upgrading the quality of the adult learning provided and
(2) to promote the acquisition and validation of key competences of disadvantaged adult learners (especially women) with digital, literacy, numeracy, financial and entrepreneurial skills to ensure access, participation and inclusion in the digitalised economy as active citizens, employees or employers.

By the end of the project the MOTIVATIONAL TOOL KIT will include:

- a collection of EFFECTIVE OUTREACH STRATEGIES adopted by various organisations in order to improve the participation of such as the DIGITAL CHAMPIONS, ONE STOP SUPPORT CENTRE, ADOPT A GRANNY, INTERNET CAFE FOR SENIORS, MOBILE HUBS, ROLE MODELS, EU KIDS AND MUMS accompanied with motivational pack-video
- MAPPING e-TOOL to record the provision of ADULT LEARNING opportunities in partner countries at the regional level using Google maps with main focus on the successful strategies for AL
- a TARGETED and VALIDATED USKILLING PATHWAY PROGRAMME

Partners from six different European Countries will work together aiming to increase the number of adults attending LLL.

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 KEY FOR SENIOR CITIZENS AND ADULTS WITH MIGRATION HISTORY

Project Coordinator

Organisation Integrationsbrücken e.V.
Address Krayer Str. 10 , 45276 Essen , NORDRHEIN-WESTFALEN , DE
Website www.integrationsbruecken.com

Project Information

Identifier 2019-1-DE02-KA204-006488
Start Date Dec 30, 2019
End Date Jun 29, 2021
EC Contribution 50,820 EUR
Partners Asociación de inmigrantes de países de Europa del Este en España, (AIPEA) (ES) , Seukko-seura ry (FI) , Alfavit Oktatási és Kulturális Közhasznú Alapítvány (HU)
Topics ICT - new technologies - digital competences ; Migrants' issues ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

Project target groups:

At local level: Adults and senior citizens with the migration background, municipal management, volunteer facilities, adult education programs, universities, local media. At regional and national levels: regional management, migrant's associations, education facilities, regional and national media. At the EU level: international NGOs, EU facilities, European media.

Partner: NGOs from Germany, Finland, Spain, Greece, Hungary and Portugal with 8-10 project participants everyone with experiences in the integration activity and with the successful participation within the scope of the EU projects (GRUNDTVIG and ERASMUS+).

Project aims and the expected results:

- intensive social Inclusion of the migrants, the adult population operable and the older people. Besides, the migrants should be integrated more actively into the new society.
- orientation in the information flow. Fake news and really news. The fight against the marginalization of the older migrants who could change, otherwise, into the light prey of the populist mass media.
- The open education and the innovative methods in the century of the digital information. The development of the digitization methods as well as the office-work online.
- improvement of the language teaching by intensive contacts with native speakers.
- integration by learning of the new homeland.
- sustainable development due to cooperation and experience exchange with the project partners who have concrete duties within the scope of the project activities. They are collaborating actively with the suitable organizations in their countries and at the European level, und collecting experiences and competences in the field of the project topic.

Other project tasks deal with deepening of the project fields. Thus the memoirs of the older generation which are connected with deportations and the Holocaust for the migrants in Germany, Finland and Greece have a particular importance.

Aims and tasks of the project are those that the results can be expected for his participants at different levels – local, municipal, regional, national and international ones. The project partners are working at different levels and it contributes to the result of the project. Besides, the open education and innovative methods in the digital age, the social integration and social inclusion as well as the development of the sustainable cooperation to develop national, regional and sectoral technologies and competences belong to the unconditional priorities of the project. The project tasks as intercultural education and lifelong learning as well as the migration topic belong to it also.

Seminars:

In the course of the project international project several meetings on 30 participants everyone are planned. The seminars are public and are carried out with the participating of the partner organizations and all interested participants. The topics of the seminars are connected with the major tasks of the project partners. The aim of these seminars is, primarily, the exchange of views and experiences within the scope of the project, announcing with the partner operations as well as the acquaintance with the culture of the partner country.

Sustainability:

After the end of the project all project partners remain in contact. They go on working with the suitable facilities in own countries and at the European level intensely. Some activities and results also continue after the end of the

EU support. The sustainable development by the cooperation and the exchange from good practice with the project partners is another important job of the project partners.

It is, primarily, about the social inclusion and the fight against the marginalization of the older generation of the migrants. The innovative methods in the area of the digital information have is of great importance as well. It is also important to learn foreign language and to have mutual contacts with the native speakers as well as to learn the new homeland.

In addition the partner organizations have necessary resources, because these activities are a component of their own work and because they can collect certain experiences within 18 project months and attach good contacts.

The project product:

The project product is created in the form of a CD and also as a YouTube video. It includes main results, publications, seminar materials and the relevant reports of the project. The end product should be fulfilled by the forces of the project partners. It could influence the language and digitization learning as well as other aims and tasks of the project positively.

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

Developing of Adult Education in Cities and Regions - a Central European Perspective

Project Coordinator

Organisation Netzwerk der Gehörlosen-Stadtverbände e.V.
Address Lohengrinstrasse 11 , 81925 München , BAYERN , DE
Website www.net-gest.de

Project Information

Identifier 2019-1-DE02-KA204-006567
Start Date Dec 1, 2019
End Date Nov 30, 2021
EC Contribution 108,661 EUR
Partners Krajske centrum nepocujucich ANEPS Zilina (SK) , Gehörlosenverein Ingolstadt und Umgebung mit Sportabteilung e.V. (DE) , Doof & Jong Vlaanderen vzw (BE) , Österreichischer Gehörlosenbund (AT)
Topics Access for disadvantaged ; Inclusion - equity ; Civic engagement / responsible citizenship

Project Summary

Every human has the Right to get access to education. In order to make education as effective as possible, it is a basic requirement that people are taught in their mother tongue. Unlike people without hearing impairment, for whom there is a wide range of education, there are no options for deaf people to continue their education outside or additional to their job-related professional qualifications. Even in order to complete an apprenticeship, they are forced to consult a paid interpreter. In some cases, these are not even funded by the state, which is why Deaf people have to bear these high costs themselves in order to achieve education. Except for schools for the Deaf, there are no institutions in Europe that offer people with Deafness a chance at adult education. The project "Developing Adult Education in cities and regions " aims to develop an educational concept for deaf adults that is sustainable within the cooperative central european institutions and in the future in an even broader way.

In terms of their educational status, The Deaf community is very heterogeneous. In addition to extremely few deaf academics, the majority of the Deaf community is excluded from the educational landscape. There are many deaf illiterates and such deaf people who, after school education, have learned a simple applied profession and have not gained access to further education and and adult education. Due to the increasingly fast-paced world and the increasing digitalization, competencies in the handling of information are becoming more And more relevant. Deaf people lack basic knowledge in important fields such as History, Politics, Geography and many others.

In everyday life, hearing people are constantly surrounded by radio, television and other forms of media that inform about news and current events. In Germany and many other european countries, however, there are enormous language barriers in the public media and access to Breaking News and general worldly knowledge is often not accessible for deaf People. They therefore do not understand the coherence between the informations, the handling of public media and the independent gathering of information remains strange and largely inaccessible. In order to improve this situation and promote educational commitment among the Deaf, they need good guidance from other Deaf people who act as teachers and devise pedagogical teaching for them.

Within two years, the partnership associations will organise lessons for deaf members of their associations. Those who make their mark through a special commitment and learning potential during their participation in international learning events will be supported financially. Through the experience gained while participating in the international learning events, the beneficiaries can learn more from european values, cultures, history and politics.

At the moment, there are only a few Deaf people within Germany who have completed a Teaching Degree. For this reason, voluntary, committed deaf people, who are aware of this problem and who want to make an improvement on this issue, are being employed to carry out the learning activities. Their work will increase civic commitment and volunteering within the deaf community. Seminars will be created for international project partners, in which they will interact with each other during learning events. However, it is not out of the question, that hearing experts might be invited for certain learning events on a special topic. In this case, sign language interpreters will be necessary.

The project holds an innovative approach that helps to achieve a far-reaching improvement in the standard of living for Deaf people in the field of adult education throughout Europe. The project aims to ensure the social participation of Deaf people and their inclusion. The educational concept, that ist being developed in the project will promote the movement of the Deaf getting full access to the boader society. This can only be achieved by ensuring high quality 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

Digital Transformation in Adult Learning for Active Citizenship

Project Coordinator

Organisation Arbeitskreis deutscher Bildungsstätten AdB e.V.

Address Mühlendamm 3 , 10178 Berlin , BERLIN , DE

Website www.adb.de

Project Information

Identifier 2019-1-DE02-KA204-006421

Start Date Sep 1, 2019

End Date Jan 31, 2022

EC Contribution 288,907 EUR

Partners Education Development Center (LV) , Partners Bulgaria Foundation (BG) , Rede Inducar, CRL (PT) , Democracy and Human Rights Education in Europe (BE) , CENTRO PER LA COOPERAZIONE INTERNAZIONALE (IT) , JAAN TONISSONI INSITUUT MTU (EE)

Topics Civic engagement / responsible citizenship ; ICT - new technologies - digital competences ; EU Citizenship, EU awareness and Democracy

Project Summary

The digital transformation is challenging the European citizens in multiple ways: As employees (workspace 4.0). As learners (lifelong learning, self-competencies) As citizens (acting as conscious, self-responsible, democratic citizen). Digital transformation in its effects relates to vast aspects of peoples everyday life in a fast and more and more disturbing ways, thus is also is a force generating unconsciousness and needs to be reasoned about. Digital transformation is challenging as well the infrastructures in cities, states, big data/multiple databases, social networks. Digital competence should enable people to approach these challenges. Adult education for Active Citizenship has a crucial role to play as it supports learners to develop competences to engage and participate in society as democratic and confident citizens. However the field of AE has to deal increasingly with an audience/target group which is more and more in a position of exposed to the transformation while not being sufficiently equipped to understand digital transformation in its aspects to democracy, and society. Such to develop digital competence goes far beyond media literacy and critical thinking development but pre-requires also a field of Adult education which itself is confident and able to understand and develop learning concepts that address the democratic challenges and dimensions relating to digital transformation in its full range. In particular Education for Democratic Citizenship and Human Rights Education have a potential which our project DIGIT-AL explores and aims to activate. In cross-sectoral collaboration we deliver two handbooks, an app and policy recommendations. The overall concept behind the project is to understand adult learning as a competency centered learning. Aiming to address the ability of adult learners to act consciously, self-responsible, aligned with their self-defined interests and self-explored needs, along democratic values and in cooperation with other citizens.

The project is exploring and presenting approaches, practices and tools 1) how to involve digital competence into adult education. 2) How to support adult learners in understanding digital transformation and co-creating it as digitally competent citizens. 3) Furthermore we focus as well on the digital competence of adult educators. 4) The findings will be fed back to developers of digital competence frameworks and learning, as well as to the policy level.

During the project we develop

- A handbook on digital transformation as a specific and transversal topic in adult education: this publication explores the horizon of digital transformation and its connection to the practice of Adult learning for democratic citizenship
- A handbook for educators: Digital competence: What is it? through what kind of approaches and practices adult learners might gain it and what kind of digital competence adult educators need to develop
- Policy Recommendations targeting at premises of competence frameworks, AE policies in Europe related to digital transformation and Adult learning for democratic citizenship.
- an App to support Adult educators in their learning settings with concrete and easy adaptable info and concepts for targeting digital transformation in their learning settings

A series of training activities tests and evaluates different concepts for educators to master digital transformation as a topic in their Adult learning settings. These trainings will involve a wider audience from the community of adult education practitioners and offer means to them to adapt suggested approaches and concepts into their educational work.

The project itself builds a bridge between AE practitioners in Europe and the world of digitalisation research, digital competence development and digital transformation: it mutually ENGAGES stakeholders and experts from both "spheres", CONNECTS existing concepts of digital competence development within the wider horizons of digital transformation and the grassroots sphere of Adult Education, as being the level working with the group of

citizens vastly affected by digital transformation. The project EMPOWERS adult educators and the field of adult education providers to better understand the transformative character of digitalisation to democracy and citizenship in all its different and difficult aspects, and supports them to develop adequate means and approaches to work with adult learners in an encouraging and positive way on these topics.

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

Prisons Managing Volunteers in EU

Project Coordinator

Organisation BREMEN SENATE OF JUSTICE AND CONSTITUTION
Address RICHTWEG 16-22 , 28195 BREMEN , BREMEN , DE
Website <http://www.justiz.bremen.de/sixcms/detail.php?gsid=bremen51.c.2184.de>

Project Information

Identifier 2019-1-DE02-KA204-006497
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 439,503 EUR
Partners APROXIMAR- COOPERATIVA DE SOLIDARIEDADE SOCIAL, CRL (PT) , CENTRE EUROPEEN DU VOLONTARIAT (BE) , Stowarzyszenie Centrum Wolontariatu (PL) , Verein Bremische Straffälligenbetreuung (DE) , CENTRUL PENTRU PROMOVAREA INVATARII PERMANENTE TIMISOARA ASOCIATIA (RO) , DIRECAO-GERAL DE REINERCAO E SERVICOS PRISIONAIS (PT) , PENITENCIARUL BUCURESTI JILAVA (RO)
Topics New innovative curricula/educational methods/development of training courses ; Inclusion - equity ; EU Citizenship, EU awareness and Democracy

Project Summary

According to the Scottish Prison Service, “prison may sometimes do good, but it always does harm”.

VOLPRIS aims to invest on the qualification of volunteering management in prison to have a positive Impact upon volunteers' daily work effectiveness, and therefore on reoffending rates. Volunteers consistently bring to prison something that paid-staff cannot bring: they represent the community side of the sentence to the offender, and help this often complex group keep emotional and physical ties which support successful (re)inclusion on release.

VOLPRIS brings together eight organisations from five European Member States. As four prison Administrations and four non-profit volunteering organisations, our partnership reflects a wide range of experience right across the criminal justice System (CJS). Partners not only bring their particular expertise, but previous working relationships with other partners that serves to underline their commitment to the value of Voluntary Sector Organisations (VSOs) in the CJS. We have a shared desire to contribute to an engage and active Society, where volunteering is an expression of solidarity and European values, but also for safer communities, where prisoners are fully supported to integrate back into their communities and address issues which lead to their offending.

VolPris aims to:

1. Explore mutual learning opportunities between CJS and VSOs by creating exchange frameworks which will facilitate the comparability between different EU prison practices regarding volunteering;
2. Identify key performance indicators between National Prison Administrations and volunteer organisations within secure settings;
3. Develop a training curriculum and programme to support the development of a CJS volunteer manager profile, and develop a European Volunteer Managers training guide;
4. Establish common European minimum standards to train volunteers working in prison environment and to assess the quality of volunteer organisations and/or programmes;
5. Promote collaborative training to take advantage of scale and creativity to ensure a common baseline message and reduce delivery costs.

Intellectual Outputs (IO):

1. Screening tool to identify CJS needs in terms of Volunteering Programs: Aproximar (leader)
2. Volunteering Managers Profile: CPIP (leader)
3. Training Manual for European CJS Volunteering Managers: Aproximar (leader)
4. Minimum Requirements for Volunteering in CJS Settings: Centre for European Volunteering (leader)
5. European platform on Volunteer Management, Programme practices, knowledge, and experiences exchange in the Prison Context: Bremen Ministry of Justice and Constitution (leader)

Other project key-activities:

Validation Workshops – each IO comprises the organisation of 5 national validation workshops (one per IO), for which partners must invite, at least, 6 experts

10 multiplier events will occur during the project timeline; 200 Stakeholders will be involved, including some transnational participants.

3 Short-Term Staff Training Events (Portugal, Poland and Germany) – during which each Partner is responsible for organising a session according to their organisational strengths.

EXPECTED RESULTS

- A) Increased exchange and collaboration between countries, organisations and programmes on the topic of Criminal Justice System Volunteering Management;
- B) Increased understanding of each partners' needs, experience and working reality, namely the use and exchange of innovative practices;
- C) Increased comparability and better balance between countries' on CJS volunteering managers' practices, knowledge and experience;
- D) Detailed and sustainable information source of wider online support to the deepen knowledge between countries, organisation and programmes, enabling to building conjoint programmes, mobilities, shadowing, study visits and capacity building programmes besides providing critical insights on CJS Volunteer Programmes management strategic development;

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

Inclusion Training for Explainers in Museums and Science Centres

Project Coordinator

Organisation DEUTSCHES MUSEUM VON MEISTERWERKEN DER
NATURWISSENSCHAFT UND TECHNIK

Address Museumsinsel 1 , 80538 MUNCHEN , DE

Website www.deutsches-museum.de

Project Information

Identifier 2019-1-DE02-KA204-006202

Start Date Oct 1, 2019

End Date Mar 31, 2022

EC Contribution 364,540 EUR

Partners ARS ELECTRONICA LINZ GMBH & CO KG (AT) , FONDAZIONE
MUSEO NAZIONALE DELLA SCIENZA E DELLA TECNOLOGIA
LEONARDO DA VINCI (IT) , TECHNISCHE UNIVERSITAET
MUENCHEN (DE) , ETABLISSEMENT PUBLIC DU PALAIS DE LA
DECOUVERTE ET DE LA CITE DES SCIENCES ET DE L'INDUSTRIE
(FR)

Topics Inclusion - equity ; New innovative curricula/educational
methods/development of training courses

Project Summary

The inclusion of people with social disadvantages, e.g. senior citizens, immigrants, ethnic and cultural minorities, or people with lower levels of education, is a hotly debated topic, in society as well as politics. Education is a key issue of inclusion, since it is one of the most relevant factors of successful integration. Museums and Science Centres are pioneers in lifelong learning, and as such - next to schools - highly relevant places for inclusive education. Explainers/Facilitators in Museums and Science Centres play a key role in connecting the topics of exhibitions with visitors, i.e. they are on the edge of communicating to inclusive visitors.

The objective of the ITEMS project is to develop, test and promote a training programme for explainers in museums and science centres that enables them identify the needs of some of these groups and to properly address them in their daily educational work. The challenge for explainers is that the range of needs is vast, as are the possibilities to react to these and thus support the visitor. The project aims to develop strategies to open the content and activities for these groups with special needs, including the use of digital media to facilitate better communication and interaction. A modular design of the programmes will enable the partners to integrate the training into the established structures in use at the different locations.

For the development of the training module, a number of different strategies will be applied. It will build on best practices already available at the partners, supported by research on the abilities and needs of the respective target groups. In the whole process professionals, such as researchers or specially trained psychologists, will be included. The evaluation will help identify and correct for weaknesses in the programme, thus significantly improving the final product. By gaining active insights and using lots of practical examples during the training, explainers will not only get hands-on solutions to start with, but also the theoretical background to further develop measures and themselves in the future. Last, but not least, for the framework of the training programme the ITEMS project will build on the tried-and-tested professional development programme for explainers originating from the EU project PILOTS.

During the project, the participants of the programme - explainers - will significantly enlarge their competences to work with people with special needs visiting a museum or science centre. The over 60 participants at the partner institutions will be from various backgrounds, a gender balance is aimed at. Through the dissemination training more than 100 multipliers ("explainer trainers") from all over Europe will be directly reached. To make the results available to an even larger community, the training module as well as a guidebook collecting strategies and best practice examples will be published online. This enables further museums and Science Centres to take up and improve their own programmes. Further, contributions to conferences, newsletters as well as journals will further spread the material throughout Europe.

Overall, the education of the explainers will enable inclusive activities for disadvantaged people, such as senior citizens or immigrants/refugees, to be consistently run at museums and science centres. For the participating organisations as well as those museums / science centres reached through the dissemination activities, the ITEMS project will not only enable a systematic approach to improving their offers to special visitor groups, but also lead to a more inclusive and open museum / science centre environment in general.

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

Gaming for Mutual Learning in Elder Care

Project Coordinator

Organisation IP-International GmbH Creative Corporate Training
Address Kasseler Strasse 1a , 60486 Frankfurt am Main , HESSEN , DE
Website www.ip-international.biz

Project Information

Identifier 2019-1-DE02-KA204-006492
Start Date Sep 15, 2019
End Date Nov 14, 2021
EC Contribution 285,030 EUR
Partners ISIS GMBH (DE) , AZIENDA PUBBLICA DI SERVIZI ALLA PERSONA CITTA DI BOLOGNA (IT) , VYTAUTO DIDZIOJO UNIVERSITETAS (LT) , Cooperativa Assistenza Disabili infermi Anziani Infanzia (IT) , AFEDEMY, ACADEMY ON AGE-FRIENDLY ENVIRONMENTS IN EUROPE BV (NL)
Topics New innovative curricula/educational methods/development of training courses ; Pedagogy and didactics ; Open and distance learning

Project Summary

Population ageing is a trend which began decades ago in Europe and is to be considered a long-term process. As a consequence to these demographic changes, the EU Member States are facing an increasing demand for long-term-care in homes for dependent seniors. Hence, the demand for qualified, skilled professional carers and volunteers increases, while the labour market is tight. Education and continuous training is needed to keep up with new technologies and healthcare requirements aimed to guarantee the quality of life for the residents of care homes, taking into account the needs of their families, too. The latter often lack the knowledge of how services have to be provided to meet the special needs of dependent old persons. Collaboration and mutual understanding with the care givers is not easy. Resulting from limited resources, care homes have to draw upon a workforce with lower educational level and/or limited language proficiency (immigrants). Also volunteers have often no specific qualification.

The aim of the project is to provide a training measure that

- Promotes high quality standards in the care for the elder through mutual understanding, team work, knowledge sharing among co-workers, volunteers and families;
- Takes scarcity of resources into consideration and is therefore provided directly by the organisations: when, where and what is needed;
- Makes learning easy and complex content (quality standards in care for dependent seniors) accessible to people with a lower education level and limited language proficiency as well as to target groups with no professional background (volunteers and relatives of the seniors);
- Is innovative: a game-based learning approach is chosen focusing on the contributions made by different partners with mutual benefits through sharing best practices in contents and procedures across borders.

In order to achieve these objectives, organisations from Germany, Italy, Lithuania and the Netherlands will cooperate in different roles and functions. In a first step a research will be conducted that results in a compendium on standards for the quality of life of care home residents. It will reflect the state-of-the-art in theory and practice on three dimensions: 1) autonomy, 2) participation, 3) human dignity. It will include corresponding themes, criteria and indicators for the quality of life of care home residents to be conveyed in an innovative learning approach. Game-based learning is a means apt to convey knowledge and skills in a relaxed and joyful atmosphere. An educational framework and a learning board game will be created including card decks with easy to grasp questions on the standards mentioned above. Playing the board game is a real “get together” of the different stakeholders. Getting to know each other, playing and building relationships will increase their knowledge, improve communication, mutual understanding and cooperation. Guidelines will be provided with all necessary information about how to set up, to run, to play and even tailor the game to specific needs. The first version in English will be transferred in the beta-version of an e-learning platform and be assessed during a Joint Staff Training. After the revision of the English version the tools will be translated into the partner languages. Then a trial phase with at least eight care homes, two in each country, will be performed. Based on the feedback of the stakeholders involved, after the trial phase will result the alpha-version of the e-learning platform, and all tools in English and all partner languages.

A variety of dissemination measures will accompany this process. All tools will be available for the interested public online in a print version free of charge. Professional associations, voluntary associations, lobby groups and governmental organisations, decision makers and stakeholders on local, regional, national and European level, and the public will be informed about the project, its aims and outcomes. The project results will sum up in providing, free of charge, an appealing low cost game-based learning tool to care homes, staff members, volunteers, committed relatives of care home residents and the interested public.

The desired impact of the activities during the lifetime of the project and beyond, is to offer a viable and easy to use tool that attracts and enables an increased number of people to make a qualified contribution to the quality of life of dependent seniors in care homes. It also aims at making an impact on the perspective of professional carers, from being necessary but not highly esteemed, towards a status that reflects their manifold skills and the significant contribution they make to an ageing society. Increased awareness and knowledge about what quality of life means on a concrete and applicable level is helpful to everybody - no matter what age, no matter in which country.

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

Shaping Digital Classes

Project Coordinator

Organisation IBERIKA EDUCATION GROUP GGMBH
Address MEHRINGDAMM 29 , 10961 BERLIN , DE
Website www.iberika.de

Project Information

Identifier 2019-1-DE02-KA204-006258
Start Date Nov 1, 2019
End Date Oct 31, 2021
EC Contribution 209,206 EUR
Partners SYNERGASIA ENEGON POLITON (EL) , Instituto de Enseñanzas a Distancia de Andalucía (IEDA) (ES) , DANMAR COMPUTERS SP ZOO (PL) , DACORUM COUNCIL FOR VOLUNTARY SERVICE (UK)
Topics New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Pedagogy and didactics

Project Summary

The project's objective is to support the professional development of trainers and educators to expand and develop their digital skills for teaching. Furthermore, it aims to promote the digital competence frameworks published by the Commission and the informally acquired, yet accredited, skills amongst trainers. And last but not least, the project improves the quality of future learning opportunities in our educational system with special regards to language teachings for migrants.

The European Commission maintains that the first key factor that contributes to an improved education is the quality of teachers and of teaching. Teachers play a central role in the process of imparting skills, competences and knowledge. The better the teacher, the better the outcome.

Educators and trainers are facing new challenges every day in their classes. Innovation and digital technologies are some of the barriers they encounter. The European Commission defines innovative technologies as new and creative possibilities for teaching and learning approaches. Nevertheless, Europe is lagging behind in making use of these new technologies. This is greatly due to the low number of teachers, trainers and educators in Europe with funded digital competences.

There is an urgent need to promote educators' digital competences.

Shaping Digital Classes mainly focuses on raising awareness of the need to reflect on advantages of digital pedagogy in classes. Further, it emphasizes the need to visualize existing digital gaps in educators' competences. The project focuses on the development of educators' digital competences to utilize innovative digital trainings in their language classes. Research has revealed a high proliferation of the digital materials, online applications and materials available for trainers. Even so, the offer of trainings, manuals or instructions for proper usage is very limited. Shaping Digital Classes combats this contradictory tendency. It deliberately combines experiences and feedback from previous projects related to the creation, adaptation or description of digital materials for language learning. It achieves this through the promotion and understanding of the guidelines and frameworks newly published under the DigCompEdu Framework. Additionally the project builds on experiences gained through different face-to-face workshops offered to language teachers and trainers for improvement of their digital skills. It's goal is to respond to the urgent need for trainer coaching opportunities in the area of digital skills. This project creates free, open and easy-to-follow tutorials for language trainers. It provides the possibility for trainers with both limited digital competences and intermediate competences to participate in tutorials. These interactive courses cover topics of searching, selecting, using and creating own digital materials independent of one's previous digital skills, location and available time. Alongside this, Shaping Digital Classes offers badges and certificates for acquired skills improving not just their digital skills, but also offering them the possibility of professional development.

In conclusion, Shaping Digital Classes is an easy-to-use online platform for teachers. It guides educators through their digital competence assessment process. It contains video tutorials that explain how to find, use or adapt existing online materials for language courses and how to create new customized digital materials for classes.

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

Educators of the future - Relationship work as an everyday educational task

Project Coordinator

Organisation HochVier - Gesellschaft für politische und interkulturelle Bildung e.V.

Address Schulstraße 9 , 14482 Potsdam , BRANDENBURG , DE

Website www.hochvier.org

Project Information

Identifier 2019-1-DE02-KA204-006507

Start Date Dec 1, 2019

End Date May 31, 2022

EC Contribution 209,970 EUR

Partners Teach the Future (NL) , UNIVERSITAET GRAZ (AT) , Here & Now e.V. (DE)

Topics New innovative curricula/educational methods/development of training courses ; Pedagogy and didactics ; Health and wellbeing

Project Summary

The project was conceived in view of the fact that the importance of relationships with and to other people is increasingly being scientifically proven for our happiness, well-being and a functioning community. The importance of positive relationships for successful learning processes is becoming increasingly apparent in the field of education.

However, in the field of education, there are no specific approaches to how relationship work can be established in the work between teachers and learners. Based on the psychological context, processes, methods and approaches are known in order to shape successful relationships or to restore disturbed relationships. But to what extent these insights can be integrated into the concrete educational work is left to the individual teacher. In addition, "relationship work" is always perceived as deficient and usually begins when the conflict has occurred. Relationship work, however, is regarded by the project partners in the sense of salutogenesis as a ubiquitous positive and not least also preventive competence, which should be used on a daily basis.

The project will thus help the "educators of the future" to discover and unfold their relationship skills and bring them profitably into the everyday life of the educational context.

The project is being carried out by four partners from the EU Member States Netherlands, Austria and Germany. From the Netherlands comes the association Teach the Future, which develops innovative educational approaches and integrates them into everyday school life through intensive cooperation with schools. From Austria, the project will involve the University of Graz-Styria Regional Center of Competence (RCE), which has extensive experience in creating different educational materials and establishing them in the educational context. The two German project partners are associations coming from Berlin and Brandenburg. The association Here & Now is closely involved in scientific communities and wants to make scientific findings in the fields of psychology, pedagogy, anthropology and behavioral biology more usable for the community. The second German association HochVier is the applicant organization. HochVier stands for intensive work with many different actors on different levels, for innovative methods in the extracurricular and school sectors and for various projects in the regional, national and EU-wide area.

In the course of the project different stages will be passed, in which several intellectual outputs will be created and different multiplier events will be carried out. The project partners make use of a range of methods, which ranges from research activities through self-directed and collaborative learning, to creative and design elements.. The project will achieve five specific results. At the end of the project there will be a study, a practical guideline and a curriculum for effective relationship work in education, which explaining the most important basics and interdependencies and containing dedicated modules for different educational contexts. In addition to specific instructions for action, these modules will also contain methodological suggestions and further information on the Integration of relationship work into everyday education.

At the end of the project various factsheets as well as a curriculum for effective relationship work in the education area will be available, which will explain the most important basics and interdependencies and contain decidedly practical modules for different educational contexts. Another very concrete result will be a 'Relationship KIT', with which actors can approach the topic in a playful way. In this sense, the relationship KIT serves as a low-threshold access and enables "offline" group work on various levels.

In the framework of the Multiplier Events, an international symposium will be held in order to familiarize key multipliers in the EU with the topic of "relationship work in the educational context" as well as the educational materials created. The symposium is designed to be held as an annual event.

In our view, the sustainability potential of this project is enormous, as this topic starts to become more meaningful. We are at the beginning of a "wave" which will have made the topic virulent in a few years. This project can thus help to raise awareness of this important topic in the educational context and can offer valuable and useful educational materials to interested people.

Other longer-term benefits are that we, as democratic societies, benefit from being able to strengthen the basic

character of our democratic way of life, not only in the context of education, but above all because this can be an initial learning space. Because a positive culture of relationship supports, strengthens and automatically promotes social cohesion and democratic core competencies such as perspective taking and the tolerant and respectful discussion and decision-making ability in and for the group.

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

Leadership for Transition 3.0 - Politics

Project Coordinator

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Project Information

Identifier 2019-1-DE02-KA204-006525
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 432,721 EUR
Partners UNIVERSITETET I OSLO (NO) , Oneki AB (SE) , Institut für Zukunftskompetenzen Harald Schellander (AT) , Dialogues Facilitation Gothenburg - DFG AB (svb) (SE) , Entz-von Zerssen, Caspari & Partner Coaching & Consulting (DE) , Association for the European Citizens' Initiative e.V. (DE)
Topics Social dialogue ; Environment and climate change ; Civic engagement / responsible citizenship

Project Summary

Europe is facing a legitimacy crisis due to increasing critique, nationalist tendencies and tensions between diverging values and conceptions of cooperation in the EU. Many citizens also experience a gap between political decision-making and their everyday life. To bridge this gap, decision-making in the EU must happen closer to the citizens. LiFT 3.0 – Politics works towards a paradigm shift in politics, enhancing more collaborative mindsets and practices as a precondition for re-inspiring political cultures and institutions, and thus, building new momentum for the European project.

In order to do this, it pilots and spreads an innovative capacity building program for next generation leaders, offering training and education for facilitating dialog processes with diverse stakeholders across political camps, and national, social or cultural divides. It thus develops high quality basic and transversal leadership skills and key collaborative competences of policy-makers, office holders, change agents, citizens and multipliers alike. LiFT thereby addresses 4 (of 8) key competences of the EU Framework for lifelong learning: Personal, social and learning to learn; Citizenship; Digital and Entrepreneurship.

The project rationale holds that in times of multidimensional crisis, where fundamental values are simultaneously at stake, political leadership needs to transcend narrow particularistic views and be grounded in global responsibility and interconnectedness. Based on innovative trends in leadership thinking and practice, LiFT applies collaborative knowledge to pressing real world contexts, focusing on social inclusion and sustainability.

LiFT 3.0 - Politics builds and expands upon two extremely successful previous partnerships (LiFT 1.0 and 2.0), operating since 2013, as well as on numerous independent activities of the participating organizations. LiFT 2.0 (2015-2018) has prototyped and experientially tested the “Collaboratory”, a unique and powerful holistic citizen engagement method. LiFT 3.0 – Politics goes beyond this by shifting its focus directly to the sector of political decision-making, feeding the collaborative paradigm in where it is most needed, in service of co-creating better futures for Europe and the planet.

The project has three main objectives: **FIRST**, hosting public stakeholder workshops and learning events that support the development of expertise for co-creating joint visions across cultures, generations, fields of activity and political camps, thereby helping individuals, groups and institutions to make progress on shared challenges. **SECOND**, condensing, documenting and disseminating its insights and experiences for others to use. **THIRD**, it develops and implements a unique political leadership training that enables multipliers to use and further spread collaborative decision-making methods across contexts. LiFT thereby creates viable learning communities and a cohort of political leaders who can better address big adaptive challenges on local, regional, European and global levels.

All activities combine public stakeholder involvement events with genuine training in collaborative political leadership and decision-making, using problem-centered transformative learning, combined with the innovative digital SenseMaker® tool. The consortium will conduct 6 public workshops and a summer school with a Collaborative Politics training at the end of the project, reaching a total of around 600 participants. Its comprehensive, cross-cutting approach builds bridges between a wide range of target audiences that would not usually meet or sometimes even talk to each other, from pioneers of innovative politics to ordinary citizens to politicians, public servants and office holders in the existing political system.

LiFT 3.0 – Politics combines two approaches to political innovation, **FIRST** the experience of specialized service providers and professional facilitators, supporting municipalities and political decision-makers to conduct and root

citizen involvement in their communities. SECOND, the experience of a broad range of pioneers of integral/collaborative policy-making and governance, combined with creative visions from an interested public.

To ensure academic quality and rigor, 6 tangible intellectual and pedagogical outputs enable change agents and multipliers to make use of LiFT's insights, methodological knowledge and experience in their own fields. Its training and educational materials will help civic and political leaders to engage more effectively in dialogue, to include key stakeholders perspectives into decision-making, and thus to empower their communities to make progress on important challenges, being more inclusive without avoiding difficult issues.

The project thus brings long-lasting benefits to the participating individuals, organizations and institutions, their networks and local communities, as well as to the larger society and policy systems they are embedded 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

Eurbanities 2.0

Project Coordinator

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Project Information

Identifier 2019-1-DE02-KA204-006159
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 299,380 EUR
Partners EURO-NET (IT) , ASOCIATIA PENTRU TRANZITIA URBANA (RO) ,
CHANGEMAKER AB (SE) , STADTLABOR INNOVATIONEN FUR
URBANELEBENSQUALITAT GMBH (AT) , UNIWERSYTET
JAGIELLONSKI (PL) , MINE VAGANTI NGO (IT)
Topics ICT - new technologies - digital competences ; EU Citizenship, EU
awareness and Democracy ; Civic engagement / responsible citizenship

Project Summary

Eurbanities 2.0 aims at empowering citizens for being actively engaged in the development of equitable and sustainable European urban neighborhoods. We intend to transfer them knowledge on the tools and methods of citizen participation in urban planning and neighborhood development through the creation of a game based learning tool. Eurbanities 2.0 will rely on the most recent approach of urban participation considering citizens as the co-creators of their neighborhoods.

The main target groups of the project are:

1. Experienced trainers and educators in non formal adult education, working with disadvantaged citizens and learners;
2. Citizens living in disadvantaged neighborhoods or in marginal situation;
3. Activists and facilitators supporting people on the local level

The project will play an indirect effect on students, school kids in the frame of formal curriculum, and representatives of local authorities and stakeholders launching participatory processes.

Eurbanities 2.0 is the direct follow-up of the recently finished Eurbanities project. The consortium is thus based on an existing and experienced partnership, completed with 3 new members. The 7 partners represent the main expertise needed on gaming, citizen participation and teaching.

The main results of the project will be:

1-The creation of a complex pedagogical method and toolkit empowering citizens for actively participating in urban planning and acting as co-creators of their neighborhoods. The toolkit will contain:

- a) a handbook on Smart Practices with a theoretical introduction of the context, 10 smart practices on participatory planning and co-creation of neighborhoods, and a summary on the tools and methods of smart participatory planning;
- b) the Eurbanities 2.0 online game and
- c) the Eurbanities 2.0 curriculum embedding the game.

2- A strong and sustainable community of organizations committed to use and improve the method also after the project cycle.

3- The enlargement of the already existing Eurbanities platform.

4- A list of Policy Recommendations

5- A Project Sustainability Plan including and Action Plan for the long term use of the method.

The project implementation will be based on the critical design thinking method, an approach aiming at the critical and unbiased analysis of a given situation following the stages of design: observation/interaction, empathy, problem formulation, solution deduction, testing, alteration, and reiteration.

The main activities of the project will be organized into work packages and will cut the project into different phases, as follows:

- 1-Good practice analysis and a first part of the needs assessment will take place in the first year of the project, leading to the identification of the main tools, methods and scenarios of participatory planning;
- 2-The co-design of the main objectives, messages and elements of the game and the curriculum in the frame of a First Co-design Training Lab and Game Hackathon;
- 3-Production of the first prototypes of the game and the curriculum;
- 4-Testing of the two prototypes and co-creation of improvements in the frame of two Co-design Training Labs;
- 5-Creation of the final versions of the game and the curriculum embedding the game;

6-Presentation of the project's main outputs and testing of the game at 5 local multiplier events.

The activities will be centered around 8 transnational meetings including the kick-off and a Final meeting and three transnational Co-design Training Labs destined to learning and co-creation activities.

The project management will be implemented by the Lead Partner CRN, in close interaction with the entire partnership: each partner will be assigned to the co-ordination of specific work packages according to their competencies. The overall decisions and conflict management will be realised by the project Steering Committee with the contribution of the Board of External Experts.

Project dissemination will be a global task of all partners, to be managed in the frame of a distinct work package. Eurbanities 2.0 method is foreseen to be used and improved far beyond the project cycle, based on the Project Sustainability Plan. Merged with the results of the first Eurbanities project, the overall Eurbanities learning method will cover the entire cycle of citizen participation in urban processes from the acknowledgement of the challenges, through community building, till participatory planning and engagement of the citizens as co-creators of their neighborhood.

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

The Art of Employability

Project Coordinator

Organisation Projektfabrik gGmbH
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Website www.projektfabrik.org

Project Information

Identifier 2019-1-DE02-KA204-006566
Start Date Nov 1, 2019
End Date Dec 31, 2021
EC Contribution 263,032 EUR
Partners VIVAIO PER L'INTRAPRENDENZA Associazione Promozione Sociale (IT) , TECHNISCHE UNIVERSITAT DORTMUND (DE) , SOCIAL INNOVATION FOR COMMUNITIES, UPSOCIAL SL (ES) , Stone Soup Consulting Lda. (PT) , Patchanka Società Cooperativa Sociale (IT)
Topics Entrepreneurial learning - entrepreneurship education ; Creativity and culture ; Labour market issues incl. career guidance / youth unemployment

Project Summary

ARTE - the Art of Employability wants to establish an innovative approach to tackle Mediterranean Europe's youth unemployment crisis with social art. It combines classical fields of social work and entrepreneurship training with creative techniques from theatre and acting. Arte is a further development of the JobAct approach, developed by the lead partner over the last 13 years. In Social Arts, social work becomes an art and art becomes social work. We believe that we need an artistic approach to cope with the current social issues. Creativity, imagination and inspiration are the key skills to overcome the obstacles. The approach has proven very effective in bringing long-term unemployed people back into work in Germany and parts of Europe. So in this project we want to use it to empower unemployed young people in Mediterranean Europe to find jobs or self-employment, where actual figures still show a pressing need for innovative action. For this, we plan to apply the approach to the target group in question, improve it, helped by continuous evaluation, develop and disseminate transfer materials, based on a thorough stakeholder analysis with the aim to maximize dissemination. We combined 6 partners from Germany, Italy, Spain and Portugal with special expertise (art, social work, entrepreneurship training, research, evaluation, dissemination) and different levels of experience with this approach.

Heart and soul of the project are the (at least 5) pilot projects with the unemployed youth. Based on their combined experiences the partners will collaboratively conduct pilot projects with young unemployed people (min. 100 persons, combined), where they go through a minimum 6-weeks phase of theatre training 4 days a week, combined with job and entrepreneurship training one day a week. After the theatre play is staged in front of an audience, the second phase follows: Participants undertake a period of work experience, in which they apply their newly developed skills and self-esteem, closely supported by the program. By the end of the project, participants will have foster employability and transition into employment, self-employment or education. Through an intensive, immersive artistic experience, participants will develop personally and, at the same time, be guided through the difficult transition into work in a non-traditional way that has been proven to be very effective. Seemingly refreshingly unrelated to the difficult transition into employability, this experience in fact has a tangible impact on the competencies and characteristics needed to successfully navigate this transition. By working full time to stage a play, participants go on an art-facilitated journey of self-discovery and empowerment.

Starting point of the project is an initial staff training, where we combine all the skills needed for a mutual learning experience. After this, the project team will be able to organize and conduct pilot projects in high quality and contribute to evaluation and dissemination. Pilot projects start in the more experienced countries for the others to learn and are always accompanied by meetings in the beginning and the end to foster exchange of good practices, assist and help each other. The premiere of the play will be part of a multiplier event each (5 in total, 40 guests each) for the stakeholders to see the approach in action and be introduced to the transfer products we prepare. We will complement the already existing Tool Set for the method by a concept to develop the entrepreneurial mindset (IO1) that is especially needed in weak economies, a project diary in form of a blog and vlog to let people experience the process, the development of the participants in the process and the results themselves (IO2), an evaluation kit and results to ensure high quality of adoption (IO3) and a dissemination strategy kit to ensure maximum spread of the approach (IO4). At the end of the projects there will be another training to share all the knowledge generated in the project with key persons from the partner institutions (ca. 25), thus convincing them to become active promoters of the approach. Potential funding strategies are included, because their development marks a crucial step for the successful scaling of the new approach on a European level.

Main results of the project are transfer products that can be used by multipliers to organize social art projects with unemployed youth and by trainers to conduct them, and a European Network that includes organizations and

stakeholders who share the vision of making art an education principle. With the help of the project, individual job chances for unemployed young people in the Mediterranean area are improved verifiably and institutions who work with these groups are given the opportunity to expand their curricula by an effective approach in high quality. By providing a dissemination strategy, the education principle can be spread widely in various fields of action.

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 Upskilling Pathways for Adult Migrants In Craftsmanship

Project Coordinator

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Project Information

Identifier 2019-1-DE02-KA204-006197
Start Date Sep 1, 2019
End Date Aug 31, 2021
EC Contribution 171,107 EUR
Partners NGO NEST BERLIN EV (DE) , DOREA EDUCATIONAL INSTITUTE WTF (CY) , SIHTASUTUS NOORED TEADUSES JA ETTEVOTLUSES (EE) , MINE VAGANTI NGO (IT) , MOBILIZING EXPERTISE AB (SE)
Topics Migrants' issues ; Entrepreneurial learning - entrepreneurship education ; Inclusion - equity

Project Summary

The project is a strategic partnership aimed at promoting up-skilling and re-skilling of adult migrants (18 to 35 years) facing social exclusion with basic craftsmanship skills in EU countries through an innovative educational format integrating transversal and entrepreneurial skills and an e-commerce platform to sell their traditional hand-crafted ethnic products.

More than 2 years ago, the applicant, Mine Vaganti NGO, has started an integration path involving migrants at a local level in Sardinia intended to increase the value of differences. It led to this project, in which the applicant wants to test this upskilling path at EU level.

Mine Vaganti NGO observed that large portions of adult migrants come to the EU with a set of valuable but unused craftsmanship skills. Upskilling adult migrants' transversal and entrepreneurial skills will remove barriers to entry in the EU labour market.

An analysis for the EU-28 population aged 25-54 shows that in 2017 just over one third (35.4 %) of non-EU-born migrants had successfully completed at most a lower secondary level of education. These results show a clear need for education, lifelong learning and upskilling for adult migrants (Eurostat, 2018).

As explained by Eurostat (2015), the working age of the migrant population (15 to 64 years) is 78% of the total and migrants in the EU are mostly in the 18 to 35 age range. Therefore, it could be an impacting workforce with a high employability potential. Obsolete working skills are one of the most important causes of social exclusion. NGOs already working with migrants will be at the core of the partnership and will engage the target group in project activities.

Objectives/Goals

1. Promote the re-skilling or up-skilling of migrants' basic, transversal and entrepreneurial competencies through a new upskilling path to give them the capacity to valorise their handicraft skills;
2. Valorise skills and competencies of crafts migrants in the e-commerce field;
3. Build capacity of self-entrepreneurship for a sustainable and independent life;
4. Promote social inclusion of migrants in EU countries by empowering them to enter the job market through newly acquired competencies.

Target group

The general audience of migrants with obsolete skills and the social workers in the field of migrants' integration, mostly at the local level of participating organizations, and the staff working in the field of migrants' inclusion;

Activities

Transnational Project Meetings

3 transnational project meetings are planned during the entire duration of the strategic partnership.

Intellectual Outputs

I.O.1: A tested and validated educational format to teach basic, transversal and entrepreneurial skills specifically applied to the field of craftsmanship;

I.O.2: An e-commerce platform specifically dedicated to the selling of ethnical handicraft products to be used by crafts migrants that should be fully operative by the end of the project. Generated income will grant the

sustainability of this project output;

I.O.3: A comprehensive digital toolkit to support the e-commerce platform;

Multiplier Events – 5 National Events and a final international conference

The multiplier events will aim to raise awareness at the local level about the potentiality of adult migrants craftspersons skills and how they can be used to re-integrate them in the labour market.

The Ethnicraft final international conference will be aimed at stakeholders in the field of adult education coming from different sectors, such as training institutions, labour market stakeholders, organisations for active citizenship, policy-makers, public bodies, trade unions and other educational institutions.

Learning, Teaching, Training Activities

Blended mobility for adult learners directed at migrants craftspersons. It will be a training course during which the training format will be tested and validated. Basic skills, such as language, transversal skills and entrepreneurial skills will be taught to adult migrants by an NFE methodology. Trainees will get acquainted with practical learning instruments such as the management of real case scenarios and the drafting of a business plan.

Expected results

The project envisages to produce the following main results:

- A tested and validated educational format to teach basic, transversal and entrepreneurial skills specifically applied to the field of craftsmanship;
- An e-commerce platform specifically dedicated to the selling of ethnic handicraft products to be used by crafts migrants that should be fully operative by the end of the project. Generated income will grant the sustainability of this project output.

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

Responding to Hunger: A toolkit for learning and actions

Project Coordinator

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Project Information

Identifier 2019-1-DE02-KA204-006526
Start Date Nov 1, 2019
End Date Feb 28, 2022
EC Contribution 267,907 EUR
Partners FIAN Portugal (PT) , RESEAU INTERNATIONAL URGENCI (FR) , FIAN Österreich - Internationale Menschenrechtsorganisation für das Recht auf Nahrung (AT) , COVENTRY UNIVERSITY (UK) , FIAN Belgium (BE)
Topics Inclusion - equity ; Home and justice affairs (human rights & rule of law) ; New innovative curricula/educational methods/development of training courses

Project Summary

Right to Food is not usually seen as an issue impacting Europe. However, estimates show that some 43 million people in the EU cannot meet their basic food needs and 120 million, 1/4 of EU's population, are at risk of poverty and social exclusion. Increased rates of poverty and inequality during the last decade, particularly after the economic crisis in 2008, have placed vulnerable groups at risk of food insecurity and social exclusion across Europe.

Human rights instruments and participatory methodologies are increasingly being utilized by social movements to develop solutions which address root causes of hunger and ensure that needs of persons often left out of statistics and policy discourses are made visible.

Objectives: This initiative seeks to utilize education and innovative methodologies to build capacity of European organizations working on issues related to hunger, food systems, and social diversity to address hunger, and promote human rights and social inclusion in their analysis, work, and advocacy:

- 1) Expand and strengthen the capacities of civil society organization to engage with institutional, legal, budgetary and policy frameworks at national and European levels;
- 2) Create innovative tools and methodologies to support building capacity of organizations and other actors working in the fields of food systems and hunger on strategies, which increase social inclusion and align with the RtFN;
- 3) Understand, and provide recommendations on how to better address issues of social diversity and hunger, using a RtFN methodology that will engage with these social and community differences, such as race, immigration status, gender, disability, and their intersectionalities.

Target groups: It is important to bring together actors with knowledge on RtFN, hunger, and poverty across NGOs, social movements, and academia in order to innovate new methods for training organizations, movements and students/academia in creating assessments at national and regional level in order to better engage with policy process. Social groups that are most vulnerable to food and nutrition insecurity as well as marginalization and social inclusion, and their representative organizations, are a key target group as well as participant in the project activities.

The project seeks to reach at least 400 diverse adult learners in person; at least 100 adult learners through the online space and courses; and several diverse CSOs and institutions through a strong communications and dissemination plan within international, EU-level, and national platforms.

The project activities will focus on the participatory creation of learning outputs on priority themes to the EU-region, including: 1) Legal and policy frameworks; 2) Responses to hunger; 3) Social inclusion; 4) Healthy environment and diets; 5) Participatory governance. Each output has a participatory approach, and will build into a digital toolkit (6), which includes a manual for utilizing these materials, methodologies, and pedagogical considerations when working with marginalized groups. Outputs and activities will utilize participatory and consultative methodologies, and depart from the national experiences of project partners to inform transnational outcomes.

Inked to the objectives of the project, the main results/outcomes of the project include:

- 1) Increased outreach and participation of diverse civil society actors, and representative groups of those facing social exclusion in analysis of hunger and social inclusion
- 2) Increased availability of knowledge and training materials on responses to hunger available in diverse

languages and available open access online

3) Strengthened analysis of hunger and social inclusion at national and regional-EU levels

As this project will focus on the creation of training and education materials, as well as creating the beginnings of a much longer process, thus some impacts are foreseen in the long-term, beyond the project period. Impact include:

- Improved understanding of how to connect and collaborate better with government actors and public servants on issues of hunger, food insecurity, and food systems at all levels
- Increased capacity of CSOs and other organizations to engaged in participatory, action-oriented approach to training and pedagogy for issues of food insecurity and hunger in Europe
- Shift in analysis of human rights organizations, as well as CSOs working on hunger, poverty, and food systems to analyze hunger in Europe, as well as inform strategic engagement with new partners, and inform strategies of engagement in community interventions and regional policy processes
- Increased awareness and use of strategies to increase social inclusion of marginalized persons and groups by policy makers, CSOs, and service providers in relation to issues impacting hunger and food security, and food systems at all levels.

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

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

Action Type: Strategic Partnerships for adult education

Project Title

Future Target

Project Coordinator

Organisation Intercultural Youth Dialogue Association IYDA e.V.
Address Rene-Schickele Str 3 , 53123 Bonn , NORDRHEIN-WESTFALEN , DE
Website www.iyda.de

Project Information

Identifier 2019-1-DE02-KA204-006511
Start Date Oct 1, 2019
End Date Sep 30, 2021
EC Contribution 93,290 EUR
Partners Youth Europe Service (IT) , SHARING EUROPE (IT) , MOBILIZING EXPERTISE AB (SE) , GEOCLUBE - ASSOCIACAO JUVENIL DE CIENCIA NATUREZA E AVENTURA (PT) , Academia Postal 3 Vigo S.L. (ES) , KAINOTOMIA & SIA EE (EL)
Topics Migrants' issues ; Integration of refugees ; EU Citizenship, EU awareness and Democracy

Project Summary

The refugee and migrant crisis is one of the biggest challenges Europe is facing nowadays. In the last years there was a continued arrival of refugees coming from Syria, Afghanistan, Nigeria, Pakistan, Iraq and Eritrea, among others. These people are facing many difficulties to cross EU external borders. Many of the countries from where the partners of Future Target come from are having numerous arrivals of refugees and migrants (e.g. more than 174.000 have arrived in Greece and more than 181,000 in Italy) and more than 5.000 people already lost their lives trying to cross the Mediterranean Sea.

The help of NGOs and associations is every day more necessary to work in parallel with public authorities. Future Target believes that in order to improve the situation, it is necessary to find, understand and share good practices to have the opportunity to apply them in local territories, offering best services and guiding the population to the acceptance, inclusion and positive response towards humanitarian needs.

For this reason, this project has planned activities which could support not only the partner organizations but also the local communities, the migrants and the refugees. The main activities are such as trainings, workshops, seminars and project meetings. Through them, the project aims to improve the present knowledge and the capacity to react at local/regional level, as well as to increase the quality of life of the migrants and refugees by working on their integration in local communities.

Some of the expected activities and outcomes of Future Target are:

- Face to face interviews with refugees & asylum seekers (10 per country).
- Interviews with other organizations working for refugees/migrants (10 per country).
- Guide of Good practices: Definition of the best 15 practices on integration of refugees and migrants.
- 6 festivals of Foreign Cultures where the food, drinks and traditions of migrant communities will be shown.

Transnational meetings and training activities of the project will foster the improvement of the skills and knowledge of relevant organizations staff.

Ultimately, Future Target will try to provide active civil solutions for the refugee and migrant crisis by supporting integration and inclusion of migrants and refugees in local communities and extending and developing the competences of educators who work in this field all over Europe. It also intends to increase effective outreach, guidance and motivation strategies as well as to improve the skills and knowledge of relevant organisations staff through sharing the best practices.

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

Migrants' Integration into Tourism-Related Professions

Project Coordinator

Organisation SOCIAL IMPACT GGMBH
Address SCHIFFBAUERGASSE 7 , 14467 POTSDAM , DE
Website www.iq-consult.com

Project Information

Identifier 2019-1-DE02-KA204-006478
Start Date Nov 1, 2019
End Date Oct 31, 2021
EC Contribution 218,495 EUR
Partners IDP SAS DI GIANCARLO COSTANTINO (ITALIAN DEVELOPMENT PARTNERS) (IT) , CESIE (IT) , SYMPLEXIS (EL) , AKMI KATARTISI EKPAIDEYSI ANONYMI ETAIREIA (EL) , BK Consult GbR (DE)
Topics Overcoming skills mismatches (basic/transversal) ; Migrants' issues ; New innovative curricula/educational methods/development of training courses

Project Summary

CONTEXT AND OBJECTIVES OF THE PROJECT

Tour2Include aims to establish an innovative approach with the intention to support low-skilled migrants who would like to work in the Tourism Sector to acquire the necessary typical and soft skills. Taking into consideration that, according to Eurostat, 7% of the total workforce in Tourism comes from third, non-EU, countries (2016 data), the project focuses on targeted training opportunities which will offer better career perspectives to migrants away from undeclared work and marginalization. Besides, access to formal, dissent and secure jobs is one of the most efficient ways for Migrants' successful Integration into the recipient EU societies.

Under this scope, the project has set the following objectives:

- To identify the professions/positions within tourism sector where migrants could be better fit
- To support low-skilled migrants in order to acquire the necessary hard and soft/intercultural skills and competencies so as to be able to access the ever demanding tourism sector
- To assess migrants' prior learning and determine a renewed skillset that corresponds to the existing demands of the Tourism Sector
- To develop training programmes and materials targeted to the needs of migrants and their tutors.
- To offer better career perspectives to migrants who work or wish to work in the Tourism Sector
- To increase migrants' employability in the Tourism Sector and streamline it through formal channels of employment, offering a higher protection level away from undeclared work.
- To enhance migrants' integration into EU societies through their inclusion into the labour market.

MAIN RESULTS

The main results could be summarized in:

- Development of a self-assessment tool to be used by migrants themselves as a method to evaluate their current skills, competencies and formal and non-formal qualifications in the identified tourism-related professions.
- A typology of qualifications and soft skills which migrants lack but they are of paramount importance within the Tourism Sector
- Design of migrants-oriented training materials for the identified tourism-related professions/positions, grounded on the findings of existing gaps between their competencies and actual market needs that will have been determined during the assessment stage.
- Development of an online platform, which will incorporate digital learning materials, lectures,"e-classrooms" and interim and final tests, responding to the needs of a digitally-skilled migrants audience. On a second stage, the use of the platform will be efficiently promoted by partners to its end users with the intention to reach as many of them as possible.
- Development of two training courses; one for tutors/trainers specialized in the Tourism Sector and experienced in working with migrants; the other for low-skilled migrants currently or potentially working in the Tourism Sector
- Implementation of two pilot training sessions for the above described groups to assess the relevance of the developed training courses with the identified tourism professions/positions.
- A career pathway for migrants that wish to work on the identified tourism professions/positions

NUMBER AND PROFILE OF PARTICIPANTS

Although this project's aim is to reach as many beneficiaries and end users as possible, it will originally engage 18 tutors/trainers and 300 migrant learners who will take part in the training courses and pilot sessions. Other stakeholders, such as migrant organizations, businesses, tourist associations, VET providers, NGOs and local/national/European authorities will be contacted via partners' networks.

IMPACT ENVISAGED

Our partnership aims to achieve a strong impact on local, national and European level, through well-designed and tailored activities depending on the target group we are, each time, addressing to. More specifically:

Local/National Level

- Migrants' standardization of hard and soft/intercultural skills will improve their perspectives in better career opportunities in the Tourism Sector, avoiding precarious jobs and marginalization.
- Local communities and microeconomies will be benefitted by the intercultural exchanges and by migrants' work
- The access of migrants to normal jobs and social security will contribute to increasing resources of social security funds and combatting social security contributions' evasion.
- Migrants integration into the labour market and their collaboration with nationals will contribute to knocking down stereotypes and fighting racism.

European Level

- A common understanding is going to be established on the necessity of customized training materials and programmes for migrants
- The project will contribute to the European dialogue on Migrants' Integration, supporting the argument that one significant factor for successful integration is their effective inclusion into the labour market
- New policies on migrants' integration field could be inspired by project 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

Teachers of tomorrow

Project Coordinator

Organisation Volkshochschule Pforzheim-Enzkreis
Address Zerrennerstr. 29 , 75172 Pforzheim , BADEN-WÜRTTEMBERG , DE
Website www.vhs-pforzheim.de

Project Information

Identifier 2019-1-DE02-KA204-006116
Start Date Oct 14, 2019
End Date Oct 13, 2021
EC Contribution 216,318 EUR
Partners INSTITUTE OF TECHNOLOGY TRALEE (IE) , TEATRO DUE MONDI ASSOCIAZIONE CULTURALE (IT) , DIE WIENER VOLKSHOCHSCHULEN GMBH (AT) , FONDAZIONE NAZIONALE VITO FAZIO-ALLMAYER (IT)
Topics New innovative curricula/educational methods/development of training courses ; Pedagogy and didactics ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

Social background

The transformation of the educational world and the world in general requires that teachers become empowered to recognize their role as active actors in sustainable teaching and learning. They should reflect on their own value system.

The future social and educational framework conditions will change based on a new reflection of the value system and the globalization of education.

The project will focus on the practical implementation and evaluation of practical pedagogical work with teachers and learners.

Aims:

The project relies on an interdisciplinary and transdisciplinary approach. It is a project of science, society and practice that is closely linked to the process of the European Union.

It is about a high-quality qualification of teachers and the socio-cultural and emotional participation and part of marginalized groups in society in the educational process, a dialogue-based, systematic knowledge transfer.

Target groups:

Adult education teachers in regular schools, educational counseling centers, coaching area and teachers with a migrant background

The following products are planned:

1. The development of an innovative competence profile for teachers, interdisciplinary and transdisciplinary (inter-institutional, building on the knowledge and experience of educational institutions dealing with education and knowledge transfer in the future based on the social importance of education and educational processes.)
2. The development of teaching and learning materials / tools

Based on the competence profile, appropriate teaching and learning materials are developed, tested and analysed. (artistic methods, systemic methods: solution-oriented interviewing, appreciative communication, and digital / virtual methods)

3. Product is the development of a training curriculum, the content of which relates to the new competence profile.

Partners:

The University of Tralee (Ireland), the foundation Fazio-Allmeyer of Palermo, the Theater Association Teatro due mondi, the Adult Education Center Vienna / Simmering. The responsible persons have already profound EU project experience. The vhs Pforzheim-Enzkreis will be the coordinating institution.

Activities

There are 4 learning activities on 5 working days. The participants are teachers and program managers from the partner institutions. They teach in different fields and disciplines. The goal is to put the innovative training Curriculum into practice, to test it and to analyze it. A quantitative and qualitative evaluation of the workshop participants will evaluate and document the results of the workshops.

Distribution

Corresponding training systems are established in the various educational institutions of the partner institutions, nationally in the associations, in teacher training, in the development of other institutions.

Lecturer meetings, collegial practical consultations and further institutionalized meetings serve as an exchange of experiences about the developed competence profile and the developed curriculum.

Effect

Effect on an individual level:

The teachers get to know a new competence profile, they will reflect about their own educational acting with a different pedagogical attitude.

Effect on the institutional level:

The educational institutions will change their training offer and adapt it to the Training Curriculum.

Local / Regional Effect:

Intensive exchange of experience with other educational institutions (inter-institutional), interdisciplinary training courses for teachers in the region. Further development of training concepts. More intensive cross-institutional cooperation.

Effect at the system level:

At the systemic level, there may be changes in the educational structure teacher training. Global teaching and learning in the sense of networked thinking, dialogue based and solution focused learning and teaching , critical thinking and acting.

Sustainable Benefit:

The new competence profile and the Training Curriculum have the power to motivate teachers, Multipliers, councillors and political persons to reflect about their own attitudes, ideas, actions and about their value System in the educational context with the aim to change it against the background of a changing world society "putting on the pedagogical table" new challenges like the Migration mouvement, the new nationalismes and the virtualization of 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

DigiMedia - Promoting digital literacy of teachers in adult education

Project Coordinator

Organisation Institut für Bildung und Medien der Gesellschaft für Pädagogik, Information und Medien e.V.

Address Gadebuscher Str. 12 , 12619 Berlin , BERLIN , DE

Website www.gpi-online.de

Project Information

Identifier 2019-1-DE02-KA204-006493

Start Date Oct 1, 2019

End Date Jul 31, 2021

EC Contribution 184,317 EUR

Partners itw - Institut für Aus- und Weiterbildung gGmbH (DE) , ipcenter.at GmbH (AT) , BITVISER (NL) , University research institute of applied communication (EL) , Projective Consulting Kft. (HU) , Europäische Vereinigung für Bildung und Kommunikation / European Society for Education and Communication (ESEC) (AT) , EdUman - Educational management, Marko Ivanisin, s.p. (SI) , ERCI, Educational, Research & Consultancy Institute LTD (CY)

Topics Pedagogy and didactics ; ICT - new technologies - digital competences

Project Summary

In various projects, the Institute for Education and Media has carried out research on the quality of digital educational media with its partners and developed differentiated quality criteria for the evaluation of educational media in connection with the implementation of the European media competition, Comenius-EduMedia-Award. It was found that the exploration, evaluation and dissemination of high-quality educational media is not enough to improve the learning outcomes. Obviously, high-quality educational media will only be fully effective if they are integrated into a didactically designed teaching and learning concept and teachers have acquired the necessary media skills. From a media didactic point of view, educational media have the enormous potential to make teaching and learning processes different, as media-supported teaching and learning arrangements, self-learning in learning, cooperative scenarios and flexible offers to individualize learning offers. This accommodates the diversity of teachers and learners.

(Kerres 2017). A key role in this process is the DIGITAL COMPETENCE of teachers, lecturers and trainers in the didactically relevant handling of digital media or with the digitization of teaching and learning environments and learning processes. The partnership therefore aims to promote the teaching, development and consolidation of adult educators' digital literacy through integration (methodological inclusion and practical use) and procedurally selected, exemplary digital educational media into media-based teaching and learning arrangements.

DIGITAL COMPETENCE is the scientific basis (Baacke1980, Bauer 2017, Swertz 2018): the interplay of abilities, skills and certainties with regard to differentiation and decision-making requirements, as well as didactic responsibility on the basis of structural, technical and factual media knowledge, aesthetic and Ethical media awareness, critical media analysis and didactically differentiated built, context-appropriate media design. The project sees itself in this sense as an enlargement of the knowledge and action contexts, but also as an enrichment of the perspectives and options of the didactic arrangements in the adult education context and thus as a promotion of the methodological and didactic quality of teaching competence in the context of currently increasing digitization of teaching and learning Learning cooperation in adult education. (see Baacke 1980, Bauer 2017).

DIGITAL COMPETENCE for adult education teachers

- secure knowledge of the quality of digital educational media and the ability to evaluate it (quality criteria),
- the ability to select suitable digital educational media from the oversupply for their own course design (database),
- to plan, design and implement own course concepts with digital education media and blended learning courses and
- The ability to engage with educators and learners to share experiences of using digital educational media and designing Blended Learnig courses (WEB community).

In the project these proposals and results are summarized in the e-book "DIGITAL COMPETENCE", systematized and theoretically substantiated and disseminated via the WEB (WEBPORTAL).

The partnership will work on the following tasks and disseminate results in the "DigiMedia" project to promote the digital literacy of adult education teachers:

1. EVALUATION TOOL "QualiMedia" (O1)

for adult educators to evaluate digital educational media with quality criteria for identifying appropriate digital educational media.

2. Education Media Database "MediaData" (O2),
with excellent and valued digital educational media from the European media competitions 2020 and 2021 and workshops in participating countries.
3. COURSE MODEL "DigiKomp" (O3),
Exemplary online further education course with country-specific blended learning courses with digital educational media.
4. MEETING POINT "DigiMedia Community" (O4),
WEB meeting point as European practice exchange from workshops and media competitions in an internet forum for teachers.
5. eBook "DigiKomp" DIGITAL COMPETENCE (O5),
Basic practice perspectives, media assessment, exemplary digital educational media, media usage and media-based teaching and learning arrangements

On a responsive WEBPORTAL "DigiMedia" for exemplary digital educational media and media-based teaching and learning arrangements, all project results will be disseminated to promote the development of digital literacy.

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
Address PFARRER SEIDL STRASSE 1 , 93413 CHAM , BAYERN , DE
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: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Advancing Rural Development through Entrepreneurship Education for Adults

Project Coordinator

Organisation FACHHOCHSCHULE MUNSTER
Address HUFFERSTRASSE 27 , 48149 MUNSTER , DE
Website www.fh-muenster.de

Project Information

Identifier 2019-1-DE02-KA204-006491
Start Date Oct 1, 2019
End Date Mar 31, 2022
EC Contribution 238,485 EUR
Partners UNIVERSITY INDUSTRY INNOVATION NETWORK BV (NL) , UNIVATIONS GMBH (DE) , UNIWERSYTET EKONOMICZNY W KRAKOWIE (PL) , INSTITUTO POLITECNICO DE VIANA DE CASTELO (PT) , SVEUCILISTE JOSIPA JURJA STROSSMAYERA U OSIJEKU (HR)
Topics Rural development and urbanisation ; Entrepreneurial learning - entrepreneurship education ; Cooperation between educational institutions and business

Project Summary

Advancing Rural Development through Entrepreneurship Education for Adults

Project background

Rural depopulation is becoming a major policy challenge in Europe as the population and employment have become increasingly concentrated in the urban centres and rural regions showing an ever-continuing downfall in terms of the population size. Further pressing challenges in rural areas include risk of poverty and social exclusion, and raising unemployment rates. (EC,2018). Concomitant with these challenges, ARDENT project is targeted to Adult learners in the rural communities (aged 25 and over) of various professional backgrounds possessing some formal education but currently unemployed*. It aims at improving the transfer of competences from HEIs in the sense of lifelong further learning to the Adult communities in Rural areas, to seed in them the basis to become job creators and not job seekers. Through a Community-Based Learning approach to entrepreneurial skills development among adult learners, ARDENT seek to integrate them into a process where they need to generate creative solutions to real-life challenges of rural communities. In this way, the university is able to engage with the society and achieve synergies through lifelong learning in the form of entrepreneurship to promote rural development.

To support this change, ARDENT will:

- (I) foster development of entrepreneurship skills among adult learners targeted at rural development
- (II) increase engagement and activities of the HEIs within their local environment through their continuing education offers in the form of lifelong learning
- (III) boost attractiveness of rural regions among youth and urban communities, by creating new employment opportunities
- (IV) improve the quality of services in the rural regions, bringing in innovative solutions to increase quality of life
- (VI) widely disseminate the results across Europe, to bolster integration of rural entrepreneurship and collaboration practices in HEI curriculum.

Project approach and outputs

During its lifetime, ARDENT project will launch 5 rural councils in partner regions, analyse needs, and accordingly design and implement the Rural Entrepreneurship teaching program at partner HEIs, carry out 20 rural entrepreneurship adult student projects in respective regions, and increase capacity by offering workshops to rural communities and by expanding their networks and interaction with their urban counterparts.

This will include producing 4 main intellectual outputs:

- IO1 – Rural Council Building Tool Box with an objective to create 5 rural councils, unifying the region and enabling cross-institutional collaboration.
- IO2 – Rural Consultation Roadmap & Needs Analysis Reports with an objective to (1) identify the rural needs and bridge the divide between the HEI and its regional community through regional consultation events that require innovative solutions
- IO3 - Rural Entrepreneurship Community-based Learning Pack, a two-semester training course which will develop relevant entrepreneurial skills through developing a minimum of 3 entrepreneurial concepts addressing societal and business challenges. The ideas will be pitched to the community and implemented by the students.
- IO4 – ARDENT Rural Knowledge Port, to facilitate the interaction, sharing of ideas and resources, function as a knowledge repository and be the backbone of the education program, we will develop an online knowledge port to also allow us to scale the project beyond its current size.

The outputs will foster:

- (i) entrepreneurial skills development among adult learners (125 adult learners, 25 academics from all regions attended/ participated in the challenge program).
- (ii) improvement in entrepreneurship lifelong learning offers at HEIs (the course program integrated into partner HEI adult educational offers)
- (iii) economic and social development in the rural areas where the project partner organisations/HEIs are located (45+ local businesses/ community members will attend the workshops at national launch events, 20 student projects will be implemented, involved rural populations will benefit from the improvements in social and cultural life)
- (iv) strengthened relationships between HEIs and their rural communities, through national events, online networks, and e-mail dissemination (2,500+ partner HEI and UIIN contact database)
- (v) launch of Rural Knowledge Port that will contain project outputs, 200+ self-learning materials as OERs, as well as the rural-urban network database of 100+ rural and urban businesses, NGOs, and other relevant organisations from each region
- (vi) extensive dissemination of the project process and results among other EU regions where rural development is recognised as a priority (5 national launches and 1 international showcase event)

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

Women@Work

Project Coordinator

Organisation	Italienische Handelskammer München-Stuttgart Camera di Commercio Italo-Tedesca
Address	Landaubogen 10 , 81373 München , BAYERN , DE
Website	www.italcam.de

Project Information

Identifier	2019-1-DE02-KA204-006188
Start Date	Sep 1, 2019
End Date	Aug 31, 2021
EC Contribution	232,391 EUR
Partners	ENOROS CONSULTING LIMITED (CY) , ProQvi internationell förening för kvinnor och ungdomar (SE) , I DIRITTI CIVILI NEL 2000 - SALVABEBE/ SALVAMAMME (IT) , GIP FORMATION ET INSERTION PROFESSINNELLE DE L ACADEMIE DE NICE (FR) , DRAMBLYS (ES) , RightNow ehf (IS)
Topics	Entrepreneurial learning - entrepreneurship education ; Gender equality / equal opportunities ; Creativity and culture

Project Summary

W@W project consists in extending and developing the competences of long-term unemployed women without proper education, living in marginalized rural areas in order to assist them in the long-run, to access the labor market and further exploit their hobbies.

The project is grounded on EU 2020 Strategy with specific measures responds to learning needs of women living in rural areas which are considerable uncapped human potential that are sorely needed to boost economic growth and create new jobs required in today's difficult economic climate.

This will be done via following outcomes:

- Developing An Entrepreneurial Mindset Capacity Building Course
- W@W One-Stop Portal
- Success Stories Videos
- Self Test tool of Appropriateness as an Entrepreneur

The project has been designed based on the partners' experience and understanding the needs of unemployed women living in rural areas who are interested into traditional products development.

The project will bring together 7 partners from 7 different countries wishing to promote entrepreneurship, self employment and the common values of gender equality within the labor market, strengthening women's economic participation and helping marginalized people to become responsible active members of our society by enriching adult women's competences.

This project will also include 4 transnational meetings that will contribute to the preparation, implementation and evaluation phase of the project. All the information gathered through this project and the promotion of the project itself will then be uploaded on the W@W Portal.

The total number of people, who will benefit (directly or indirectly) from or will be targeted through the project activities during its duration, is moderately estimated at approximately 2500.

The project's expected results are the following:

- High quality training material offered to unemployed women in the future;
- Fostering the women's professional development resulting to their economic participation in society;
- Improved levels of employability skills of unemployed women;
- Strengthen links between the tradition/culture and women entrepreneurship;
- Promote e-commerce for micro-business

The W@W project is expected to have an overall significant impact on low qualified/unemployed women:

- Acquisition of new knowledge and skills (effective advertising, establishment of quality controls in production/manufacture, financial management, business structuring, adoption of modern business practices);
- Become more integrated into the labour market;
- Enable a full understanding about career opportunities;
- Being able to seek assistance from professionals through the Portal
- Promotion of their products through the Portal (e-commerce)

The Expected local/regional impact of the project is the following:

- Improvement of learning resources and guidance for low-skilled/unemployed women;
- Created informal networks among women involved in traditional handicrafts and food production;
- Improved position in the labor market of low-skilled women;
- Empower links between local handicrafts industry and labor market;
- Development of professional competences at a local level;

The Expected national impact of the project is the following:

- Increased skills and knowledge of low-qualified women in partner countries to successfully engage in the country's economy;
- Preservation of local cultural identity through the production of traditional products
- Improvement of governmental policies regarding women's entrepreneurship
- Improved access towards sustainable employment through awareness of skills and qualifications gained through their participation in the developed learning model programme.
- Enhanced social and labour integration of women with disadvantaged background;
- Reduction of gender inequality within one nation;

At the European level the project is expected to have the following impact:

- Retraining and improvement of competences of adults and particularly women in specific areas of the social economy.
- Establishment of a professional knowledge-base and an effective training methodology in women's entrepreneurship management for interested individuals that result to improvement of their transferable skills and competences.
- Promotion of traditional products and designation as a specific category of products within the European Economic Area.
- Improvement of EU policies regarding economic and social integration of women;

In sum, our project results cannot be attained if we carry the project in a single European country, and participation of different countries is essential. The empowerment of women is a European concern and requires the development a common intervention program at European level complementing the efforts of the Commission.

The project's innovation and added value lies in the very fact that it does not merely seek to train and empower women living in marginalised areas but also raise awareness on women's employability.

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

Putting the "unheard gender" in spotlight

Project Coordinator

Organisation Gesellschaft für Inklusion und Soziale Arbeit e.V.
Address Am Bürohochhaus 2 - 4 , 14478 Potsdam , BRANDENBURG , DE
Website www.fazit-brb.de

Project Information

Identifier 2019-1-DE02-KA204-006446
Start Date Nov 1, 2019
End Date Apr 30, 2021
EC Contribution 138,460 EUR
Partners CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE (IT) , Gebze Halk Egitimi Merkezi (TR) , WYKSZA SZKOLA BIZNESU I NAUK O ZDROWIU (PL) , SOCIAL ENTERPRISE PUZZLE (EL) , SOLIDARIDAD SIN FRONTERAS (ES) , Cooperativa de Ensino Superior de Serviço Social (PT) , Asociatia Socio-Culturala "Sfantul Ioan Botezatorul" Berbesti (RO)
Topics Inclusion - equity ; Gender equality / equal opportunities ; Migrants' issues

Project Summary

Putting the “unheard gender” in spotlight

Over the years the EU Parliament and the Commission are determined to advance and promote equal and inclusive societies where equal rights for women and men, girls and boys, as well as the same visibility, empowerment, responsibility and participation is being reality. The Erasmus+ Partnership Putting the “unheard gender” in spotlight fits in that framework.

Over the last decade’s adult education institutions were building gender knowledge and practical skills.

Nevertheless, a critical review shows, that

- the assumption that gender is not any more an issue in adult education is both erroneous and dangerous;
- gender equality policies have been contextualised mainly as a women’s issue;
- despite increasing attention to fathers in adult education practice and research, men – specially from underprivileged situations- are still largely the unheard gender;
- it is indispensable to break the stereotypical understandings and to raise awareness of the different needs of boys and men;
- the issue of men is essential for both gender equality policy and an inclusive and collaborative culture

Daily practice, regular monitoring and different researches on gender issues show a significant lack: currently men are under-represented in all forms of learning (that are not directly connected with their work) and fewer men than women get involved in or benefit from the social projects, no matter what their age, ethnicities or social backgrounds is. Although evidence has shown that there are subsisting barriers across all male groups, some groups of men appear to be even harder to reach than others. The evidence suggests that young men appear to be the hardest group to reach, followed by men from minority and/or ethnic backgrounds.

The reluctance of men to engage with educational and other services is due to the presence of a cluster of identifiable factors ranging from language and cultural barriers to the susceptibility of peer influence. Within that cluster the gender biases are gaining an outstanding importance. Gender stereotypes have not changed that much during the past decades and gender still constitutes one of the basic categories to evaluate themselves as learners and as performers of roles as fathers, professionals, citizens, political leaders, and so on. However, both women and men are victims of stereotypes restricting their full capabilities.

In the process of adult learning, either it occurs in formal or non-formal institutionalized contexts, there is still not enough presence of gender questions and reflections on gender and education in order to minimize the potential of any gender biases. In that context it is important to raise the question of reinforcing and reimagine men as a “target group” for educational, health and other social programs with the aim to overcome the barriers standing in their way to ensure effective engagement of men.

The overall goal of the Erasmus+ Partnership is to promote an innovation process that allows all implementing partners to develop and reinforce gender equality in their training and services arrangements as well as increase their capacity to reach male beneficiaries on a sustained basis, to expand the performance of their training and services arrangements and to ensure advocated the long-term goals.

The Erasmus+ Partnership sets up an effective framework for exchange of good practices, compromised to gender sensitiveness, and knowledge transfer concerning the stereotypical and extremely polarised views of masculinity and femininity, mainstream competences, well-equilibrated approach of non-toxic masculinity as well as gender fluidity, and inclusive teaching of heterogeneous groups. Different project activities, on local level of each implementing partner as well as on partnership level, are aimed to initiate capacity-building and network-building activities at three stages:

- Awareness of the need to be committed to include men-specific perspectives in gender issues as something unique and healthy and to bring benefits of gender equality to all individuals and members of communities and

societies;

- Knowledge of the good practices that allows to transfer appropriate and impactful activities/campaigns concerned about gender equality;
- Skills in the practical use of the tools and guidelines that should be used in each partner organisation in order to plan, implement and monitor gender sensitiveness across their training and services arrangements.

Highly experienced and committed professionals from Germany, Greece, Italy, Poland, Portugal, Romania, Spain and Turkey will work for a period of 18 months. An important focus will be identifying and sharing good practices. Using mainly internet based platforms, they will organise fluid exchange of professional experiences and know how. Three partner (Germany, Portugal and Italy) will prepare short-term learning activities for staff members.

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

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

Project Title

DIVERSITY: Including Migrants through Organisational Development and Programme Planning in Adult 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 2019-1-DE02-KA204-006109
Start Date Nov 1, 2019
End Date Apr 30, 2022
EC Contribution 297,726 EUR
Partners NATIONAL UNIVERSITY OF IRELAND MAYNOOTH (IE) , Videnscenter for Integration (DK) , IDP SAS DI GIANCARLO COSTANTINO (ITALIAN DEVELOPMENT PARTNERS) (IT) , EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS (BE) , INSTITUT DE HAUTE FORMATION AUX POLITIQUES COMMUNAUTAIRES (BE) , EPISTIMONIKI ENOSI EKPEDEFSIS ENILIKON (EL)
Topics Migrants' issues ; Integration of refugees ; Quality Improvement Institutions and/or methods (incl. school development)

Project Summary

In the last decade, migration put the European educational systems to the test: the large influx of migrants from different educational, economic and cultural contexts created mechanisms of rapid response to emergency situations and contingencies. Those emergencies have been dealt with in a plethora of language and cultural awareness courses to promote integration. By the same token, those emergencies polarised the Adult Education system in most European countries, leading to a differentiation within AE actors between “AE for migrants” and “traditional AE” along the entire cycle of the Adult Education value chain (i.e. from policy formulation, programme development, implementation, curriculum development, service delivery, etc.). In many cases, “AE for migrants” is even further subdivided into “AE for refugees” and “AE for other migrants”. Thus, migrants have been considered as a “special” target group of AE, with specific AE solutions. While appropriate to manage needs and emergency stemming from the contingency of sudden migrants’ inflows, this approach left migrants outside the mainstream AE provision, generating a vacuum. The next step must be a “normalisation” of work inside provider organisations and a strategic integration of migrants into the established pool of target audiences. The DIVERSITY project supports this process by providing training resources to enable AE to graduate from the contingency approach and move towards an operational model for a more diversity-informed AE. This process of “normalisation” will require AE systems across the EU to readjust and to create a new model of AE planning and provision, considering migrants (or even sub-groups of this category) not as a special cohort of participants in the context of contingency/emergency, but as a regular target group of a more diverse audience for AE.

To address these needs, the principal objective of the project is to accompany the EU AE system(s) in the mentality shift from focussing on migrants as very specific target groups and preparing them for integration into the society around them, towards including migrants into the AE providers' regular programmes as an equal target group to actively and directly foster diversity and inclusion in AE and in society. The project considers management and planning processes in adult education providers to be key to reaching this overarching objective. Hence, further objectives in this context are: a) Raising awareness for migration related diversity, its challenges and its opportunities (referring to cultural and pedagogical but equally to economic aspects) with managers and planners in AE as well as policy makers; b) Equipping managers and planners with the skills needed to open AE providers to migrants as a regular target group.

Hence, DIVERSITY:

1. Extends and develops competences of AE personnel
2. Improves and extends the supply of high-quality AE opportunities tailored to the needs of low-skilled adults
3. Supports social inclusion of AE

The project’s primary activities directly target management and programme planning staff in AE providers across Europe, for whom the training will be developed. They are key to achieving the objectives, since clear commitment to the opening of institutions for migrants made from the managing levels as well as structural and strategic decisions to reach these aims are essential for processes to work out. The consortium will also consult learners (migrant and non-migrant) in re their needs, thus including the group most affected by decisions taken at management level. This is a highly innovative approach, since thus far, the group of learners has mostly been talked about instead of to. This specific perspective, however, will crucially inform the results of the project in order to create solid results based in the reality of learner choices. Furthermore, policy makers are targeted since they decide on parameters for these efforts. All these efforts are guided by the needs of adult learners. They make up a secondary target group that directly benefits from the improvements brought about on management and planning levels of the AE providers.

The interplay of a multicultural consortium ensures a high amount of cultural sensitivity which is vital to developing a training curriculum and policy recommendations that will have a multicultural setting and openness

to intercultural processes as their very core. Furthermore, migration within the EU plays a large role within European society and hence also for this project. Therefore, the constellation of partners from across Europe ensures the representation of trans-European perspectives in the conception and design of the project outputs. Finally, the (sub-)focus on European policy is necessary as many policy decisions concerning AE are taken at European 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

Culture and Art: Bridges to Solidarity

Project Coordinator

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

Project Information

Identifier 2019-1-DE02-KA204-006113
Start Date Nov 1, 2019
End Date Oct 31, 2021
EC Contribution 84,960 EUR
Partners FOLKUNIVERSITETET STIFTELSEN VID LUNDS UNIVERSITET (SE) , KUOPION KAUPUNKI (FI) , Centro Provinciale per l'Istruzione degli Adulti - CPIA di Padova (IT) , Escuela Oficial de Idiomas de Gijón (ES)
Topics Cultural heritage/European Year of Cultural Heritage ; Intercultural/intergenerational education and (lifelong)learning ; Inclusion - equity

Project Summary

The project “Culture and Art: Bridges to Solidarity” (CABS) aims to highlight the seriously undervalued influence of European culture, History and art as means towards a comprehensive inclusion of all citizens in Europe—regardless of social level or origin. Unquestionably the most effective way to accomplish this objective is through education and by raising awareness within the educational community.

As worldwide social mayhem seems to be growing, partners want to break this trend and adopt a positive perspective through culture and art using them as the social pillars of a more inclusive and solidary Europe and to propose adequate tools to support this scheme.

CABS intend to do away with biases associated to age, social status and background. Partners are determined to give European cultural and historical roots more visibility by creating a range of downloadable pictorial “patchworks” approaching specific topics—from mere facts (European historical events) to a more intimate and individualized approach (individual reminiscences). CABS will also touch on specific significant events in each of the member countries as well as the development of the European Union, thus achieving a sense of unity and belonging.

Specific tasks related to awareness include the creation of a European Art Nouveau “patchwork” which will inevitably be linked to social and historical events within each of the partners realities. EU historical events will unquestionably be associated to traditions, celebrations and be reflected on paintings from different aesthetic movements. In other words our patchworks will intertwine European art and culture so that we may appreciate that it is our differences that make us unique and at the same time undividable. Individual reminiscences will give CABS the personal touch as younger participants will be able to live, first hand, historical biographies that do not appear in books. Information, getting to know other social realities will contribute to acceptance and support inclusion and integration.

This partnership is a logical continuation of former successful partners’ projects like “Boosting Individual Competences” (BIC—2016-2018), “Voices in Pictures” (VIP-2013-2015) and “Visualisation” (2011-2013) as well as “Moving language” (2016-2018). It considers art, visuals and pictures and their use in education while addressing ways to facilitate social unity.

CABS lasts 24 months (01-11-19/31-10-21) and focuses on exchange of good practices. Tasks will be democratically distributed within the 5 partners which are experienced institutions in adult education and completely aware of the need to implement a positive approach to an adverse social issue. CABS is a joint venture in which these institutions will combine their expertise and know-how to respond to an unacceptable social state of affairs. In other words CABS aims to address issues of social isolation or exclusion in all social strata, more significantly among senior citizens, migrants, refugees or underprivileged.

In the same way that CABS aims to make learners from different social realities an enriching and necessary piece of our “patchworks”, teachers will also be granted the opportunity to develop their methodological competence in using art and visuals while teaching different disciplines e.g. 2nd languages and their cultures. This interdisciplinary approach will inspire a culture of international networking.

In respond to the inclusion policy of the European Commission CABS shows a particularly high relevance because of its multigenerational and multicultural approach and follows the 2019 Global Education Monitoring Report recommendation: “Inclusion should be at the centre of education policies and systems”.

Finally we would like to mention the 5 institutions involved in the partnership: Volkshochschule Olching e.V./Germany (coordinator); Centro Provinciale per l'Istruzione degli Adulti di

Padova/Italy; Kuopion Kaupunki/Finland; Escuela Oficial de Idiomas de Gijón/Spain; Folkuniversitetet Stiftelsen Vid Lunds Universitet/Sweden. The organizations can be pinpointed in strategic cardinal points making our different social-cultural realities within a European Union more relevant and obvious. Approximately 80 teachers will participate in the 5 transnational meetings scheduled. CABS also plans to involve learners in Intercultural Patchwork activities and events. Participants will be implicated through existing programmes, groups, courses and

partner organisations' network. The estimated number of participants is that of 250 participants-often learners in danger of social exclusion.

Patchworks, that is to say, combining artistic, historical and cultural heritage as if they were the European map itself, will be a valuable tool to build a better understanding of our enriching multicultural reality while intensifying participants' feelings of their common identity as Europeans. Culture and Art do not know frontiers so we will build bridges and NOT walls towards an even better 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

Integrational - Back to the roots

Project Coordinator

Organisation Assyrischer Jugendverband Mitteleuropa e.V.
Address Am Hilligenbusch 31 , 33098 Paderborn , NORDRHEIN-WESTFALEN ,
DE

Project Information

Identifier 2019-1-DE02-KA204-006389
Start Date Nov 1, 2019
End Date Oct 31, 2021
EC Contribution 58,410 EUR
Partners Association des Assyro-Chaldéens en France (AACF) (FR) , Institut Assyrien de Belgique (BE)
Topics Migrants' issues ; International cooperation, international relations, development cooperation ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

"Integrational - Back to the roots" is a trinational German-French-Belgian meeting between the partner associations Assyrischer Jugendverband Mitteleuropa e.V., Association des Assyro-Chaldéens de France and the Institut Assyrien de Belgique. It is a meeting which will take place in three phases in the three participating countries, between actors of Assyrian cultural mediation. Concerts, evening events, folklore and lectures on Assyrian history are organised by the participants in their society to aid in the survival of the ancient Assyrian culture and to mitigate against the disappearance of this endangered culture. The participants are first or second generation migrants with Assyrian roots.

The aim is to have a transnational exchange among the participants allowing them the opportunity to discuss their European identity and migrant background. First generation migrant-participants will make up the older audience. The goal is not just to have an intercultural but intergenerational dialogue based on this encounter. It provides participants a platform, where they can share their personal migrant background and to highlight the context of this migration history with their commitment towards the continued existence of Assyrian culture within Europe. The participants are thus encouraged to deal with their European identity. As German, French and Belgian inhabitants, they form an integral part of their respective societies, but to what extent does their Assyrian identity play a role? By dealing with this question, participants will share with each other their respective roles as Assyrian cultural mediators within their societies. The cultural offerings for the transmission of the Assyrian culture, history and identity are thereby explained in more detail, and from this an exchange takes place about the existing practices and procedures within their association and social structures in the cultural area.

The aim is to provide participants with an opportunity to share their cultural commitment by sharing their experiences, difficulties encountered and discussing solutions to improve their work. Thematic units are organised by giving participants the opportunity to gain insight into association and cultural work, as well as by organising visits to institutions. By dividing this transnational encounter into three phases, that is in each of the three concerned countries, the participants and the organisations are invited to discover the structural and local constraints of each society. Furthermore, the added value of this encounter is that Assyrian cultural mediators from three European countries will gain an insight into the association and cultural work of each partner organisation, thus being able to strengthen their own work to ultimately expand social networks on an international level, paving the way for further future international events.

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 Massive Open Online Course to Practice for Environmental-, Nature- and Climate Protection with 4 Consortium Countries: Creation Environmental Courses using Blended Learning

Project Coordinator

Organisation HOCHSCHULE ANHALT
Address BERNBURGER STRASSE 55 , 06366 KOETHEN , DE
Website www.hs-anhalt.de

Project Information

Identifier 2019-1-DE02-KA204-006106
Start Date Oct 15, 2019
End Date Apr 14, 2022
EC Contribution 373,635 EUR
Partners INSTYTUT GOSPODARKI SUROWCAMI MINERALNYMI I ENERGIA PAN (PL) , Polip Ifjúsági Egyesület (HU) , Umweltbüro für Berlin-Brandenburg e.V. (DE) , UNIVERSITATEA DIN ORADEA (RO)
Topics ICT - new technologies - digital competences ; Open and distance learning ; Environment and climate change

Project Summary

MOOC-2-PRAC-4-UNAKLIM: „From Massive Open Online Course to Practice for Environmental-, Nature- and Climate Protection with 4 Consortium Countries: Creation Courses in Environmental Topics using Blended Learning”

OBJECTIVE

MOOC-2-PRAC-4-UNAKLIM, the cross border massive open online course targets adult learning. Its topics are “green”, e.g. environmental topics, renewable energies and others. Cross cutting modules are environmental project management, international communication, biological-natural modelling, simulation or basic STEM courses. We act in the context of Furthering Education Adult Training, Digital Learning, environmental topics. Unemployed adults shall improve their reintegration chances into the labor market. Principle is Open Access Digital Learning. A variety of courses is offered and can be combined in modules to gain certificates. Several certificates can be combined into a degree. Participants learn independent of geographical location, time of the day and at their own speed. An innovative training concept (Handbook and Tool Kit) to upskill MOOC trainers will make the course interactive, lively to prevent premature dropout. Potential trainers can download it for free. In a Train-The-Trainer-workshop we test it before Handbook and Tool Kit go public.

We add a Blended Learning Tool Kit, face-to-face exercises, in seminar rooms (communication, leadership, Project Management), laboratories (chemical, biological analyses), assembly halls (i.e. building solar panels), in the field (i.e. water and soil sampling). The Tool Kit enables trainers to select experiments based on individual needs.

5 PARTICIPANTS of 4 countries Germany, Hungary, Poland and Romania cooperate, among them 2 NGOs, 2 Universities and 1 Research Institution. Hochschule Anhalt: coordinator, focus biomedical engineering, renewable energies, digital applications. ubb eV.: focus on social and environmental projects. Polip: NGO, focus on young people education, entrepreneurial topics: Oradea University, focus on geography and Digital Learning, MEERI PAS: the Polish Academy of Science, focus on geothermal and renewable energies.

ACTIVITIES

- MOOC design with structures, functions
- Input of “green” topics
- Innovative training methods Concept for MOOC Digital Learning
- Train-The-Trainer concept, Handbook, Tool Kit, Test in a TTT course
- Blended Learning Concept, Handbook, Tool Kit.

2 Multiplier Events and 4 Transnational Meetings are planned. A Marketing concept and Sustainability & Exploitation Plan will determine the MOOC’s future after funding. FURTHER ACTIVITIES ARE a project website, partner meetings, newsletters, excursions, disseminations.

METHODIC MANAGEMENT COMPONENTS

- Project Management Office (PMO), steering group
- Meetings, minutes, quality circle, project review
- General Assembly
- Stakeholder Advisory Board

TOOLS TO ENSURE PROJECT PROGRESS: Null-Hundred-Method, Task & Allocation Table, Gantt-Chart, Critical Path Analysis, Milestone Trend Analysis, Report templates, communication strategy, Responsibility

Matrix.

PROJECT RESULTS are DISSEMINATED by email, blogs, websites, Twitter, Facebook, networks, conferences, publications, fairs, on local, regional, national and international level – by digital, paper, shared on EPALE and Erasmus Results Platform.

EXPECTED RESULTS

- MOOC server with courses, modules, test and module recommendation, participant network platform
- Innovative Training Handbook
- TTT Handbook
- Blended Learning Handbook
- Newsletter

IMPACT ON TARGET GROUPS ON LOCAL, REGIONAL, NATIONAL AND INTERNATIONAL LEVEL Enhanced expertise, mutual learning, knowledge transfer in an international environment. Multiplier events and dissemination activities create attention of local, regional and national public, create synergies and strengthen the participating organizations and the local regions.

- Consortium: sharpened profile, improved self-esteem, scientific upskill
- Participants, end users: knowledge upskill, better qualification, work mobility, better jobs, less poverty
- Trainers: upskill to digital and blended courses
- Institutions: knowledge upskill, visibility, networks
- Politicians: decisions support by sharing new knowledge

LONG TERM BENEFIT AND IMPACT IN EUROPE AND BEYOND

More green networks in remote regions, better international cooperation and adult learning quality, increased cross-border knowledge and people mobility, reduced European expert shortage, stronger European competitiveness, new job opportunities in Europe and worldwide, less poverty, better inclusion of the unemployed into society, more green jobs, contribution to European Climate Protection Targets.

We comply with UN Sustainability Goals and support the Mobility Strategy 2020 for European Higher Education Area, European inventory on validation of non-formal / informal learning 2014, EPALE strategies, European Education&Training Strategy 2020. Europe 2020 Strategy Climate&Energy Targets, National Digital Agendas.

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

Multifunctional Agriculture - Rural Education for Action

Project Coordinator

Organisation STARKMACHER EV
Address Coblitzallee 8 , 68163 MANNHEIM , BADEN-WÜRTTEMBERG , DE
Website www.starkmacher.eu

Project Information

Identifier 2019-1-DE02-KA204-006126
Start Date Dec 1, 2019
End Date Jul 31, 2022
EC Contribution 291,497 EUR
Partners KATHOLIEKE UNIVERSITEIT LEUVEN (BE) , Associazione "Veraterra" (IT) , County Governor of Vestland (NO) , UDRUGA ZA EKONOMIJU ZAJEDNISTVA (HR)
Topics New innovative curricula/educational methods/development of training courses ; Rural development and urbanisation ; Recognition, transparency, certification

Project Summary

The Rural Education project contributes to achieving the objectives defined within the Common Agricultural Policy (CAP) from 2020 onwards. The European Commission has defined clear objectives for the CAP 9, which will be taken up and addressed within the project by strengthening the players in rural areas and by the innovative educational format "RuralAcademy". The three key policy objectives will be covered. Health, Food and antimicrobial resistance, as well as efficient soil management, are part of the educational content, as the teaching companies in which the educational content is taught have to practice socio-ecological agriculture. In addition, the project will help to make the switch to socio-ecological agriculture more lucrative for farms, even at the structural level. This is where the project comes in: To strengthen rural structures in a sustainable way and to disseminate this knowledge within the educational Content and to pass it on to a large number of people. By coupling with eco-tourism and communicating educational content as a second pillar, the project also leads to ensuring viable farm income among operators.

The central element of the project is the innovative educational Format of the "RuralAcademy". The adult education centre is carried almost to rural areas, whereby the actors in rural areas act as visual participants themselves and pass on their knowledge and experience to interested parties. Linking it to tourist offers creates a pleasant and unique learning atmosphere. In addition, rural actors will be strengthened and encouraged to apply innovative and sustainable formats in order to be able to communicate elements of them as educational content. Many people also carry it to urban regions due to a lack of educational provision in the countryside. With the help of the Rural Education project, the potential of rural areas and its actors are now being used to attract those interested in learning to the countryside. The focus of the project, and thus as a central outcome, is therefore the development of a curriculum with the overtopic "living and acting sustainably." The educational provision within the curriculum is diverse and divided into four broad topics: Eco-Tourism, socio-ecological agriculture, saving old knowledge and linking of urban and rural structures.

The educational format is aimed at two target groups. First of all, the operators of selected farms need to be trained thematically and at the intermediary level. It is also important to ensure that the structures of the farms meet the requirements of eco-tourism. Within the three trainings, rural actors are trained in the subject matter, the technical training and the structural requirements. If the quality is assured, practical educational offers are offered to those interested in learning at the rural area. Combined with theoretical content accessible online, the participants complete the various modules. The education courses are described and collected in Output 2 in a database that is open to the public. By linking with the already existing interactive online platform "Karte von morgen", a larger target group is reached.

In order to develop a high-quality curriculum, it is constantly being further developed, expanded and reviewed during the project. The main purpose of the review is the three multiplier events where content from the curriculum is offered in order to evaluate the content together with stakeholders and representatives of the target groups. The content of Output 3, on the other hand, ensures a constant expansion of Content.

At the end of the project there is a high-quality curriculum, which is used by qualified persons to train those interested in learning on questions about sustainable life. Once the structures of offering and implementing this innovative educational format have been created, farms will also benefit beyond the end of the project. Similarly, the institutions involved will continue to benefit from the curriculum and experience gained, either taking over the curriculum themselves in practice or using content from it in further educational projects.

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

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

Project Title

Pro Dialogue - Bekämpfung von Hassreden und Falschinformationen durch einen interkulturellen Dialog von Bürgern

Project Coordinator

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

Project Information

Identifier 2019-1-DE02-KA204-006380
Start Date Sep 1, 2019
End Date Aug 31, 2021
EC Contribution 280,085 EUR
Partners ASSOCIATION INTERNATIONAL INITIATIVES FOR COOPERATION (BG) , JUGEND-& KULTURPROJEKT EV (DE) , BIOPOLITICS INTERNATIONAL ORGANISATION (EL) , Romag (RS) , ASSOCIATION FOR SUSTAINABLE DEVELOPMENT SFERA INTERNATIONAL BITOLA (MK) , Inspectoratul Scolar Judetean Buzau (RO) , Humán Erőforrásért Egyesület Dél-Alföldi Régió (HU)
Topics Civic engagement / responsible citizenship ; New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences

Project Summary

According to the Eurobarometer, 83 per cent of the Europeans think that fake news threaten democracy; 73 per cent of Internet users are concerned that fake news in the internet have a negative influence on the elections to the European Parliament. However, in the age of digitalisation it is much more relevant that hate speeches and disinformation manifest the stronger in the collective opinion the more often they are published. If the same contents are then even coming from different sources, the risk, that they are considered as true or that a great mass of Internet users accepts them silently, gets higher.

In all partner countries the amount of hate speech and disinformation – spread in the Internet – is increasing, with an upward trend. Unfortunately, particularly disadvantaged groups of persons, such as refugees, Roma, members of national minorities, Jews, Muslims or Homosexuals, are in their focus.

Consequences are an increasing social exclusion and discrimination; the self-confidence of the concerned people gets lower, their fear grows; the number of verbal and physical attacks rises; prejudices and stereotypes are sizing. Finally, this leads to the fact that the right of free development is more and more limited for those target groups.

Without a doubt, the initiatives that have been started by the EU and the laws that were enforced by several partner countries are a step in the right direction and have an according impact in practice. But they help the concerned people only in a limited way because they are only applied when the damage is already done.

Therefore, our project „Pro Dialogue” aims at initiating a social dialogue at the local/regional level of the partner countries that combats the reasons for hate speech and fake news. On one hand, it shall be based on verified information and facts, be led rather rationally than emotionally and exclude abuses and insults. On the other hand, it shall bring concerned and involved people together and ensure that they do not speak about each other but with each other. In that, emphasis are subjects that are oriented on the daily life and that have a direct impact on the living together in the local community.

Therefore, the project partners from Germany, Bulgaria, Greece, North Macedonia, Romania, Serbia and Hungary will generate the following results together:

1. Curriculum for the education of Dialogators including training material
2. Toolkit for Dialogators
3. Trained Dialogators
4. Trained multipliers
5. Practise test (dialogue activities) and optimisation of the Intellectual Outputs
6. Blended Learning Course for the education of Dialogators
7. Concept for Mobility projects (KA1) for the education of Dialogators
8. Dissemination and exploitation of the results

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

Transnational Collaboration for Learning

Project Coordinator

Organisation InFö e.V.
Address Mauerst-2 , 72070 Tübingen , BADEN-WÜRTTEMBERG , DE
Website www.infoe-tuebingen.de

Project Information

Identifier 2019-1-DE02-KA204-006266
Start Date Nov 1, 2019
End Date Jun 30, 2021
EC Contribution 76,165 EUR
Partners Vuxenutbildningen Borås (SE) , Oslo Voksenopplæring Rosenhof (NO) , Volkshochschule Pforzheim-Enzkreis (DE)
Topics Intercultural/intergenerational education and (lifelong)learning

Project Summary

We, Infö e.V., Tübingen, Germany, Volkshochschule Pforzheim-Enzkreis, Germany, Oslo Voksenopplæring Rosenhof, Norway and Vuxenutbildningen Borås, Sweden were brought together by Mr Rolf Ackermann, Ministry for Education, Youth, Sport, Baden Württemberg last year in the European Association of Regional and Local Authorities for Lifelong Learning -EARLALL. Baden Württemberg is one member of this international non-profit association.

We provide adult education, we have challenges with newcomers and language learning and we are searching for new pedagogical methods. We are a mix between NGOs and local public bodies.

First-generation immigrants come from a culturally diverse and multi-ethnic background: all social statuses, different lifestyles, socio economic backgrounds, different residence permits in an urban setting. We are seeking to explore and amplify the potential of self-empowerment, self-reflection and sustainable societies in helping people feel at home and flourish in a new country regardless of their nationality, gender, religion and socioeconomic background- a European citizen in other words. Needless to say, the enrichment potential of migration is enormous also for the host country.

Social integration can be defined as an action that takes place within the framework of a social community. The socioeconomic area concerns social integration during the course of life, and involves municipal enterprises such as health centre, kindergarten and school. We experience greater wealth but rising vulnerability and growing inequalities. More than before, we have to recognize the diversity of lived realities while reaffirming a common core of universal values.

These are the challenges faced by teachers in our different countries and of course in our organisations as well. An exchange of experiences between teachers is clearly needed and will be the main activities in this project. We start with an exchange of good practice and build a sustainable partnership. A second step will be to apply for an innovation project 2021. Case studies from our four organisations give a transnational, evidence-based approach that focus on both the organisational and cultural processes of quality improvement. We are looking for new ways to promote inclusive education in adult learning so that all students can benefit from a good quality education. Teachers should always build on what the students can do and not on what they cannot do. In this project, we can develop both existing reaching methods as well as new ones. We will make a difference by introducing new and active methods in teaching where we combine different strategies.

Based on these ideas we want to realize the following general aims. Exchange of experiences of educational practices is about an overall attitude toward the learner, the ability and willingness to get even better at what you do for a living. Development of Pedagogical design in interdisciplinary teams can guide the creation of learning environments that are both expansive and more inclusive- spaces for learning that offer more people access to more places and more information, while also allowing for close- knit relationships among community members to flourish.

Through a series of three workshops our project "Transnational Collaboration for Learning" will give the teachers and pedagogues the opportunity to share best practice. Results from the Talents and FIER-projects will be used as much as possible and the outcomes will be further developed. Oslo Voksenopplæring Rosenhof, a participant in these two projects will be the channel between them and our project "Transnational Collaboration for Learning".

Our project assumes that there will be no synergetic effect without sharing and learning and without creativity, there is no innovation.

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

Fresh-up Economics. Towards Economic Literacy in Europe

Project Coordinator

Organisation weltgewandt. Institut für interkulturelle politische Bildung e.V.

Address Flämingstr. 122 , 12689 Berlin , BERLIN , DE

Website www.weltgewandt-ev.de

Project Information

Identifier 2019-1-DE02-KA204-006534

Start Date Nov 1, 2019

End Date Oct 31, 2021

EC Contribution 240,437 EUR

Partners WYZSZA SZKOŁA EKONOMII I INNOWACJI W LUBLINIE (PL) , ITD -Innovación, Transferencia y Desarrollo (ES) , Financial Justice Ireland (IE) , WIRTSCHAFTSUNIVERSITÄT WIEN (AT) , MITTETULUNDUSUHING PEIPSI KOOSTOO KESKUS (EE) , AVITEUM s.r.o. (CZ)

Topics New innovative curricula/educational methods/development of training courses ; EU Citizenship, EU awareness and Democracy ; Entrepreneurial learning - entrepreneurship education

Project Summary

European societies are more and more steeped in economy and its principles. The context of work, health care, pension insurance, life insurance, education and other spheres are progressively shaped by supply and demand, competition and efficiency. However, there is a lack of knowledge of what an economy is and what could be called economic reason. This causes uncertainty in particular in times of crises like the current climate change challenge, the growing social inequality, the fear of job loss due to digitisation, etc. As people normally refer to interpretations in public discourse, there is a threat that they may get attracted by nationalist and 'right wing' perspectives on economic, social and political phenomena. Citizens need orientation, an 'order in mind' to cope with complexity and ambivalences to keep the humanistic values alive and 'updated' in times of change. The European societies, in turn, need well informed citizens so that the capacities of ALL may be transformed in ideas and actions for a Europe of democracy, prosperity, peace, sustainability and well-being.

This project brings economists and adult educators of seven countries together to bridge the gap between the educational requirement and the missing offers of socio-economic learning in adult education. It aims to establish socio-economic education as part of general and civic education in Europe. This includes a "fresh-up" of economics by considering different schools of economic thinking as well as social and political aspects. Moreover, it shall be combined with participative, creative methods to stimulate interest, overcoming fear in understanding economy, entrepreneurial competences, critical thinking, active citizenship and humanity. The exchange during five transnational meetings results in an educational platform (edu-kit) for Economic Literacy in Europe with 15 articles on issues such as economy and migration, the Euro zone project, women's economic empowerment through business skills, inequality, debts, climate change, etc. and related to them didactic tools to be applied in adult education. The edu-kit also contains glossary on basic economic terms. The project partners exchange on the article's subjects during learning, teaching, training activities ensuring that the texts are comprehensible, that multi-perspectivity (different economic schools), self-reflexion and method reflexion are put in practice and a European dimension is taken into account. The direct exchanges allow testing the methods developed according to the articles. In order to 'push' socio-economic learning in Europe, each partner holds a multiplier event to present the platform and motivates its implementation in the educational practice of adult educators, the direct target group 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

Empowerment of European Citizens for Action through Education on Biodiversity

Project Coordinator

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

Project Information

Identifier 2019-1-DE02-KA204-006510
Start Date Sep 1, 2019
End Date Feb 28, 2022
EC Contribution 233,481 EUR
Partners MITTETULUNDUSUHING PEIPSI KOOSTOO KESKUS (EE) , Balatoni Integrációs és Fejlesztési Ügynökség Közhasznú Nonprofit Kft. (HU) , Stowarzyszenie Ekologiczne "Etna" (PL) , Ekopolis Foundation (SK) , GLOBAL 2000 UMWELTSCHUTZORGANISATION (AT)
Topics Pedagogy and didactics ; Civic engagement / responsible citizenship ; Environment and climate change

Project Summary

People's understanding of the concept of biodiversity varies greatly. The situation of biodiversity in the EU 27 is not very positive. Even countries like Germany regarded as "pioneers" in promoting biodiversity are making hardly any tangible progress. According to the survey conducted by the German Federal Agency for Nature Conservation, the consciousness of the concept of biodiversity did not change since 2005, oscillating around 25%. The TEEB-studies (<http://www.teebweb.org>) for different European countries show, that governments in Europe start to understand (and measure) different biodiversity aspects, as its value for people, but common understanding is generally weak and the fulfillment of EU strategies and regulations for biodiversity is extremely poor. These observations indicate a lack in the educational system on biodiversity, both in methodology and implementation. Therefore, in order to push changes, an important goal is to teach citizens about the meaning of biodiversity loss and the important issues related to it.

How to raise awareness for biodiversity in European countries? One of the answers is to put in action more comprehensive pedagogical practices on biodiversity. Citizens need to find themselves at the heart of the debate, to become actors of change and be emotionally linked to the issue. They need to understand how the behavior of a single individual in the everyday life is strictly connected to biodiversity loss; this process will help to show options for acting. Education is a long-term project, and of course, this project can be based on decades of experience in many EU MS. What we want to provide is a synthesis of experiences from experts in several EU MS to produce comprehensive educational material on biodiversity. The developed tools will support educators to "Inspire People for Biodiversity".

Within the project, the following activities will be implemented:

- State of the art & training analyses: Assessment of the training needs of citizens, their understanding of the topic biodiversity; the assessment of the pedagogical offer of available initiatives/tools on biodiversity.
- Pedagogical programme setting & best practice exchange: Development of a programme covering 6 educational "focus areas" on biodiversity with regard to implementation in the everyday life.
- Development of innovative pedagogical material and accompanying guide: Creation of a set of pedagogical materials taking into account current needs and developments in education on biodiversity: 30 tools in 5 "focus areas". An accompanying guide will be provided to facilitate the use of the material. All tools will be tested within the frame of special events to collect feedback from both trainers and citizens.
- Development of a set of pedagogical communication tools: It will include interactive educational posters, thematic video, webinar structure etc. for separate presentations of the theme as well as pedagogical materials, in particular for trainers and stakeholders working/planning to work on biodiversity education. This output will be complemented by dissemination activities throughout the project.
- 12 Multiplier events for dissemination of project results in addition to general dissemination.

The aim of this project is to develop a strategic partnership at European level in order to assess practices concerning the education of adults on biodiversity and to improve the quality and offer of such. The project aims to develop a set of innovative and successful pedagogical material on biodiversity and a specific guide to the attention of European CSOs and other stakeholders. The project will provide a tool kit for educators working on this topic, helping people to better understand the concept of biodiversity, the connection with daily life, and to increase the general level of consciousness on biodiversity. The materials developed will be available for broad public.

The project contributes both to strengthening the educational work of individual organisations in respective countries and finding common solutions at European level. Cooperation is an opportunity to fundamentally change the situation. Launching a European project helps to improve and increase the means of action for

stakeholders on this particular topic Europe wide.

Humans highly depend on biodiversity: ecosystems and related services provide us with food, medicines and raw materials, deliver many other services. According to the European Commission, biological diversity is one of the main topics on EU-working agenda. The global biodiversity loss is stated by the International Union for Conservation of Nature (IUCN): 12,259 species are threatened with extinction, 75% of genetic diversity of agricultural crops has been lost, 75% of the world's fisheries are fully or over exploited. In this context, it is urgent to implement effective measures and learn to deal with biodiversity, so that future generations can enjoy living in a diverse world.

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

Building Social Bridges by Entrepreneurial Thinking

Project Coordinator

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

Project Information

Identifier 2019-1-DE02-KA204-006130
Start Date Oct 1, 2019
End Date Nov 30, 2021
EC Contribution 209,779 EUR
Partners Videnscenter for Integration (DK) , CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI (IT) , UNIT - VEREIN FUR KULTUR AN DER KARL FRANZENS - UNIVERSITAT GRAZ (AT) , CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET (CY)
Topics Entrepreneurial learning - entrepreneurship education ; Social dialogue ; Inclusion - equity

Project Summary

Building Social Bridges by Entrepreneurial Thinking: the overall aim of this project is to facilitate and pave the way for sustainable social inclusion among socially marginalized groups through improving their entrepreneurial mindset and competences. In the project we focus on increasing social capital which often goes hand in hand with the increasing of cultural and economic capital. Social capital has commonly been used as a term to characterize the networks that link people together in useful ways (bridging capital) and build reciprocity and social solidarity through shared norms and loyalties (bonding capital). Social capital is a constructive source of participation and community relations; thus it is an important resource for adult learners aiming at better accessing labour market, local communities and social groups.

The main beneficiaries of the project are marginalized groups in European societies who are educationally and socially disadvantaged. According to Eurostat (2012) circa 24% of the European population risks poverty or social exclusion. Due to the expertise of the participating organizations the project partnership will concentrate on the work with migrants and refugees on one hand, and with drop-outs of the compulsory school-system as vulnerable sub group on the other hand. During the project lifetime, we expect to include 100 end beneficiaries and 20 role models as active participants directly into the project flow. Major target groups of the project outputs will be teachers and stakeholders in adult learning, and other educational and social sectors.

To increase any type of capital, an entrepreneurial mindset and entrepreneurial competences are needed. What is important in the project approach is that we do not work on entrepreneurship with the objective to create small companies, businesses etc. We focus on entrepreneurial thinking as a means to increasing social capital to motivate people to create, or access and develop networks and communities to link people to the external environment beyond the confines of one's own affinity group. They should become change makers of their life as well as in the community. The main strategy to achieve this goal is to work with role models - preferable role models who have faced challenges comparable to those the learners are facing. Role models will be people who achieved to build social bridges against all the external circumstances and obstacles. Building up an entrepreneurial mindset is including knowledge about ones' own values and fears. For example, if one does not allow oneself to fail, to take risks, to be active in the planning ones' own life, it will block the approach to and the motivation to learn and to improve the own situation.

The project will result in 3 intellectual outputs:

- A review on recent research of good practice in working on the entrepreneurial mindset and competences and of working with role models.
- Portraits of role models for entrepreneurial thinking, highlighting why people have had success and have been able to increase their social capital and we will make the findings accessible to the public. These role models will come out of the beneficiary groups of the project. At the end there will be portraits and descriptions of these role models and their secrets, accessible for the public and useable for educational activities, aiming at fostering entrepreneurial thinking and beyond.
- A toolkit for teachers, trainers, stakeholders and multipliers from adult learning institutions and other educational / social sectors, in which the training programme developed in the project will be published together with the training methodologies applied by the partners, and learning experiences made by training participants.

We want to highlight the importance of building bridges to external environments, and how helpful communities, associations etc. are for gathering a better position and voice in local societies. We want to assess the beneficiaries' entrepreneurial competences by different methods (i.e. portfolio work) and give them feedback. This will be done in workshops and trainings. We will improve the entrepreneurial competences and change the

entrepreneurial mindset by a process of dialogue with the role models and the reflection on this experience. The partners will work on the objectives with different methods due to their strengths - creative methods, blended and online learning.

Through the possibility to transfer the project outcomes to other target groups, further effects of the project may arise at long term. This concerns stakeholders (professionals from education and training institutions, social services and migrant organisations) that are incorporated in the project, and should help to ensure the sustainability of project 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

Discovering European Neighbours in the Third Age

Project Coordinator

Organisation Institut für virtuelles und reales Lernen in der Erwachsenenbildung an der Universität Ulm e.V. (ILEU)

Address Schweinmarkt 6 , 89073 Ulm , BADEN-WÜRTTEMBERG , DE

Website www.ileu.net

Project Information

Identifier 2019-1-DE02-KA204-006531

Start Date Oct 1, 2019

End Date Sep 30, 2021

EC Contribution 130,210 EUR

Partners UNIVERSITY OF RUSE ANGEL KANCHEV (BG) , UNISULKY - UNIVERSITÀ POPOLARE DEL SULCIS (IT) , Zavod za proucavanje kulturnog razvitka (RS) , Association pour la Diffusion et l'Animation du Patrimoine Historique du Morbihan ADAPHM (FR) , Universität des 3. Lebensalters an der Johann Wolfgang Goethe-Universität Frankfurt a. M. e. V. (DE) , AGORA Platform - Active Communities for Development Alternatives Association (BG) , Asociatia "Liga Scriitorilor" Filiala Timisoara Banat (RO)

Topics ICT - new technologies - digital competences ; Intercultural/intergenerational education and (lifelong)learning ; Social dialogue

Project Summary

The project "Discovering European Neighbours in the Third Age" (DENTA) will be realized by 8 organisations coming from 6 different European countries (Italy, France, Germany, Serbia, Romania and Bulgaria). The aim is to find out about daily lives of people aged 60 to 90 in different European countries. The perception of older people in the own and the other countries is influenced by the depiction in the mass media, which are mostly superficial or stereotyped. The projects results will provide a deeper insight view into the lives of people in the third age, into the diversity of life in older age within the own country and across different European countries in South, West and South-East of Europe, the diversity of their living conditions, their leisure activities, and the challenges (financial, social, health, e.g.) they face. For the life stories, elderly people will be interviewed by learners aged 45+ and younger. In the 1st meeting the partners will decide how to structure the interviews and who will be interviewed (gender, living area, social-background, e.g.) to provide a base for comparison. The results of these interviews will be presented to a wider public in form of texts, photos and video-clips on a website. They will not be representative, but aim to inspire people to reflect about the living conditions and the political, social and educational backgrounds of people 60+ in South, West and South-East Europe. It will show, what older people have in common and what is different. The international comparison of the interviews will be supported by national research of the living conditions carried out by each of the partner groups and used as base for comparison during the partner meetings. By providing case studies and background data, the project will aim to increase the understanding of everyday lives of older people in other European countries as well as in the own country.

Each partner organisation will find people aged 60 to 90 ready to be interviewed and learners aged 45+ interested in this subject, inside their University of the Third Age or educational organisation, or by associated partners which support the idea of the project (naming older adults of interest to be interviewed, pupils and students for supporting). Each partner will form stable learning groups. The learners will conduct the interviews and document them in written form, to present the texts by using new media and to translate them. This procedure will have a triple effect: the interviewed people aged 60+ will feel appreciated, the people aged 45+ conducting the interviews need to reflect about their own "third age" and the younger people (students and pupils) will learn about an age, which is related to the life of their own grandparents. The younger people will bring new perspectives and knowledge, especially of the new media, which can be inspirational for people aged 45+ and 60+.

Intergenerational dialogue will be fostered with benefits for all.

Training will be provided on how to make interviews with people aged 60 to 90, how to document and present the interviews in writing, how to translate the texts in the other languages and how to make digital photos and video-clips. Training session will be offered on national level. The results of the ongoing project will be presented and discussed during the six partner meetings.

The transnational communication will be in English, being aware of possible difficulties, as many of the learners have not had the chance to learn English or to apply it. Therefore, younger people and other learners with the knowledge of any of the other project partners' languages can take over the role of language mediator.

In the end, there will be a collection of 120 interviews and 24 case studies going into depth. The methodology of the project, the results of the interviews and of the analysis of the background data will be published on the website. The results will be disseminated in the digital newsletters of the national and international networks where the partners are members, as well as presented at national and international conferences. The aim is to inspire other adult education providers to initiate such groups on regional level or to apply them in further cooperation with twinning towns, school programs, e.g..

This project will provide an insight into the living conditions of older people in the different countries and inviting people to reflect more about their own lives and of elderly people they know, it will contribute to have a better understanding of the life conditions of European neighbours in the third age. It will inspire researchers to more in-depth studies in this field and inspire educators to apply methodology and central questions. It will bring people

closer to Europe by giving knowledge and sympathies for the others and the feeling of being “European” oneself, which is the base for peaceful common 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

Bildung+digital?!

Project Coordinator

Organisation HeurekaNet - Freies Institut für Bildung, Forschung und Innovation e.V.
Address Windthorststr. 32 , 48143 Münster , NORDRHEIN-WESTFALEN , DE
Website www.heurekanet.de

Project Information

Identifier 2019-1-DE02-KA204-006227
Start Date Sep 1, 2019
End Date Mar 31, 2022
EC Contribution 186,175 EUR
Partners "Edukacyjne Centrum Integracji Miedzypokoleniowej HIPOKAMP" (PL) ,
Nevelok Haza Egyesulet (HU) , Burgenländische Volkshochschulen -
Landesverband (AT) , Asociace odborniku v andragogice CR, z. s. (CZ) ,
Bildungswerk der Katholischen Arbeitnehmer-Bewegung (KAB) im Bistum
Münster e.V. (DE) , Volkhochschule Bildungsinstitut (BE) , KVV Bildung
(IT) , Telsiu svietimo centras (LT)
Topics ICT - new technologies - digital competences ; Inclusion - equity ; Open
and distance learning

Project Summary

There is a consensus in education policy that people need digital skills in order to be able to cope with the demands of this rapidly changing every day life and working environment and to be able to reflexively cope with this digital change and in some cases even shape it. In all European countries and at the level of the European Union (European Commission, 2014), the development of appropriate professional competencies as well as the development of basic digital competencies for all citizens is therefore on the education policy agenda. Adult education institutions are particularly challenged here. They have always focused not only on the preparation for certain demands of occupation and work, but in particular on the formation of a holistic personality who lives a successful life in a reflexive, self-determined and responsible way. Thus oriented, they are necessarily connected to a mediatized and increasingly digitized world of life and work. They continue to develop their offerings in terms of content and methodology and today - at different levels of implementation - use media and digital formats for competence assessment, knowledge transfer, learning process support and educational counselling. They are supported by the adult education associations, with national initiatives and offers or also with Europe-wide impulses, offers and aids on EPALE.

Without questioning the importance of these supporting activities for the development of the vocational pedagogical competence of employees in adult education institutions, some challenges and questions remain on the agenda of each adult education institution. These concern all dimensions of adult education work, starting with target-group-specific addressing and the suitability of digital formats for specific participants through to the ethical and legal framing of teaching and learning. The European area of lifelong learning, with its cultural and organisational diversity, offers a very appropriate forum for discussion and exchange of ideas, methods and practices of digital education and integration of digital media into teaching/learning processes.

This project of a strategic partnership in adult education with seven institutions from the eight European countries Austria, Belgium, Czech Republic, Germany, Hungary, Italy, Lithuania, and Poland focuses on the exchange of good practice. The primary objective of this project is to enable the exchange of ideas, methods and practices of digital education in a transnational network and thus strengthen their reflective professionalism. This process of exchange, critical discussion and reflection of existing approaches and practices will be thematically structured, recorded and disseminated in its main discussions and outcomes.

The impact can thus be described as the increase in experience and learning of the organisations and their pedagogical staff, which is reflected as far as possible in innovation in the institutions. In this context, innovation means the reflexive digitisation of educational organisations and educational offers in order to take older people or target groups with an unfavourable educational biography into the digital age.

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

Curriculum guide of media and information literacy for adults

Project Coordinator

Organisation Medienkompetenz Team e.V.
Address Sophienstraße 120 , 76135 Karlsruhe , BADEN-WÜRTTEMBERG , DE
Website www.medienkompetenz.team

Project Information

Identifier 2019-1-DE02-KA204-006183
Start Date Oct 1, 2019
End Date Sep 30, 2021
EC Contribution 116,585 EUR
Partners Akademie für politische Bildung und demokratiefördernde Maßnahmen (AT) , Centre for the innovation and development of education and technology, SL (ES)
Topics ICT - new technologies - digital competences

Project Summary

Digital media has become integral part of everyday life. Besides the many advantages and opportunities, the digital world carries risks and threats. In the age of fake news, disinformation and algorithms, it is essential to understand the operating principles and mechanisms of the internet and media.

The goal of this project is to develop a media and information literacy training curriculum for adults and especially for parents. The curriculum will define the requisite knowledge and competences to reach digital maturity. Adults should learn how to use the digital world in a self-determined and self dependent way.

There is already a lot of training material and practical exercises available. Within the project existing material from different sources will be collected, reviewed and merged into concrete knowledge building blocks. Furthermore, the curriculum will be built on the European Digital Competence Framework (DigCompEdu, DigComp 2.0).

The goal is, to develop a training plan which gives a guideline for educational institutions when they define their trainings and further educations. Offering trainings based on the curriculum will assure a comparable training across europe. Referring own training offers to the curriculum will be a quality feature.

The curriculum will be built in modules that will cover all the important topics related to digitalisation by focussing on various subjects, including but not limited to:

- Basic knowledge about the internet, the underlying business models and the opportunities and risks of the digital world
- Basic technical knowledge about handling and administration of technical devices
- Conscientious interaction with the internet, social media channels and own data
- Awareness about privacy and data protection, including conscientious interaction with the internet and social media channels
- Understanding the concept and impact of echo chambers and algorithms as well as how fake news and opinion making mechanisms are working

The partners planning to introduce the curriculum to more and more training providers during and the project and beyond. Long-time goal is to establish the curriculum as european reference framework when it comes to media and information literacy for adults and parents. Having such reference framework will ensure a comparable quality across Europe.

The results of the projects will be published on a website which give every interested organisation and institution the chance to contribute by providing feedback and sharing ideas.

The project consortium consists of 3 partners, with a strong experience in executing workshops and trainings for adults.

The partners of the project in a nutshell:

#1 Medienkompetenz Team e.V., Germany (MKT)

The Medienkompetenz Team e.V. is a non-profit association located in Karlsruhe, Germany. Their goal is to raise the level of media literacy in general public - especially in terms of important main topics like privacy, data protection and promotion of all required competences of the digitalization. Today, MKT provides trainings, presentations and workshops for children and young people, students, teachers, parents and all interested

persons. We cover all topics related to digitalisation and digital transformation. MKT is working closely together with the municipality child and youth welfare office in Karlsruhe - which is also a member of our association.

#2 Akademie für Politische Bildung und demokratiefördernden Maßnahmen (PBA), Austria

The Akademie für Politische Bildung und demokratiefördernden Maßnahmen is a small non-profit association with civic education, equal opportunities for unemployed and employed persons of all ages, migrants and especially for women on the labor market and learning opportunities. Through a variety of educational opportunities for schools, businesses and public institutions, the PBA supports the personal and academic development of children, adults and disadvantaged people.

The aim of their activities is to promote civic education through targeted educational offers, international understanding and cooperation as well as through written, visual and auditory documentation and to support disadvantaged groups to participate in society.

#3 The Centre for the Innovation and Development of Education and Technology, (CIDET), Spain

CIDET is a training and consultancy company focused on adult learning and technology-enhanced education. CIDET is set in the city of Castellón (Spain) but works in cooperation with partners throughout the whole country and abroad. As a training, consultancy and ICT experts, the main strengths of CIDET are the expertise and knowledge acquired when developing and creating learning environments, courses, training activities and materials. In CIDET we always pursue continuous improvement (through evaluation and quality processes), innovation (research on pedagogy, but also ICT tools) and social impact (dissemination, change, exploitation).

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

Decision support system for the implementation of the Sustainable Development Goals in large-scale protected areas

Project Coordinator

Organisation VEREIN FUER LANDLICHE STRUKTURFORSCHUNG EV
Address KURFUERSTENSTRASSE 49 , 60486 FRANKFURT AM MAIN , DE
Website www.ifls.de

Project Information

Identifier 2019-1-DE02-KA204-006564
Start Date Nov 1, 2019
End Date Oct 31, 2021
EC Contribution 261,259 EUR
Partners FODERATION DER NATUR- UND NATIONALPARKE EUROPAS (FODERATION EUROPARC) EV (DE) , Biosphären-VHS St. Ingbert (DE) , CPIP-COMUNITATEA PENTRU INVATAREA PERMANENTA (RO) , PANSTWOWA WYZSZA SZKOLA INFORMATYKI I PRZEDSIEBIORCZOSCI W LOMZY (PL) , VIESOJI ISTAIGA BALTIJOS EDUKACINIU TECHNOLOGIJU INSTITUTAS (LT) , Asociación para el Desarrollo Rural del Litoral de la Janda (ES)
Topics Cooperation between educational institutions and business ; Environment and climate change ; Civic engagement / responsible citizenship

Project Summary

The implementation of SDGs on the regional level are a major step toward sustainable development and objective of numerous policy programmes of the EU, to its member states and individual provinces and regions. Additionally, supranational organisations like the UN or the UNESCO commit their member states to the implementation of SDGs. Large-scale protected areas as model regions for sustainable development are expected to be at the forefront of the implementation of SDGs. The SDGimp project aims at developing decision making capacities and promotes the implementation of SDGs by providing high quality learning system and decision support materials for regional stakeholder and entrepreneurs. The direct target groups are (a) regional stakeholder, e.g. from large-scale protected areas, municipal administrations, regional development initiatives like LEADER LAG, sustainability initiatives and alike (b) individual entrepreneurs like farmers, crafts and business sector, service providers in the tourism sector or catering trade. Provided online the content is easy accessibility and a simple to apply.

In total 7 organisations from 5 different EU countries (DE, ES, LT, PL and RO) form the SDGimp consortium. It facilitates the collaboration of organisations from new and old European Member States. The comprehensive partnership bridges the gap between science and practice as it represents research and consulting organisation (Institut für Ländliche Strukturforchung – IfLS, Panstwowa Wyższa Szkoła Informatyki I Przedsiębiorczości w Łomży - PWSIP), adult education organisations (Biosphären-Volkshochschule – BVHS and Community for Lifelong Learning - CPIP), a LEADER Local Action Group (Asociacion para el Desarrollo Rural del Litoral de la Janda - GDR), the European umbrella organisation for protected areas (Europarc Federation – EPF) and an institute of ICT and education technologies (Baltijos edukaciniu technologiju institutas - BETI). Furthermore, large-scale protected areas will participate as associated partners. Their role is to support the project partners and contribute to testing and applying the SDGimp outputs as well as to contributing to the dissemination activities of the SDGimp project.

To achieve the objectives of the project two Intellectual Outputs will be developed, tested and used in close collaboration with five associated partners as well as multiplied to relevant stakeholder groups. The 'Learning Platform for the Implementation of SDGs' (O1): Main results produced within O1 are a learning platform about the SDGs and challenges regarding their implementation. The second intellectual output 'Decision support material for the implementation of SDGs' (O2) provides members of municipal administrations, of administrations of large-scale protected areas, regional development initiatives, land users and other entrepreneurs with decision support material. It will consists of tools and instructions on how include SDGs into professional decision making processes. All outputs produced will be freely accessible for the public within and beyond the project's lifetime.

The project will increase the capacity of regional decision makers regarding the implementation of SDGs. It will enable them to successfully develop innovative strategies for considering impacts on SDGs in their professional decision making processes. Overall, the project will support the implementation of SDGs on the regional level. Thus, it will contribute to the sustainable development of regions, social and environmental justice as well as the implementation of European and international agreements.

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

Change the Change. Climate Change as a Challenge for Adult Education

Project Coordinator

Organisation weltgewandt. Institut für interkulturelle politische Bildung e.V.

Address Flämingsstr. 122 , 12689 Berlin , BERLIN , DE

Website www.weltgewandt-ev.de

Project Information

Identifier 2019-1-DE02-KA204-006110

Start Date Nov 1, 2019

End Date Sep 30, 2021

EC Contribution 53,590 EUR

Partners HEALTH AND SOCIAL DEVELOPMENT FOUNDATION (BG) , ACTION SYNERGY SA (EL) , CORVIALE DOMANI APS (IT)

Topics Environment and climate change ; Civic engagement / responsible citizenship ; Access for disadvantaged

Project Summary

Climate change happens here and now. It became evident by hot summers, extreme weather events, sea level rise, declining Arctic sea ice, etc. This will have a tremendous impact on natural cycles, water supply, food production, the conditions for human life in quite vast areas due to overheating and devastation and will thus push migration. These effects will challenge the cohesion of societies. They are likely to lead to conflicts that can also endanger democracy.

With its Europe 2020 Strategy, the European Union has explicitly formulated the goal of "Climate change and energy" with a targeted reduction in greenhouse gases, a switch to renewable energies and increased energy efficiency (each by 20%). To "change the (climate) change", to avoid destruction is therefore a task that concerns ALL citizens including non-privileged adults. Conventional educational offers on these topics do not reach them or only inadequately.

This project brings four organisations from Bulgaria, Germany, Greece and Italy together which work with citizens 'at the margin' of society, mainly in suburban areas of big cities. The partners aim to empower adult educators who work with non-privileged learners through exchange of good practices. Each organisation contributes through its expertise so that the consortium combines participative civic education approaches with social work, community development, art (photography) and ICT skills. The exchange results in a MOOC for adult trainers and interested volunteers who mainly act in a context of precarity and social difficulties. The activities will be documented on the project's website.

The partners take into account that 'changing the change' education should follow a multi-level approach. In this project, this includes a) activities to foster a general understanding of what climate change means and the profound transformation of our societies it will bring, thus coping with complexity, enhancing critical thinking in particular to right-wing answers and climate change denials, strengthening European cooperation and peaceful conflict solving. It also includes b) exploring fields of activities to counteract climate change regarding one's own behaviour and projects which might be put in practice locally by its citizens. The project therefore intends also to contribute to the Europe 2020 goal of reducing 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

Measurement of nowadays advanced Listening-Skills attitudes

Project Coordinator

Organisation IFOTES Europe e.V.

Address Dödter Straße 10 , 58095 Hagen , NORDRHEIN-WESTFALEN , DE

Website www.ifotes.org

Project Information

Identifier 2019-1-DE02-KA204-006313

Start Date Sep 1, 2019

End Date Aug 31, 2021

EC Contribution 287,309 EUR

Partners SOS Amitié France (FR) , De Luisterlijn (NL) , Westcode GmbH (DE) , UNIVERSITATSKLINIKUM HEIDELBERG (DE) , ASOCIACION INTERNACIONAL DEL TELEFONO DE LA ESPERANZA (ES) , Telefono Amico Italia (IT) , Studio Rucli (IT) , Magyar Lelki Elsosegely Telefonszolgalatok Szovetsege (LESZ) (HU)

Topics Intercultural/intergenerational education and (lifelong)learning ; New innovative curricula/educational methods/development of training courses ; Health and wellbeing

Project Summary

In all European Member States there are telephone or Internet-based crisis helplines for people in need, with suicidal intentions, diverse mental health problems and many life-limiting problems. The task of crisis services is to accompany those people, to provide contact or relationship, to relieve them emotionally, to give orientation and, if necessary, to absorb suicidal crises. Most crisis services work with volunteers who are carefully prepared for this responsible activity for months.

According to the International Association of Telephone Emergency Services (IFOTES), there are about 350 crisis centers in Europe with over 20,000 volunteers providing emergency assistance day and night in over 4 million telephone calls and over 100.000 internet contacts. 2-3 thousand volunteers have to be trained every year to keep the crisis helpline around the clock. The recruitment of volunteers is complex and costly and ongoing training is needed. The core competence for crisis support is listening.

Against this background, 9 partners from 6 EU Member States have joined in an interdisciplinary consortium with the aim to expand the existing knowledge about listening skills more individually, to study the architecture of listening, to measure the competences of human beings and their ability to heart-listen, and to give new attitudes about the technique and art of competent listening.

The Strategic Partnership consist of 6 Telephone Emergency Services (TES) from DE, IT, HU, FR, NL, ES, one research center specialised in emotional and mental health (DE), a training provider and consultancy in the field of social skills, skills assessment and vocational guidance (IT) and a developer of digital platform solutions (DE).

The main outcome of the project will be the MonaLiSa testing and learning instrument which allows people to measure their individual listening skills competence (questionnaire) and they will get support to improve listening by using individually suggested learning nuggets on the base of the test. The learning- instrument will be created as a Web-Application that can be connected to different Webpages of institutes which promote listening skills and emotional support in Europe and it will be translated in seven languages (English, German, Italian, Hungarian, French, Spanish, Dutch).

It will be an open digital educational resource that enables lifelong learning in the field of soft skill competences. It will help people to develop individual competences in listening, social competence and dialogue competence internationally.

The proposal aims at making lifelong learning and mobility a reality, by creating flexible learning pathways and addressing adult learners which can be involved at different stage of their life encouraging international mobility and networking. The proposal will thus pave the way to the EU 2020 target of raising adult education attainment, by making it more attractive with new cross-sectoral subject topics of current international relevance and by encouraging CSO capacity building and the acquisition of key competences through innovative adult education.

This project is christened by the acronym "MonaLiSa": Measurement of nowadays advanced Listening-Skills attitudes. Mona Lisa smiles as an emotionally balanced and Listening-Skills competent person, she is internationally known and this year is the 500th anniversary of the death of Leonorardo da Vinci, who spent several months doing mathematical and physical research in libraries and among scholars. Here he had been appointed as a consultant regarding some architectural difficulties in the construction of a cathedral. With the studies on body proportions and faces and anatomical studies, he wanted to "get to know the inside of the person" exactly.

With the Erasmus+ project MonaLiSa we want to study the architecture of listening to measure the competences

of human being and it's ability to heart-listen, and we want to give new attitudes about the technique and art of competent listening.

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

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

Project Title

Creative Ageing - cultural engagement instead of social isolation

Project Coordinator

Organisation LANDESHAUPTSTADT MUENCHEN
Address BURGSTRASSE 4 , 80331 MUENCHEN , BAYERN , DE
Website www.muenchen.de

Project Information

Identifier 2019-1-DE02-KA204-006123
Start Date Sep 1, 2019
End Date Nov 30, 2021
EC Contribution 119,400 EUR
Partners GOTEBORGS KOMMUN (SE) , STAD OOSTENDE (BE) , BRIGHTON & HOVE CITY COUNCIL (UK) , GEMEENTE LEEUWARDEN (NL) ,
Senatsverwaltung für Kultur und Europa Berlin (DE)
Topics Intercultural/intergenerational education and (lifelong)learning ; Creativity and culture ; Access for disadvantaged

Project Summary

"Creative Ageing" is a strategic partnership project about developing innovative strategies through cultural education to reach senior citizens who have difficulties to find access to and participate in social and cultural life due to low skills, health or financial reasons, and to engage them in non-formal, participative and inclusive projects of cultural education. The project will run from September 2019 to November 2021 and involves the cultural departments of 6 city administrations from 5 different European countries: Munich (DE) as applicant and coordinator, Leeuwarden (NL), Ostend (BE), Brighton & Hove (UK), Gothenburg (SE) and Berlin (DE) as partners.

Life expectancy is increasing and while many senior citizens enjoy their life after work, there is also a growing number of elderly people who are at risk of social exclusion. Increase in old-age poverty, less mobility due to age-related disabilities, life in isolation and no link to today's digital world make those senior citizens more vulnerable and prevent them from access to social and cultural participation. This trend widens the disparities in society. "Creative Ageing" wants to respond to this societal challenge with the help of cultural education. While the positive impact of cultural education in the work with young people has been established, this knowledge needs now to be transferred to the target group of disadvantaged senior citizens. Participative cultural projects are to engage senior citizens actively and self-determined so that they become motivated to develop key competences such as relearning how to connect to other people. Cultural education includes lifelong-learning processes and can help to maintain and increase social networks, reduce loneliness and delay the onset of cognitive and health disorders.

The partners want to learn from each other by sharing and reviewing good practices in their cities to develop new strategies on how to create sustainable structures and settings in European cities, which will allow for high-quality, customized offers to disadvantaged senior citizens and for overcoming the multiple access barriers. New practical ideas are to be brought back from the partners and be incorporated into the local strategies of how to reach the target group more effectively, how to work more inclusively with elderly people and how to involve them in social life. The project is meant to provide extra impetus and as a catalyst to push forward a new way of working in each city.

To do that the partners will set up a cross-sectoral project team with staff from the municipal departments of culture, education, social services and health, but also from the local networks of cultural practitioners, NGOs, initiatives and carers – an innovative approach. Out of this community, 4 to 5 participants per partner (28 in total) will be selected to attend the 5 transnational meetings where the exchange and peer learning will take place. Each partner will organise and host one meeting with a focus on their expertise. These meetings after the kick-off will consist of on-site visits, presentations, discussions and evaluation. A survey among European cities will run in parallel and provide further insights. The final meeting will end in a public symposium in Munich and the results will be presented in a best practice document. The participants will ensure that the gained knowledge is brought back to their cities and the local professional community is involved. In parallel, each partner will conduct local project activities. The project teams play a major role, as they will not only provide thematic input, but also influence the design of local strategies and inspire the local networks to develop participative cultural educational projects targeting senior citizens at risk of social exclusion.

The project activities will result in a collection of good practices and their transferability to other European cities. The collaboration between the municipal levels and the local stakeholders will ensure that solutions are provided on a strategic (necessary funding and structure) and an operational level (customized participative projects). Cultural education will be increasingly recognized as a facilitator for social inclusion, also for target groups other

than young people. All partners together will disseminate the project results and the collaboration with the network Eurocities with 152 major cities from around Europe will see to a wide coverage. Regarding the target group of senior citizens, the result of the project will be a visible increase in tailor-made cultural offers.

In the long run, the partners remain connected via Eurocities where all partners are members. It will provide the platform to continue exchanging ideas on creative ageing and on developing joint projects. At local level, “Creative Ageing” will flow into the partners’ cultural educational projects for senior citizens, in particular those who are at risk of 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

Voneinander lernen - ein europäischer Vergleich guter Praxis sozialpsychiatrischer Hilfesysteme zwischen Partizipation, Inklusion und institutionellem Zwang in verschiedenen (3) Regionen und Netzwerken der sozialpsychiatrischen Versorgung

Project Coordinator

Organisation Evangelische Gesellschaft Stuttgart e.V.
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Website www.eva-stuttgart.de

Project Information

Identifier 2019-1-DE02-KA204-006551
Start Date Sep 1, 2019
End Date Aug 31, 2021
EC Contribution 93,000 EUR
Partners Cooperativa Pro.ge.s.t. s.c.s. (IT) , Szpital Kliniczny im. dr. Jozefa Babinskiego Samodzielny Publiczny Zaklad Opieki Zdrowotnej w Krakowie (PL)
Topics Health and wellbeing ; Social dialogue ; Inclusion - equity

Project Summary

context/background of project:

in our daily work of caring mentally ill people having different living arrangements, it happens on a regular basis that forced measurements like protected accommodation or hospitalization against their will take place. This is against our principles, which includes participation and the right to live and to promote.

For years we have been involved in the federal exchange, but without any new knowledge. Therefore we had a new idea to get in contact with foreign organizations dealing with similar issues.

objectives of your project:

reduction of forced measurements of caring mentally ill people in supervised living concepts under high level of involvement of the affected persons.

participants:

The three project partners are institutions from Italy, Poland and Germany with a longtime experience in caring and accompanying mentally ill people. The supply of each of them is different: in Germany in first instance, there are charitable organisations. dealing with these issues, whereas in Poland and Italy clinics or the common public are responsible for these kind of projects.

activities:

Four international meetings of exchange experience in the partner regions Italy, Poland and Germany

methodology:

discussions, mutual visits of the organisations, questionnaires, Evaluation of the results

results and impact:

Elaboration of professionals and affected people for reducing coercive measures and the implementation of improvements in the participating organisations

longer term benefits:

Knowing about alternatives to the use of coercion, which are developed from professionals and affected persons and which are implemented in the daily work of the 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

Professionalization of validation experts (PROVE)

Project Coordinator

Organisation EBERHARD KARLS UNIVERSITAET TUEBINGEN
Address GESCHWISTER-SCHOLL-PLATZ , 72074 TUEBINGEN , DE
Website www.uni-tuebingen.de

Project Information

Identifier 2019-1-DE02-KA204-006377
Start Date Oct 1, 2019
End Date Sep 30, 2021
EC Contribution 299,444 EUR
Partners ARISTOTELIO PANEPISTIMIO THESSALONIKIS (EL) , VERBAND OSTERREICHISCHER VOLKSHOCHSCHULEN (AT) , HALBA BENEDICTE (FR) , Deutsches Institut fuer Erwachsenenbildung eV Leibniz-Zentrum für Lebenslanges Lernen (DE) , OSTERREICHISCHES INSTITUT FUR BERUFSBILDUNGSFORSCHUNG (AT) , CITEFORMA (PT) , FOUNDATION EUROPEAN CENTRE VALUATION PRIOR LEARNING/STICHTING EUROPEESCENTRUM WAARDEREN VAN LEREN (NL) , ErikKaemingk (NL)
Topics Recognition (non-formal and informal learning/credits) ; Recognition, transparency, certification

Project Summary

The main objective of the project “Professionalization of validation experts (PROVE)” is to contribute to the development of professional competences of staff involved in the validation of prior learning (VPL). A Cedefop study shows that the approach to professionalization of staff in validation differs in European countries and that many of these countries have no or limited provisions in place so far. In addition, there exist no European standards of competences for practitioners (guides, trainers, assessors, managers) working in validation. “Trust in validation largely depends on the work carried out by ‘front-line’ practitioners and professionals directly involved with validation candidates” (CEDEFOP 2015, p. 32f.). In order to maintain quality and trust in validation an overview of skills and requirements for people working in validation needs to be established. Therefore, the PROVE project is addressing a recommendation of the Council of EU by contributing to the development of professional competences of staff involved in the validation process (Council of EU, 2012, p.3, point 3g). This main objective of PROVE will be achieved by

- a) defining competence standards,
- b) by developing an online self-evaluation tool for the defined competences and
- c) by developing, compiling and testing learning resources (in short “Learning tool kit”) for the professional development of validation practitioners in Europe.

By this means, validation experts will get access to high quality learning and teaching materials for their professionalization that can be used without legal copyright issues as so-called open educational resources (OER).

In PROVE nine partners from Germany, Austria, Greece, The Netherlands, Portugal and France are working together. They represent a broad spectrum of validation providers, promoters of VPL and research institutes focusing on VPL, professionalization and competence development. Together they will develop two Intellectual Outputs: A Competence Model for validation professionals, which also encompasses a digital self-evaluation tool (O1) and a Learning Tool Kit for the further development and professionalization of practitioners in validation (O2).

The project is designed along a long-term sustainability strategy. The partnership, due to its experience and geographic distribution, is well determined to bring a strong and sustainable impact with the project’s activities and results. At the first place the project is addressing validation professionals (guides, trainers, assessors, managers), that are experts in the validation of formal, informal and non-formal learning. The validation professionals will be addressed through a thorough competence development offer. The competence model (O1) and the self-evaluation tool (O1) developed in PROVE will give them orientation about important competences for their validation practice as well as competences that possibly should be further developed. The learning tool kit (O2) offers them a variety of learning resources in order to do so. As qualified personnel they will be able to strengthen quality in their institutions and become “innovators” on their jobs. They will be enabled to combine open educational resources (OER) available in their sector with validation instruments via the rich learning and validation environment developed in PROVE.

PROVE will bring relevant stakeholders together to disseminate and valorise the approach Europe-wide. Finally, the European VINFL community will grow and more stakeholders from the field will be actively integrated. In future, educational systems, the institutions and services will be much more diverse as they are now. With the introduction of “open education”, learning resources will be developed and validation services will be offered from other stakeholders and learners will develop new learning strategies and pathways. The PROVE project seeks to achieve an impact for these future developments as well in developing innovative tools and integrating validation instruments in existing OER.

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 Important Digital Skills

Project Coordinator

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

Project Information

Identifier 2019-1-DE02-KA204-006342
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 182,765 EUR
Partners Izobrazevalni center Geoss d.o.o. (SI) , ASPEKT-MANAGEMENT I MEZHDUKULTURNI OTNOSHENIYA (BG) , CENTRO PROVINCIALE ISTRUZIONE ADULTI (IT) , UNIVERSIDADE DO PORTO (PT) , Zdruzenie za kreativnost, komunikacija, kolaboracija i kriticko razmislvanje 4K Skopje (MK) , CEPA GINER DE LOS RIOS (ES) , ERGASIA EKPAIDEFTIKI ANONYMI ETAIRIA (EL) , IMS Research & Development Center (CY)
Topics Early School Leaving / combating failure in education ; ICT - new technologies - digital competences ; Cooperation between educational institutions and business

Project Summary

"LIDS - Learning important digital skills" is a project, which intends to disseminate good practices at European level through the training of trainers, who can provide digital skills, particularly in the use of social networks applied to the world of work to disadvantaged adults. The main point is to find out, which "digital learning content" is important to learn for persons, who are underskilled. This list of digital skills will form the LIDS Curriculum.

As part of this project, all partners involved gain insights into how our European neighbours are working with online and face to face educational formats and how to use the many tools in their own lessons.

By participating, all participants will be part of a European know-how transfer in the field of digital teaching and learning approaches between the participating adult education centres and various educational institutions.

The professional development of those working in the adult education sector is a determining factor in the quality of learning.

The initial training procedures for staff working in the adult education sector are important and decisive for the future success of the educational action.

Through international mobility, the partnership and participants will be able to know different training, working methods and cultural conditions. They will transmit the new knowledge to a significant number of other stakeholders.

Comparison of different work or different education systems, combined with the specialist skills of training providers and European strategies, is the most suitable way to provide clarification answers.

TARGET GROUPS OF THE PROJECT LIDS are Educators in Adult Education Centres teaching disadvantaged adults, organizations for adult education and stakeholders for adult education, e.g. local authorities, companies, employment centres, policy makers, professionals and researchers.

RESULTS, EVENTS AND OUTCOME OF THE PROJECT "LIDS - Learning important digital skills" are

1. LIDS Manual as a digital book in WORD- and PDF-Format containing comparative studies in Europe on methods of approach and on necessary content of learning digital skills in the use of ICT for disadvantaged adults. LIDS will show in this manual a possible Curriculum for these necessary skills.
2. LIDS Training Course in PowerPoint-Format for organizations staff on how to relate and approach disadvantaged adults and help them to use digital tools applied to the way of work. Each partner develops one specific topic on the digital skills that should be learned.
3. LIDS Training Events aimed at adult educators and/or disadvantaged adults. Each partner performs this exercise in their own organization and documents the process through reports, photos, films, and surveys.
4. LIDS Transnational Project Meetings: The TPMs are significant parts of the project. That's why each country is visited twice to get to know the peculiarities better.

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

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

Project Title

HaveYourSay - New Ways to European Citizenship Literacy for Adults

Project Coordinator

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

Project Information

Identifier 2019-1-DE02-KA204-006530
Start Date Oct 1, 2019
End Date Jun 30, 2022
EC Contribution 344,963 EUR

Partners Nevelok Haza Egyesulet (HU) , Stephansstift Zentrum für Erwachsenenbildung gemeinnützige GmbH (DE) , Coopérative d'Activité et d'Emploi dans les Services A la Personne et la Silver Economie (FR) , CONSORZIO O.P.E.N. : OFFENDERS PATHWAYS TO EMPLOYMENT NATIONAL NETWORK (IT) , FOLKUNIVERSITETET STIFTELSEN VID LUNDS UNIVERSITET (SE) , CEPA San Cristóbal (ES) , Ealing Equality Council (UK)

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

Project Summary

SUMMARY

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

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

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

CONSORTIUM

We are 8 adult education providers and civil society organisations involved in community work from 7 countries.

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

TARGET GROUP

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

OBJECTIVES

Short term:

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

Mid term:

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

Long term:

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

INTELLECTUAL OUTPUTS

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

- 1) Collection of good practice of interactive civic education activities for adults from 7 participating countries. – E-book.
- 2) Teaching aid (e-textbook) presenting the EU, its institutions and the way it works to readers with low levels of literacy by applying the model of “simple language”/easy read. – E-book in 7 languages.
- 3) A catalogue (tool box) of seven new and innovative educational activities with all necessary materials to enable others to use them in their everyday educational work. – E-materials in 7 languages.

STAFF TRAINING

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

MULTIPLICATION

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

IMPACT

- This project will include at least 160 final beneficiaries in the pilot activities (10 per method, each of them tested at least twice, by 8 partner organisations), or more when partners opt for “small methods”, which then will be carried through repeatedly.

- At least 180 adult educators, social and community workers will participate in the multiplier event.
- 24 adult educators and community workers will improve their familiarity with European institutions and get insight into the other methods under development in the project.

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

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

Project Title

Exchange of good practices and network creation in adult education and e-learning in the field of EU funding

Project Coordinator

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Project Information

Identifier 2019-1-DE02-KA204-006527
Start Date Oct 1, 2019
End Date Jul 31, 2021
EC Contribution 98,717 EUR
Partners ASOCIACION BUILDING BRIDGES (ES) , INSTITUTO PEDRO NUNES ASSOCIACAO PARA A INOVACAO E DESENVOLVIMENTO EM CIENCIA E TECNOLOGIA (PT) , WIESER CONSULT S.R.L. (RO) , EUROPEAN PROJECTS ASSOCIATION (BE) , European Fund Management Consulting OÜ (EE) , PRODOS CONSULTING SRL (IT) , INFORMO - UDRUGA ZA POTICANJE ZAPOSJAVANJA, STRUCNOG USAVRSAVANJA I OBRAZOVANJA (HR)
Topics ICT - new technologies - digital competences ; Open and distance learning ; New innovative curricula/educational methods/development of training courses

Project Summary

Adult educational institutions in the field of European funding need to network with each other, exchange good practices, discuss new methodological approaches both in frontal teaching, e-learning and the use of ICT during the training they offer. Furthermore, they need to exchange information and to be able to deliver a better educational offer to their training participants.

These are the needs the present partnership has identified and that will be a central point of the present project. In particular, training institutions need to innovate in their way they provide trainings and integrate e-learning and use of information and communication technologies.

The objectives of the present strategic partnership are to create a European network between the participating organisations and beyond, to discuss good practices and innovations in the training each organisations offers with a specific focus on e-learning and to successfully prepare and enter the new funding period through a constant exchange of information and material.

The participants will be trainers of the participating organisations (direct target group of the present project) and the adult learners of the trainings each organisation offer will be the final beneficiaries (2nd target group). These will strongly benefit from the knowledge acquired by the trainers-educators in new educational approaches and e-learning.

We will have 5 project meetings (Kick-Off meeting and final conference in Brussels included), 1 joint term staff training event that will support the trainers implementing new learning and teaching approaches discussed during the project life cycle. Dissemination will be an ongoing activity of the project and will be done both online and offline at local, regional, national and European level. All project partner will be active in the sustainability of the project by incorporating the new training methodologies in their trainings and by being part of the network created within the project. Furthermore, we will deeply discuss and start new collaborations and new European funded projects in the educational field.

The methodology of the project will be participatory, as all project partners will be requested to provide the same level of input (according to their specific working field and specialisation) related to the educational field. The constant flow and exchange of information will enrich the partnership, having positive results for the training participants (adult learners), who are the final beneficiaries of the present strategic partnership. Each trainer involved will also share his/her personal experience, knowledge and will particular recommendations related to training implementations to the other trainers during the project activities.

The results of the project will be the following: a handbook (of 20-30 pages) with particularities about the funding programmes of the new period 2021-2027, a mapping of organisations active in the field of education related to European funding with the connected creation of a European network of organisations working in the educational field related to EU funding and finally a common declaration from the partnership on expectations and wishes for the new funding period.

As mentioned, exchange of information about trainings for adult learners in European funding between all the participating organisations will be an ongoing process during the project life cycle.

The creation of a longstanding network between the participating organisations and beyond in particular through the involvement of the organisations present in the mapping created will ensure sustainability of the project and will let future collaborations and projects possible. The network will be managed and hosted in professional social media (Linkedin) and will ensure a constant exchange of information and collaborations through the organisations being part of it. Ressources will be put at disposal from the consortium also after project end to further manage it.

For trainers and training participants as well as for the participating organisations there are very good potential longer term benefits as the trainers will gain skill in preparing, developing and implementing innovative trainings at local, national and European level. Furthermore, they will acquire better skills in the use of ICT and implementation of e-learning. This will have on the other side positive effect and longer term benefits for the final beneficiaries, the training participants (adult learners), as they will attend more relevant trainings at local, national and European level and will have better learning outcomes, bringing them better chance on the local, national and European 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 adult education

Project Title

Wir machen Europas Bürger finanzfit

Project Coordinator

Organisation WESTDEUTSCHER HANDWERKSKAMMERTAG

Address VOLMERSWERTHER STRASSE 79 , 40221 DUSSELDORF ,
NORDRHEIN-WESTFALEN , DE

Website www.whkt.de

Project Information

Identifier 2019-1-DE02-KA204-006098

Start Date Sep 1, 2019

End Date Aug 31, 2021

EC Contribution 224,225 EUR

Partners MOBILIZING EXPERTISE AB (SE) , EURO-NET (IT) , DATCA ILCE
MILLI EGITIM MUDURLUGU (TR) , Europe Unlimited e.V. (DE) ,
EYROPAIKO INSTITOYTO TOPIKHS ANAPTYKSHS (EL) , CENTRO
EDILE A. PALLADIO (IT) , VondiConsulting Unternehmensberatung
Vondrak KG (AT)

Topics Key Competences (incl. mathematics and literacy) - basic skills ;
Economic and financial affairs (incl. funding issues)

Project Summary

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

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

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

A) Development of 4 INTELLECTUAL OUTPUTS

This project proposal focuses on the development and implementation of 4 intellectual outputs

1. E-learning platform (web-based learning/blended learning)
2. training program for low-skilled or low-qualified persons (to increase the professional qualification)
3. Training program for their supervisors (to increase pedagogical competence)
4. and a professional journal (target group specific journal).

B) CONTENTS of the four outputs to be developed are the following topics:

- Assets (investment objectives, interest, savings, opportunities and risks)
- Financing (real estate, loans, leasing)
- types of insurance and contributions
- Liquidity (budget, revenue-expenditure-bill)
- bank account (How does a bank account work?)
- (retirement) precaution (pensions, private pension)
- "Must have" insurances (liability insurance, special saving forms)

All outputs will be available online for at least 4 years after completion of the project.

It should be noted that all project results are significantly different from other adult education courses (eg EBCL - European Business Competence Licence);

Issues of the EBCL (eg accounting, cost accounting, company key figures and commercial law) are NOT found in this project.

C) Implementation of 4 cross-border PROJECT MEETINGS (twice a year):

Destinations: Germany, Sweden, Greece and Turkey

Program: Project Management Group (Budget, Dissemination, Evaluation, Sustainable use) and expert group (development of 4 innovative outputs, implementation of a cross-border expert group)

Participants: 1 project manager and 1 expert per project partner

D) The following additional activities are planned:

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

E) Implementation of a SHORT-TERM JOINT STAFF TRAINING:

Objective: staff training to use the 4 developed innovative outputs (IO1 - IO4)

Participants: 2 employees per project partner

Place/Date: Vicenza/IT in April 2021

F) Implementation of 7 multiplier events in all project partner regions

Objective: regional dissemination of all project results and Outcomes among stakeholders

Participants: relevant actors / multipliers in adult education

Dates: May 2021

G) Establishment of a cross-border EXPERT GROUP

Objective: Exchange of advisory documents, mutual collegial advice

Participants: Employees of the project partners and the stakeholders

H) Preparation and implementation of an EVALUATION CONCEPT

a) Product evaluation: testing of individual outputs by employees and project participants

b) Process evaluation: Monitoring of the project process through regular emails or Skype conferences

IN ADDITION ALL 8 PROJECT PARTNERS HAVE AGREED ON THE FOLLOWING TASKS:

1. Participation in 4 transnational project meetings
2. Participation in the 3-day short-term joint staff training in Vicenza / IT
3. Translation of all project-relevant documents
4. Testing of all IO1-IO4
5. regional / national / EU dissemination activities
6. Active participation in the evaluation

ACQUISITION OF PARTICIPANTS

Potential participants or users will be acquired both through other training courses provided by the project partners, through multiplier events, via stakeholders (eg JVA Heinsberg) and via social media (in particular Facebook).

All project partners can rely on address data from former and current trainees, but also good contacts to stakeholders or contacts via social media, to inform future participants during the project implementation as well as after project completion ideally about the current course program for less qualified adults in order to motivate them for participation.

The project partners EXPECT the following IMPACT:

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

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

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

Project Title

Assessing Competences for Reintegration

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 2019-1-DE02-KA204-006193

Start Date Oct 1, 2019

End Date Sep 30, 2021

EC Contribution 256,855 EUR

Partners Andragoski zavod Ljudska univerza Velenje (SI) , Laris (RS) , Association for Competency Development "S.K.I.L.L.S." (BA) , Zdrzenie za obrazovanie na vozrasni Centar za Dozivotno Ucenje Skopje (MK)

Topics Recognition (non-formal and informal learning/credits) ; Access for disadvantaged ; Romas and/or other minorities

Project Summary

Youth unemployment is a pressing issue in the EU and beyond. In 2016, more than 6.3 million young people (i.e. 15-24 years) were neither in employment nor in education or training (NEETs) in the EU. In some EU candidate countries, especially in the Former Yugoslav Republic of Macedonia, the proportion of NEETs is even higher, as it is in Bosnia and Herzegovina. Youth unemployment often affects the target group of vulnerable and disadvantaged young adults, including socially marginalized groups such as Roma.

A major reason for unemployment in this group is that they are alienated or prevented from attending or finishing formal education. Thus, they often cannot provide a proof of their competences in the form of formal qualifications. It is particularly important for this group to have their informally and non-formally acquired competences assessed and recognized. This will help them find a job that best suits their competence profile and increase their self-esteem and empower them to take part (again) in the social and economic life.

A main objective of CORE is therefore helping vulnerable and disadvantaged young adults find their way (back) into education and/or employment.

For this, the ProfilPASS tool for competence assessment developed by the German Institute for Adult Education – Leibniz Center for Lifelong Learning will be adapted to the needs of vulnerable and disadvantaged young adults. The ProfilPASS has been the center of various EU projects and was translated and successfully implemented in several EU countries (including France, Ireland, Bosnia and Herzegovina, Greece, Spain, Sweden, Slovenia, Serbia and Albania - for details, see www.profilpass-international.eu). In the most recent project SCOUT (2017-1-DE02-KA204-004194), the ProfilPASS in Simple Language, a version for new immigrants, was developed. The ProfilPASS starts from the assumption that every person has acquired skills throughout their lifetime but that they are often not aware of them. Work with the ProfilPASS helps in revealing and documenting hidden competences. CORE will adapt parts of the original ProfilPASS for Young People and develop additional material in order to meet the needs of disadvantaged and vulnerable young adults. Complementary to this, a toolkit will be developed in which already existing tools for competence assessment suitable for the target group will be collected in all partner countries and systematically compiled. The adapted ProfilPASS will form the core of this toolkit.

The ProfilPASS is a self-evaluation tool helping people reflect on themselves which can be a challenging process. Therefore, the help by a professional counsellor is an essential precondition for working with the ProfilPASS successfully. CORE does justice to this by focusing on a second main objective, the development of counsellors' competences. Through accompanying material to the toolkit and training, counsellors will be supported and professionalized in their work with vulnerable and disadvantaged young adults. As accompanying material, a manual for counsellors will be developed in which information and guidelines on working with the toolkit and the adapted ProfilPASS materials will be provided. A specialized training curriculum will be set up summarizing guidelines and content for a training of new counsellors on the basis of previous successful training design and delivery in countries of the former Yugoslavia. Overall, 15 new counsellors (3 in each partner country) will be trained for applying the toolkit and the adapted ProfilPASS materials.

The trained counsellors will use the materials by conducting a competence assessment with overall 100 young adults (20 in each partner country) in a testing phase. The participants of the testing phase will benefit from the competence assessment and will be supported in finding a job or an educational program that suits their competence profile.

Both the training and the testing phase will be evaluated and the results will be used for making final revisions to the project outputs.

To sum up, CORE pursues two main objectives which will be achieved through the development of two intellectual outputs: the toolkit for competence assessment (incl. the adapted ProfilPASS materials) and the accompanying materials to the toolkit (manual and curriculum). These outputs will be made available as OER in all partner languages and in English ensuring that all interested stakeholders throughout Europe (and even

worldwide) can use the products, also after the completion of the project. Disadvantaged and vulnerable young adults can benefit from professional competence assessment in a long term meaning that their (re-)integration into the labour market and into society is facilitated. Counsellors will be provided with useful tools and material for their work with this target group but also with other clients and their counselling work will be professionalized.

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

FoodTalks - Shifting eating patterns through education and training

Project Coordinator

Organisation agado Gesellschaft für nachhaltige Entwicklung UG
Address Frohschammerstraße 14 , 80807 München , BAYERN , DE
Website www.agado.org

Project Information

Identifier 2019-1-DE02-KA204-006191
Start Date Oct 1, 2019
End Date Sep 30, 2021
EC Contribution 294,347 EUR
Partners Stichting Global Action Plan Nederland (NL) , INEUROPA SRL (IT) , Global Action Plan Ltd. (IE) , Legacy17 (SE) , ASOCIACION PLAN DE ACCION GLOBAL PARA LA TIERRA GAP ESPANA (ES) , Framtiden i våre hender (NO)
Topics Environment and climate change ; Civic engagement / responsible citizenship ; Health and wellbeing

Project Summary

Our food system is closely linked to urgent global challenges. Food production is a major contributor to climate change, a dominant driver of deforestation and biodiversity loss, and an important user and causer of our increasingly scarce water resources. Furthermore, food is the biggest single influence in our health. A third of the food produced for human consumption is not consumed, but thrown away. At the same time, there are millions of people in the world who do not have enough food to lead a healthy, active life.

The food system is driven by many economic, cultural and environmental factors. These include demographic trends, changes in eating habits and food waste. In the EU food waste and unsustainable food habits have been identified by all government as challenges that need to be urgently tackled. This also includes the growing out-of-home sector, where a significant part of food waste occurs. Respective policies were set up in most European countries, but these need to be backed up by direct interventions with consumers.

Sustainable out-of-home nutrition can contribute to achieve sustainability objectives by transforming the demands of consumers. Studies indicate that individual food choice behaviours in out-of-home facilities are connected to a range of personal, social and situational factors. The majority of the European population is willing to act against food waste and adopt a more sustainable and healthy diet. However, they often lack the necessary knowledge.

FoodTalks would like to address this issue and develop an action package to enable hosts, providers and guests of out-of-home catering to respond to the above challenges, contribute to a more sustainable food system and make informed consumption choices. The project addresses host organisations of out-of-home caterers (local authorities, private business, elderly homes, universities) and proposes solutions for more sustainable catering services involving the catering providers and their guests. Campaign material will be developed and tested in selected canteens in different sectors to run food wise campaigns in canteens and contribute to a more sustainable out-of-home catering sector.

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

CONCRIT – Community Narration 4 Critical Thinking

Project Coordinator

Organisation COMPARATIVE RESEARCH NETWORK EV
Address BELZIGER STRASSE 60 , 10823 BERLIN , BERLIN , DE
Website www.crnonline.de

Project Information

Identifier 2019-1-DE02-KA204-006140
Start Date Sep 1, 2019
End Date Feb 28, 2022
EC Contribution 256,140 EUR
Partners CARITAS DER ERZDIOZESE WIEN - HILFE IN NOT (AT) ,
LABORATORIO PER LE POLITICHE SOCIALI-LABOS (IT) , Miejski
Osrodek Pomocy Spoecznej w Gdyni (PL) , PEOPLE S VOICE MEDIA
LBG (UK) , Senatsverwaltung für Bildung, Jugend und Familie (DE)
Topics EU Citizenship, EU awareness and Democracy ; Civic engagement /
responsible citizenship ; Access for disadvantaged

Project Summary

The aim of CONCRIT is to work towards a socially cohesive Europe, which requires self-confident, fully informed and educated citizens. In Europe many small solutions exist isolated - or are created over and over again- without being connected. CONCRIT aspires to connect those needs.

In the initial assessment, the partners identified needs, which can be answered by a general learning path that should address challenges as lacking insight of how participation works, the general disenchantment of marginalised communities from politics and digital exclusion.

The educators seek learner driven tools, way to build a community and to de-construct discriminatory stereotypes.

The learners need digital learning tools/ methods which engage and work with different communities and developing storytelling and group narratives as a method for civic education.

The partners are:

Comparative Research Network, Germany (coordinator);

Berliner Senatsverwaltung für Bildung, Jugend und Familie, Germany;

Miejski Ośrodek Pomocy Społecznej w Gdyni, Poland;

Cartias der Erzdiözese Wien, Austria;

Peoples' Voice Media, UK

Laboratorio per le Politiche Sociali, Italy. T

The direct target groups of CONCRIT are adult educators, volunteers and community worker focused on civic education. The indirect are learners, members of the marginalised communities and on a deeper level all European citizen.

Community Narration utilizes personal stories and community narratives as an entry into the evaluation process.

The process attempts to reduce hierarchies between the "consultant" (e.g. facilitators, educators, social workers) and the community involved.

The community narratives consist out of personal stories, however stories and narratives are intimately tied with one another. Each community has a unique set of narratives that are a source of growth, and a way for a community to creatively find its narratives.

Telling stories is an enjoyable and enriching experience and community members feel like becoming understood from the outside. Understanding personal and community narratives helps all stakeholders to better understand the community. This community narration could be easily used to teach and understand critical thinking.

The project will be combined out of 5 phases and will produce 3 intellectual outputs.

The input phase is a desktop-research on smart practices in teaching digital narration principles and media literacy. The results will be presented at Transnational Meetings and facilitators will be invited to test them in a peer-review lab.

During the Creation phase, the intellectual output will be created. The collected practices, methods and experiences are reviewed and used to co-design two learning paths.

During the adaption phase the partners will work with the general learning path and create the locally working adaptations. At the end of the phase all paths (1 general and 6 local) will be ready to be tested.

In the Testing and reflection phase 2 impact trainings will be organised, where the developed paths will be applied to local stakeholder.

In the sharing phase, the paths will be presented to the public in multiplier events. The reviewed smart practices will be published in a digital repository and in a series of multiplier events.

CONCRIT will create:

1. A training plan (learning path) on how to include digital storytelling and media literacy in broadly general civic education, which is flexible for various target groups and communities, which their specific challenges and

perspectives

2. A training plan (learning path) on how to adapt the previous path to the different situation. The path will contain 6 sample plans developed and tailored for the needs of the 6 partners plus instructions on how the paths might be altered and adapted.

3. A Digital repository/Map which will collect methods and tools of teaching digital literacy – available for any interested citizen in Europe.

Next to these we plan to deliver the following results:

1. Development of a sustainable strategic partnership for ongoing collaboration and sharing of smart practices

2. A website to support community narrators, organisations and facilitators.

3. A report on civic education methods to involve disadvantaged communities through media literacy

We expect that adult facilitators will gain a new tool to train and teach and empower the communities.

The general learning path will provide easy hands-on tools, providing innovative methods, which will motivate the learners to stay involved and feel empowered.

In the adapted learning paths, the learners will learn how to get involved, strengthen their awareness on social and political processes and make them aware of their rights as citizens.

Teaching approaches as critical thinking or the construction and de-construction of narratives strengthen the self-confidence of the learners. They will have a stronger personality and a strengthened sense for local, helping to fight back radicalization and 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

art meets digital technology

Project Coordinator

Organisation DIE ETAGE - Schule für die Darstellenden Künste e.V.
Address Ritterstraße 12-14 , 10969 Berlin , BERLIN , DE
Website www.dieetage.de

Project Information

Identifier 2019-1-DE02-KA204-006127
Start Date Sep 1, 2019
End Date Aug 31, 2021
EC Contribution 50,415 EUR
Partners SMASHING TIMES THEATRE COMPANY LIMITED (IE) , SOROS INTERNATIONAL HOUSE (LT) , K MILIOS AND SIA OE (EL)
Topics International cooperation, international relations, development cooperation ; ICT - new technologies - digital competences ; Creativity and culture

Project Summary

Digital technology is at the core of significant change in many areas of our lives also in the creative sector made up of concrete and tangible pieces of art. Contemporary art is influenced by the rapid development in digital technology and by the progression in the introduction of new, more attractive and tougher materials that artists can work with. New forms such as net art, digital installation art, and virtual reality, swiftly had risen and became recognized artistic practices. Therefore the artists have to manage and work with these enormous variety of techniques, and they need to hone their skills and understand these techniques well in order to maximize the capabilities they offer.

While film, television, music, museum and gaming sectors have been fundamentally altered by the penetration of digital technology, there is a lack of expertise among artists related to the use of digital technologies and of understanding of how to apply it innovatively to support and sustain their activities. The fact that over 70% of European citizens engage in communication in a digital context can no longer be overlooked by the artists in order to reach their audiences. The audience turn to digital platforms to search for information, communicate, share, contribute to joint projects, shop or enjoy entertainment activities. So artists need to consider how to expand their action- sphere, sustain their work to achieve greater impact and audience by using digital technologies and the digital media, to disseminate and share the artworks with the community. Artists also as being entrepreneurs need to know who their audience is and where to get the resources – money, knowledge, partnership to generate sustainable revenues. E-commerce, fundraising, advertising, sponsoring, and branding are explored as potential revenue models. To be able to benefit from those models and sustain their work, artists need knowledge about the conception and structuring of the online presence, digital customer approach, and social media marketing channels. Modern creative industries of entertainment and advertising make large use of digital technologies, especially in the field of visual effects. Digital art includes new art experiences when it comes to exhibitions, plays, ballet and opera; virtual reality has become the main tool used to shape those experiences. Website that helps to publish and share 3D and virtual reality (VR) content online, computer graphic techniques have become mediums that are now enabling artists to revolutionize traditional art forms. It is, essentially, a new tool that will serve a variety of artistic needs to push the barriers of creation and imagination.

We, consortium partners want to exchange experience and practice how digital technology is affecting the art world, artists, circuses, variété/vaudeville, theaters; discuss about tools of digital technology and their usage, necessary settings and pathways to upskill artists= acrobats, dancers, painters, set designers, musical artists, mime artists, players...

We initiate a working group activity and adopt the identified themes to partners' organization /local/national art scene and create a practice-based itinerary. We discuss and explore the different perspectives as digital technology being a tool

-for the creative work

-also for sustain and revenue models for financing and sustainability for artists' business models;

-and which "new" skills are necessary to understand the techniques well in order to maximize the capabilities of artists. At the end a summary and conclusions will be presented.

A short term learning activity will be a tangible experience for „how to use VR, options to integrate VR“, to learn through (own) exploration. Project meetings, workshops in Vilnius, Athens, Dublin and Berlin, website, social media postings will help for information, awareness raising about project and its partners and activities.

Impact

- 1) Awareness raising and animating a discussion about the project topic by involving relevant stakeholders
- 2) Getting sound information and possible practices about
 - digital technology affecting artists
 - digital formats audiences using
 - VR as being a tool for artists for their performances , entertainment and advertisement; necessary investments, knowledge for using VR
 - revenue models for financing like fundraising, crowd funding, digital branding, partnerships as well as instruments for the conception and structuring of the online presence, digital customer approach, social media marketing channels
 - identifying skills and competencies artist needs to cope with digital technology
- 3) Shaping new partnerships, collaborations, synergies
- 4) Diagnosing challenges, opportunities, limitations

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

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

Action Type: Strategic Partnerships for adult education

Project Title

Training für digitale Stresskompetenz in Form einer webbasierten App

Project Coordinator

Organisation Stiftung Medien- und Onlinesucht
Address Quellenweg 14 , 21339 Lüneburg , NIEDERSACHSEN , DE
Website www.stiftung-medienundonlinesucht.de

Project Information

Identifier 2019-1-DE02-KA204-006117
Start Date Oct 1, 2019
End Date Sep 30, 2021
EC Contribution 183,941 EUR
Partners UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE (BG) , Systeme in Bewegung e.V. (DE) , PCO - Poklicni center Obala (SI) , Nabu Che (IT) , EDUCOMMART SIMIO SINANTISIS EKPEDEVSI KE DIMIOURGIAS ASTIKI MI KERDOSKOPIKI ETERIA (EL)
Topics Health and wellbeing ; ICT - new technologies - digital competences

Project Summary

The project "Training for digital stress competence in the form of a web-based app (TRIGS)" is a partnership of six European partners in adult education that contributes to achieving the goals of Europe 2020 and ET 2020: The ability to be self-determined, vigilant and responsible towards one's own habits in dealing with digital media and to develop corresponding self-discipline is a declared goal.

Although in discussions with friends and acquaintances digital stress and increasingly existing (social) constraints are being discussed and complained about, there is only slow movement from the direction of research, politics and educational practice. The University of Mainz as well as the Hans Böckler foundation confirms this subjective impression with recent studies, which show that the daily use of digital content can be a source of stress in everyday life. Activity in social networks seems to create a particularly strong sense of commitment and social pressure to be immediately accessible at all times. The "Internet multitasking", in which activities are carried out simultaneously offline and online, is also regarded as a source of stress, according to the findings. A major European study by the YouGov opinion research institute shows that we are dealing here with problems that are of importance throughout Europe and will continue to occupy us for a long time. According to this study, subjectively perceived stress is increasing among 18-30 year-olds in Europe, who also report that they are experiencing direct or indirect consequences such as inner restlessness, depression and burnout.

Since social pressure and the fear of missing out was the most frequent reason given, why so many users are online all the time, it is necessary to start right here. The key to this is stress competence. It needs development and promotion. However, this is only possible if the individual has recognized how digitization affects him or her and how it influences his or her actions. This requires appropriate information and a well-structured training. This combination cannot be found in Europe. In a consortium consisting of IT, BG, GR, SI and DE, we take up this sustainable educational task with the involvement of policymakers and municipalities, adopting a two-pronged strategy: on the one hand, it is based on imparting instrumental skills and on the other hand, it is based on an active and reflective approach. The declared aim is to combine the two and integrate them into the context of adult education. The research situation and experience in Europe are different, which is why we need transnational learning in professional exchange. The professionalism of the cooperation is demonstrated by the result of "TRIGS" in the form of a multilingual (6 languages), web-based app for the promotion of digital stress competence with the following contents and features.

*Self-reflection tools for the analysis of stress-relevant aspects

*Exercises for the promotion of biopsychosocial stability

*Questionnaire for change measurement and personal state assessment

*interactive guideline for the promotion of self-discipline.

*Direct intervention: change of skills, behaviour & conditions

*analysis and insight: selective collection and evaluation of health-related information (e. g. symptom checker)

*indirect intervention, promotion of self-efficacy: continuous collection and evaluation of learning-related information (e. g. learning of new skills, behaviour and conditions by means of digital diaries).

The app is tested in schools, companies and multi-generational houses with at least 100 adults of all ages in 5 countries and is used as an open educational resource. The development of the "TRIGS" app is an attractive response to a global problem and strengthens the pedagogical, political and self-responsibility of all generations in Europe in the self-determined use of digital media.

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

Kompetent durch Bildung

Project Coordinator

Organisation GESELLSCHAFT FUR ARBEIT UND SOZIALES (GEFAS) EV
Address FICHTEAUER WEG 53 , 15537 ERKNER , DE
Website www.gefas-ev.de

Project Information

Identifier 2019-1-DE02-KA204-006108
Start Date Sep 1, 2019
End Date Aug 31, 2021
EC Contribution 123,205 EUR
Partners Include+ Sozialgenossenschaft (IT) , Hellenic Social Supporting Association (EL) , Bürgerverein D.R.A.K. z.s. (CZ)
Topics Cooperation between educational institutions and business ; Romas and/or other minorities ; Integration of refugees

Project Summary

The project „Competence through Education“ covers educational work in four partner organizations out of four European countries with direct and indirect target groups. The project is aimed directly towards professionals (skilled workers) of each participating partner organization, which will be trained as multipliers in the project. The indirect target groups are: GefAS (DE): refugees and immigrants, Hel.S.S.A. (GR): local long-term unemployed and immigrants, D.R.A.K. z.s. (CZ): focuses on sinti and roma and Include+ (IT): low-qualified immigrants from East Europe.

A steering group will take part during the planned transnational project meetings and will consist of two persons per partner organization (authorized signatory and project management). This group is accompanied by two further people each, which will contribute to the group as multiplier and stakeholder for the realization of the integrated workshops and the transnational exchange during the project. The participating partner organizations each delegate 6 competent employees and specialists in integration work and field of adult education. They will be trained as multipliers and support the transnational exchange and will implement the project in the participating organizations. They must be prepared to continue working in the project after its end and must be able to give a lecture transnationally. We will include each indirect target group in the project during each local activity in order to test the developed methods from the method box, which is elaborated during the project duration. This testing is only possible through the exchange about the experiences made between the training.

The main goal of the project “Competence through Education” is structured into several key qualifications such as: language, work, participation and self-determination in social life. Each participating organization will take over one of these key qualifications during their individual short-term training. In order to encourage the common exchange regarding the experiences within each target group, we will already create and apply the particular training modules during the transnational project meetings. Although each organization will receive an individual aspect of integration to develop and work on, all participating organizations (Germany, Italy, Greece and the Czech Republic) will have to go through the process of competence expansion through education in the area of language, work, participation, confidence and self-determination in the context of the overall project. Therefore, all participating project organizations are involved and also responsible in the project, from the beginning until the end, regarding the development of the method box and material collection for the project.

Through the transnational exchange during the project duration, the participants will get to know the indirect target groups of each partner organization and the problems which they encounter in terms of integration. Thereby, the understanding for the various situations of the partner countries will be developed. Through the exchange about barriers of different target groups in the area of adult education, a sensitization for motivational training and intercultural competence will arise. As a result of the joint short-term training, professionals from the participating institutions will be trained as multipliers, in order to be used as speakers in their own organization and in the partner institutions. They have skills of learn and teaching methods in the area of non-formal education and can motivated as well as assist during the learning process.

An important result of the project will be the elaboration and testing of the method box and material collection. It will be available for the partner organizations and the public on the project’s website and the dissemination platform EPRP.

The participating organizations are highly motivated to reinforce their social work with minorities. After the completion of the project we expect a more qualified, networked, European cooperation of the participating organizations. More stakeholders will support the work of the institutions. In order to ensure the sustainability of the project, we will already focus on connective structures during the duration of the project

The steering group developed by the partners will stay in contact even after the end of the project (topics e.g.

such as development and requesting of further projects). The exchange of the multipliers trained during the project leads to the activation of country-specific integration work. The gains in knowledge through the joint short-term trainings promotes the continuous application and use of the method box and material collection for daily integration work. The project results will be brought into and will be included in the development of future education offers for the individual indirect 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

Teaching Digital Competences

Project Coordinator

Organisation KulturLife gGmbH
Address Max-Giese-Str. 22 , 24116 Kiel , SCHLESWIG-HOLSTEIN , DE
Website www.kultur-life.de

Project Information

Identifier 2019-1-DE02-KA204-006083
Start Date Sep 1, 2019
End Date Dec 31, 2020
EC Contribution 60,750 EUR
Partners DRUSTVO ZA RAZVIJANJE PROSTOVOLJNEGA DELA NOVO MESTO (SI) , Kansan Sivistystyön Liitto KSL ry (FI) , Bildungswerkstatt Nachhaltigkeit e.V. (DE) , Vilniaus "Zidinio" suaugusiųjų gimnazija (LT) , Kvarnby folkhögskola (SE)
Topics ICT - new technologies - digital competences ; Civic engagement / responsible citizenship ; EU Citizenship, EU awareness and Democracy

Project Summary

TeDiCom stands for Teaching Digital Competences. It is a project that supports educators in adult education to understand and teach digital competences, in particular for activists in social initiatives.

Context:

The need for an increased level of Digital Competences amongst European citizens has become increasingly relevant for European societies. Fake news campaigns, hate speech and automated bot campaigns threaten the democratic decision-making process. Democratic societies have shown themselves as particularly vulnerable to this new style of influencing. Even at the time of writing this text, activities to destabilise the European Union in the preparation of the European Parliament election, take place and threaten to increase the influence of anti-democratic or populist powers.

Objectives:

TeDiCom strives to increase the resilience of democratic European societies to resist this new threat. It does so by empowering adult activists to have a better understanding of digital media and their risks and opportunities.

Methodology:

Digital literacy has traditionally been understood as the individual's competence to express itself in a digital environment. In recent years, together with the rise of social media, it has become increasingly important to add new competences in order to react to new tendencies in the dissemination of information. At the Davos economic Forum in 2016, the term digital intelligence (DQ) was coined to describe the wide range of competences, which cover social, emotional and cognitive abilities. In a joint communication, the European commission has developed an action plan in December 2018 to fight disinformation. The fourth pillar of this plan calls for raising awareness and an improvement of societal resilience. This pillar will be strengthened by TeDiCom.

Adult education is particularly well placed, when it comes to the dissemination of these competences. The building of societal resilience in non-formal educational settings finds ways to reach those adult learners, who do not themselves perceive the demand for DQ. Many adults in our times grew up without the use of social media, and without having learned about the use of social media in the formal education environment.

Participants:

In our consortium, we have a group of professionals in adult education dealing with adults, who have a message that they want to spread, and that are active users of social media as sending and receiving entities. Each of us has found his or her own ways to tackle the task of digital competences in his or her organisation. With the help of our German research partner we will transform our shared experience into a working concept. At the same time, we will learn about the underlying mechanics and functioning of information in the digital age, in particular regarding the use of social media.

Impact:

TeDiCom will help the educators to conceptualise their existing training activities, evaluate and focus their impact to make them more relevant for the learners, more transferable for other educators and more useful for society .

Activities:

During several transnational meetings, educators from the participating organisations will come together to exchange good practice examples from their own organisations and from other organisations within the network. Each partner will send up to two professionals, so that we will have a good dozen of experienced educators from different sectors of adult education. Each of the meetings will be prepared by the hosting organisation, that will show us, how they have dealt with the topic before, what they have achieved and what challenges they have faced. Over the project runtime, we will have learned about a large number of different approaches. Together with the conceptual framework, we will be able to evaluate, focus and potentially the existing practices. This information will be collected and feeds into a handbook of best practices, which can be used by other professionals.

The project culminates in a teacher training activity, to which further professionals from adult education will be

invited. Together with this wider group of professionals, we will test and evaluate the practical applicability and relevance of our training concept. This activity serves both to disseminate our newly gained competences and to improve our teacher training methodology.

Long-term perspective:

It is planned to continue our project after the end of TeDiCom with a new strategic partnership, that will develop widely usable training courses for professionals in adult education, based on our results. Already at the end of TeDiCom, though, the handbook will be published on the website of the participating organisations and made available to the interested audience. A dedicated project website will help to disseminate the innovative teacher training

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

Financial education of small entrepreneurs with special consideration of migrants

Project Coordinator

Organisation advisa Unternehmensberatung GmbH
Address Rothenhauschaussee 28 , 21029 Hamburg , HAMBURG , DE

Project Information

Identifier 2019-1-DE02-KA204-006535
Start Date Nov 1, 2019
End Date May 31, 2021
EC Contribution 59,290 EUR
Partners STOWARZYSZENIE WSPOLPRACY POLSKO-AFGANSKIEJ HAMKARI (PL) , Giresun Lisesi (TR) , YAMBOL CHAMBER OF COMMERCE AND INDUSTRY (BG) , DOREA EDUCATIONAL INSTITUTE WTF (CY)
Topics Entrepreneurial learning - entrepreneurship education ; Cooperation between educational institutions and business ; Integration of refugees

Project Summary

Competent acting in dealing with their own finances is described in a variety of terms such. Eg "Financial Literacy". The OECD and another international network for financial education plan to develop a checklist for policy makers to improve the coverage of high quality financial education for migrants. At least a knowledge of the immediate life-practical requirements of everyday actions in monetary matters is a prerequisite for the small business owner in order to be able to earn a livelihood in the long term through his own company. There are only a few learning opportunities for small businesses in the area of financial literacy. The aim of this project is to find ways to teach small business people finance-related skills that they can put into practice in everyday life. The offer should be low-threshold and feasible throughout Europe. Learning opportunities are hardly noticed by small entrepreneurs, especially with a migration background. The project has the goal to open up learning opportunities for small and medium-sized enterprises with and without a migration background. The 5 project partners look at the project from different perspectives. A state school, a chamber of commerce, a migrant association, a management consultancy and a further education institution are represented. The topic is viewed from different sides. The participants look at the practice of the partner organizations on site. On this basis, new ideas will be developed, through which the project partners will develop suitable concepts for financial literacy.

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

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

Action Type: Strategic Partnerships for adult education

Project Title

Social Entrepreneurship through passion

Project Coordinator

Organisation VOLKSHOCHSCHULE IM LANDKREIS CHAM EV
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Project Information

Identifier 2019-1-DE02-KA204-006105
Start Date Nov 1, 2019
End Date Oct 31, 2021
EC Contribution 299,294 EUR
Partners AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFSI ANONYMI ETAIREIA (EL) , FOLKUNIVERSITETET STIFTELSEN VID LUNDS UNIVERSITET (SE) , ASOCIACION CAMINOS - ASOCIACION PARA EL INTERCAMBIO EDUCACION Y DESARROLLO SOCIAL (ES) , CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI (IT) , Kauno prekybos, pramonės ir amatų rūmai (LT) , CSI CENTER FOR SOCIAL INNOVATION LTD (CY)
Topics Entrepreneurial learning - entrepreneurship education ; Open and distance learning ; Inclusion - equity

Project Summary

Spatially, generationally and socio-economically persistent unemployment and poverty is often due to a lack of reach to marginalised areas and communities. Sociology of education suggests that formal education tends to reproduce social and income inequality. Disadvantaged people and communities have fewer opportunities to access further education, decent employment and to ascend socially.

Research on the other hand shows that engagement and informal learning is a powerful weapon in developing the employability and enterprise capacities of people and in particular of people facing difficulties, such as economic and social obstacles and learning difficulties (EC Youth programme - Expert group report 2014 “Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability”).

PASSIONPRENEURS project aims to tackle unemployment and social exclusion of disadvantaged groups with social entrepreneurship through interests, talents and passions of marginalised adults. Social entrepreneurship combines the ideas of business creation, economic development, collaboration of people for common concerns and social challenges..

The objectives of PASSIONPRENEURS are:

1. To build social entrepreneurship capacity within communities in marginalised local areas
2. To enable adults to lead change and impact on their communities
3. To create resources and support for start-up social enterprises

The project targets:

- Occupational counsellors, coaches, employment organisations, business support organisations, trainers of VET and adult education centres.
- Adults (25-50 years old) from marginalised areas and communities, migrants and unemployed having talents and passions, people who need engagement and motivation.
- Local communities, through the peer coaching effect.

The project will achieve its objectives by:

1. Developing a guide for informal education addressed to counsellors, coaches from employment centres, business support organisations, coaches and trainers of VET and adult education centres. The guide will be organised in three chapters. The first chapter will support the identification of interests, talents and passions of adults. The second will provide all the necessary information, guidance and tools to implement the Training Programme. The third chapter will give guidance on peer-coaching.
2. Developing a training programme for adults, with practical activities and tools, so that they will develop social entrepreneurship qualities, experiences, attributes and skills, they will learn entrepreneurial English and will be able to formulate their business ideas.
3. Developing on-line learning resources, such as webinars, videos with the option for an expandable on-line learning community that will serve as a meeting place for adult communities.

The partnership involves 7 partners from 7 EU countries, bridging Northern (Germany, Lithuania, Sweden,) and Southern (Italy, Greece, Spain, Cyprus) Europe, with distinct but complementary for the project implementation profiles.

In the 24 months of its duration, the project will develop numerous activities, produce three intellectual outputs,

seven multiplier events and two learning mobilities:

PROJECT IMPLEMENTATION ACTIVITIES: Country needs analysis reports, organisation of pilot courses for trainers and organisation of pilot courses for marginalised adults, QA and dissemination.

INTELLECTUAL OUTPUTS:

IO1 Training programme 'Social Entrepreneurship through passion' (development of curriculum, practical activities and tools, translation)

IO2 Trainers' guide for adult educators with three chapters: identification of interests, talents and passions; guidance to implement the Training Programme; and peer-coaching (development, translation and piloting)

IO3 On-line learning platform (development, translation, online community, webinars and information space)

LEARNING ACTIVITIES:

C1 Organisation for a learning activity for trainers in Nicosia. 14 trainers-coaches will be trained on how to use the Trainers' guide.

C2 Organisation for a learning activity for adults in Cham. 21 disadvantaged adults will participate in workshops and improve their soft skills in entrepreneurship.

MULTIPLIER EVENTS:

E1 Multiplier event in Cham

E2 Multiplier event in Piraeus

E3 Multiplier event in Kaunas

E4 Multiplier event in Malaga

E5 Multiplier event in Kristianstad

E6 Multiplier event in Nicosia

E7 Multiplier event in Palermo

The short term expected impact of the project is to reach 2583 participants from the identified target group, from which at least 475 persons will represent adults facing economic obstacles, social obstacles and educational difficulties.

In the long term, due to the peer coaching methodology, the project is expected to have exponential outreach and significant impact at community 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

Herkunft hat Zukunft

Project Coordinator

Organisation KoKoLeLe e.V.

Address Postfach 10 19 08 , 33519 Bielefeld , NORDRHEIN-WESTFALEN , DE

Project Information

Identifier 2019-1-DE02-KA204-006066

Start Date Oct 15, 2019

End Date Oct 14, 2021

EC Contribution 59,575 EUR

Partners Muintearas Teoranta (IE) , METODICKO-PEDAGOGICKE CENTRUM (SK) , Sambucusforum vzw (BE) , Joensuun Suomi-Saksa yhdistys ry (FI)

Topics Civic engagement / responsible citizenship ; Intercultural/intergenerational education and (lifelong)learning ; Cultural heritage/European Year of Cultural Heritage

Project Summary

Origin is future (HerZu)

takes up the topic of the European Year 2018: “Cultural Heritage”. With a small group of committed colleagues from institutions of adult and further education we are going to develop modules which will inspire, guide and support lecturers of adult education to work on objects and subjects of our cultural heritage in a region and a country. For this purpose, we will prepare a folder with material and we will offer a further training course during the term of the project (spring 2020).

We will also contribute to the concept of the European Capital of Culture in the course of the project. In 2020, the European Capital of Culture is Galway (IR), which is the regional centre of the country where our partner institution has its place, and it is part of our programme to present the results of our project work there.

With regards to content this project deals with historical matter, such as “important persons” and “memorials” in our own towns / countries, “place names” (streets, schools, squares, districts, etc.) which show that the people who have lent their names to those places played an important part in the past (as persons themselves or because of some research or initiatives connected with them). This approach also includes any involvement of the towns / the regions in historical “networks” (e. g. economic: Hanseatic League / architectural: Gothic / artistic: Arts and Craft movement, Bauhaus). Such phenomena, for that matter, show that cultural exchange and intensive communication – borne by the spirit of the respective time and its dynamics – worked well, even in pre-digital times.

First of all, profound research work is necessary in order to reveal these connections between past – present – future and thus to conceive an approach to processes of learning in the field of adult education. This work will be the basis for the preparation of innovative material, the development of a further training course, of a model presentation / exhibition. The single stages of the work will be collected in a folder documenting the “step by step” method and they will be visualized using special patterns.

Based on the various historical contexts which our research work has eventually brought forth the project work will mainly focus on presenting an example of a “journey through time and space” to our addressees. For this “journey”, we will draft short scenes which our project partners can then put into practice as “work stations” or “stage scenes” or, even, as literary examples to be supported by music. All the participating institutions have eagerly accepted that aim when the general project was conceived. Each institution is going to contribute concrete work based on persons, events, or memorable moments and mementos. However, at the same time, all the partners agreed that they might likely develop only one concept of such a “journey through time and space” during the project’s course. This will eventually be decided in view of our common work, as the basic data, i.e. all relevant research results and connections have to be collected, revised and adapted by the project partners before such a “kaleidoscope” can be worked out.

“Origin is future” allows people to approach issues of our European cultural heritage based on contents as well as on developing methodical elements (digitalization, networking, gaining new competencies through comparative studies). Thus, the project work is closely related to the issues of the “European Cultural Heritage” (2018) and beyond we will develop modules which will also help people in future to identify their individual places (of themselves, their institutions, their homes) within the European network of science, art and culture.

If we take seriously Europe’s current inner conflicts and insecurity, and if we find it important to point out perspectives which lend sense to a broad transnational community, then we can only justify that convincingly when we refer to our roots, when we remember and realize the experiences and the knowledge of many generations. In doing so we may eventually gain perspectives to form our future responsibly. Particularly against the background of immigration, populism and increasing nationalism identifying one’s own position carefully seems to be important. It is important not only to reassure ourselves but also to show the continuities and cultural achievements Europe has to those who come here and to demonstrate why it is important to continue along those lines. You cannot do so without having communicative and mediating strategies as well as means of a

convincing presentation. Therefore, disregarding borders, such elements should certainly be developed in a form of transnational cooperation.

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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Contact Susan Kutschker , +4935626924140 , kutschker@cit-wfg.de

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 PODPORNJI 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

Europarents

Project Coordinator

Organisation Systeme in Bewegung e.V.
Address Riedebachweg 29 , 21423 Winsen/ Luhe , NIEDERSACHSEN , DE
Website www.systemeinbewegung.de

Project Information

Identifier 2019-1-DE02-KA204-006498
Start Date Oct 1, 2019
End Date Sep 30, 2020
EC Contribution 32,090 EUR
Partners EDUCOMMART SIMIO SINANTISIS EKPEDEVSI KE DIMIOURGIAS ASTIKI MI KERDOSKOPIKI ETERIA (EL) , Akademie für politische Bildung und demokratiefördernde Maßnahmen (AT) , ASOCIACION DE INNOVACION FORMACIONY EMPLEO PARA EL DESARROLLO SOSTENIBLE (ES) , Stiftung Medien- und Onlinesucht (DE) , UCHEBNA RABOTILNITSA EVROPA SDRUZHENIE (BG)
Topics Health and wellbeing ; Social dialogue

Project Summary

The family is the smallest system in European society, the starting point for democracy-building and social change, and therefore deserves special support. From our counselling and educational work we know that families repeatedly seek help with similar issues, that almost everyone is "stuck" in the same areas. We have asked ourselves whether this is the case everywhere in the European Community, whether, for example, Greek and Austrian parents have the same problems. And what the solutions to these problems look like with our partners. Which ways of good communication, of handling money, of (media) education, of balancing family and career have parents found in other European countries? What suggestions can we get from other organisations working with parents and children, how can they improve our work?

In order to find out, we would like to exchange experiences in a consortium of DE, AT, BG, ES and GR and thus further professionalize our work.

Experience has shown that many parents are already relieved when they realise that they are not alone with their problems. Therefore, we will disseminate the results of the project via an online article describing how family issues are dealt with in a European comparison and pointing out various solutions. This complements the main objective, an additional professionalisation of our organisations. The direct target group are thus the employees of the organisations, who through their work will carry the results further into other organisations and into the indirect target group of parents and families. Thus not only the individual organisations benefit from the European exchange, also the families can get a sense that other people in Europe feel the same way as themselves, the feeling for the European community. In previous projects in which the individual organisations have worked, everyone had the impression that "Europe works best on a small scale" - direct human contact, and where this is not possible, the knowledge that families are similar across Europe, leads to mutual understanding and sympathy across national borders, which today threaten to re-strengthen. In a follow-up project, the consortium is planning to further exploit the similarities and solutions that have been found.

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

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

Project Title

Europäische Lern- und Lebenswege

Project Coordinator

Organisation WESTFALISCHES FORUM FUR KULTUR UND BILDUNG EV
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DE

Project Information

Identifier 2019-1-DE02-KA204-006067
Start Date Oct 1, 2019
End Date Sep 30, 2021
EC Contribution 59,825 EUR
Partners LIEPAJAS UNIVERSITATE (LV) , MIDDELBARE RUDOLF
STEINERSCHOOL VLAANDEREN V.Z.W. (BE) , VYTAUTO DIDZIOJO
UNIVERSITETAS (LT) , Muintearas Teoranta (IE) ,
METODICKO-PEDAGOGICKE CENTRUM (SK)
Topics Pedagogy and didactics ; Recognition, transparency, certification ; Early
School Leaving / combating failure in education

Project Summary

European Biographies of Learning and Living => EuLe

Stages of learning are stages of living. In the course of their lives, people experience a lot of different situations of learning – formal and informal ones, either by choice or of necessity. Sometimes people will succeed, sometimes they will fail. They may start once more, but even then, they may fail again. On close examination, peoples' processes and experiences of learning often show many ruptures.

Particularly in the field of adult education it is important to offer a new chance to people who have previously failed. Very often they need help to organise their everyday lives, to define possible aims and establish a set of rules in order to assess their respective achievements.

This project will mobilise partners from different educational institutions for adult education who want to improve the tools and devices which support and motivate “educationally frustrated” people. Examining and revising the conditions which impede or even seem to prevent peoples' processes of learning will be at the centre of the project work.

Against this background the focus will be on:

- family backgrounds
- previous educational experiences
- conclusive career planning
- traditional role models
- constant self-determination

In the context of formal and informal adult education we meet students who have so far made various experiences and who now try to build a career based on circumstances which are very different in each case. Students who once tried and failed to pass their A levels sit next to those with A level certificates or proper vocational qualifications who want to improve their opportunities. And both groups are joined by students from abroad whose school systems and qualifications are not always compatible with their present lives.

Some of those students aim straight at a professional career, some want better qualifications to find a new career and others do not know what they want and / or what they have to offer. In a multicultural society, we find divers concepts of living existing side by side. Students at our institutions live different everyday lives: They are single parents – mothers or fathers

working mothers and fathers – some of them do shift work

women and men who, because of their migration backgrounds, have family ties as well as religious and social bonds which are rather foreign to us

women and men who are just going through a radical change in their lives

people who formerly have dropped out of school or college because of psychological strain.

Many of our students are often afflicted by self-doubt, they try to change their lives, to find new openings. They have dropped out of school, they have given up working. Growing up they have had many frustrating experiences so that when they make another attempt the students have accepted other people's ideas of them as their own and therefore often have little or no confidence in their own gifts and abilities.

Working successfully in the field of adult education means that teachers have to know what kind of students they encounter. Often, however, teachers do not know who the persons are with whom they are working, whom they are trying to teach. For in their everyday work teachers often believe that they are facing a homogeneous group, which in fact is not true. They believe that the students in front of them have a positive attitude towards learning and have taken a conscious decision of their own to come, but then again, this is often not true either.

When we look at the students' biographies of learning we will recognize that there are

- biographies of learning which are controlled by outside influence, here the details will be enlightening
- fragmented biographies of learning, here we should find out about the different sets of circumstances
- broken biographies of learning, here we have to explore the tangled and multifaceted causes

gender-related biographies of learning, here we have to examine decisions determined by social roles. At first biographies of learning will be re-constructed and compared in order to determine backgrounds and effects more exactly. Then we will analyse their relevant factors and finally we will provide tools and devices to be used by teachers and lecturers. These will involve tools used for communication as well as specific training material to improve individual circumstances and to teach strategies of “learning to learn”.

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

Developing Community Media to Mitigate the Impact of Fake News

Project Coordinator

Organisation JUGEND-& KULTURPROJEKT EV
Address HECHTSTR. 17 , 01097 DRESDEN , SACHSEN , DE
Website www.jkpev.de

Project Information

Identifier 2019-1-DE02-KA204-006115
Start Date Sep 1, 2019
End Date Sep 30, 2021
EC Contribution 274,204 EUR
Partners CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET (CY) , SPEHA FRESIA SC (IT) , Ustanova za obrazovanje odraslih Dante (HR) , The Rural Hub CLG (IE) , ALIANCE LEKTORU a KONZULTANTU (CZ) , Acumen Training Sp. z o.o. (PL)
Topics New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Social dialogue

Project Summary

Today, 'fake news' is a catch-all phrase that is used widely in society to describe inaccuracies in media reporting, but also to discredit news reports which present a viewpoint that contrasts with an individual's opinion or is contradictory to the stance of a political party, for example. While there is media manipulation, and while the spread of online news and media has led to there being instances of genuine 'fake news'; the term is being widely used today to discredit any news story or opinion that people don't agree with. This is a dangerous development as it permits individuals and communities to form and hold narrow opinions, and not have their viewpoints challenged.

At the same time, genuine instances of 'fake news' are causing division among communities. Around the world, we can see the impact that genuine 'fake news' has had on shaping society. Coupled with the growth in popularity of online media channels what results is a growing concern among citizens about the spread of disinformation through 'fake news' media. Research shows that 83% of Europeans think that 'fake news' is a threat to democracy; and 73% of Internet users are concerned about the spread of disinformation online in the pre-election period (Flash Eurobarometer 464; Special Eurobarometer 477).

The main aim of the 'fake news' apparatus that is applied by media channels, radical and populist groups around the world is to spread disinformation among media consumers and to encourage detachment and divisiveness within communities. The dissemination of 'fake news' is not a conspiracy; it is a proven technique that far-right and far-left media outlets, radical groups like ISIS, and populist movements use to push their political and social agendas. A study of how ISIS use media channels to promote youth radicalisation found that ISIS central command supervises 6 media divisions, each with its own specialism – video, text, photo, audio, visual graphics and translation - and that these 6 divisions provide media content to 38 media offices globally (Sikorskaya, 2017). 'Fake news' is a real issue; it is not being spread sporadically by individuals, it is a highly-sophisticated global mechanism that has been designed to use the Internet and media channels to wage information warfare. As such, 'fake news' affects our communities and communities must be supported and empowered to counteract it.

The focus of the WIRES-CROSSED project is to build the skills of ordinary people to cope with the stresses and strains of society today by mitigating the impact of fake-news campaigns aimed at destabilizing the status quo. It aims to build a community media framework that equips local communities with all the knowledge, skills and competences to develop, manage and maintain a comprehensive media service to local residents. The project will pursue an asset-based community development approach to harness the assets within the local communities where partners are based and bring them together under a common community media banner intent or promoting real news about the local area to residents.

The WIRES-CROSSED project will develop the following intellectual outputs to achieve its ambitious target:

- IO1. Community Audit Toolkit and Report
- IO2. Community Media Skills Development Resources
- IO3. Toolkit of Media Moderation Resources
- IO4. Induction Training for Adult & Community Educators
- IO5. Online Interactive Learning Portal.

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

Participatory Model to Designing Learning Outcomes

Project Coordinator

Organisation LUDWIG-MAXIMILIANS-UNIVERSITAET MUENCHEN
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Website www.uni-muenchen.de

Project Information

Identifier 2019-1-DE02-KA204-006386
Start Date Nov 1, 2019
End Date Oct 31, 2021
EC Contribution 69,685 EUR
Partners Nexus Europe Ireland Ltd (IE) , P & W PROJECT GMBH (DE) , INSTITUTUL DE STIINTE ALE EDUCATIEI (RO) , Pontydysgu SL (ES) , AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDFSI ANONYMI ETAIREIA (EL)
Topics Access for disadvantaged ; Pedagogy and didactics ; Early School Leaving / combating failure in education

Project Summary

Europe is becoming a learning society and citizens are required to constantly update their competences, not only with regard to the world of work but in an encompassing approach to participate in contemporary societies. Moreover, European societies face a rapid differentiation of educational pathways, opportunities and biographies. This increase in complexity from learners requires great effort into initiative taking, creativity, problem solving, risk assessment and decision taking, all of which requires learners to become stakeholders of their own learning process. It however has been demonstrated, that learner groups with a disadvantaged background or those remote from learning have great difficulties to take ownership of their learning, without being empowered.

However, although a great deal of rhetoric about learner empowerment, adult education practice too often remains caught in traditional instruction methods, fixed curricula and pre-defined learning outcomes. It's in particular low achievers who suffer from this situation, because in the formal education system they often have made the experience that major parameters of their learning is out of their control, and thus never had the chance to develop a sense of ownership for their own learning.

The PARTICIPATE partnership starts from the assumption that the impact on disadvantaged target groups can be greatly increased if education providers manage to adopt participatory approaches and methods, and this way support their learners to develop a sense of ownership of their learning and to become lifelong learners. The overall objective of the PARTICIPATE project is to promote participatory methods in adult education and, more specifically it will build a model for participatory design of learning outcomes.

The PARTICIPATE project will identify and examine good practice in the field and, from them derive a generic model for the design of participatory evaluation and assessment of learning outcomes, whereby the adult learner is included in this process of setting their own outcomes and indicators. Instead of being initially presented with a final set of specific learning outcomes within an already agreed assessment framework, the learners are offered the opportunity to participate in determining how their course will be measured and evaluated. Complementary PARTICIPATE will promote participatory design of learning assessment, and support educators and practitioners on its implementation.

The major target groups addressed in the framework of the PARTICIPATE project are migrants and refugees (Germany, Greece, Spain), traveller communities (Ireland) and Roma minorities (Romania) and adult education practitioners engaged with those target groups.

A main result of the project will be the PARTICIPATE design model, which will reflect a) the elements and processes making a participatory approach, b) principles and guidelines for the participatory design of learning outcomes, c) recommendations on how the model can be integrated with existing adult education practice, as well as d) identification of capacities needed to effectively implement participatory design methods.

The project will build a European community of practice, which shall help us a) to incubate the PARTICIPATE model in a collaborative setting and actively engage practitioners in the development process, b) to leverage the impact of the project through promotion and multiplying of project results, c) to continuously improve our work through critical debate with lifelong learning practitioners from outside the partnership, d) to identify and guide practitioners and organisations who would be interested in the application of our project results, and most importantly of all e) to ensure the sustainability of results.

The partnership in all partner countries will organise focus groups, including adult learners from the different

target groups. The purpose of the focus groups is to understand the perspective and needs of the target groups and involve them as stakeholders in the project design and implementation phase.

The partnership in the course project will conduct 2 workshops, which will take place in Greece and Spain. The two workshops are described in detail, in Learning, Teaching, Training Activities.

Last but not least the project will produce promotional materials and, promote the project and its results through a broad range of channels.

The project is expected to have a significant impact on practices and attitudes of educational staff and practitioners. The participants in the course of the project will learn how to include participatory approaches in course programmes for adults, and how to actively engage adult learners in the evaluation and assessment of learning outcomes. Moreover it is expected that the introduction of participatory methods positively affects the motivation of the target groups and, strengthens their sense of ownership for their learning.

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

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

Project Title

Another ENTRance - Identifizierung guter Praxis des sozialen Unternehmertums von Roma

Project Coordinator

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

Project Information

Identifier 2019-1-DE02-KA204-006472
Start Date Sep 1, 2019
End Date Dec 31, 2020
EC Contribution 59,600 EUR
Partners ASSOCIATION FOR SUSTAINABLE DEVELOPMENT SFERA INTERNATIONAL BITOLA (MK) , Camera de Comert, Industrie si Agricultura Buzau (RO) , GSI ITALIA (GRUPPI DI SOLIDARIETA INTERNAZIONALE ITALIA) ASSOCIAZIONE (IT) , Asociatia Roma Entrepreneurship Development (RO) , Humán Erőforrásért Egyesület Dél-Alföldi Régió (HU) , INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT (EL)
Topics Social entrepreneurship / social innovation ; Romas and/or other minorities

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 ...

„Another ENTRance“ aims at:

- analysing the actual situation in the field of social entrepreneurship by targeted researches, surveys and interviews in the partner countries,
- identifying good practise examples with a potential of European transfer,
- investigating, together with Roma and Roma organisations, experts and stakeholders, the most urgent needs of action that can be covered with available resources on the spot and by targeted activities in the frame of European projects and at
- developing concepts for those projects.

Their implementation will contribute to,

- enabling Roma to build up a social enterprise and establish it on the market
- minimise the risk of failure of social enterprises of Roma
- improving their access to measures of adult education
- raising their self-confidence and their self-esteem
- improving their social and civic participation
- raising their interest in lifelong learning
- increasing their employability and
- reducing their poverty risk.

The project will be realised by partner organisations from Germany, Greece, Italy, North Macedonia, Romania and Hungary.

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

COmpetence Oriented COUnselling for cognitively impaired persons

Project Coordinator

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

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Website www.die-bonn.de

Project Information

Identifier 2019-1-DE02-KA204-006137

Start Date Oct 1, 2019

End Date Sep 30, 2021

EC Contribution 299,929 EUR

Partners SWIDEAS AB (SE) , Andragoski zavod Ljudska univerza Velenje (SI) , DAFNI KENTRO EPAGGELMATIKIS KATARTISIS (EL) , DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH (AT) , FORMACION PARA EL DESARROLLO E INSERCIÓN, SOCIEDAD LIMITADA (ES)

Topics Recognition (non-formal and informal learning/credits) ; Pedagogy and didactics ; Inclusion - equity

Project Summary

According to the UN Disability Rights Convention, people with disabilities have a right to employment and to related counselling programs. Their right for participating in education and lifelong learning is also established. However, people with cognitive impairments still face barriers regarding their participation in educational programs and in the labour market. Reducing these barriers and supporting these people in getting access to the labour market and to lifelong learning is an essential, Europe-wide task. A transnational cooperation will contribute significantly to this task through learning from shared experiences and the exchange of good practices as the basis for innovation. One of the barriers for cognitively impaired people regarding access to the labour market is that qualifications provided in formal educational settings (schools etc.) mostly build on cognitive work. Accordingly, it is sometimes hard for people with cognitive impairments to acquire these qualifications. This makes it essential to make their informally and non-formally acquired skills and competences visible, especially as some of these competences are both desired and required on the labour market. Also, people with cognitive impairments often struggle with anxiety or depression over their work performance and it is of great relevance to help them learn about what they are capable of and boost their self-confidence.

Against this background, COOCOU aims to help cognitively impaired persons find out about their competences, boost their self-confidence, support their empowerment and support them in finding a job or educational measure that suits their competence profile and interests, i.e. support their social and economic inclusion.

For this, COOCOU builds on the ProfilPASS, a tool for competence assessment established by German Institute for Adult Education. The ProfilPASS is based on the assumption that every person has acquired various competences throughout their lifetime but is often not aware of it. Work with the ProfilPASS helps in revealing and documenting hidden competences. In previous EU projects, the ProfilPASS was further developed, translated and successfully implemented in a number of EU countries (inc. France, Ireland, Bosnia, Greece, Spain, Sweden, Slovenia, Serbia for details see www.profilpass-international.eu). In the most recent project SCOUT 2017-1-DE02-KA204-004194, the ProfilPASS in Simple Language, a ProfilPASS version for new immigrants, was developed. For COOCOU, the original ProfilPASS will be adapted to the needs of cognitively impaired persons, i.e. a Barrier-free ProfilPASS will be created. In addition, a toolkit will be created in which other already existing tools for competence assessment from all partner countries suitable for people with cognitive impairments will be compiled.

As the ProfilPASS is a self-evaluation tool helping people to reflect on themselves, this can be a challenging process, especially for people with cognitive impairments. It is essential that these people are accompanied in this process by competent counsellors. Hence, the second central objective pursued by COOCOU is the support and training of counsellors working with cognitively impaired persons. A manual for counsellors will be developed providing guidelines on how the toolkit and the Barrier-free ProfilPASS to their best. A curriculum will be set up as a basis for the training of counsellors. Overall 30 counsellors (5 per country) will be trained for using the toolkit and the Barrier-free ProfilPASS with cognitively impaired persons.

Finally, the toolkit and the Barrier-free ProfilPASS will be applied in a testing phase in all partner countries.

Overall 60 people with cognitive impairments will profit from a competence assessment. Both the training for counsellors and the testing phase will be evaluated and the results will be used for revising the materials.

Consequently, the main objectives of this project will be realized through the development of two intellectual outputs: toolkit for competence assessment (inc. Barrier-free ProfilPASS) and reference material for the toolkit (manual for counsellors, curriculum). All outputs will be made available as OER in all partner languages and in English ensuring that they can be used freely by any interested stakeholders, also beyond the duration of the project. People with cognitive impairments and their counsellors can make use of the toolkit which will help the cognitively impaired persons find out about and receive a documentation of their competences. Finding a suitable employment or training and getting access to the labour market will therefore be significantly facilitated and in the long term, social and economic inclusion for this target group is promoted. Simultaneously, counsellors will be

professionalized in their work with cognitively impaired persons and the reference material will enrich and support their work with the toolkit and the Barrier-free ProfilPASS.

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

Creating other study spaces

Project Coordinator

Organisation Stadt Iserlohn
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Website www.iserlohn.de

Project Information

Identifier 2019-1-DE02-KA204-006118
Start Date Sep 1, 2019
End Date Aug 31, 2021
EC Contribution 109,445 EUR
Partners AYUNTAMIENTO DE CAUDETE (ES) , Stichting Werken & Leren (NL) , Mestna knjiznica Kranj (SI) , Municipality of Nyíregyháza City with County Rank (HU) , RBS-Center fir Altersfroen (LU) , BIBLIOTECA JUDETEANA OCTAVIAN GOGA - CLUJ (RO)
Topics ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

Project Summary

The transnational project CROSS focusing on the changed basic conditions in adult education is carried out within the scope of ERASMUS+ as a Strategic Partnership for exchanging good practice, presents and interchanges examples of “best practice” as implemented by various providers of adult education. New concepts for cooperation between public libraries and facilities offering adult education are also presented, in which case the main focus is on the “Third Place” (Ray Oldenburg) approach. This approach is chosen to reach people which never use public libraries and/or facilities offering adult education to improve their knowledge or skills.

Content and Objective:

The following altered social framework conditions constitute the content of the project:

- Demographic change and the shift in the circumstances of senior citizens are presenting a new challenge throughout Europe. This includes increasing educational activities for elderly persons in a life-long learning perspective (formal and informal learning) into old age.
- Individualisation processes allow people to learn very individually, not only in social groups and not only at one place (also people with low education background).
- Digitalisation, generally speaking, promotes co-existence as well as the combination of analogue and digital adult education opportunities. There are, for example, great differences in the digital equipment of both libraries and further education facilities.
- Migration: To enhance the integration of migrants, they should be introduced to extracurricular educational and learning options.

The direct target group consists of employees, managerial staff, decision makers responsible in libraries and facilities offering adult education. The indirect target group includes all customers of libraries and facilities offering adult education, especially seniors, people with educationally disadvantaged backgrounds and migrants. Corresponding with the target groups, the chosen programme priorities are “Supporting educators” and “Social inclusion”.

“Third Place”:

The concept of a third place emphasises a distinction to the first location (at home) and the second location (at work). In our case, the third place is a third option for learning settings and/or communication as informal as possible. This encompasses, e.g., cafés, restaurants, pubs, bars, book-shops, sports clubs, neighbourhood centres and similar facilities from the private sector and/or from the world of clubs, associations or public social culture.

Duration and Structure of Project:

The project runs from September 2019 until September 2021 (24 months). Local conferences are held at the project partners’ venues. The conferences are prepared by transnational project teams. Each conference has a different main focus, each of which is defined by all the project partners at a “kick-off meeting” in September 2019. After the individual conferences have been held, the project will be concluded in a final conference in September 2021. A steering committee is appointed for control and management purposes.

Results of Project and Communication:

Results are local/regional-Third Place”-adult education-concepts (best/good practice) and a tool-box how to develop, establish and run such locations and/or concepts. These results are easily adaptable by other organisations. Therefore, the results and conference reports are provided on a website where they will be at least 5 years available to other national and international adult education facilities as well as to other interested parties. Further, results are promoted via the EPALE-website, by press releases and a summing-up brochure (when the

project ends).

Project communication sees externally a communication strategy and internally, e.g. exchanging documents as well as using Meistertask, a browser-based project and task management tool on the web.

Sustainability throughout the duration of the project is ensured by the participation of project partners from the European countries involved who are utilising the project results for long-term concepts in their local public libraries and training facilities for adult education e.g. by offering seminars to their own staff.

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