



ERASMUS+

Strategic Partnerships in the field of adult education

Compendium 2014

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Compendium 2014

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Introduction

Under the Erasmus+ Programme, Key Action 2 promotes cooperation for innovation and exchange of good practices in the fields of education, training and youth. The action supports a wide range of diverse projects best described as ‘transnational strategic partnerships between organisations involved in education, training and/or youth activities or other relevant sectors developing and implementing joint initiatives and promoting exchanges of experience and know-how’.

Strategic Partnerships are expected to result in development, transfer and implementation of innovative practices at organisational, local, regional, national or European level. At systemic level, they are expected to trigger modernisation and reinforce the response of education and training systems and youth policies to the main challenges of today’s world: employment; the need to promote social, civic and intercultural competences; intercultural dialogue; democratic values and fundamental rights; social inclusion; non-discrimination; and active citizenship, critical thinking and media literacy.

The Strategic Partnerships may address an issue in one specific field, but they also seek to promote cooperation across the education, training and youth fields and to establish links with the world of work. They may vary considerably in scale, ranging from fairly simple cooperation projects between small organisations to large-scale projects focusing on the development and exchange of innovative outputs in all fields of education, training and youth.

Over the lifetime of a project, partnership members have a broad flexibility in how best to organise the proposed activities. The emphasis is put on the achieved deliverables and expected impact. Activities organised by the projects may include development and adoption of innovative practices relating to new curricula or courses and modules; the testing and integration of a greater variety of study modes (distance, part-time and modular learning); strategic collaboration between learning providers, local and regional authorities, enterprises and other relevant players; joint study programmes and joint curricula; intensive programmes; and common modules between members from different countries, disciplines and economic sectors (public and private).

Depending on the priority and the objectives addressed by the project, Strategic Partnerships should involve the most appropriate and diverse range of relevant partners (local and regional authorities; enterprises; small and medium-sized enterprises; European networks; social partners; research institutions; civil society organisations; etc.) who possess the necessary profile, experience and expertise to ensure that activities can be implemented efficiently and effectively and to produce relevant and high-quality project results.

A strong emphasis is given to potential impact inside and outside the project. This implies a timely identification of the relevant stakeholders to be reached at the most appropriate level (local, regional, national or European) as well as the identification of project results that can be transferred to and used by relevant target groups and in other European countries.

Selection and management of the projects are decentralised: implemented by National Agencies located in each Programme Country. This mode of implementation enables better

consideration of the national context, brings project management closer to the beneficiaries and helps to ensure stronger relevance and maximum impact of the selected projects.

While the projects are managed by National Agencies at national level, each of them possess an inherent transnational dimension and is expected to generate results and an impact at the European level as well. There is, therefore, a common interest between the European Commission's DG Education, Youth, Sport and Culture and the National Agencies to ensure the appropriate level of quality of funded projects. These compendia are part of the DG's contribution to better dissemination of information about ongoing projects, and can also be used as a networking tool among project coordinators to identify the projects working on the same areas and with similar topics.

The present publication is **dedicated to the projects that were awarded funding in 2014.**

In 2014, a total of more than EUR 345 million was granted to **1 732 projects in the fields of school education, vocational and educational training, higher education, adult education and youth.** Around 19 % of the total Strategic Partnerships budget (EUR 65 million) was allocated to 243 cross-sectoral projects tackling issues related to more than one field of education, training and youth or addressing a horizontal priority of the action.

The funded Strategic Partnerships involve **more than 9 800 organisations** and are benefiting over 158 000 participants in learning, training and teaching activities.

It is also worth stressing that over three quarters of the projects are producing 'intellectual outputs' such as open educational resources, massive open online courses (MOOCs), e-learning platforms or other pedagogical material.

Topics covered by selected projects deal with important items on the EU policy agenda, including quality in teaching and training; new technologies and digital competencies; employability; improving the quality of education/training systems; inclusion and tolerance; and youth and education for sustainable development. Among the subjects, there are also health and medicine, research and innovation and international cooperation.

In the compendium for adult education, you will find a short description of each project with its objectives, activities, methodology of work, profile of participants and expected impact as well as the contact details of the coordinating organisations and a list of partners involved.

The projects are **grouped by country and by cluster of topics covered.**

This will allow you to easily identify projects coordinated by specific organisations or to obtain an overview of themes and subjects covered by projects in particular fields. The compendium gathering strategic partnerships of all fields is ISBN 978-92-79-59507-3.

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ERASMUS+

Strategic Partnerships in the field of adult education

Compendium 2014

PROJECT DESCRIPTIONS

PROJECT NUMBER: 2014-1-AT01-KA200-001015**TITLE:** ONE MORE STEP**DESCRIPTION:**

We create a training course for people who have many years of professional experience and want to pass on this knowledge.

The teachers' role is a new and unfamiliar experience for older people: they have gathered knowledge and various experiences in their professional life that they now want to pass on to the younger generation.

However, they have never learned how to pass on their knowledge. Our project provides them with the pedagogical and didactic tools that are needed for this task.

We offer an additional qualification to the generation 50+ they can begin to use during their professional life, but they will be even able to work as knowledge brokers after retirement.

We will work together to develop a curriculum for the training course "knowledge broker which is then carried out in every partner institution.

Based on the experience and evaluation of these four prototype courses in Germany, Portugal, Hungary and Austria, we will come out with a solid new educational offer at the end of the project.

The partnership is based on a Leonardo mobility project that involves three partners until August 2014. The main partners therefore know each other well, the role distribution also reflects the strengths of the institutions: Two educational institutions (Hamburger VHS and Wiener Volkshochschulen), a company focused on quality management (ISQ) and a cultural organization with an educational program for the older generation (Budapesti Művelődési Központ - Budapest Cultural Centre).

Each of the four courses is attended by 20 participants, so we can count on 80 graduates of the new training course at the end of the project.

Activities

- Organization and holding of open -space conferences "My next 20 years in the partner countries
- Creation of the curriculum for the course Knowledge broker
- Implementation of four courses in the partner countries, based on the newly developed curriculum
- Conference European Educational Counselling with a focus on education for the older generation

To create the curriculum we will set up a special working group fed by experts from the partner institutions; during the project meeting, we will provide evaluation methods as world cafe, written questionnaires and the statements of external experts.

The respective courses will be conducted as a mix of classroom teaching, group work, e-learning modules and written tests and homework.

Results and impact envisaged

The open -space conferences will help to attract the attention of a wider public to the issue of unemployment in the older age and on the second important issue innovative educational opportunities for older workers.

With the newly developed course, we provide our target group with an innovative additional qualification that fits perfectly in this age: the transfer of knowledge and experience to the younger generation.

All partners will add this new training program in its work program after the end of the project and thus ensure the sustainability of the project results.

The newly developed training course "Knowledge broker is the starting shot for further education opportunities that will accompany the stage of life of 50-75 years. We are convinced that many more older people are interested in any offers of further education than previous generations given the rising life expectancy in Europe.

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PARTNERS:	INSTITUTO DE SOLDADURA E QUALIDADE, PT; Hamburger Volkshochschule, DE; Budapesti Művelődési Központ, HU
GRANT AMOUNT:	128 289 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Pedagogy and didactics
CLUSTER(S):	Teaching & Training

PROJECT NUMBER: 2014-1-AT01-KA204-000938**TITLE:** LEADERSHIP - INTELLIGENCE - DIVERSITY**DESCRIPTION:** Alp activating leadership potential is a network of professionals who are passionate about leadership. Together with 3 partners

- The University of Malta (UOM)
- Kamaleonte (Educational organisation working with outdoor and experimental learning methods) and
- Eolas Soileir (a charity working and training vulnerable adults in society)

they want to explore how to best support adults in leadership development. The aim is to develop an “authentic and “inclusive leadership approach taking the strength and weaknesses of each person into account.

In details the objectives are

- To explore the topic of “authentic and “inclusive leadership taking the concepts of the “Multiple Intelligences and the “5 mind of the future of Howard Gardner on board
- To investigate the correlation between Multiple Intelligences and gender/cultural diversity and see how this can be included in a leadership approach
- To develop innovative tools and a training frame for leadership development, which supports authentic and inclusive leadership
- To build on the knowledge of MILD (Grundtvig Learning Partnership) and develop the concept of “Multiple Intelligences as a resource of leadership development further with new partners
- To research on authentic and inclusive leadership, gender and cultural diversity and Multiple Intelligences in the partner countries involved

Building on a previous Grundtvig Learning Partnership, where leadership in connection with Multiple Intelligences (Howard Gardner) was explored, the new project will go deeper add the perspective of gender and cultural diversity additionally with the new concept of the “5 mind of the future of Gardner.

The project partners will develop in four project-meetings a new “authentic and “inclusive leadership approach including an innovative training concept and tools. The diversity of partner organisations will support innovative thinking and creative work.

In a testing period in 4 national and 2 European seminars the partners will evaluate the impact on the leadership development and consolidate the concept. A paper on the new leadership approach will be written and translated in the three main languages of the partners (German, English, Italian) and disseminated widely within their local, national and European networks and on their websites and social media platforms. The expected outcome is that a training approach is developed, which support leaders to act more inclusive in their working environment and who are working through their own strengths. This will have an impact on the learner himself, on the partner organisation as well as on their wider national and international networks.

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www.alp-network.org**CONTACT:** Irene Rojnik**PARTNERS:** UNIVERSITA TA MALTA, MT;
A.S.D. Kamaleonte, IT;
Eolas Soileir, IE

GRANT AMOUNT:	52 550 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Promoting young people's social inclusion and well-being
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-AT01-KA204-000973**TITLE:**

CASEBOOK FOR CAREER GUIDANCE PRACTITIONERS WORKING WITH MIGRANTS

DESCRIPTION:

According to Eurostat (2012) there are nearly 4 million people migrating every year in the EU. About 2 million of these come from outside the EU and 1,5 million are EU citizens migrating in a different Member state. Accounting for both, migrants (people who are not citizens of the country in which they reside) amount to 29 million, representing 5.8 % of the total EU population.

Career counsellors and social workers are one of the essential actors for the integration of migrants, as they help them to 'find their way' in the host societies, both in the world of work than in the overall society. In many European countries, career counsellors learn mostly on the job, hence the need for structured training activities addressed to them focused on migrants.

This project wants to ease the process of insertion of adult low skilled migrants by developing a Casebook on career guidance delivered to migrants, and a set of additional tools to ease and spread its use. These will be two E-courses, one targeted to career counsellors and social workers and the other one to trainers of career counsellors and social workers, and a web based depository for additional cases. A preliminary Study on the use of casebooks for learning will also be developed.

Casebooks consists in a collection of cases that students and trainees are requested to discuss providing also direction for solution or treatment. Trainers and trainees use the Socratic method, that is to say trainees have to read one case, and then, facilitated by a set of questions posed by the trainer, have to discuss what are most important elements to consider, both personal and from the context, what is the problem and it causes, how the problem can be eased or solved, examples of good practice in addressing the situation or problem. This special structure and mode of delivery makes Casebooks a very powerful tool for learning.

This project is submitted by a network of organizations active in support and integration of migrants

based in AT, DE, FR, IT, UK, that already cooperate together in other projects focused on migrants. All the partners belong to countries where migration is significant but has different features. One organization from Turkey, one of the main sender countries in Europe, has been included in the partnership so to get a different point of view, and to reduce the risk of cultural biases and stereotypes.

The partnership decided to work at producing a Casebook to present the many facets and related challenges of migration in EU countries, and to develop a training tool that could help career counsellors at European level.

Thanks to the project 540 career counsellors, trainers and social workers will be directly trained by partners by using the Casebook, 480 trainers will be trained to use the Casebook in their training activities addressed to career counsellors, trainers of adults and social workers. Additionally, over 15000 career counsellors, trainers and social workers will be informed about the project.

Long term benefits will be a higher expertise of practitioners delivering career guidance to migrants as well as a better general knowledge of migrants' career issues and professional paths, both resulting in a better inclusion of migrants in the European society.

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GRANT AMOUNT:	285 650 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Romas and/or other minorities
CLUSTER(S):	Employability; Teaching & Training; Inclusion & Tolerance

PROJECT NUMBER: 2014-1-AT01-KA204-000981**TITLE:**

ACTIVE 80+: VALUING AND VALORISING THE KNOWLEDGE AND SKILLS OF PEOPLE 80+

DESCRIPTION:

The European Union is facing a longevity revolution, with a remarkable increase in life expectancy and a growing number of older people. The portion of people 80+ is characterized by special growth. In 2060, so the forecasts, every 8th person will belong to the age group 80+, almost quadrupling the portion at the start of the millennium (Eurostat). Many of these older persons will suffer from dementia and other functional restrictions, implying comprehensive and long-term care needs.

Nevertheless, from a positive perspective, a large majority of people 80+ are still mentally healthy, and this even applies to people 100+. However, complying with broadly spread stereotypes, very old people with functional restrictions or care needs are labelled as being solely consumers of costly services, ignoring the fact that the majority of them has the potential to take on an active role in, and even provide services for their community.

In order to achieve this goal, what is needed is a transformation of social and institutional attitudes in the direction of a positive vision of active and healthy aging. The potential of older people is often not considered in institutions and facilities for seniors, and that potential vanished if it is not maintained or further-developed. Staff and volunteers in these organizations often share the attitude that their clients should be cared for from above, thus depriving old people of opportunities to engage in meaningful activities and gain personal fulfilment through learning experiences. It is never too late to learn applies in a special way to persons of a high age. Since their public environment is often limited, professionals and volunteers working with service providers can be their most important external contact persons. Their knowledge and ability to develop meaningful activities with their clients and support them in detecting or re-developing hidden strengths can be crucial in providing access to learning and ensuring greater independence, autonomy and dignity in later life.

Our vision is a) to facilitate and provide access to informal learning opportunities for old people with functional limitations or care needs and b) to combat negative stereotypes about this population group as regards being restricted to the role of consumers of services.

The concrete project objectives, referring to the vision above, are to

- 1) Provide educational institutions in the field of health and social care with a training package for staff and volunteers, enabling them to function as adult educators and facilitators for older seniors
- 2) Initiate and facilitate practical measures in care homes, day centres and other facilities to demonstrate the learning and activation potential of older seniors
- 3) Disseminate successful ways of implementing learning and activation offers as well as good practice examples among decision-makers and practitioners in the realms of educational and social policies so as to spread know-how on how to cope with this new issue
- 4) Raise public awareness on the potential of older seniors by involving the press and other media at local, regional, national and European level in the dissemination of the results gained
- 5) Sustain the project results by cooperation with interested parties

The key deliverables of the ACT80+ related to these objectives project are:

- The European Benchmarking Report Learning and active citizenship at very high age is a synthesis of research results on the state of the art of learning and active citizenship of very old persons in the European Union
- The Training Package ACT80+ is based on the results of the European Benchmarking Report and will elaborate the framework for the training of staff and volunteers of care homes and facilities for older seniors

- The European Analysis Report Outcomes and impacts of trial workshops summarizes the assessment of the design and implementation of the ACT80+ training measures in trial workshops and, after several weeks, follow-up activities resulting from the training
- The Handbook for Trainers is comprised of a general introduction to the background of the project ACT80+ and its overall aims. It will further describe the characteristics of the workshop participants in their role as staff and volunteers in facilities of frail or dependent old persons as well as the potentials of their clients for learning and active citizenship.
- The Handbook for Practitioners advises paid staff and volunteers in how to design meaningful actions and activities for and with their senior clients. Practice examples will be given to show the range of their potentials in learning and active citizenship.
- Political decision-makers at local, regional, national and European level will be addressed through policy recommendations which are derived from the results of the project.

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 ASSOCIAZIONE LUNARIA, IT;
 OSTERREICHISCHES ROTES KREUZ, AT

GRANT AMOUNT:

261 489 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Promoting healthy lifestyles (incl. participating in outdoor activities and grassroots sports)

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:

Access for disadvantaged

TOPIC 2:

Health and wellbeing

TOPIC 3:

Inclusion - equity

CLUSTER(S):

Inclusion & Tolerance; Health & Medicine

PROJECT NUMBER: 2014-1-AT01-KA204-001012**TITLE:** **GENDERSTRAT4EQUALITY: TRAIN-THE-GENDERTRAINER!****DESCRIPTION:** GENDER STRAT4 EQUALITY: TRAIN-THE-GENDERTRAINER!

Following the Treaty of European Union, the gender perspective has to be mainstreamed in all areas of activities and the effects of gender equality must be considered in any impact assessments of new EU policies (European Pact for Gender Equality 2011-2020).

In the light of these demands, an increase of gender equality trainings can be expected. But despite a broad variety of gender trainings, there are still no unique European quality standards for this kind of education in lifelong learning, which could be applied on all regional levels top down to local communities in rural areas.

The GENDER STRAT4 EQUALITY aims to address this matter, building a strategic European partnership, consisting of an older, a newer, the youngest and a potential future partner of EU member states.

Two public institutions and three civil society organisations in Austria, Croatia, Lithuania and Iceland will explore QUALITY CRITERIA and EUROPEAN STANDARDS for gender equality trainings and develop a special CURRICULUM PORTFOLIO to train "gender trainers.

This educational portfolio will include not only the educational curriculum as an instructive and didactic plan for train-the-trainer lectures, but also it will provide insights into the practical application of the "EUROPEAN GENDER-EQUALITY-INDEX-tool (an instrument of the Lithuanian based European Institute for Gender Equality), measuring and comparing gender equality progress of EU member States. This tool will be made usable even for local, municipal and regional programmes.

The portfolio will furthermore contain a series of INNOVATIVE BEST PRACTICE EXAMPLES of gender equality trainings from countries so different as ICELAND (accredited as the most enhanced country in gender equality in Europe) and CROATIA (still struggling with the fatal consequences, the past Ex-Yugoslavian war had on women in Southeast-Europe, influencing equal opportunities until today) and it will comprise a MEMORANDUM with the most important features for a successful partnership between public institutions and civil society organisations when it comes to promote gender equality.

In developing this common transnational curriculum-portfolio, the cooperation between the partner organisations and their networks will deepen the understanding of the participating organisations and learners about real EUROPEAN VALUES. It will open new doors also for other South-European countries to learn mutually from each other in this way, especially at the highlight of the partnership, which will be a large MULTIPLIER CONFERENCE in Austria as a linchpin of this new North-South-axe. The encountered quality standards for gender trainings and the European curriculum-portfolio will be disseminated at this high level event, welcoming the youngest EU-Member State and constituting a reliable base for further collaboration.

EXPECTED RESULTS

1. To enhance the quality, efficiency and effectiveness of gender equality trainings in Europe, especially when conducted in the frame of funding programmes at regional and national level;
2. To harmonise European quality standards in gender equality trainings;
3. To connect European gender equality know-how with subject-specific requirements and make the possibilities to implement the goals of gender equality at regional level and in local communities more visible;
4. To make the "European Gender-Equality-Index-tool better known as an instrument for the gender equality implementation at regional level;
5. To motivate the acceptance of gender equality for key actors at regional level;
6. To promote a more active participation of women in democratic life in the regional context;

7. To deepen the co-operation between public institutions and civil society organisations of older, newer and (potential) future EU-member States.

MILESTONES

1. Kick off meeting in Austria, setting the agenda (Nov. 2014)
2. Partner meeting in Iceland, mediating the exchange of best practice examples of gender equality trainings (May 2015)
3. Partner meeting in Croatia, analysing the state of the art of gender equality trainings (Sept. 2015)
4. Partner meeting in Vilnius with a study visit to the EIGE (March 2016)
5. Final meeting with a multiplier conference in Austria (June 2016)

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CESI- Centar za edukaciju, savjetovanje i istraživanje, HR;
Jafnréttisstofa, IS;
Centar za zenske studije, HR

GRANT AMOUNT:

108 278 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Aligning VET policies with national, regional or local economic development strategies

TOPIC 1:

EU Citizenship, EU awareness and Democracy

TOPIC 2:

Gender equality / equal opportunities

TOPIC 3:

Intercultural/intergenerational education and (lifelong)learning

CLUSTER(S):

Inclusion & Tolerance

PROJECT NUMBER: 2014-1-AT01-KA204-001014**TITLE:**

ACCESS TO MUSEUMS FOR BLIND AND VISUALLY IMPAIRED PEOPLE THROUGH 3D TECHNOLOGY

DESCRIPTION:

Museums constitute an essential part of the European cultural landscape serving as a key player in preserving cultural heritage on the one hand, and as platforms for contemporary forms of expression on the other. They showcase cultural evolution spanning over thousands of years, covering several epochs, beginning with archaeological exhibits up to modern art. However, museums primarily address the visual senses and blind and visually impaired people, therefore, are excluded from a wide range of services offered by traditional museums, including the museums' role as platform where informal learning takes place. But times are changing and innovative 3D technologies and multi-sensory methods offer solutions for blind and visually impaired people, by enabling them to get in touch with exhibits and to participate in museums' educational services. A small number of museums in Europe offer access to blind and visually impaired people through the use of 3D technology. Some museums started setting-up such projects in the recent years, but faced budgetary, technical and conceptual obstacles that needed to be overcome. However, museums who managed to complete such projects, received extremely positive feedback from blind and visually impaired people.

The project AMBAVis aims to be a driving force for the development and the spreading of such 3D practices in museums by providing comprehensive information and research on that issue. The project, therefore, will examine existing and provide innovative technical solutions, in order to allow for improved and more affordable tactile models for museums in the future. From this it follows, that museums may better execute their educational services also for blind and visually impaired people. Improving access to museums for blind and visually impaired people is, however, a multifaceted issue; therefore we are addressing the issue by a multi-disciplinary approach. The use of 3D technologies in museums will be examined also from a museological, legal and economic point of view. The economic value of 3D entities in museums will be measured in order to show, that there is a broader value added in terms of gross value added and employment arising in the EU-27. Finally, questions concerning copyright issues occurring in the context of 3D entities for blind and visually impaired people in museums will be analysed and clarified, as they have a high practical relevance when implementing such projects.

Expected results of the project are evaluations and a better understanding of existing and emerging technologies applicable for 3D objects in museums in terms of the experience for the focus group as well as cost-effectiveness and therefore affordability for museums. Within the project tactile models and 3D objects will be developed and tested. Testing and feedback with blind and visually impaired people is a crucial part in this process, to get a better insight in the usability of the different technologies. Furthermore, examples of good practice will be compiled and indicators for successful projects in this context will be determined. The project is accompanied by an analysis facing the economic impact and the respective legal framework of the emerging use of 3D technology and applications in museums.

The project's results will be shared with other stakeholders and further cooperation will certainly emerge out of the project's broader network. The findings will provide museums, stakeholders and decision makers with a better understanding of the issue and allow for better and more cost-efficient implementation of 3D technology in museums. Although the project aims at blind and visually impaired people, the use of 3D objects and multi-sensory opportunities may also be very useful for pupils in educational facilities or in old people's homes in the future.

The strategic partnership consists of 7 partner organizations from Austria, Slovakia, Germany and Great Britain. The project partners are museums, an institute for economic and legal research, a centre for application oriented research in the area of Visual Computing, a NGO in the field of audio description for blind and visually impaired people, and national blind unions.

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GRANT AMOUNT:	255 927 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing partnerships between education and employment
TOPIC 1:	Creativity and culture
TOPIC 2:	Disabilities - special needs
TOPIC 3:	Research and innovation
CLUSTER(S):	Inclusion & Tolerance; Research & Innovation

PROJECT NUMBER: 2014-1-AT01-KA204-001043**TITLE:****IN.EDUCATION: NEUE MODELLE ZUR ERHÖHUNG DER BILDUNGSBETEILIGUNG BILDUNGSBENACHTEILIGTER MENSCHEN MIT BASISBILDUNGSPROBLEMEN****DESCRIPTION:**

Existing data as well as practical experiences show that educational programs - including those that specifically address educationally disadvantaged people - are not utilised enough by all potential target groups and sufficient diversification of participants groups is achieved only rarely. The reasons for this phenomenon are many and varied. They arise as a result of mixed organisational patterns, educational behaviour of individuals and are caused by structural, procedural and individual initial conditions, which have a common relevance to adult education. The often-mentioned structural change facing Europe in general and specifically each Member State, which particularly refers to its migration and diverse society, can only be dealt with by providing equal and suitable conditions for accessing educational opportunities to people, who because of their personal situation have difficulties in accessing education due of for example lack of educational qualifications. The responsibility of the provision of these fair and adequate conditions for the participation in education should also be borne by adult education providers. They must be empowered to develop solutions to reduce barriers and offer educational programs that address diversity to especially those people who may not yet have found a satisfactory entry route into education or for those who have "finished with education; so that they can reopen the education window for them.

In.education will focus on the development of strategies to increase the enrolment of educationally disadvantaged people especially those with basic education needs into relevant educational programs. It will therefore develop strategies to reduce possible barriers by focussing on system, individual and institutional related levels.

Systemic level: Following the hypothesis that people are deeply influenced by their socio-economic environment, methods and strategies will be developed that will proactively raise awareness and motivate enrolment in education. This will result in the activation and expansion of multipliers. Besides the identification of relevant target groups, application-oriented settings (pilot workshops) targeted towards stakeholder groups will be developed. From this experience, in.education will develop an application oriented curriculum (output: Outreach concept).

Individual level: The hypothesis that that the enrolment rate in education increases when informally acquired educational qualifications are collected, described and recognised, leading to the admission of those concerned into the education system, emerges from a cycle of transnational cooperation in the collection and validation of informally gained educational competences of educationally disadvantaged people with basic education deficits. This will be implemented by the provision of formal compulsory education measures in each partner country in order to validate whether shorter possibilities of accomplishment of compulsory education for adults can be yielded from this cooperation (Output: validation concept for application of educationally disadvantaged people).

Organisational level: Starting from the presumption that adult education institutions have not yet adjusted sufficiently to the challenges generated from a diverse society and based on the implementation experience of in.education specifically derived from the learning outcomes and the competence-based training events in the systemic and individual levels, implementation competences that organisations dealing with educationally disadvantaged individuals must have in order to increase enrolment and guarantee the quality of results for this groups of persons will be extracted. From these defined implementation competences, training will be designed in which educational managers and trainers can participate (Output: training curriculum for employees in adult education based on the conditions for successful participation in education of educationally disadvantaged people).

As a consequence, three curricula will be developed and tested with the participants. The products will be user-oriented, prepared to be self-explanatory and include information on the process, content, methods used and allow a glance into the used materials.

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GRANT AMOUNT:	233 820 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Inclusion - equity
TOPIC 3:	Recognition, transparency, certification
CLUSTER(S):	Inclusion & Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2014-1-BE01-KA200-000824**

TITLE:

TUTORAT EUROPÉEN EN PSYCHIATRIE ET SANTÉ MENTALE POUR LES JEUNES PROFESSIONNELS

DESCRIPTION:

In a recent publication, the Minister Eliane Tillieux, highlighted the importance of mental health and its management in a government policy. Following the Green Paper dedicated to mental health and drafted by the European Commission, many action plans were enacted with the current Belgian reform called 107, which is an outcome.

Some alarming facts: stress and burnout become a leading cause of absenteeism at work, the behaviour addictions reduce business productivity, suicide is one of the main mortality factors in our society which has a growing impact on life expectancy. 25% of the population claims to have fought against a psychic malaise.

Facing these problems that are highly threatening the social cohesion and productivity, public policies and mental health actors are mobilized to solve these problems.

In contrast to somatic medicine whose aspects are dominant technologies, working in mental health is based on the skills acquired by professional care and support.

Facing these challenges, it is clear that academic training does not correspond to the fast changing evolution in the needs of the institutions. In that way, nurses, caregivers who are involved in the health sector, require additional training and one of the institution mission is to contribute at the development of its staff.

The project aims to acquire a complementary European curriculum to the freshly engaged personnel in the partners. That curriculum will allow them to have a better understanding of their tasks in the institution.

We wish to perform a test of this device for three years. We have established a network of European expertise composed of excellence centres in which the workers will go complete their training on formal and informal learning that cannot be learned from the academic training curriculum.

In return, the professional form the Neuropsychiatric Centre St-Martin will be able to disseminate their knowledge to the different partners.

The staff tends to hastily leave the career, which is a major cause of scarcity, by this device,

we want to increase the attractiveness of the profession and support the retention of the staff in health care institutions

After different rounds of testing, different contacts are already initiated in this direction, it will be a specialized year in psychiatry and health care that is going to be built.

We will suggest a European tutoring with a European tour through three centres of excellence to new workers from 2015.

During these three years of experimentation, an evaluation of the device through the centre of health research located in Luxembourg, which has a great expertise on the subject, will be lead.

Throughout these three years, the device will be adjusted and corrections will be implemented.

This project contributes to the recommendations made by the European Commission in Belgium about the employability of employees and its cross-border mobility.

A long-term ambition is in addition to the initial training to provide to the professional, skills in innovative expertise that would be integrated into a flexible and specialty adapted to technological developments and mindset to ensure an optimal quality of care.

The diffusion of these innovations in mental health facilities will be organized so that all can benefit from this expertise and these feedbacks.

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GRANT AMOUNT:	265 600 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Quality and Relevance of Higher Education in Partner Countries
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-BE01-KA204-000890**TITLE:**

TRAINING OPPORTUNITIES FOR PEER SUPPORTERS WITH INTELLECTUAL DISABILITIES IN EUROPE: NEW HORIZONS

DESCRIPTION:

The project TOPSIDE+ aims at enlarging and enriching the existing TOPSIDE peer training and to support the development of policies for peer support and peer training. Peer-to-Peer activities have proven to be very useful to support the development of skills of persons with intellectual disabilities because they create unique opportunities to facilitate the transmission of skills due to the more similar life-experiences of trainer and trainee compared to a professional trainer. From 2011 to 2013, the project TOPSIDE (518166-LLP-1-2011-1-BE-GRUNDTVIG-GMP/2011-4039) developed indeed a new type of inclusive curriculum to train people with intellectual disabilities to become Peer Supporters. These results are available at www.Peer-Support.eu.

Recently, the General Comment on Article 12 on legal capacity of the United Nations Convention on the Rights of Persons with Disabilities has created more possibilities and potential support for Peer Support and Peer Training. There is therefore a world-wide need to define and gain more experience on peer support and peer training and to disseminate concrete and practical good practices in this field to support people with intellectual disabilities to take control over their own lives.

The TOPSIDE+ project therefore has the following specific objectives:

- Further validation of the peer support and peer training concept in new environments and in new countries: France, Germany, Lithuania and Portugal
- Extend the know-how and the teaching material available for peer support, including teaching material specifically for peer trainers with intellectual disabilities
- Promote the concept of peer support and peer training among national and European stakeholders and policy-makers, including in an easy-to-understand way for people with intellectual disabilities
- Develop policy recommendations at national and EU level to support the development and implementation of Peer Support for people with intellectual disabilities.

TOPSIDE+ will address mainly people with intellectual disabilities who are the main beneficiaries of the TOPSIDE+ outputs. The Peer Support training will enable the trainees with intellectual disabilities to provide support to peers who have the same disability. This is the reason why the target group itself is included actively in the development work of TOPSIDE+. In addition to the four co-trainers with intellectual disabilities, 36 persons with intellectual disabilities will be trained to become Peer Supporters and another 24 persons will benefit from a train-the-trainer seminar after the pilot phase. Some project outputs will be designed mainly for adult education professionals who are working with people with intellectual disabilities. These professional trainers will be part of the team as well. Finally, some project outputs are primarily designed for a larger group of stakeholders who need to be acquainted with the concept of peer support: people with intellectual disabilities, family members and professionals, who are working with people with intellectual disabilities, but also policy-makers, who need to understand the role of peer support.

The TOPSIDE+ project will organise the following main activities:

1. Translate, adapt, test and publish the TOPSIDE Curriculum in German, French, Lithuanian and Portuguese, using a pilot training course during which the material will be verified by users with intellectual disabilities from the partner countries.
2. Translate and adapt the TOPSIDE Guidelines for Trainers and Mentors
3. Enhance the TOPSIDE outputs by developing new exercises and an easy-to-read TOPSIDE curriculum, which will be verified by users with intellectual disabilities also by employing the pilot training course.
4. Define national and European strategies and policies on Peer Support.
5. Train-the-trainers at national level
6. Dissemination

In the development phase, the partners will articulate their exploitation plans for the TOPSIDE+ peer supporters, which will guarantee the sustainability of the project results and the effective implementation of the TOPSIDE+ project. In the second phase of the project, the TOPSIDE+ partners will disseminate the TOPSIDE+ results and the concept of peer support among national and European stakeholders.

The training of Peer Supporters for people with intellectual disability during the project will take place at local and/or regional level. As described above, this will have a positive impact on the lives of the direct participants, but also help to promote Peer Support at local and/or regional level. The European Policy Recommendations will ensure a large impact at European level. The long-term benefits of the project are potentially huge because TOPSIDE has the potential to become a world-wide reference on Peer Support for all the countries that have ratified the Convention and for the UN Committee on the Rights of Persons with Disabilities.

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GRANT AMOUNT:	261 385 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Inclusion - equity
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-BE02-KA204-000426**TITLE:**

ACTION PLAN FOR VALIDATION AND NON-FORMAL ADULT EDUCATION

DESCRIPTION:

In 2012, the Council approved recommendations on validation. The plan is that member states have validation systems in place by 2018. We have now had 20 years of national and European practice, but it is still very fragmented. Later this year, the Commission will also publish an updated version of the European Inventory on validation and new Guidelines. However, the partners believe that MSs will have to face big challenges (and in some even resistance) while putting in place such systems and thus they should be supported more. A major role could be played by adult education providers and stakeholders, which are often the implementing bodies of the validation systems. By analysing tools and methodologies in different European countries and proposing solutions from the civil society perspective, this project will contribute to reducing the fragmentation on different levels, namely policy and practice. The project should show possible solutions, explore the best practices and strategies for validation for the disadvantaged, contribute to an exchange of tools, procedures and experiences.

The two main objectives and themes are:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways

EAEA is the main umbrella organisation in Europe for non-formal adult education providers. NVL has worked on validation in the Nordic countries for a long time and has a number of expert networks that can contribute to the discussion but also disseminate to the results. The other partners, Kerigma, VOEV, Learn for Life and EUROED, have wide-ranging project- and validation experiences that will contribute to making this project a success. The consortium represents a geographic diversity that will benefit the project and contribute to a wide-ranging level of experiences that will benefit the project.

We will establish an online communication room. All partners will post their materials on validation. Reading of Inventory and examining Guidelines; Launch of debate on the survey (The survey is meant for adult education providers and stakeholders in order to get grassroots feedback from concerned organisations, to find out their experiences and practices and to understand their challenges and fears.)

In December 2014, we will organise the kick-off meeting, which will introduce the partners, decide on the survey, the evaluation, start the dissemination and discuss the European Inventory and Guidelines. Further activities: feedback on online communication, discussion of online articles,

January – September 2015: The survey will be published, then it will need follow-up (clarifications etc.) and analysis

2nd Partner meeting in Vienna (1 1/2 days): October 2015; Discussion of survey results, preparation of concept of expert seminar, dissemination etc.; Linked to: Jour fixe - 1-day multiplier event in Vienna: a lecture, a critical response to the lecture and a discussion with field-experts, stake-holders, students and university staff

October 2015 – December 2015: Prepare the concept of the expert seminar, organisation of the logistics, promotion of the event

January 2016: Expert seminar (This 2-day seminar will bring together about 40 experts that will debate the main themes and the outcomes of the survey. They will also exchange experiences, explore the main challenges and propose possible solutions.)

2 days – linked with 3rd partner meeting (Oslo)

Introduction and final sessions together, otherwise we'll split into two strands that will discuss one of the objectives each

January 2016 – May 2016: Preparation of Action Plan (Drawing on the results of the survey and the expert seminar, key messages and actions will be proposed); preparation of policy debate

May 2016 – Policy debate (+ final partner meeting)

June – August 2016: Sending out and following up the action plan; Questions on impact; Final report

Participants in the project but also the wider adult education community will be able to develop and learn how things could be done. They will learn from others, gain insight into different tools, develop different approaches, propose possible solutions, develop partnerships between systems and sectors and understand existing European tools better. For the individual learners, this project will mean better validation, more quality and better recognition across systems. For policy-makers we will provide more practice-based evidence for better policy-making. For the dissemination, a detailed plan has been foreseen.

We believe that the materials and outputs will remain useful and will be used at least until 2018, the deadline for the implementation of national validation systems. We will therefore use them on European and national levels for further advocacy, everything will remain on the websites of EAEA and NVL where interested parties can download everything they need.

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Nordic Network for Adult Learning, NO;
Learn for Life, NL

GRANT AMOUNT:

142 111 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways

PRIORITY 2:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

Access for disadvantaged

TOPIC 2:

Recognition (non-formal and informal learning/credits)

CLUSTER(S):

Inclusion & Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-BE02-KA204-000427**TITLE:****LIFE, ALL IN: CONNECTING FORMAL AND INFORMAL LEARNING TO ENHANCE SOCIAL INCLUSION****DESCRIPTION:**

With more than 25% of EU citizens being affected by social exclusion, contributing to overcoming social marginalization is becoming increasingly important. Even though education and learning cannot guarantee (social) success, they are increasingly necessary aspects when aiming at that success (Istance, 1997; De Greef et al, 2010; Lupi et al., 2011). In particular, adult education is one of the best ways to prevent social exclusion (De Greef 2009) as it ensures that people remain involved in society and with others. The project Life all in focuses on the synergy between informal and formal learning in L2 programmes, with informal learning seen as a lever for optimizing formal learning activities (cognitive, social and motivational) and in turn to enhance social inclusion of participants.

The overall objective of the project is to contribute to social inclusion and integration of participants in L2 adult education by developing the synergy between formal and informal learning. The specific objectives of the project are:

1. Defining to which extent AE providers implement conditions for formal and NFIL (non formal and informal) of L2 for social inclusion;
2. Providing recommendations and tool kits for institutions and policy makers for bridging formal and NFIL L2;
3. Providing a good practice example and fostering networking & exchange of practices between AE institutions within the L2 training programmes for enhancing social inclusion.

The main target group consists of adult education decision makers on local, regional and national level (depending on the country) who are active in the field of connecting formal and informal learning, decision makers, learners, trainers, and trainees as final beneficiaries.

The following activities are planned to be realized:

- Analysis guideline
- Peer evaluation
- Report on overall analysis of the collected data
- Tool kit development
- Piloting tool kit
- Feedback analysis
- Revision of tool kit
- Tool kit validation
- Project website development with community of practice and visibility actions

The expected results are: a) project team operational - Project Management Guidelines will be prepared and will consist written responsibilities of the management team, description of the supporting tools and methodologies for communication and quality and partnership agreements b) created report based on peer evaluation and output of previous research projects c) validated toolkit (that can be replicated in other teaching courses but L2) d) created community of practice through discussion platform e) web portal f) disseminated project outputs.

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PARTNERS:	IC VIA DELLE AZZORRE 314, IT; Oslo Voksenoppl�ering Skullerud, NO; YOUTH ENTREPRENEURIAL SERVICE FOUNDATION, MK; Axxell Utbildning AB, FI
GRANT AMOUNT:	244 627 EUR
CONTRACT DURATION:	28 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Inclusion - equity
TOPIC 2:	Quality Improvement Institutions and/or methods (incl. school development)
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Inclusion & Tolerance; Improving the Quality of Education / Training Systems; Teaching & Training

PROJECT NUMBER: 2014-1-BE02-KA204-000450**TITLE:**

SERIOUS GAMES FOR ENTREPRENEURSHIP SKILLS OF ADULT LEARNERS

DESCRIPTION:

The project Serious Games for Entrepreneurship Skills of Adult Learners (SG4Adults) aims to stimulate entrepreneurship mind-set and to develop entrepreneurial competencies of adult learners through the use of game-based learning method. The project is in direct correlation with the EU policy in the adult learning field, taking that the proposed method is expected to contribute towards increased competitiveness, employability, social inclusion, active citizenship, and personal development of the targeted adult learners. In particular, the application of informal approach in formal learning environment for up-skilling adults for employment is aligned with one of the goals of the EU policy.

The overall objective of the project is to develop, deploy and assess experimental pedagogical plan based on game-based learning method used for stimulating entrepreneurship skills and attitudes of adult learners. SG4Adults aims to analyze the pedagogical potential of the proposed game-based learning method applied to competencies development of adult learners, consequently identifying specific variables that influence the successful implementation of the informal learning method in a formal environment with preparing teachers to successfully implement the innovative approach.

The specific objectives of the project are:

1. To design and develop a specific game-based learning method for simulation training of adults with an aim of encouraging their entrepreneurship skills;
2. To develop a training curricula for teachers of adult learners for using game-based learning method in the classroom;
3. To test and evaluate the impact of a game-based approach in formal teaching and pedagogic methodologies for adults;
4. To validate the proposed approach as a means of learning and evaluate its impact on adult learners.

There are two main target groups of the project: adult learners (age 35-50 years) and teachers delivering courses for adult learners. The proposed innovative learning approach is expected to provoke positive contribution by equipping adults, in particular low skilled and older workers, with new skills needed to better adapt to the changing economic environment. An estimate 90 adults from 6 countries will benefit from increased entrepreneurial skills through the newly developed game-based learning method while 12 teachers will be trained how to use the method in the classroom.

The following activities are planned to be realized:

1. Project Management
2. Baseline analysis
3. Comparative report with recommendations
4. Serious Game design and development
5. Training materials and pedagogical guidelines developed
6. Training of teachers and piloting SG among adult learners
7. Quality assurance
8. Exploitation and dissemination

The following results are expected from the project:

Operational results: 1 Project Management Guidelines; 4 transnational meetings; 2 Interim Management reports and 1 final report.

Quality assurance results: 1 Quality management plan; 2 questionnaires, for trainers and trainees; 1 Quality management final report.

Dissemination results: 1 Dissemination plan, 1 Dissemination report, project leaflet/poster/brochure, project website

Exploitation and sustainability results: 1 Exploitation and sustainability plan

Other project results: 12 teachers trained to implement SG in the classroom, 10 teachers mobilities realized, 90 adult learners trained using the developed SG, training materials and pedagogical guidelines for teachers developed.

The expected impact from the project is adult learners with newly acquired entrepreneurial skills through SG method, prepared teachers to use the developed learning method and proof of concept for policy makers to further boost the development of SG method in adult education.

Finally, the newly developed game-based learning method will be adopted and validated in 4 adult learning providers which will continue to use it within their annual teaching program.

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IRIS ORGANISMOS KATARTISIS A.E., EL;
associazione seed, CH;
The Elephant: Learning in Diversity B.V, NL

GRANT AMOUNT:

253 899 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways

PRIORITY 2:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

New innovative curricula/educational methods/development of training courses

TOPIC 2:

Reaching the policy level/dialogue with decision makers

TOPIC 3:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

Teaching & Training; Employability

PROJECT NUMBER:	2014-1-BE02-KA204-000478
TITLE:	ADULT EDUCATIONAL GUIDANCE AND INFORMATION SERVICE
DESCRIPTION:	<p>Participation in adult education represents an attitude of lifelong learning which serves different objectives for a variety of people. Irrespective of the age, origin, social or economic background, adult education must be accessible, transparent and visible. However, some adults are struggling to find their way through the adult education scenery and cannot see the wood for the trees. The aim of this project is to (1) raise participation on adult education, (2) decrease the inequality in participation on adult education (matheuseffect) and (3) to improve the impartial adult education information and guidance service with the task of increasing awareness, offer information, orientation and guidance by using a participatory approach in which people themselves become responsible for creating their own learning path (in formal, non-formal and informal learning), but with some guidance of 'experts' in the educational field. By creating a partnership between Belgium, Lithuania, Finland, the United Kingdom, Austria en Slovenia good practices and methods will be exchanged through project management team meetings and study visits to each other's organisations. Each partner has an own context, vision, experiences, methods, instruments and tools in adult educational information and guidance service which guarantees a broad spectrum to create a strategic partnership. By sharing good practices, implementing and evaluating methods the project aims at the creation or elaboration of central service point (a one stop learning shop) in each organisation which is adapted to the specific context of the country. This idea of adult educational information and guidance service should be eventually implemented in the policy system of adult education. The process of the project will be disseminated at different ways: a study report after each study visit, project management team reports, a website and newsletter about the project specific for each partner organisation ,a flyer for potential learners to inform them about the service, a study day at the end of the project in each country, a general project website and newsletter. The reports offer other stakeholders the opportunity to use the information and help to increase the impact of the project. There are also diverse evaluation instruments implemented in the project: study visit evaluations, self-assessments, evaluations of the study days in each country, project management team meetings that discuss the progress of the project, etc. To conclude, the final goal of this project is a structural anchoring of qualitative adult educational information and guidance services by influencing policy makers, stakeholders and the public field.</p>
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GRANT AMOUNT:	126 750 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	Reaching the policy level/dialogue with decision makers
TOPIC 3:	Recognition, transparency, certification

CLUSTER(S):

Inclusion & Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-BG01-KA204-001560**TITLE:**

PROMOTING MANAGEMENT AND ENTREPRENEURIAL THINKING AMONG THE CAREER COUNSELORS AND GUIDANCE PRACTITIONERS IN THE EU SOCIETIES

DESCRIPTION:

PROMETHEUS is the Greek god that gave fire to the people. His name in Greek means forethought. He stands as a symbol of the human progress and the gift of fire and hope. Hope helps human beings to struggle to improve their lives while fire, as the source of technology, makes success in that struggle possible.

What better metaphor can one find for the nowadays career counsellors and guidance practitioners. Their expertise and experience ensures that they can transfer the hope of better personal and professional realization to the people they work with and for. The rapid technologies' development changes the dimensions of the learning and counselling environments and methodologies and the fire they need to make the counselling process more relevant and adequate to the new virtual generation's needs and attitudes is the next logical step in the development of their profession – the online environment.

PROMETHEUS.EU is that One Stop Virtual Space for Career Counselling and Guidance Services they need – an innovative online platform with open educational resources. All the Intellectual Outputs of the project will be uploaded and implemented on and via the platform - Intellectual Outputs: Career Pathways Research and Analysis Report (O1), 100+ Enlightenment Best Practices e-Book (O2), PROMETHEUS Peer Network (O3), PROMETHEUS. EU(O4), Online Career Counselling Guide (O5) and PROMETHEUS Toolkit with career counselling mobile apps (O6).

PROMETHEUS directly addressed the strategic partnership priority for re-skilling and up-skilling of adults through increasing incentives for adult learning, information on access to lifelong learning services such as career guidance and by offering tailored learning opportunities to individual learners.

The PROMETHEUS Intellectual Outputs will facilitate the enhanced participation in learning as well as the employability by developing quality career guidance, counselling and support services.

The project team will achieve these goals in compliance with the program priorities for innovating and increasing the quality and range of initial and continuing training, including new pedagogies, ICT-based methodologies and use of open educational resources as well as the production and adoption of open education resources in diverse European languages.

The project team includes 6 organizations from 6 European countries: BFE (Bulgaria), CIAPE (Italy), BEST (Austria), IED (Greece), Aspire-i Ltd. (UK) and CIT (Ireland). The partners possess outstanding expertise and experience and the synergy of their professionalism, pro-activeness and commitment to high quality performance, teamwork in the spirit of cooperation, mutual respect and support is the solid basis for the successful implementation of the project idea.

The activities PROMETHEUS strategic partnership will organize will follow the logical framework of the project implementation and progress and include: management, coordination and monitoring activities; activities dedicated to the production of the Intellectual Outputs and achieving the set objectives and outcomes and activities for dissemination, exploitation and provision of sustainability.

The envisaged impact for the first main target group – the young adults will be their better employability. They will also become aware of the benefits of a constant development and the participation in lifelong learning possibilities for better personal and professional realization.

The impact for the second target group – the career counselling and guidance professionals is that they will be able to improve the quality and widen the scope of the services they offer and thus improve their managerial skills and enhance their pro-activeness and sense of initiative. As a result of all these they will really become PROMETHEUSes and will distribute the knowledge and commitment to constant personal and professional improvement and realization among the receivers of their services.

The whole society including the stakeholders, employers, individuals, etc. as indirect target group of the PROMETHEUS project will benefit from the innovative and practical solutions to some of the most challenging nowadays problems. The main impact of the successful implementation of the project for the society will be the reinforced interaction between practice, research and policy.

The dissemination activities will be designed appropriate for the new virtual generation and to promote the PROMETHEUS.EU platform and the career counselling apps.

All members of the strategic partnership expressed commitment to contribute with their networks of partners and professional contacts in their countries and across Europe for the dissemination, multiplication and mainstreaming of the projects outputs and outcomes.

All projects partners are strongly committed that the PROMETHEUS.EU and all Intellectual Outputs will be maintained and utilized for at least 5 years beyond the funded period.

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GRANT AMOUNT:	250 286 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; International Cooperation; Teaching & Training

PROJECT NUMBER: 2014-1-BG01-KA204-001645**TITLE: MULTI-PURPOSE CENTRE FOR ADULT EDUCATION IN CLEAN ENVIRONMENT****DESCRIPTION:**

Adult learning opportunities are essential to ensure economic and social progress, as well as personal fulfilment of individuals. The EU Strategic Framework for Cooperation in Education & Training highlights the crucial contribution of adult education and training to competitiveness, employability and social inclusion. In this context Strategic partnership project "Multi-purpose centre for adult education in clean environment – ECO-Centre (Erasmus+ programme) proposes approach for combating adult unemployment in Europe having currently threatening dimensions. Recent development of ecology sector created employment opportunities and increasing needs of education as well. The vast expansion of economic activity is the main reason of the environmental decline and imposes negative effect on the global ecological situation. In this context, the objectives pursued by the project – ECO-Centre are to:

- incorporate principles of adult education in the planning and development of programs/courses that meet organizational and adult learners' needs
- design and deliver adult learning experiences that address learners' needs through the integration of adult learning philosophy and principles into practice
- promote education, monitor and evaluate program effectiveness and use the data for program improvement, technical assistance for organization of mobility process, capacity building and accountability
- apply EQF and ECVET validation instruments to facilitate recognition of skills and competences adopted at national level via adult education
- facilitate public understanding, information exchange, demonstration of professionalism and promote the philosophy, goals and objectives of adult education.

The ECO-Centre consortium is formed on the basis of shared understanding and consideration of the need for provision of adult education of learning providers and a training program in clean environment. It unifies 6 partners from 4 countries – Bulgaria (P1 – P3), Cyprus (P4), Germany (P5) and Turkey (P6) and comprises 2 Universities (P1, P6), 2 R & D Centres (P2, P3), a research institute (P5) and a SME (P4).

The Project is structured in 5 phases that comprise ordered work in terms of activities performance and technical, human and financial resources implication.

Preparation: establishment of project multi-purpose ECO-Centre for adult learning providers' education & training and constitution of its operational departments.

Implementation: working out of a scheme for e-learning of adult learning providers in clean environment.

Follow up: results evaluation, appraisal, and verification.

Dissemination & use: performance of dissemination activities assigned to involve short- and long-term beneficiaries and to cover overall project work.

Closure: final project and post-project life activities to sustain its achievements and make them transferable to wider audience.

The methodology to be used in carrying out the project activities comprises application of good managerial practice and includes:

- proper budget control to avoid financial conflicts and ensure contractual obligations minding
- time management of project activities: distribution of project tasks by time intervals, type of activity and partner(s) responsible
- monitoring and evaluation the quality of the projects activities and results
- performance of regular quality checks and applying of quantitative and qualitative indicators of achievement

- elaboration and application of a multilevel contingency plan for risk handling.

The ECO-Centre planned results include:

- ECO-Centre concept development and need analysis
- Design, creation and operation of e-based platform for project implementation
- Establishment and functioning of a model for organization and operation of education process in clean environment based on improved accessibility
- Generation of a data base of training courses in accordance with the project scheme: academic, work-oriented and enrichment; implementation of a training road-map.
- Creation of a concept for organization and carrying out the evaluation, appraisal, and verification of project results and their sharing
- Performance of evaluation events, workshops, e-conference, bilateral meetings for sharing and dissemination of project results
- Preparation and issue of booklet ECO-Centre achievements and prospects: towards sustainability.

The expected impact of ECO-Centre project will be realized among core players and wide audience at national/EU level. Project achievements will contribute to the implementation of the concept for the major role that adult learning can play to improve workers ability to adapt to changes in the labour market and society. The project exploits new approach for assisting those affected by unemployment, restructuring and career transitions, job seekers, and newly recruited, promotes their social inclusion, active citizenship and personal development, and shows new prospects for qualification adoption.

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GRANT AMOUNT:	283 994 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing short-cycle post-secondary or tertiary qualifications in accordance with the European Qualifications Framework
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Natural sciences
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER: 2014-1-BG01-KA204-001721**TITLE:** CREATE YOUR FUTURE**DESCRIPTION:**

Whilst unemployment in general has increased in Europe, these increases have been disproportionately high amongst young people. And there is a group of people threatened by exclusion from the labour market and society at large which is often neglected: Young people between 15 and 25 years who have survived childhood cancer and are trying to find their way back to life, work and education. Research shows that increased risks of unemployment were observed within all cancer diagnoses.

More than two-thirds of childhood cancer survivors experience late effects. Childhood Cancer Survivors also have higher risk factors for poor educational attainment, less than optimal employment status, and interpersonal relationship issues. Create your Future establishes a career counselling programme for Childhood Cancer Survivors that does not only address the educational and labour market perspective but also integrates psychosocial and medical factors in order to look at the individual as a whole. This Career Counselling will be tailored to each Childhood Cancer Survivor in order to take into account their special needs, stresses and strains. For this, close cooperation between health staff and adult educators is an integral component of the Career Counselling Programme in order to assure best possible support for Childhood Cancer Survivors.

Within Create your Future up to 60 adult educators will be trained to be able to perform Career Counselling for Childhood Cancer Survivors and 80 Childhood Cancer Survivors will participate in the Career Counselling during the project duration.

Objective of Create your Future:

- Create your Future raises awareness for the individual needs of childhood cancer survivors and sensibilizes the general public as well as the economy about these needs and the importance as well as benefits of integrating Childhood Cancer Survivors in the labour market
- Create your Future fosters the employability of Childhood Cancer Survivors by developing career perspectives with them in individual counselling sessions that also address psychosocial factors
- Create your Future enhances the development of key competences of Childhood Cancer Survivors by providing individual assessment and learning offers
- Create your Future fosters equity and inclusion in education by creating pathways to education and training allowing participation of the disadvantaged group of cancer patients
- Create your Future contributes to the professionalization of adult educators by providing tailor-made in-service training which enables them to work as trainer and coach of the beneficiaries
- Create your Future brings about lasting change by embedding the learning and counselling offers in a comprehensive system which includes quality assurance and sustainability

The impact of the project is to contribute to full employment and to integrate childhood cancer survivors into society, education and the labour market by providing a comprehensive Career Counselling Programme for Childhood Cancer Survivors. At the local, regional and national level Create your Future will lead to a higher qualification of adult educators in Austria, Bulgaria, Spain and Greece. The desired impact on a national or European level is not only to transfer Create your Future to other countries but for stakeholders to acknowledge the problematic and individual situation each Childhood Cancer Survivor is facing after treatment for which individual Career Counselling that includes the psychosocial and medial sphere offers a solution.

The long term benefits of Create your Future will be to contributing to changing living conditions of Childhood Cancer Survivors through individual career counselling and reducing the number of unemployment rates among Childhood Cancer Survivors. Another long term benefit for Childhood Cancer Survivors will be to foster equity and their inclusion in education by creating pathways to education allowing participation of the disadvantaged group of Childhood Cancer Survivors. The long term impact of Create your Future on the economy is to contribute to reduce the hesitation of HR managers and general managers to employ Childhood Cancer Survivors. Furthermore adult educators will benefit from the professionalization by

providing tailor-made in-service career counselling which enables them to work with Childhood Cancer Survivors.

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GRANT AMOUNT:

312 953 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Promoting young people's social inclusion and well-being

PRIORITY 2:

Improving the attainment of young people with low basic skills

TOPIC 1:

Labour market issues incl. career guidance / youth unemployment

TOPIC 2:

Inclusion - equity

TOPIC 3:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Employability; Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-CY01-KA204-000269**TITLE:**

USE OF TRIPLE BOTTOM LINE SUSTAINABILITY FRAMEWORK IN RURAL WINE ENTREPRENEURSHIP

DESCRIPTION:

Wine SMEs in the rural areas of Europe already feel the market pressures as international competition intensifies and economies fail to support growth. The future of these SMEs is more in doubt when you consider that the market protective measures will soon be lifted while the cost of material and energy continues to increase. SMEs in remote rural areas are running into a deadlock and will be mathematically suffocate, unless they face the challenge of adopting sustainability strategies and linking them to their operational excellence programs to optimise the consumption of all resources used in their adding value processes.

While organisations primarily focus on profit, sustainable organizations are committed to measuring and making key decisions based on measures that look after the profit, the planet and the people. These represent the three pillars the Triple Bottom Line (TBL) framework is based on, a sustainability business model suitable for every organization, regardless of its size. It is a feeder road to a highway called sustainable growth.

UseWine aims to lead European Wine SMEs to sustainability by guiding them through their first crucial move: the adoption of the TBL model. TBL is not widely known within SMEs, and those who have heard of it, consider it as an unfeasible model for the small size of their organisation. The fact that the planet and the people are part of the sustainability equation creates negative attitude since both are considered to lead to additional expenditures.

SMEs can implement their TBL strategies in a business environment that encourages and supports social and environmental policies. In this sense, all entrepreneurship stakeholders are an integral part of a successful implementation of the transition to TBL. Local governments and regional authorities who set out environmental and social policies be will a target group, not only as facilitators of the Wine SMEs but also as beneficiaries. By implementing the TBL principles, they will be able to set the ground for sustainable growth themselves.

The skills on how to train the leaders of the organisations will be delivered by a professional TBL business consultant to a selected number of facilitators during a train-the-trainer workshop to be organised by the lead partner. Each partner organisation will assign two trainers who will be trained to become the facilitators of the leadership workshops.

Awareness activities will also take place in the form of half-day events in every partner country, where market stakeholders, local authorities and entrepreneurs will be exposed to TBL which will be projected as an SME sustainability mechanism. Success stories will be presented, derived from the respective national market to better relate to.

The development of leadership is the foundation to a successful transition from the conventional business models to the TBL model. This project will create the leadership who will be able to read not only between the lines, but also behind the obvious and who can deliver change in a convincing manner. Leading an organisation to this type of change requires certain competencies. This project will provide the necessary training to a selected number of leaders per partner country who will be committed to implement the TBL model into their organisations. The leadership workshops will be organised by each consortium member in its territory using the facilitators that attended the train-the-trainer session.

The project will also make use of indicators to measure the actual impact of its activities. At first, the baselines will be set using questionnaires. The questionnaires will cover the current TBL related practices of the Wine SMEs, the existing TBL related policies and regulations in enforcement by the policy makers (local governments/regional authorities) and how the citizens (social and environmental groups) react to such actions taken by both. The survey, based on the questionnaires, reflecting the current situation will constitute the first intellectual output of the project.

After all trainings and awareness activities take place, their impact will be measured again through a survey using new questionnaires. The produced indicators and the methodology applied to achieve them will form the second intellectual output which will be presented during a European Conference in Zaragoza.

A project website will be in place from the start of the project to disseminate all project intellectual outputs and act as an awareness platform for TBL hosting success stories from all partner countries.

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GRANT AMOUNT:	316 962 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Promoting the professional development of staff and youth workers in ICT methodologies
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability

PROJECT NUMBER: 2014-1-CZ01-KA200-002019**TITLE:** FINANCIAL LITERACY FOR YOU**DESCRIPTION:**

The economic crisis revealed serious gaps in financial literacy of citizens of the EU. Countries as well as individuals executing poor financial management steps contribute to global economic instability. The need for higher financial literacy of the EU population was expressed by the European Commission in 2008 when the Expert Group on Financial Education was set up. The rising indebtedness on both individual and national level within the EU is only a one of the facts proving the need for more joint effort concerning improvement of financial literacy of the EU citizens.

The FLY project has several objectives. In the most general perspective, the project aims to contribute to the following European development strategies:

- Europe 2020 Strategy
- o Target 4 – Education
- o Target 5 – Fighting poverty and social exclusion

Financial education was articulated by the European Commission to be a necessary part of the process of lifelong learning. The goals of the FLY project are:

- corresponding with the goals of the Erasmus+ programme also in the field of sustainable development of higher education and in education of adults, as the project aims at a spectrum of target groups.
- in line with the Erasmus+ programme's objectives through its European level and in its focus on development of new, modern and sustainable open educational resources and tools.
- increased levels of financial literacy.
- raised awareness of risks of poor personal financial management.

The consortium of partners consists of consulting, training and educational private companies and non-profit training and educational centres and universities. The partnership possesses the required expertise to cover all phases and aspects of the project. The consortium is composed of partners from the Czech Republic, Spain, Italy, Austria, Bulgaria, Romania and the United Kingdom.

The FLY project will be performed through activities covered within the Project Management and Implementation budget and the budget for Intellectual Outputs. Two Intellectual Outputs will be produced. The first Output is the E-Course on Financial Education, being the interactive e-learning tool to be used by the target groups for assessing and improving their levels of financial literacy. Two activities will be performed within this Output – in the first phase, participating organisations will develop the content of three independent e-learning modules of the E-Course, each designated for one target group (secondary education students, higher education students, adults). In the second phase, the E-Course on Financial Literacy will be delivered. The second Intellectual Output is the Raising Awareness Campaign, comprising of activity focused on identification of target groups to be involved in the Raising Awareness Workshops and in the Campaign. Workshops are the last activity in this Output, preceded by activity on forming the content of the Workshops.

The methodology used in the FLY project address the needs of the modern trends in education, including digitalisation of learning and the preference of personal approach in teaching. The main output – the E-Course on Financial Education – is a free distance learning tool, designed and produced by experts on financial literacy and IT. Personal approach to target groups during the Raising Awareness Campaign complements the complex methodology used for this project.

The results desired to be achieved include:

- creation of the E-Course on Financial Literacy
- identification of target groups for the purposes of the Raising Awareness Campaign

- advertisement materials of the Campaign are produced and distributed
- a series of Workshops conducted at schools and in companies
- Raising Awareness Campaign is carried out

Thanks to these results accomplished, the following impact is envisaged. On European level, countries will benefit from more responsible consumer behaviour of citizens which would support also the economic development of EU. The field of financial education will be better understood on both international and national levels. The project will contribute to implementation of national strategies on financial education in the project countries. On individual level, the level of financial literacy of participants will increase and they will also be more aware of the risks of poor financial management.

From the perspective of longer terms benefits, the FLY project will extend its impact beyond the time schedule of the project thanks to its linkage to the national strategies on financial education. The outputs produced will remain available to be used by individuals and organisations and institutions such as schools or companies in order to continue educating their students and employees. Increased financial literacy is considered to be another crucial element benefiting individuals, countries and the EU as a complex community.

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GRANT AMOUNT:

236 796 EUR

CONTRACT DURATION:

26 months

PRIORITY 1 OR MAIN:

Supporting the production and adoption of Open Educational Resources in diverse European languages

PRIORITY 2:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

Economic and financial affairs (incl. funding issues)

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Overcoming skills mismatches (basic/transversal)

CLUSTER(S):

Teaching & Training; Employability

PROJECT NUMBER: 2014-1-CZ01-KA204-002011**TITLE:** **FAMILY TRAINING TO SUPPORT THEIR MARGINALIZED AND DISADVANTAGED MEMBERS**

DESCRIPTION: FamilEU envisions developing a digital training toolkit for adult trainers and professionals who already work in the areas of family care for many years. The aim of the FamilEU is to equip the social workers and other relevant practitioners in areas of social welfare, provide training to family member, in order in their turn to provide a peer to peer support to members of their families who are in need, facilitate their (re) integration both in the society and in the market where appropriate. The escalating socio-economic transformations have affected in a profound manner the molecule of the EU society that is the family. The limited resources of the states, as well as of the families, demand a new approach in the provision of social welfare, where peer to peer support, through the acquisition of relevant lifelong skills by EU citizens is both in demand and in need. EU states are still in the conception phase of this approach, searching for successful models and tools to integrate in their upcoming initiatives. The FamilEU will provide the necessary practical, theoretical and pedagogical framework to train social work professionals, in order to educate EU families to meet the social, economic and professional challenges in an effective way. The FamilEU will be a toolkit, built on an online e-learning platform, which will host online training modules, social network applications, data bases, information material and manuals, for social work professionals on how to train adult members of EU families, in order to provide internal support to their family members in need. Additionally the FamilEU will be also available through a mobile platforms application. The proposed FamilEU training fields are:

1. Digital Literacy
2. Communication and Collaboration Skills
3. Social Orientation Support
4. Motivational and Guidance Skills
5. Labour Market Access, Employability and Entrepreneurship
6. Basic Social Work Principles

The consortium of the FamilEU is consisted from 8 partner from 7 different EU countries; partner come from a wide range of backgrounds including training centres, family care centres, research and development centres, and SMEs. The FamilEU is in full alignment with the priorities, objectives and aims of the ERASMUS+ Strategic Partnerships call for Adults as it envisions in adults up-skilling and provision of transversal skills, provide access to Open Educational Resources based on ICT, link adult education with higher education (ECTS), carry awareness campaigns, and promote validation, accreditation and certification for adult training.

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INNOVADE LI LTD, CY;
QUALED občianske zdruzenie pre kvalifikáciu a vdelávanje, SK

GRANT AMOUNT: 246 315 EUR

CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Promoting young people's social inclusion and well-being
TOPIC 1:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:	2014-1-CZ01-KA204-002014
TITLE:	LEARNING ABOUT THE CAUSES AND EFFECTS OF GENDER (IM) BALANCE IN CENTRAL EUROPE
DESCRIPTION:	<p>This 2-year regional project innovatively contributes to public debate and learning on origins and consequences of gender inequality in the V4 (Czech Republic, Hungary, Poland and Slovakia). It support production of open (freely available) educational resources (OER) in diverse European languages and strengthens institutional capacities and human resources of participating organizations from V4.</p> <p>There are virtually no 'reader-friendly' learning resources available on the theme of gender equality in the V4 and this project aims to bridge this gap. While it is widely known that women are underrepresented in positions of power, the origins and implications of this situation are rarely discussed in Central Europe. The topic of gender imbalance appears in the media only occasionally, when there are elections and/or when an NGO or international organization publishes a report with new data. This occasional public debate is mostly concentrated on women representation in elected bodies, while little is known about their presence in executive positions in other walks of life. Deeper analyses of the status quo are typically confined to gender studies departments of academic institutions, and non-governmental volunteer organizations active in the area of gender equality face obstacles in spreading the debate to wider audiences.</p> <p>The four participating organizations, with a long track-record of educational, publishing and outreach/communication activities (Forum 50% (CZ), Democracy in Central Europe (SK), Hungarian Women's Lobby (HU) and the Congress of Women (PL)) will collect and analyze data on origins and implications of gender imbalance in selected public and executive positions. Based on these data, the partners will prepare analytical yet reader-friendly articles and disseminate them to broad audience of youth and youth educators. The articles (learning materials in a form of Open Education Resource) will remain online even after the end of project duration. The partners will organize four workshops on project related themes, parts of these workshops will be open to wider audience of youth educators. A very important part of the project is its communication and dissemination strategy, which will ensure that the project results are available to the broadest number of target group members (youth and youth educators).</p>
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GRANT AMOUNT:	142 704 EUR
CONTRACT DURATION:	25 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Stimulating active participation of young people in democratic life
TOPIC 1:	Gender equality / equal opportunities
TOPIC 2:	Inclusion - equity
TOPIC 3:	Research and innovation
CLUSTER(S):	Inclusion & Tolerance; Research & Innovation

PROJECT NUMBER:	2014-1-CZ01-KA204-002053
TITLE:	INCREASING COMPETENCIES THROUGH EDUCATION IN PROTECTED AREAS
DESCRIPTION:	<p>The potential of protected areas in the EU as a measure of increasing key competencies of adults has not been sufficiently exploited. Organizations that educate adults in this field have not yet had a chance to exchange best practice examples and methods of education suitable for adult learners.</p> <p>The aim of this project is to: 1/ increase know-how sharing between partners and spread innovative best practice examples 2/ increase key competencies (complex problem solving, understanding science, communication, public presentation skills and more) using nature protection as vehicle. The project will positively impact hundreds of adult learners that are annually educated by partners and over 70 other organizations that network with partners.</p> <p>The set of intellectual outputs will reach over 15 000 people including adult learners and stakeholders. These multilingual products include Guide of Best Practice, Education material for adults – Catalogue of education opportunities, education brochures and four Curricula of education programs. Media outputs will reach over 400 000 people, raising their awareness. Results of this project will fill the gap that has existed for several years.</p>
COORDINATOR:	<p>Udolni 33 60200 Brno, Czech Republic www.hnutiduha.cz</p>
CONTACT:	Marie Horáková
PARTNERS:	<p>Mountain Wilderness, FR; Lesoochránárske zoskupenie VLK, SK; European Wilderness Society, AT</p>
GRANT AMOUNT:	209 891 EUR
CONTRACT DURATION:	25 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Environment and climate change
TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Education for Sustainable Development; Teaching & Training

PROJECT NUMBER: 2014-1-CZ01-KA204-002106

TITLE:

STRONGER PARENTS, STRONGER FAMILIES

DESCRIPTION:

The project was created in response to the difficult situation of single parents (SP) and the all-European need to support this target group. It reacts as well to a consistent need for training of professionals working with SP families and fragile families.

The project also addresses parents/families in general, with the aim of strengthening functional models, helping families at risk and preventing further problems in societies.

The project aims to increase public awareness of the situation of SP and believes that the dissemination will lead to a less biased view of SP and their needs. It also points at fragility and demanding nature of parenting in today's quickly changing European societies.

Specific objectives:

1. Provide accredited, accessible and high-quality L&D opportunities for SP and fragile families as well as those who work with them. Providing courses to these families as well as to professionals will help to achieve sustainability of the outcomes and their repeated use.
2. Implement new technologies in a meaningful way so as to foster involvement of all types of learners and facilitate efficient and long-lasting learning.
3. Prevent or decrease poverty and exhaustion, and thus prevent further social risks and behavioural disturbances in SP and fragile families, including negative outcomes of children growing up in these families.
4. Prevent family conflict or break up by stressing family resilience

The project exploits results of previous projects on SP and adult education and additionally develops educational modules both for parents and professionals from a wide variety of organizations. We plan to involve both types of learners more intensively in the online learning and maximise the long-term outcomes of the learning for them.

The four outputs are open online courses/blended learning courses focused on the four groups to provide holistic, sustainable support to SP and parents:

01. disadvantaged SP aiming to succeed at the labour market (long-term course New Horizons)
02. professionals working with disadvantaged SP (course for New Horizons facilitators Professional Development Award in Family Support)
03. single parents in need of specialized support and parents from families at risk (Parenting, Relationships and Life Skills for Stronger Families, a series of short online courses collateral to New Horizons)
04. professionals providing parental or family support to parents/families at risk (extensive online course Family RESILIENCE)

MULTIPLIER EVENT "Stronger Parents, Stronger Families: Towards Stronger Community

1 day seminar for stakeholders, held in Prague and available on-line.

TRAINING ACTIVITIES

Short-term joint staff training events:

- Staff training on long-term course for single parents
- Staff training on online course for facilitators
- Staff training on online courses for families

- Staff training on online course for professionals

METHODOLOGY

- Developing online or blended courses on Moodle platform, using self-assessment tools, text, graphics, examples
- Qualitative and quantitative surveys of participants' experience
- Collaboration in transnational teams to ensure intercultural relevance and experience transfer
- Mutual experience exchange and evaluation

RESULTS

The project will also produce:

- Cooperation contract and other documents specifying the project activities in more detail (plan and policy for dissemination)
- Updated database of contacts of relevant stakeholders
- Database of resources (publications, methods, tools) for developing L&D activities for the target groups
- Collection of different approaches and methodologies in L&D activities for single parents and parents, and for professionals working with them
- Database of tools for monitoring the quality of outputs
- Results and methodology of a qualitative research describing the situation of single parents and parents in the partners countries
- Web pages with the project outputs and shared experience in each partners websites

IMPACT:

1. Single parents: prevention of or progress out of social exclusion, poverty and exhaustion
2. Children of single parents: prevention of long-term detrimental effects on school outcomes and well-being
3. Fragile families: avoidance or resolution of stressful situations/conflict through increased competence and resilience
4. Professionals: increased confidence and ability to serve diverse types of families
5. Stakeholders: new tools for target groups and a ground for new measures for SP
6. Society as a whole: increased awareness of needs of single parents and fragile families via dissemination activities

COORDINATOR:

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CONTACT:

Eliška Kodyšová

PARTNERS:

One Parent Families Scotland, UK;
Cherish t/a One Family, IE;
Intermedia Consulting A.C., IT;
Single Parent Action Network, UK

GRANT AMOUNT:

242 298 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Supporting the production and adoption of Open Educational Resources in diverse European languages

PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Inclusion - equity
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-DE02-KA200-001033

TITLE: DESTINATION EVALIDATION

DESCRIPTION:

Volunteering has always played important role in many sectors of the European economy and especially in the non-profit sector but for a very long time its contribution was not officially recognised at EU level. In 2012 the role of volunteering in the EU was highlighted in a resolution adopted by the European Parliament. The resolution stated that the competences and knowledge gained by volunteers should help them find jobs or be recognised as part of their training. Although different target groups can have different motivation for volunteering, depending on their age, gender or life aspirations, as a result they all develop new competences or improve existing ones, gain work experience and boost their personal development. These are competences and experiences which could be used in a variety of different jobs, help achieve new qualifications, build a career or simply gain personal satisfaction. Unfortunately, they are often not properly validated in a way that would be recognised by public institutions, certifying bodies or potential employers. Our partnership aims to develop a methodology for validation of different competences acquired through volunteering.

The EQF was developed to make qualifications more readable and understandable all over Europe. Different European countries are developing different NQF and are on different levels of implementation. Finding different validation tools and comparing the structure of them with the NQF and also the EQF will on the one hand show the differences between NQF but on the other hand support the comparison of NQF and gives a chance to include a new European validation tool for volunteers.

Within these project nine different states/organisations are working together. On the one hand it is a mixture of organisations who are experts in the field of competence validation (f.e. University of Paderborn) and organisations who are dealing with social inclusion (f.e. Fundación CV Pacto Empleo Valencia). On the other hand it is a combination of partners who are experienced, little-experienced and not experienced in European Union projects.

The aim of this project is the visualisation, documentation and recognition of formally, non-formally and informally acquired competences in the field of volunteering. Based on that, the development of an online tool for validation of volunteering competences is made. The project objectives are creating an online tool for validation of volunteering competences, which makes the management of human resources of organisations easier, who are working with volunteers by providing them with an online and multilevel validation methodology helpful during recruitment, training and referencing. The access to validation tools for disadvantaged groups will be improved by creating a website which includes a personal and multilevel competences endorsement mechanism and information about different NQF and the validation in another countries. We are supporting awareness raising of public body and policy makers about the importance of a common validation framework for the competences acquired through volunteering in third-sectors and facilitating the recognition of volunteering competences by relevant stakeholders by engaging them in national seminars and transnational conference.

The outcomes within this project will be:

- information through a structure analysis about the NQF in the partner countries and validation tools for competences,
- a guideline of validation methodologies from different countries in different languages available on a website,
- an online tool for validation of competences (tested and improved) available in different languages, and
- an ebook available for everyone containing all information from the project and additional one.

Project short term targeted group is composed by volunteers first job seekers, volunteers unemployed, volunteers switching sector, career changers, third sectors freelancers, human resources managers of NGOs, volunteering associations and social services public body. Long term targeted group is composed by universities ECTS programme managers, certification institution, VET provider in the field of social operators and social services.

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PARTNERS:	Eco Communities, UK; SOCIETATEA DE GEOGRAFIE DIN ROMANIA FILIALA SUCEAVA, RO; Aile ve Sosyal Politikalar Ankara İl Müdürlüğü, TR; Alpha Vision, BG; KERIGMA - INSTITUTO DE INOVACAO E DESENVOLVIMENTO SOCIAL DE BARCELOS, PT; Fundación de la Comunidad Valenciana del Pacto para el Empleo en la ciudad de Valencia, ES; Cooperazione Paesi Emergenti, IT; Opintotoiminnan Keskusliitto ry, FI
GRANT AMOUNT:	293 831 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Recognition (non-formal and informal learning/credits)
TOPIC 3:	Recognition, transparency, certification
CLUSTER(S):	Inclusion & Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER:	2014-1-DE02-KA200-001093
TITLE:	SUPPLEMENTAL SELF-HELP IN ENGLISH AS A FOREIGN LANGUAGE FOR LEARNERS WITH SPECIFIC LEARNING DIFFERENCES/ DIFFICULTIES
DESCRIPTION:	<p>Experts have long advocated using the internet to assist persons with Specific Learning Differences (SpLDs). Specific software helps persons with SpLDs through images, text size and background colour, and by allowing them to sort out information in a way which suits them best. It also allows for personalised information and learners can enlarge the script or have the text read to them.</p> <p>There is a need for Open Educational Resources (OER) to help individuals with SpLDs learn English as a Foreign Language (EFL). The Supplemental Self-Help in EFL for Learners with SpLDs (SupEFL) project sets out to do just that. The consortium brings together experts in SpLDs, technology, content development, training and training methodology as well as quality management from seven organisations in six different EU countries.</p> <p>The purpose of SupEFL project is to develop a portal and platform where EFL learners with SpLDs can find information they need in a simple, condensed and dyslexic-friendly format. It also creates seven self-help guides for learners covering the four language systems (reading, writing, speaking, listening) as well as learning, memory and motivation.</p> <p>Each self-study module is considered to be an individual course and learners may complete as many modules as they choose. The modules will be based on work that has previously been conducted and will provide learners with SpLDs with specific tools and techniques that they can readily implement to improve their skills and overall competence(s) in the specific area(s) in which they are weakest.</p>
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CONTACT:	Chris van Niekerk
PARTNERS:	<p>INFOART EOOD, BG; UNIVERSIDADE DE COIMBRA, PT; E-Training Solutions UG, DE; Learnmera Oy, FI; LIETUVOS EDUKOLOGIJOS UNIVERSITETAS , LT; GNW Kft, HU</p>
GRANT AMOUNT:	304 849 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Disabilities - special needs
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-DE02-KA200-001476**TITLE:****ARBEITSWELT 2020 – PSYCHOSOZIALE FOLGEN DES STRUKTURWANDELS DER ARBEIT IM EUROPÄISCHEN VERGLEICH – EFFIZIENTE INSTRUMENTE FÜR EINE SALUTOGENESE IN UNTERNEHMEN UND ORGANISATIONEN, DIE IM BEREICH DER ALTEN- UND KRANKENPFLEGE TÄTIG SIND****DESCRIPTION:**

Far-sighted strategies support jobs in the health sector, is the guiding principle of the project. With this in mind, thanks to cooperation between education experts, specialists in psychological preventive measures, social scientists, workforces and managements of enterprises and organizations engaged in health care and care for the elderly, educational building blocks should be established which can then be applied to the training and further training of personnel engaged in care for the sick and elderly. To ensure that these building blocks conform exactly to the project concept, surveys should first be conducted among the managements and employees of companies and organizations engaged in care for the sick and elderly. The results of these surveys should be evaluated and, on the one hand, transposed to training modules for the above purposes and tested with the project partners, and on the other hand should generate recommendations for the political and legislative sphere. What is new here is that employment conditions in various European countries are taken into account, ensuring a broad satisfaction of the actual needs of persons specifically affected. The desired cooperation between employees and their managements could also result in a model procedure for finding solutions to the question of healthy working conditions in a sector where the health quality of jobs requires improvement. Such a procedure could be applied to other sectors and could indicate to the social partners' ways and means of creating jobs with healthy working conditions.

First of all, the needs of employees shall be surveyed and evaluated by regional partners in collaboration with three KMU's in each area and during international workshops, which will collate the results. The evaluation will provide recommendations for the enterprises involved, which will then offer additional vocational training to employees in the health sector.

Consequently, training measures for employees in the health sector shall be implemented during the project and, in a subsequent test phase, their results shall be assessed and it shall be decided which of these results can serve as a European recommendation and which regional characteristics should be taken into account in the partner countries.

We assume that these results, already being evaluated under the project as a curricular recommendation in cooperation with the school of nursing at the workers charitable institution in Heinsberg, will provide recommendations for initial training in the health and care for the elderly sectors.

Apart from personnel-rated outputs suggestions for structural improvements for enterprises in the health sector will be considered as suggestions for talks with the political sphere and for social dialogue with partners. Here too, the specific characteristics of each country should be identified and considered separately.

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Arbeiter-, Freizeit- und Bildungsverein, IT;
CSC Verviers, BE;
Europejski Dom Spotkan - Fundacja Nowy Staw, PL;
MTÜ Eesti Tööküsimuste Keskus, EE;
AWO Pflege gGmbH, DE

GRANT AMOUNT:	239 758 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing partnerships between education and employment
PRIORITY 2:	Aligning VET policies with national, regional or local economic development strategies
TOPIC 1:	Social dialogue
TOPIC 2:	Health and wellbeing
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Health & Medicine; Teaching & Training

PROJECT NUMBER:	2014-1-DE02-KA200-001497
TITLE:	STRONGER CHILDREN - LESS VIOLENCE 2
DESCRIPTION:	<p>The over-all aim of the planned project is to establish training on violence prevention and de-escalation in pre- and primary school settings on a regular basis by developing the social and civic competences in children. The project focuses on a new angle of violence prevention. Usually, it is seen as a direct involvement in already existing dangerous situations. Thus, training includes e.g. the recognizing of signs of violence to help the attacked to get out of the situation. That includes e.g. domestic or institutional violence. This project, however, sees violence prevention training as a measure to help all children to become "stronger". That includes those that have not even experienced direct violence. The project aims at training teachers/educators to teach children how to become stronger using the method of immersion to have a long-lasting effect on the children. The teachers use arising situations as learning source. The project aims to advance the "Collection of Exercises developed in the previous project "Stronger children – less violence and adapt it for primary schools and test it in new countries also for pre-schools. Further, for pre- and primary schools new exercises for intercultural understanding and inclusion of children with special needs will be developed and tested. A group of six partner organizations from different European countries is formed to gain this objective.</p>
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PARTNERS:	<p>SPOLECZNA AKADEMIA NAUK, PL; mhtconsult, DK; Jazykova skola s pravem statni jazykove zkousky PELICAN, s.r.o., CZ; The Mosaic Art And Sound Ltd., UK; Associació Catalana de Formació Polivalent Aplicada, Baobab, ES</p>
GRANT AMOUNT:	<p>299 831 EUR</p>
CONTRACT DURATION:	<p>24 months</p>
PRIORITY 1 OR MAIN:	<p>Promoting young people's social inclusion and well-being</p>
PRIORITY 2:	<p>Revising and strengthening the professional profile of the teaching professions</p>
TOPIC 1:	<p>Intercultural/intergenerational education and (lifelong)learning</p>
TOPIC 2:	<p>New innovative curricula/educational methods/development of training courses</p>
TOPIC 3:	<p>Quality Improvement Institutions and/or methods (incl. school development)</p>
CLUSTER(S):	<p>Inclusion & Tolerance; Teaching & Training; Improving the Quality of Education / Training Systems</p>

PROJECT NUMBER: 2014-1-DE02-KA200-001556**TITLE:** DEUTSCH.INFO**DESCRIPTION:** The project focuses on German, which has a vital economic importance with significant trading partners and with an increasing demand within EU countries for learning and teaching the language. It is based on the existing free e-learning website for learning German deutsch.info, which was developed as LLP KA2 project 2011-2013. The website is available in 13 languages and users can access all following materials free of charge:

- Courses A1, A2 and partially B1 with a total of 15 topics, consisting of several lessons each, including interactive exercises;
- Grammar section;
- Media library, linked to in-built dictionaries and morphological analyser, with 263 materials at the moment;
- Practical information for migrants about Austria and Germany;
- Multilingual forums and applications for social media.

The goal of the project is to extend the free online portal for learning German language (to A1, A2 and B1 levels and a partial B2 level, focusing on situations important for migrants within the scope of B1 and B2 levels), for learning about Austria, Germany and their cultures as well as offering helpful information about practical issues when working and living there. For workers and for students intending to move to those countries, such a learning opportunity is very important and this is emphasised by the current user statistics of deutsch.info with 28,000 registered users only 6 months after the launch, 37,000 page views and 3,500 visits by 2,300 users PER DAY. Thus the project promotes access to new language learning resources and develops and disseminates new language learning materials and OER. It will have new interactive and engaging exercises, reading materials, audio and video tools, competitions, etc. and will be offered in 16 languages (cs, de, en, eo, es, fr, gr, hr, it, lt, pl, ro, ru, sk, sl, tr), instead of 13 at the moment.

The project also aims at informing about administrative and practical issues in Austria and Germany, as well as offering all kinds of helpful model documents, e.g. model letters for different purposes as well as model administrative forms to help migrants. Such online portal mainly targets workers and students who want to move or already live in Austria or Germany, but also school pupils, people who need German for work, people living in border areas, tourists and interested others.

We envision the following impact:

- Improved access to learning German language for prosperous migrants and migrants;
- Practical help for migrants to deal with every day issues and to adapt to the host society.

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Fundatia Central Educational Soros Miercurea Ciuc, RO;
WBS TRAINING AG, DE;
Österreich Institut GmbH, AT;
Inter-kulturo, d.o.o., SI;
SINIRLI SORUMLU BILIMSEL ARASTIRMA VE UYGULAMA EGITIM KOOPERATIFI, TR;
Fundacja Novinka, PL

GRANT AMOUNT:	338 799 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER: 2014-1-DE02-KA200-001611**TITLE:** **IT BASED METHODOLOGY FOR PROMOTING, ASSESSING AND VALIDATING COMPETENCE ORIENTED LEARNING AND TRAINING****DESCRIPTION:** IMPACT - IT based Methodology for Promoting, Assessing and validating Competence oriented learning and Training

The Validation of Learning Outcomes in Informal and Non-formal Learning (VINFL) is one of the top priorities on the European Educational Agenda. Frameworks and instruments like EQF, ECVET, EUROPASS and others are about to be largely implemented in the member states to facilitate transparency of qualifications and competences and foster mobility.

However, though there are long term initiatives and a number of pilot projects on the theme, VINFL has not yet sufficiently reached the "practical level of the educational professionals.

There are a number of structural, technical and content related obstacles and challenges that hamper the implementation of VINFL, especially in those educational sectors that do not explicitly train with a "qualification objective, thus having a direct motivation to describe competences in terms of learning outcomes, for instance in the Adult Education and Youth sector, but also in rather informal learning fields in School and Higher Education (e.g. the whole field of Erasmus mobility).

A specific case of interest are stakeholders organising or participating in KA1 mobilities with the purpose to train educational personnel in the different educational sectors, course providers, sending educational institutions and their staff members as learners.

Though in KA1 courses the validation of competences is even explicitly mentioned in the application forms only a few of the course providers and educational institutes have sufficient knowledge, skills and competences regarding VINFL.

Based on latest surveys carried out in the framework of the predecessor projects, the following obstacles and weakness have been identified:

1. Lack of technical interoperability in the field
 - a. due to missing technical specifications (also leading to a lack of comparability of units and learning outcomes);
 - b. Missing connection to IT supported learning and assessment systems and open educational resources (OER) such as open source LMS or e-Portfolios.
2. Missing outreach and lack of cross-sectoral usability
 - a. Lack of integration of other educational sectors like AE, Youth and School in the VINFL approach and missed opportunities to attract new users and to exploit the full potential of EUROPASS, ECVET and VINFL;
 - b. Lack of interfaces to key competences and social, personal and organisational competences;
 - c. Lack of further training and continuing professional development for stakeholders in these sectors and missing networking opportunities among national and European stakeholders on the matter.

IMPACT will develop and pilot a comprehensive implementation strategy for VINFL with a special focus on IT-based interoperability and on integrating those educational groups that have not (yet) a good affinity to this important European field.

The core output of the project is the IMPACT Implementation strategy for VINFL into educational practice (O7).

It is based on a fully fledged qualification for educational staff on VINFL which is designed, developed and piloted with a group of 20 professionals in blended learning methodology (O6) including a rich open learning environment, the IMPACT platform (O4).

A specific platform section for KA1 stakeholders will be provided as O5.

The platform is centrally managed and maintained on an open source e-Portfolio system are consisting of a combined learning and validation environment (O3+O4) that shall be developed on the basis of a sound technical ECVET specification (O2).

The specification is grounded on a research survey (O1) on the demands of the stakeholders in the field regarding VINFL and available good practice examples under specific consideration of ECVET taxonomy.

To achieve these outputs the following activities will be carried out:

1. Developing a basic IT-specification for validation systems to achieve interoperability;
2. Integrating the specifications in an existing validation software;
3. Creating interfaces to OER (Open Educational Resources) by developing plug-ins for the open source e-portfolios;
4. Integrating data from pilot previous pilot projects in both systems
5. Piloting the approach in different educational sectors;
6. Qualifying educational stakeholders that are not yet familiar with VINFL but supposed to work with it like educational personnel from IST-courses, youth organisations, HR managers or educators/trainers in enterprises.
7. Deriving a comprehensive implementation strategy

The project is based on a series of successful projects in the field of VINFL in the LLP and will be carried out by a consortium of partners with a long experience in European project collaboration.

The partnership consists of 10 partners from DE, GR, IT, BG, SK, PL, PT, LV and BE working in Adult, Vocational, Higher, School Education and Youth and bring in substantial expertise to support the implementation of VINFL a cross-sectoral approach.

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Sabine Wiemann

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ARISTOTELIO PANEPISTIMIO THESSALONIKIS, EL;
Centrum Kształcenia Ustawicznego w Sopocie, PL;
CONSIGLIO NAZIONALE DELLE RICERCHE, IT;
VYTAUTO DIDZIOJO UNIVERSITETAS, LT;
BLENDED LEARNING INSTITUTIONS COOPERATIVE, DE

GRANT AMOUNT:

281 732 EUR

CONTRACT DURATION:

25 months

PRIORITY 1 OR MAIN:

Supporting the production and adoption of Open Educational Resources in diverse European languages

PRIORITY 2:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Recognition, transparency, certification
CLUSTER(S):	Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-DE02-KA200-001612**TITLE:****EUROPEAN BLENDED LEARNING AND HDR PHOTOGRAPHY****DESCRIPTION:**

The project HDR Photography and Blended Learning is delivering an example of best practice in the field of transnational Blended Learning with the inclusion of real-time online seminars as a special form of E-Learning in combination with a Training activity. Real-time online seminars are called also webinars. Although the webinars could be used in all education sectors for seminars, lectures, communication of groups, they are still not very common in Europe. There is a lack of online-trainers, who are able to conduct webinars and there are no guidelines for the pedagogy of webinars, increasing the attractiveness and efficiency of such learning activities. Additionally many learners, including disadvantaged persons, cannot estimate how useful and efficient webinars are and how easy it is to participate without the need of high digital skills.

Webinars are per se cross sectoral. The seven project partners from Bulgaria (New Bulgarian University, Sofia), Germany (VINC Learning UG, Rastatt), Greece (Hellenic Regional Development Centre, Patreos), Hungary (Pannon University, Vezprem), Italy (Associazione Acquamarina) and Portugal (Technical School of Image and Communication) are active in high education, further education and adult education, being national and transnational networkers between education sectors and companies, focussed also on rural development, reflect the huge range of potential users for webinars. Thus the project contributes to the internationalisation of education in all sectors, the growing use of digital learning and better access to education for all.

How the cooperation through transnational Blended Learning could function is practically shown in the 2-years-project: 14 common transnational webinars are conducted in the implementation phase of the project. All project partners participate in the webinars - sometimes as participants and sometimes as online-trainers.

The topic of learning and cooperation is HDR-Photography. This highly efficient technique is a rather new technique in photography. Already penetrating the imaging world, it is still discussed very controversial, the technique is not mature and the people are still not aware about the huge potential this technique provides. Although HDR (High Dynamic Range) was already developed in the nineties in computer animation and film, a broader usage in photography starts in the last four years. With a trainer, the basic technique can be learned quite easy. The technique is one of the most interesting innovations of the digital photography. With HDR-photography, the digital photos can show nearly all contrasts. That was never possible with analogue photography. The image branch is well aware about this point. A common digital camera and computer software for the processing of HDR photos are necessary to make HDR-photos. If professionals, students or amateurs, they all can profit from this creative and highly potential technique very much. Its huge range of application possibilities (photographers, artists, graphic design, documentation, press and media) makes it an ideal topic for transnational Blended Learning.

The material results of the project are an essay about online pedagogy of transnational webinars and blended learning . Complementary information will be provided by a film that shows the conduction of a pedagogical well structured webinar . The film is available on YouTube. An E-Book about the state of the art in HDR-Photography with practical information for applicants and for newcomers, experiences and new ways of usage is worked out. All outputs are available as OER, the essay is translated in 8 different languages and will be published online and in printed journals.

The online-trainer and learners as well as the users of HDR-photography increased measurable in all partner countries. Both, the skills about real-time online-trainings as well as the skills in HDR-photography will have a snowball effect in the partner countries. Especially teachers, stakeholders and persons from disadvantaged groups (rural areas, physically disabled persons) will be invited to participate in the transnational webinars from their home computer or office in order to see how it functions.

Part of the dissemination activities will be the exhibition of HDR-Photos in Italy, Germany and x. The big national and international networks of the project partners as well as the project homepage and publication of information in social media provide a good possibility for the dissemination of the project activities and results.

COORDINATOR:	VINC Learning UG (haftungsbeschränkt) Rauentaler Strasse 45 B 76437 Rastatt, Germany http://www.art-web-design.eu
CONTACT:	Ruth Schmelzer
PARTNERS:	Crystal Presentations Ltd, UK; Escola Técnica de Imagem e Comunicação Aplicada, PT; Hellenic Regional Development Center, EL; ALVIT - inovace a vzdelavani s.r.o., CZ; Acquamarina Associazione Culturale, IT; PANNON EGYETEM, HU; NEW BULGARIAN UNIVERSITY, BG
GRANT AMOUNT:	99 435 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Creativity and culture
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences

PROJECT NUMBER: 2014-1-DE02-KA200-001629**TITLE:**

FORMATION STRATÉGIQUE À LA PRATIQUE DU BILAN DE COMPÉTENCES EN VUE D'UNE ORIENTATION TOUT AU LONG DE LA VIE

DESCRIPTION:

In terms of methodology, the competence balance is not clearly distinguishable single method, but it is rather a multimodal approach, where the personal conversation between competence balance trainer and client is a central component in the phases of the competence balance process. Furthermore there is always a relation to the labour market. Beyond psychological tests are part of the standard methods. The competence balance take place in accredited establishments. The method of competence balance of French model is a process of competence documentation and evaluation, and always focused on the individual. So it is on the one hand a step toward the international trends of the recognition of informally acquired competences and on the other hand an appropriate instrument for empowerment the responsibility of the participants. A variety of institutions in Europe operate with the French model of competence balance. The institutions have founded a European holding organization - Fédération Européenne des Centres de Bilan et d'Orientation Professionnelle (FECBOP) - and a European quality of competence balance with 11 quality criteria according to the French model.

The aim of this project is the development, testing and implementation of a Europe-wide advanced training as a competence balance trainer of the French model of bilan de compétence. Thereby the priority have the labour market and the orientation of the process of competence balance to the needs and requirements of the European labour market.

The project partners work with the European quality criteria respectively are certified to this. The following work packages are implemented as part of the project:

AP 0: Project Management

AP 1: Adaptation of the European quality criteria FECBOP

AP 2: Development of a European competence training for competence balance trainer including curriculum and the associated teaching and learning material

AP 3: Testing I - qualification of multipliers (train the trainer) on the basis of the developed curriculum

AP 4: Adaptation and testing II - Training of competence balance trainer by the multipliers

AP 5: Evaluation and mapping according to the EQF

AP 6: Implementation and dissemination of training above the networks of partners and FECBOP

The following main target groups to be addressed by the planned activities:

- Employees in certified competence balance centres, employees in the field of adult education,

In this project 10-12 experienced competence balance trainer from Belgium, France and Italy are trained to be trainers or multipliers.

- HR managers of small and medium-sized enterprises
- Employees in Employment Services
- Consultants and coaches who offer services in HR consulting, career planning and job placement

In turn, the multipliers are trained 30-34 competence balance trainer from the areas mentioned above.

In turn, these trained competence balance trainer work intensively with around 100 unemployed and job seekers and assist them in the context of competence balance on the way to a new or professional reorientation. Realistically, that of whom about 60% are integrated directly or indirectly in any activity on

the first labour market (only after an initial training or coaching, for example). The needs of the regional labour market always be considered superficially, i.e. taking up work is always the most obvious target.

The partner organizations have indicated their willingness to maintain long-term contacts and cooperation structures in the partner countries built up during the project. Through transnational networking will transfer the project results also by other European countries and supported by the free movement in the European labour market. The financial security of the above-mentioned Activities via the FECBOP or its staff. Regional subsidies are used, such as for advanced vocational training of the German model "training grant or "further education voucher Sachsen. Thus, the European Social Fund is used as a source of financing of special importance, though, because of the new regulations on the use of EU funds in the period 2014 - 2020 the partner countries are obliged to spend at least 20 % of ESF funding for social inclusion.

COORDINATOR:	BIP Reichenbacher Strasse 39 8485 Lengenfeld, Germany www.pscherer-online.de
CONTACT:	Timo Zimmer
PARTNERS:	Laboratoire d'Ergologie appliquée, BE; CENTRE INTERINSTITUTIONNEL DE BILAN DE COMPÉTENCES BOURGOGNE SUD, FR; K.A.B.A. Slovensko, SK; UNIVERSITA DEGLI STUDI ROMA TRE, IT; FEDERAT EURO CENTRES BILAN ORIENT PROF, FR; Narodni vzdelavaci fond, o.p.s., CZ
GRANT AMOUNT:	260 540 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Developing short-cycle post-secondary or tertiary qualifications in accordance with the European Qualifications Framework
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Recognition, transparency, certification
CLUSTER(S):	Employability; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-DE02-KA204-001023**TITLE:****ZUHAUSE IN EUROPA – INTERESSIEREN, MOTIVIEREN, AKTIVIEREN****DESCRIPTION:**

In the previous social work of the involved partner-organisations from Poland, Czech Republic, Slovakia and Germany, there was seen, that citizens and people without graduation, people with lacking social participating, people without vocational training, migrants and unemployed have no or little interest for Europe. The tenor is normally negative.

A questionnaire survey in the run-up to the European-elections by all involved organisations in their surrounding areas has certified the statement. The interviewed persons have only poorly knowledge about Europe, the European institutions and policy .

These facts are the starting point for the project in the frame of adult education with the motto: "At home in Europe: interest – motivate – activate "

The experiences of the involved partner-organisations and the common survey are the base for finding the objective targets in look on the target-groups:

- more awareness for the common house "Europa
- promotion to an active citizenry operated by a suitable adult-education-programme
- opinion forming for relevant talking points: discussion and articulation
- With live fulfil the European thought, for example: cooperation in town-partnerships

To get past from threshold fears

- to move EU-citizens to an engagement for Europa

to acquisitions of social and civil competence, concerning the key competences of the EU

In look on the special social situation of the project-target-groups, the project didactics' and methodology is made for this educational specific feature.

The aim-perspective is: The educational distants and desmotivates don´t come to us – we must go to them !

The background of this aim-perspective is, that affiliated ones of the target groups have bad learning experiences, the learning motivation is considerably limited.

These deficits should be compensated by the planed seminar-offers.

During the project-period, 12 "project-modules are compiled by the involved partner-organisations with a method-collection oriented to the target-groups.

Every module has a time extend of 3,5 hours. The modules can be used regardless of each other.

To theorise not only, and to produce practical relations to the target-groups, single modules are tested during the project.

In order to transform educationally the modules, so called " educational pilots are trained.

Main focus of the project is the education from these "educational pilots. These should transform the modules with the target groups educationally, organise seminars and carry out.

Additionally, multipliers and stakeholders should be won for producing connections, maintain and have an effect on the motivation.

To guarantee effectual cooperation of all involved partners a coordination- and control group will be formed. In each case 3 experts will co-operate there, sent by the partner organisations.

Resultant from the polls in all partner-countries, the following subjects are worked on exemplarily:

- If Europa can be mine at home
- So many countries and states under a care
- Europa has a long history
- European facilities and institutions and their tasks
- Work in Europa , labour-market
- Everybody different – everybody equal (diversity)

Another aim of the prospect is the acquisition of networks and other stakeholders in addition contribute to a sustainability in order to transform the project- results and to find financial opportunities for the continuation of the project after conclusion of the project-phase.

The project-results are available to all interested institutions and organisations.

For disseminations the project-results become used: websites, print media, local-TV-channels, publications and periodicals of the involved project-partners.

Project languages : German, Polish, Czech Slovak

The trained “educational pilots receive a certificate about the successful participation in the project.

COORDINATOR:	GefAS Hegelstraße 22 15517 Fürstenwalde, Germany www.gefas-ev.de
CONTACT:	Gabriele Henschke
PARTNERS:	Bürgervereinigung, SK; Stowarzyszenie Mieszkancom Gm. Goluchow, PL; Bürgervereinigung D.R.A.K., CZ
GRANT AMOUNT:	156 632 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	EU Citizenship, EU awareness and Democracy
TOPIC 2:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-DE02-KA204-001043**TITLE:** **QUICKSTEPS - EFFEKTIVE, KLEINSCHRITTIGE UND LERNERZENTRIERTE GRUNDBILDUNGSANGEBOTE****DESCRIPTION:** Modern societies and labour markets are characterized by increasing demands, so basic education is becoming increasingly important in the context of Lifelong Learning. Without basic education, many people are excluded from social participation. Lifelong Learning is based on adequate basic education, but insufficient basic education reduces the chances on the labour market and as a result fewer opportunities for learning and acquisition of skills. Lifelong Learning is necessary to ensure that Europe stays competitive and sustainable, and social participation for all people is possible.

In the process of learning, low-skilled people with insufficient basic education have usually lots of problems: Over the years, the situation of defeats and exclusion from social participation and acquisition of skills, becomes more and more difficult. As a result, a vicious circle of mutually conditional and mutually exacerbating factors arises. Often the target group can't be achieved with intense training of basic education, because the benefits and the needed time seems neither attractive nor plausible. To get successful in this learning process seems to be too abstract and not achievable.

The Quicksteps project aims to enable low-skilled adults to run the process of Lifelong Learning, to stay successful in the labour market and participate in society. Relevant key skills and basic education are taught and so workforce is developed for the labour market. Quicksteps offers effective and learner-centred basic education trainings in small units, based on individual needs and requirements of low-skilled people. These innovative training-units can solve problems that are caused by inadequate basic education relating to the requirements of daily life situations and the workplace or the managing-process of administrative, educational-related or family matters. Quicksteps shall provide a better coping with everyday situations (marriage, child enrolment, registration of residence, divorce, illness, banking, etc.). By the trainings "snips, learning to go, quick hits, knowledge and success can be achieved very fast. Therefore Quicksteps is an incentive to take part in the process of Lifelong Learning.

The advertisement to recruit the learners should be just auditive or visual, to avoid the situation, that the learners can't read and understand the written missions. In order to this, intrinsic motivation can be seeded and the first step to win the target group is done. Quicksteps also supports the learners to do the next steps in the Lifelong Learning process.

Quicksteps shall be realized in two phases: First we want to do exchange of experiences and good practice to develop the innovative learning program and to adapt it to the special requirements of the countries. In the following phase, Quicksteps is offered to the learners and the transfer to other European countries will be developed and organized.

COORDINATOR: Stiftung Berufliche Bildung
Wendenstraße 493
20537 Hamburg, Germany
www.stiftung-berufliche-bildung.de**CONTACT:** Iris Paluch**PARTNERS:** inspire - Verein für Bildung und Management, AT;
Euroform RFS, IT**GRANT AMOUNT:** 37 800 EUR**CONTRACT DURATION:** 24 months**PRIORITY 1 OR MAIN:** Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)**PRIORITY 2:** Developing partnerships between education and employment

TOPIC 1:	Access for disadvantaged
TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER:	2014-1-DE02-KA204-001103
TITLE:	LEARNING COMMUNITIES IN RURAL EUROPE
DESCRIPTION:	<p>The project Learning Communities of Rural Europe LCRE develops training materials for educational organisations that are interested to become an eco-social place of learning. Such places characterize a creative integration of formal learning programs and opportunities for informal learning. They support academic trainings through programs for university-students and research projects that are carried out in cooperation with universities. They convey practical skills and offer space for orientation and personal development. They address local young people that have difficulties with vocational training and integrate people from the local community as far as possible in their activities. Through supporting learners to set up entrepreneurial projects they support the revitalisation of rural areas. They cooperate with companies and other educational organisation locally as well as on a national and European level.</p> <p>The project LCRE is carried out by five organisation that pioneer in building up eco-social places of learning in rural areas. The coordinators of the project are leaders or important project developers of these organisations.</p> <p>One central aim of the project is the mutual support the participating organisations can offer to each other in the process of becoming a full-featured eco-social place of learning. Moreover they develop a handbook and other training material as a support for other organisations and for the multiplication of the concept. Concretely these are a handbook for the development of eco-social places of learning, webinars and e-learning-tools and a literary book, which should make the concept available to multipliers as well as learners and to communicate to a broad audience. Another output of LCRE is a suggestion for a new program in education policy to support eco-social places of learning. To reach this goal, effective lobbying will be carried out.</p> <p>The project LCRE will fill a gap in the European education landscape through using the endogenous forces and resources of rural regions with their specific social, ecological, economic and educational potentials. By initiating a European network, rural places of learning will develop supraregional importance and will become role models for a new generation of integrative educational projects all over Europe.</p>
COORDINATOR:	EAHA. e.V. Am See 1 17440 Lassin, Germany www.eaha.org
CONTACT:	Lara Mallien
PARTNERS:	EMBERCOMBE, UK; Garten der Generationen, AT; Slunakov, CZ; Focus Eco Center, RO
GRANT AMOUNT:	156 925 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Rural development and urbanisation
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; Education for Sustainable Development

PROJECT NUMBER: 2014-1-DE02-KA204-001385

TITLE:

ÄLTERE BAUEN MIT JÜNGEREN BRÜCKEN FÜR EUROPA

DESCRIPTION:

Although the EU has passed the Memorandum Lifelong Learning in 2000, we still have high youth unemployment and a lack of knowledge among pupils, younger and older adults in Europe (e.g. studies PISA (2014) , PIACC (2013) , CILL (2014)) . Therefore all resources especially intergenerational educational resources (e.g. professional and life experiences) must be used to satisfy those education requirements.

The objectives of the project are:

- The extended active participation of young people in democratic processes to the development of European cooperation, supported by dialogue and exchanges with older people who can contribute significantly to their professional and life experience
- The promotion of social inclusion and social well-being of young people through the intensification of the dialogue between generations and mutual support in teaching and learning processes as well as in everyday life
- The strengthening of the motivation of young people for lifelong learning through the model effect of older people
- The expansion of junior professional development in the STEM area for high demand disciplines, professions and fields of study by retired professionals
- The promotion of social dialogue and the development of reciprocal intergenerational learning in different teaching-learning situations.

The profile of the participants in the project is based on the concept of intergenerational education and consists of 300 pupils and teachers of the SEC I / II, 75 German and international students, 15 university teachers, 120 senior students at educational institutions of the project partners, 25 retired professionals and 25 elderly people.

The dissemination of the project work and results is based about 3000 participants in the general further education programs at the project partners.

The following project activities are planned:

- Collection of reports of witness of the times as a free teaching and learning materials with a didactic-methodological guidance as an Open Educational Resources (OER)
- Generation talks on European issues to raise mutual understanding of the other generation and to promote the community in Europe
- Pupils build paper bridges together with seniors in a European competition and talks about the importance of concrescence of European countries and the EUs future image
- Development of a methodological guideline for development and design of intergenerational godparent programs
- Development of target group oriented modular guidelines for juniors and seniors on the use of web conferencing and Internet telephony
- Seniors, students and pupils develop an industrial culture route with commemorative plaques
- Intergenerational discussions about the parliamentary political work, the European partner countries and their cultures
- Cooperation between Children-Universities and Universities of third Life (U3L)
- Recommendations for policy makers to shape the intergenerational education at local, national and European level
- Development of a common project homepage, which is continued even after finishing project
- Summary of the project results on the Internet and as a booklet

We expect

- That younger and older participants develop dialogue and mutual learning about work and life experience, cultures and traditions a more positive picture of the other generation
- That experience of the common goals, cultural differences and cultural diversity in the participating partner countries are collected as a European added value
- A more active and motivating joint participation of younger and older people in the development of European cooperation and European citizenship
- Further development of the universities, not only for younger students, but also for all generations
- An increase in self-esteem of the elderly that their experiences are in demand and used and the mutual appreciation of the benefits of the other generation
- The increase in scientific discussion of the intergenerational educational opportunities and their implementation as a contribution to dialogue and cooperation between generations

As a long-term benefit of the development of intergenerational cooperation with other educational institutions, the continued use of eyewitness reports in OER and the expansion of generation talks in various teaching-learning situations is expected.

The different results of the project from the various European countries play an important role as a European added value for intergenerational education, the further development of European cooperation and to encourage the meeting, education and collaboration between younger and older people in a peaceful Europe of cultural diversity.

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CONTACT:	Roland Schöne
PARTNERS:	ZVEZA DRUSTEV UPOKOJENCEV SLOVENIJE, SI; TECHNICKA UNIVERZITA V LIBERCI, CZ; GEFAS STEIERMARK-GESELLSCHAFT FUR AKTIVES ALTERN UND SOLIDARITAT DER GENERATIONEN, AT
GRANT AMOUNT:	140 884 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting young people's social inclusion and well-being
PRIORITY 2:	Stimulating active participation of young people in democratic life
TOPIC 1:	EU Citizenship, EU awareness and Democracy
TOPIC 2:	Social dialogue
TOPIC 3:	Intercultural/intergenerational education and (lifelong)learning
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER: 2014-1-DE02-KA204-001418**TITLE:**

GOOD LIFE AND SUSTAINABILITY. CONTRIBUTIONS FOR A CONSUMER EDUCATION IN THE CONTEXT OF AN EMERGING CULTURE OF SUSTAINABILITY AND SUFFICIENCY IN EUROPEAN REGIONS

DESCRIPTION:

The GLAS project aims at supporting consumer education in the context of a culture of sustainability. It will identify factors of good life in different European regions, and it will collect examples of good practice relevant for a sustainable development.

The project focuses in detail on the following contributions with a view to the specific contexts of project partners:

1. Support of professional qualifications and especially re-skilling und up-skilling of professional qualifications
2. Empowerment of consumers as partners in the market
3. Information about the importance of consumer education for sustainable development to policy makers and to the interested public

This will also include the enhancement of diversity skills such as intergenerational and intercultural skills/competences being useful for individuals in their personal and social development and as well for the labour market. These diversity skills will help the learners to act more flexible and more appropriate in view of different lifestyles everywhere in Europe, and to accept different points of view and competences of other European citizens in their professional and private surroundings.

The topics of the project are related to the various aspects of good life in some selected European regions. This includes different aspects of an emerging culture of sustainability, especially focused on consumer education with examples in the fields of cultural work, labour market and social work. It includes issues such as housing and environmental issues, nutrition and mobility, also with reference to the labour market and relevant professional qualifications. The diversity approach of the GLAS project will also contribute to European politics of supporting „equity, social cohesion and active citizenship“ („ET 2020 and „Europe 2020“).

The main target groups of the project are learners and trainers/staff in adult education and consumer education, full professionals and volunteers in the field of consumer education and sustainable development including environmental groups. A special target group are low-income people in the regular labour market as well as in the “informal labour market. A special focus will be on jobless people to improve their living conditions and also to increase their chances on the labour market. It is intended that 300 persons of these target groups will participate directly and 3000 people by Internet and website presentations during project lifetime.

The methodology of the project is based on the participation of learners by reflexive and interactive learning. Learners will participate continuously in all phases of the project including testing and evaluation.

Experienced institutions of cultural education, of adult education and vocational training will cooperate within the project. A workshop design will be developed for a workshop about methods and tools of adult education and training in the field of GLAS topics.

Project activities will include the exploration of varieties and differences of consumer attitudes and the collection of learning and teaching material for consumer education. Special attention will be given to test innovative methods and tools of adult education e.g. combining narrative, visual and informative elements in a multi-media approach. On the basis of this “basic platform all partners will collect additional useful material for consumer education. Special focus will be given to the differences of consumer attitudes and of changes in society in the field of consumption by transforming and adapting the material.

The main impact is: Participants develop their competences as informed consumers in the field of sustainable development and also improve their diversity skills as well as their personal, social and professional competences.

Additional impacts are expected on the local and regional process to reach sustainability goals and the project partners in their local, regional and national networks, especially by using the project materials and results.

Additional target groups will profit by follow-up projects (e.g. workshops and courses using the materials and results of the GLAS project) and its impulses for an emerging culture of sustainability and sufficiency. Positive effects are also expected by networking and the exchange between schools, adult education organizations, environmental initiatives, churches, religious groups and local communities.

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CONTACT:	Jürgen Halberstadt
PARTNERS:	Amici del Centro socio culturale San Francesco, IT; Verein Niedersächsischer Bildungsinitiativen e.V., DE; Siksali Arendusselts MTÜ, EE; Eco Logic, MK
GRANT AMOUNT:	55 313 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Creativity and culture
TOPIC 2:	Environment and climate change
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Education for Sustainable Development; Teaching & Training

PROJECT NUMBER: 2014-1-DE02-KA204-001424**TITLE:**

INTEGRATION IN AUSBILDUNG, ARBEIT UND GESELLSCHAFTLICHE TEILHABE IM EUROPÄISCHEN KONTEXT – INTEGRATION INTO VOCATIONAL TRAINING, EMPLOYMENT AND SOCIAL PARTAKING IN EUROPEAN CONTEXT

DESCRIPTION:

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

The still high number of the group with lack of skills suggests that the previous forms of offer don't approach to every potential participant. This implies that approach, structures and models have to be conformed or modified to support the integration. It necessitates upgrading existing offers of basic education, but also developing alternative models, proving and fixing them to establish a better connection to the working and life-world for the risk group and to come closer to the European-2020-educational objectives. Against the painted background the project INVOLT is themed "Giving young adults with lack of skills in Europe a second chance get to learning by work. Within the strategic partnership there will be enhanced an "Educational 3-step-model for activity-related basic education, proved in the European regions, conformed and anchored. This model involves two interpenetrating methodical approaches. 1. Catch-up basic education by workplace- and activity-related as well as motivational learning. In the fore is the learning of activity-related skills of basic education (Skills for job). 2. Personality development by workplace- and activity-related as well as motivational learning. At the same time activity-related acquirement of basic education skills is aimed at behaviour modification of the risk group. There will be learnt and enhanced important characteristics of behaviour and moral concepts for living in a global society.

Workplace- and activity-related as well as motivational learning is application-oriented learning und a particular effective, motivating and lasting learning form. The additional benefit exists in this approach. Up to now such a model isn't set in the European countries, although it would be demonstrable meaningful and the needs are in existence by the job market and the socio-political development in the regions.

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

COORDINATOR:	JFV PCH/LBZ e.V. Dargelützer Weg 15 19370 Parchim, Germany www.jfv-pch.de
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PARTNERS:	Centrum evropske spoluprace s.r.o., CZ; Asociatia pentru Educatie si Dezvoltare Durabila, RO; Die Kärntner Volkshochschulen, AT; Ogres tehnikums, LV; EGGER Holzwerkstoffe Wismar, DE
GRANT AMOUNT:	228 424 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Improving the attainment of young people with low basic skills
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-DE02-KA204-001432**TITLE:** OER UPTAKE IN ADULT EDUCATION INSTITUTIONS**DESCRIPTION:**

OERup! takes up the need of promoting and fostering successful implementation of practices with OER in adult learning institutions in Europe, with the aim of raising awareness of the value to be derived from OER, as well as supporting an OER-friendly environment in education institutions to increase participation in Open Education. The core of OERup! will be the development of a training package consisting of a blended-learning training concept and material on the topic of OER, addressing European adult education institutions (its management, staff and teachers). This training package will inform about the general principles, and new developments of OER with a special focus on pedagogical concepts on how to integrate OER production and use in the lessons plan, take up necessary specific tools and skills needed to create OER, and explain on the basis of practice examples how OER can be successfully integrated in the business concept of an adult education institution.

Complementing many current EU initiatives that focus on the uptake of OER by policy means (e.g. POE-RUP, OEREU), OERup! will take this approach one step further and address its target group directly hands-on. Adult education institutions (with or without experience in the uptake of OER), Adult education stakeholders, but also Higher education institutions will be integrated in the development of the training in three steps: First of all in the regional need analysis, including desk research and particularly round table workshops; secondly in the training-review meetings; and finally through the uptake of single OER business model cases, developed and implemented in selected institutions and supported through online coaching by the consortium.

Main results of the project will be an in-depth need analysis, summarizing the state of the art, best practices, existing policies and current use and development of OER in adult education on the regional and European level, a training package consisting of different relevant modules, delivered in a blended-learning concept and explained in a guideline, and finally a collection of good existing practice examples. All these results will be presented and discussed with relevant stakeholders from the AE and HE sector during different multiplier events organised by the partners on local as well as on international level.

The consortium that will take up this ambitious task came together from five different European countries bringing different valuable angles and perspectives on the uptake of OER to the table. MFG, the Innovation Agency for IT and Media Baden-Württemberg, from Stuttgart (Germany), NIACE, the National Institute for Continuing Adult Education, from Leicester (United Kingdom), and IREA, the Romanian Institute for Adult Education, from Timisoara (Romania) who work closely with private and public adult education providers and their staff within their regions, having an in-depth insight into their daily challenges and needs; MENON, a strongly internationally oriented research and innovation organization with an extensive network of adult education stakeholders and associations on the European level; and finally the Open University of Catalonia (UOC) who will share its pre-eminent expertise in the production and inclusion of OER in Higher Education.

OERup! has been designed to have a strong long-term impact on European education in the future in various ways:

The finished training package is expected to be used and reused by a large number of adult education practitioners to learn about OER and its benefits, as well as to gain new abilities, acquire techniques and new digital skills and receive first-hand tips and tricks to successfully take up OER in their daily work.

The first steps towards networking and collaborating among OER practitioners (including adult education as well as higher education institutions) taken during the project phase, following the principle of openness and common benefit, should inspire, hence promote and spread an open collaborative mind-set in European lifelong learning.

In order to successfully take up OER in the European regions, it is highly important that the framework conditions are set, so educational institutions are capable to grasp the opportunities open learning methods and ICT provides. Raising awareness of the sustainability and potential of OER in adult education among national governments and their education departments and making them understand the current

situation and challenges of adult education providers, should influence their lifelong learning policy and help them stimulate the uptake of OER by policy means.

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RESEAU MENON E.E.I.G., BE;
ASSOCIAZIONE SOPHIA R&I, IT

GRANT AMOUNT:

222 016 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Promoting the professional development of staff and youth workers in ICT methodologies

PRIORITY 2:

Supporting the production and adoption of Open Educational Resources in diverse European languages

TOPIC 1:

ICT - new technologies - digital competences

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Pedagogy and didactics

CLUSTER(S):

New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER:	2014-1-DE02-KA204-001469
TITLE:	IMPLEMENTING THE IDEA OF SUSTAINABILITY INTO TEACHING AND LEARNING IN ADULT EDUCATION
DESCRIPTION:	<p>In many European countries adult education centres cover broad levels of the population nationwide. Since the initiation of the UN World Decade Education for Sustainable Development adult education centres aim to enable learners to act sustainable. However, topics in the field of sustainable development are often only treated sporadically and separately or in discipline-specific courses. But the concept of education for sustainable development emphasises the importance of multidisciplinary – therefore topics should be treated by a comprehensive approach to sensitise for sustainable acting.</p> <p>However, there is a lack of suitable materials for adults – materials which illustrate the complexity of social, economic and ecological issues adequately and which are related to the everyday life.</p> <p>The objective of the project is to develop teaching and learning materials which support the distribution of interdisciplinary knowledge as well as creative competence in the field of sustainable development. The main focus is on adult learners in language courses. By integrating relevant topics and questions in language teaching learners are inspired to think about the issue and their own actions. The project aims to achieve a long-term change in behaviour of the learners. Because of the complexity of the different topics the development and testing of the materials is limited to language courses. In order to develop the broadest possible effect the materials will be free of charge and freely accessible to all teachers on the internet after the project.</p> <p>For the implementation of the project idea, it is planned to establish a consortium of adult education centres from six EU countries.</p>
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GRANT AMOUNT:	259 425 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Aligning VET policies with national, regional or local economic development strategies
TOPIC 1:	Energy and resources
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Education for Sustainable Development; Teaching & Training

PROJECT NUMBER: 2014-1-DE02-KA204-001549**TITLE:** **DIGITAL SECOND CHANCE OPPORTUNITIES**

DESCRIPTION: DISCO focuses on the quality improvement of second chance education, targeted at the NEET-group. The development of an online knowledge and quality centre is positioned centrally. In this centre digital assessment tools, good practices and trainings are available. In that way DISCO focuses on the quality of curricula/tools, the quality of teachers/trainers and the organizational setting in which the NEET-group education takes place. Next to the second chance knowledge and quality centre a European online community

Recently projects like EXACT, DEVOTED and LION contributed to the development of good teaching/learning practices and the development of competence based quality standards. This together with opening up of educational institutions towards employers and social service providers, made it possible to provide state-of-art opportunities for those in a disadvantaged position. Further in the guidance on the work place the projects EGUIDYA, EMYA, BEST and MOBILE were of high value to set standards that facilitate international placements and to sensitize employers and educational institutions regarding needs and opportunities on the work place. World is changing fast: further impulses need to be given to the digital opportunities and the (European) community building in second chance education. With the (paper based) tools available and the network present, now a step is taken to fully digitalize the previous (quality) efforts.

Via a state-of-the-art European wide online platform for second chance education a knowledge and quality centre will be built. In this knowledge centre all experience and expertise is bundled gathered from previous projects and updated to online available tools to invest in trainers, teachers and beneficiaries themselves on a European level. The developed tools (user-driven, online grading system for good practices; self- and peer-assessment system for organisations; tailor-made e-portfolio tool for (international) placements; self-assessment tool for teachers/trainers) will create the opportunity to think and act borderless in European second chance education and upgrade national development to a European, transversal, setting.

Next to the development of the online knowledge and quality centre it is important that those involved in (the development of) training and teaching processes contribute themselves and share ideas, knowledge and experiences. An online and offline European community of teachers/trainers in second chance education is targeted. In this community teachers and trainers can share, discuss, develop and value their practices and ideas. In this way a bottom-up movement is started based on social network activity and user involvement. The continuous education of teachers and trainers is fostered making all teacher trainings in the second chance network visible (connecting supply and demand) and by exploring good practices for joint (European) curriculum design and international guest lectures. In this way DISCO will impact beneficiaries of the NEET-group, the organizational/educational settings involved and the trainers/teachers active: local expertise and experiences will be transferred to open digital European quality tools.

DISCO targets three out of five objectives of the Europe2020-strategy:

- In terms of employment (EU2020: 75% of the 20-64 year-olds to be employed (now youth unemployment over 25%) increases employment opportunities for youngsters at risk by offering them international work experience and making it possible to evidence this experience digitally.
- Looking at education (EU2020: Reducing school drop-out rates below 10% (now 15,3%) and at least 40% of 30-34-year-olds completing third level education) DISCO invests in a vulnerable target group, who is at the highest risk of drop out and has the lowest chances in completing third level education.
- In fighting poverty and social exclusion ((EU2020: at least 20 million fewer people in or at risk of poverty and social exclusion) LION offers concrete opportunities and develops tools for teaching and training in a community and network based integrated environment to avoid exclusion and to promote their chances in the European society and labour market.

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GRANT AMOUNT:	300 000 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Improving the attainment of young people with low basic skills
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Early School Leaving / combating failure in education
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER: **2014-1-DE02-KA204-001553**

TITLE:

STROMSPAR-CHECK - EIN INNOVATIVES KONZEPT ZUR STEIGERUNG DER BESCHÄFTIGUNGSFÄHIGKEIT ARBEITSLOSER DURCH IHRE QUALIFIZIERUNG ZUM STROMSPAR-HELPER SOWIE ZUR UMSETZUNG VON ENERGIEEFFIZIENZMASSNAHMEN IN EINKOMMENSCHWACHEN HAUSHALTEN

DESCRIPTION:

Already in 2008 The EU brought its Climate Package on its way. With the 20-20-20 targets as relevant part of the Europe 2020 Strategy the CO₂ emissions shall be reduced until 2020 by 20 per cent, the share of renewable energies shall be raised by 20 per cent and the energy efficiency shall be increased by 20 per cent.

Apart from increasing the efficiency in all energy applications and in energy transition as well as the extended replacing of fossil energy sources by Regenerative energy sources - as technological columns of climate protection - the behaviour of households and other user groups must change as well. Particularly households with a low income are not able to compensate the increasing prices for energy through the reduction of their energy consumption. However, they do also not have the financial means to invest in energy and power saving devices. Thus, relevant saving potentials remain unused. This is the starting point of our project that will be implemented by partner organisations from Germany, Spain, Great Britain, Hungary, Italy and Romania.

The Power Saving Check that has been offered all over Germany since 2008 consists of the mediation of knowledge for users in households with low income for their conscious dealing with energy in heating, cooking, lighting and the use of electronic devices, media and communication devices and sensitises them for a raised awareness in the purchase of those items in relation to their energy needs. This knowledge and skill mediation is done in form of a free consultation - the Power Saving Check. Through the change in the user behaviour and low investive measures the power, water and heating energy consumption of those households can be relevantly reduced what is proven.

The consultation is assigned to the so-called Power Saving Checkers - unemployed, particularly long-term unemployed and unemployed young people - and requires an according qualification. An adequate further education is not possible in the partner countries at the moment.

Project results are:

1. The concept Power Saving Check including the curriculum for the training of Power Saving Checkers was transferred to ES, GB,

HU, IT and RO.

2. 6 preparing and 12 special training modules generating the curriculum for the training of Power Saving Checkers was adopted in

time and contents to the national needs in ES, GB, HU, IT and RO

3. The adopted curricula were translated into one blended learning course each.
4. A Power Saving Calculator (online-tool) for the investigating and visibility of power savings and CO₂ reductions due to the work of

the Power Saving Checkers was developed and can be used in the frame of the Power Saving Checks in ES, GB, HU, IT and RO

5. After the Pilot Training 20 experienced adult educators from ES, GB, HU, IT and RO are able to use the gained skills and

competences in the education practise of their countries and to multiply them.

6. The adopted curricula for the training of Power Saving Checkers were tested in practise in ES, GB, HU, IT and RO. The trained Power

Saving Checkers have implemented Power Saving Checks in ES, GB, HU, IT and RO. The achieved energy savings and CO2

reductions were examined with the Power Saving Calculator and are visible.

7. The Curricula have been acknowledged by the according institutions in ES, GB, HU, IT and RO.

8. Project results and products were disseminated and are available.

In the long run POWER SAVING CHECK contributes to enabling relevant stakeholders and decision makers at national level to use the existing potentials and resources in the partner countries better, to extend their systems of general education (ET 2020), to raise the employment rate, to reduce CO2 emissions and to increase energy efficiency (Europe 2020).

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GRANT AMOUNT:	245 602 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Labour market issues incl. career guidance / youth unemployment
TOPIC 3:	Energy and resources
CLUSTER(S):	New Technologies & Digital Competences; Employability; Education for Sustainable Development

PROJECT NUMBER: 2014-1-DE02-KA204-001560**TITLE:**

BRIDGE - BUILDING UP REGIONAL INITIATIVES TO DEVELOP GUIDANCE FOR LOW-SKILLED ADULTS

DESCRIPTION:

Offering quality guidance services to all citizens at any point in their lives is an important challenge for regions. All regions participating in the strategic partnership BRIDGE have established guidance systems that support the access of citizens to training and further education. However, these guidance services don't reach all target groups to the same extent. Above all, only a very small number of low-skilled people use lifelong guidance in BRIDGE regions and the participation of low-skilled adults in up-skilling training activities is significantly low. Regional actors are, thus, looking for possibilities to improve the access of low-skilled adults to guidance and to develop the quality of guidance services with a view to lower-skilled target groups.

The project will focus on special guidance needs of low-skilled adults, especially of those who are in employment but at risk of being excluded from the job-market because of missing qualifications. Companies employing low-skilled adults will be involved. The project partners will analyse the access to and quality of guidance services for low-skilled adults in Baden-Württemberg/Germany, Bretagne/France and Jämtland/Sweden from different perspectives and with different methods and activities. In a second step, they aim at the adaption, testing and transfer of best practice tools and processes in the field of guidance from one region to the others.

At the heart of the project, a study and handbook will be produced which collects information, good examples and suggestions on the access to and quality of guidance services. The study addresses several thousand professionals working in the field of guidance in the participating regions and beyond. It will give them an overview of measures to support the up-skilling of low-skilled adults in the BRIDGE regions, it comprises the analysis of best practice projects, it includes results of two surveys among counsellors and low-skilled people, it defines key-performance factors for counselling and it will contain a self-assessment-tool for institutions that are active in the field of guidance. The handbook and additional activities will allow professionals in guidance institutions to adopt best practice measures. The handbook will also help decision-makers to develop guidance structures for low-skilled adults on a regional level. Besides, managing staff from companies will profit from the findings of the study.

In addition, an exchange of experiences during international project meetings, on-site visits of best practice measures in the participating regions and other training/multiplying activities will take place.

The project is a continuation of the work of the working group on lifelong guidance of the European network EARLALL. The head office of EARLALL will guarantee the dissemination of results to its 30 members. One of the main strengths of the BRIDGE project is the fact that it is complementary to latest developments and innovative projects in the field of guidance on a regional level. The BRIDGE project also involves key actors from the regions like regional administrations and ministries (Kultusministerium Baden-Württemberg, Region Bretagne), the leading regional guidance structures/organisations (Volkshochschulverband Baden-Württemberg/Landesnetzwerk Weiterbildungsberatung Baden-Württemberg, Fongecif/Bretagne and Lärcentrum/Jämtland) and companies (via Z-Group/Jämtland). The following main regional projects and activities are backed up and enriched by the BRIDGE project:

In Baden-Württemberg, the project accompanies the development of the new guidance network Landesnetzwerk Weiterbildungsberatung and will give important impulses to develop the accessibility and quality of services of the new network.

In Bretagne, the partner Fongecif is one of the five key actors at national level who implemented a new law dated 5 March 2014. Fongecif will carry out guidance to support the professional development of employees under this new law and is currently looking for new strategies to adapt its services.

In Jämtland, the project meets the goal of the Swedish project partners to enhance the quality of guidance in their structures. Aspects like communication, cooperation and interactivity, flexibility and adaptability, staff qualifications and experiences, resource allocation, institutional and cultural settings are of interest.

Longer term benefits of the project shall be ...

1. to strengthen guidance networks, cooperations between organisations and measures to support low-skilled target groups through European mutual learning.
2. to innovate the access of low-skilled adults to lifelong guidance in participating regions and beyond.
3. to improve the quality of guidance with a view to the needs of low-skilled adults by supporting professionals in guidance services.
4. consequently, to increase the participation of low-skilled adults in up-skilling activities.

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Ministerium für Kultus, Jugend und Sport Baden-Württemberg, DE;
IUC Z-GROUP AB, SE

GRANT AMOUNT:

167 740 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:

Access for disadvantaged

TOPIC 2:

Labour market issues incl. career guidance / youth unemployment

TOPIC 3:

Overcoming skills mismatches (basic/transversal)

CLUSTER(S):

Inclusion & Tolerance; Employability

PROJECT NUMBER: **2014-1-DE02-KA204-001561**

TITLE:

GOOD GUIDANCE STORIES+ CASE STUDY TRAINING MODULES FOR GUIDING THE LOW SKILLED

DESCRIPTION:

The project GUIDE+ contributes to a better participation of low skilled people in society and the labour market through high quality guidance.

This project wants to establish and provide case study training modules for guidance practitioners that are used on a regular basis in the training systems of the participating countries, in order to prepare them for the specific challenges in guiding low skilled people.

The project will hence contribute to the aims of the EU2020 strategy that 75% of the 20-64 year-olds shall be employed as well as that 20 million fewer people shall be in or at risk of poverty and social exclusion.

Career guidance for low skilled people has to use special methods and has to be addressed especially to the needs of the low skilled.

The method that shall be used in the project is the case study method.

The planned activities are:

1. development of additional case studies and corresponding teaching notes (training and teaching material) from a French and a British context usable in every European context and different guidance settings which are also focusing on needs of the low skilled people (translated into all partner languages).
2. development of case study training modules for guidance practitioners who work with low skilled people based on case studies focusing on low skilled people
3. development and sustainable implementation of the developed case study training modules in the training systems for guidance practitioners of the participating countries (DE, IE, FR, IT, AT, UK)
4. implementation of 14 local events in 6 countries (AT, DE, FR, IE, IT, UK) and 1 transnational conference

Participants in the project are:

- (1) local/ regional/ national policy maker active in the field of guidance: This group of participants defines the specific system and has the financial power. Without the policy maker it is not possible to sustain the project results.
- (2) local/ regional/ national training providers active in the field of guidance: This group of participants is in general responsible for the implementation of training curricula. In some cases the training providers also are responsible for the development of training curricula and its certification. In general they are working in strong collaboration with public authorities.
- (3) local/ regional/ national Organisations responsible for curricula development and certification development: This group of participants develops curricula for the training of guidance practitioners and is responsible for the certification and training recognition.
- (4) local/ regional/ national guidance practitioners working with the group of low skilled: This group of participants is benefiting directly from the project results.
- (5) local/ regional/ national networks active in the field of guidance and/or in the field of social inclusion of low skilled people: This group of participants is a strong opinion former not only for the guidance practitioners but also for policy makers.
- (6) transnational networks & organisations active in the field of guidance: This group of participants is important to sustain our results also on a transnational level.
- (7) policy maker, training provider and guidance practitioners beyond the partner countries: This group of participants is helpful to disseminate and exploit our results also beyond the partnership.

The expected impact is:

- to support the professionalisation of guidance practitioners through high quality training material and high quality training modules in vocational and further training
- to enrich the discussion about the professionalisation of the career guidance especially in regard to the low skilled people on a local, regional, national and European level
- to initiate the first steps on the way of the integration of competences and qualifications of guidance practitioners into the NQF of the participating countries and the EQF

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GRANT AMOUNT:	268 529 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Inclusion - equity
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-DE02-KA204-001577**TITLE:** CAN DO EMPOWERMENT**DESCRIPTION:**

In 2012 close to a fifth of Europeans report that they have personally experienced discrimination or harassment: 13% have experienced discrimination on the basis of one issue and 4% on multiple issues. Over a third of Europeans have witnessed or heard of someone suffering discrimination or harassment in the last 12 months. Growing nationalism and right wing populism is worsening the situation of minorities in Europe. There is a need to confront these developments and find a means to empower those who are confronted with discrimination.

The main objective of this project is to empower trainers as CHANGE AGENTS within their own local context to deal with discrimination, to share and develop an educational, conceptual and methodological basis on which to develop an effective EMPOWERMENT FOR SOCIAL CHANGE training approach which can then be used as the basis for developing practical tools such as manuals, articles, videos, booklets and other training aides which are to be communicated in a variety of different ways to maximise the impact and sustainability of this initiative.

The project brings together the expertise and long-standing experience of six organisations who see their fundamental mission being to confront discrimination and exclusion and to promote equality and diversity within society.

- VIA Bayern is an expert in providing intercultural and interreligious awareness and train of trainer trainings for the social sector.
- The Dutch organization RADAR is the main agency for equal treatment and against discrimination in the south western part of the Netherlands.
- ICA-Spain is a registered national NGO specialized in intercultural and intergenerational training for private and public organizations locally, nationally and internationally.
- Brighton and Hove Community Works is a membership organisation and an established charity. They have a diverse range of expertise including training, equality and anti-discrimination as well as their innovative asset based approach to community engagement.
- The Austrian organization ZEBRA expertise lies in the counselling and psycho-therapy for migrants and refugees and educational offers for different target groups.
- Umtapo is a South African non-profit development organisation whose mission is to engage in education, training, community mobilisation, and networking in order to empower people to take control of their own lives in the struggle for sustainable development, peace, and human rights.

The project will develop and disseminate material that can be used in the facilitation of anti-discrimination work, including a blog, a manual and articles. During the exchange meetings experiences with proven empowering anti-discrimination strategies and approaches will be shared and on basis of this exchange concrete products will be developed. The dissemination of findings will happen in the last year of the project. Expert meetings, conferences, workshops, publications and trainings will be organized.

We will share our learning and outputs with those who are close to our community, from our family, neighbours, community centres, colleagues and target groups. We are already collaborating with various municipalities, regional institutions, universities and NGO's. Also this project will make it easier to reach stakeholders and policy makers on a national level.

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GRANT AMOUNT:	374 135 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting young people's social inclusion and well-being
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Inclusion - equity
TOPIC 3:	Intercultural/intergenerational education and (lifelong)learning
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER: 2014-1-DE02-KA204-001579**TITLE:**

ON THE MOVE - BEST PRACTICE IN OUTREACH EDUCATIONAL COUNSELLING AND LOW-THRESHOLD LEARNING OPPORTUNITIES

DESCRIPTION:

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

Our project ON THE MOVE has its foundations in European Policies and in recent research done within the PIAAC programme.

The goal of the Europe 2020 strategy is smart, sustainable and inclusive growth. Lifelong learning and the development of skills are important factors in this strategy. The European Agenda for Adult Learning (EAAL) is directly linked to this and therefore puts emphasis on the necessity for increased participation in adult learning. Whilst participation rates vary considerably amongst EU countries, the rates for low-skilled adults are generally low.

Aims

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

Outcomes

- Research from all project partners on suitable best practice examples in Europe for reaching educationally remote people. This also includes previously conducted European projects, whose results we will disseminate further.
- Assessment matrix which we will use to evaluate the identified counselling projects and develop new approaches.
- Website including an Open Educational Resource with at least 30 projects of outreach counselling from different European countries. The site will be available in all partner languages.
- A professional publication (ebook and print) which will contain 30 descriptions of the identified best practice examples. Like the website, this will offer didactic instructions which will enable the implementation of outreach educational counselling and other alternative approaches to reaching the educationally remote at other institutions, too.
- 6 Video interviews in which we will interview skilled personnel from best practice projects and accompany them at their work: how do they reach people, how do they counsel them, what are the topics etc.?
- In our main product, the best practice publication, we will also include recommendations for the use of easy language better reaching the target groups needs.
- For internal use we will produce and regularly update a dissemination and a quality plan, draft a project management handbook and a project agreement.

Activities

During the investigation phase, each partner will form an assessment group consisting of 5 people active in the area of further education/adult education, which will evaluate the project examples that were researched in the first (research) phase using the assessment matrix and make recommendations for (further) development. The members of this group can be counsellors, trainers, managers, or political decision-makers. The groups will be put together in such a way so as to ensure the necessary specialist expertise to evaluate the projects as well as guaranteeing a widespread dissemination from the start.

Towards the end of the project, each partner will organise a public event and invite educational institutions, representatives of charities, those active in adult and further education, representatives of umbrella organisations (e.g. the Volkshochschulverband (Adult Education Association) in Germany), political decision-makers, representatives of the press, and everyone who is interested in the subject. Each event should reach at least 30 people resulting in 200+ participants. During this event, the best practice approaches that were identified and developed will be presented and the publication will be distributed. In addition we will deliver the project publication to at least 150 university libraries and lecturers across Europe.

COORDINATOR:	ttg team training GmbH Holzmarkt 7 72070 Tübingen, Germany www.team-training.de
CONTACT:	Susanne Renner
PARTNERS:	BFI Tirol Bildungs GmbH, AT; Norrköpings stadsmuseum, SE; PROMIDEA COOPERATIVA SOCIALE, IT; Superact C.I.C., UK; VYTAUTO DIDZIOJO UNIVERSITETAS, LT; Stichting De Regenboog Groep, NL
GRANT AMOUNT:	284 869 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Inclusion - equity
TOPIC 3:	Key Competences (incl. mathematics and literacy) - basic skills
CLUSTER(S):	Employability; Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-DE02-KA204-001583**TITLE:**

AUSTAUSCH UND GEMEINSAMES LERNEN ZUR ENTWICKLUNG EINES PRAXISORIENTIERTEN, MULTIKULTURELLEN LEITFADENS ZUR NEUGRÜNDUNG VON PALLIATIVDIENSTEN

DESCRIPTION:

Context

The second most common cause of death within the EU is the cancer disease (2 of 10). It is a number that will clearly increase with the aging process. Concerning disparities in care structures for cancer patients can be identified among the EU-members, whereas on EU-level altogether existing nursing services cannot adequately respond to this specific care-need (European Commission, DG Health & Consumers).

The demand for hospice care is constantly increasing! One possible solution for this is the establishment of hospice units.

However, this is complicated as within the training of health- and social-professionals this topic is poorly taught, if taught at all. On top of that in many cultures Dying and Death are still considered to be taboo issues. Moreover, palliative care per definition calls for the collaboration of multidisciplinary health-care teams but also for inter-institutional cooperation of organisations with different professional background. Consequently for the establishment of palliative care services a multi-modal and comprehensive approach is needed: a learning process that is independent from a specific field of work or profession.

Through this project and guidelines for establishing palliative care units, we offer a practice-oriented learning tool which transmits basic know-how and core competencies independently from professional background. In the future the guide will be used by the project partners, so that the developed materials, products represent a significant added value for the organisations, and thus significantly improving the starting position.

Objectives

General:

Improving palliative care within the EU through a practice-oriented education regarding the establishment of hospice-care units for different groups of people in connection with the issue

Specific:

1. Development of personal and professional competences of the project partners for the purposes of introducing (RO, PT) and improving (DE, PL) their own palliative care services through European exchange
2. Development of a practice-oriented, multicultural learning instrument for the establishment of hospice-care units suitable for different stakeholders
3. National adaptation of the learning instrument
4. Promotion of the European exchange through an interactive internet platform
5. Securing the achievement of the objectives.

Partners

The expertise in a particular field of work needed for the project was the main criterion for selecting partners: in-patient hospice (DE), out-patient hospice (PL) and out-patient elderly care (RO) and church institution that needs to rise to needs through volunteering and training (PT), as well as an adult education institution (ES).

Main activities & methodology

- Project management: 1 Kick -off meeting and 3 transnational project team meetings.

- Learning and Teaching activities: 4 transnational short-term joint staff trainings in 4 countries of 5 days, with subjects matching a specific chapter of the guide, total number of participant: 43
- Development of guidelines by the international project group

Each of the four transnational Learning and Teaching activities has a key subject, which corresponds to one of the four chapters of the guide. Based on the experiences gained during these training sessions the contents of that specific chapter of the guide will be written down during the available time till the next transnational joint staff training. The guide is improved from a pedagogical point of view by an expert in adult education.

- Multipliers events: there will be 3 local events in the partner countries DE, PL, PT addressed to different types of target groups, as well as one European conference in RO, total number of participants: 105.

Results & products

1. Practice-oriented and multicultural guide for the establishment of palliative-care units:

Versions: an English-speaking multicultural guide, 5 guides in the national languages of the project partners adapted to the national realities (DE, PL, RO, PT, ES)

2. Internet-platform for the European exchange: newly programmed internet-platform facilitating the virtual communication, the exchange of information between project partners, but all other interested parties, including those from non-partner countries.

Long-term impact

- The developed products will be actively used in the organisations of the project partners and therefore improve their work. There will one hospice-unit established in RO and in PT.
- (future to be) medical and nursing staff will be more willing to work in palliative care sector
- top-management personnel of health- and social-institutions, as well as decision-makers of church and authorities will be more open to the establishment of palliative care units, and will be more willing for inter-institutional cooperation

COORDINATOR:

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www.diakoniezentrum-ps.de

CONTACT:

Hartmut Wenz

PARTNERS:

Fundatia Crestina Diakonia Filiala Sfantu Gheorghe, RO;
Fundacja Podlaskie Hospicjum Onkologiczne, PL;
UNIVERSIDADE DA CORUNA, ES;
Deutsche Evangelische Kirchengemeinde zu Porto, PT

GRANT AMOUNT:

122 313 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Fostering the assessment of transversal skills

PRIORITY 2:

Developing high quality and accessible Early Childhood Education and Care services

TOPIC 1:

Health and wellbeing

TOPIC 2:

International cooperation, international relations, development cooperation

TOPIC 3:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Health & Medicine; International Cooperation; Teaching & Training

PROJECT NUMBER: 2014-1-DE02-KA204-001664**TITLE:** EUROPEAN ELDERLY HOME LEARNING SERVICE**DESCRIPTION:** The EEHLSe (European Elderly Home Learning Service) proposal is based on widely accepted and reported Europe-wide analysis about (missing) learning opportunities for elderly and its consequences. All steps to overcome this miserable situation can clearly be derived by logical and empirical evidence.

The first analysis element: European elderly are, in their majority, excluded from continuous learning. Whilst all other citizens, starting from one year of age, have a guaranteed life accompanying education and training offer, the after retirement population does not have this. All reliable offer ends in a moment where people have, in average, to expect some more 20 or 30 years of life. This is known and discussed Europe-wide since many years and no solution was found so far. This proposal claims to enter a new phase of elderly (online) learning and to show a way to overcome the entirely unsatisfying current situation.

The second element of analysis concerns learning of elderly: It is evident that, in a rapidly changing world, life without learning leads to a couple of unpleasant effects for the individual and for the society, just to name some: reduced autonomy, increasing dependency from others, less integration, social isolation, segregation of generations, reduced satisfaction of life, more fragile health... Every reported effect could be underlined with empirical data, is on the other hand self-evident.

The consortium will compile all elements which are needed to provide in principle every elderly in Europe, independent of her/his geographical situation, mobility, availability of time and daily rhythm, with a reliable learning offer with courses which are relevant for them and where they contribute according to their competences, within ten years' time. EEHLSe will model and empirically validate this risky promise.

The partnership consists of five experienced elderly learning institutions from France, Finland, Germany, Ireland, Spain, countries with very scarcely populated regions. They will be ideal test beds for the EEHL Service to be established.

The impact is very clear. Elderly in Europe will have, on the long run, a reliable learning offer equivalent to the other ages, not based on their random living conditions but based on a sustainable service. This will lead to a more participating, involved, included, and healthy generation of elderly.

COORDINATOR: FAU
SCHLOSSPLATZ 4
91054 ERLANGEN, Germany
www.uni-erlangen.de**CONTACT:** Paul Held**PARTNERS:** Osuuskunta opetus ja ohjaus, FI;
E-SENIORS: INITIATION DES SENIORS AUX NTIC ASSOCIATION, FR;
DUBLIN CITY UNIVERSITY, IE;
HELSINGIN YLIOPISTO, FI;
UNIVERSITAT JAUME I DE CASTELLON, ES**GRANT AMOUNT:** 379 597 EUR**CONTRACT DURATION:** 36 months**PRIORITY 1 OR MAIN:** Supporting the production and adoption of Open Educational Resources in diverse European languages**PRIORITY 2:** Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)**TOPIC 1:** Access for disadvantaged**TOPIC 2:** Intercultural/intergenerational education and (lifelong)learning

TOPIC 3: New innovative curricula/educational methods/development of training courses

CLUSTER(S): Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-DK01-KA200-000761**TITLE:** **SECOND CHANCE SCHOOLS WORKING WITH SYSTEMATIC MEASUREMENT OF OUTCOMES****DESCRIPTION:** A rapidly changing global economy and concerns about the EU ability to create a competitive workforce have focused attention on Member States education and training systems. Policy reforms have focused on improving the quality and accountability of education and training, through a shift from defining standards based on teaching inputs to learning outcomes. This has impacted on providers of compensatory education such as second chance education which find that the use of informal and non formal learning makes success factors less easy to measure.

In 2012 DGEAC commissioned research into good practices in second chance education and its success factors with a view to identifying transferability to initial education and training. The study concluded there was strong potential for transferability and lessons could be learned from second chance provision but gaps in qualitative and quantitative measures of success could not provide evidence of the longer term effectiveness of provision designed to reduce ESL. The DGEAC study recommended the development of a quality framework to underpin the active transfer of good practices from second chance education and to build the evidence base of long term impacts and outcomes of second chance education .

SMART brings together 7 partners, experts from different sectors to share best practice in self evaluation and self monitoring including higher education, adult education , upper secondary education and second chance education. The SMART project aims to develop a quality framework, for use by providers of second chance education that will address the gaps identified by DGEAC, enable providers to evidence their success factors and enhance the quality and relevance of the learning offer. This will raise the visibility and profile of compensatory education with policy/decision makers and encourage the adoption of compensatory measures within prevention and intervention measures through greater transparency and accountability.

SMART will conduct a review of existing good practices in evidencing success factors and identify training needs of teachers/trainers. An online Systematic Measurement System with accompanying quality indicators and measurement tools that facilitates ongoing self monitoring and self evaluation will be developed through a bottom -up approach. The SMS will be tested, following 3 training events for teachers. Guidelines for implementation of a self evaluation system is developed for policy makers and educational organisations, together with a handbook for teachers. 5 Multiplier events will enable stakeholders to share best practice and input into the SMS development.

The expected impact will be the upgrading of the quality of informal learning through a self evaluation process. The teacher training programme raises awareness of the benefits of self evaluation and raises teacher expectations of learners through transparent evidencing of success. Raised aspirations drive forwards improvement in teaching and learning, impacting on methods used by professionals and ultimately benefiting disadvantaged young people at risk of ESL.

COORDINATOR: KKU
Fredericiagade 39
1310 København, Denmark
www.ungdomsskolen.kk.dk**CONTACT:** Sisse Liv Lauenzen**PARTNERS:** Limerick and Clare Education and Training Board, IE;
AALBORG UNIVERSITET, DK;
CESIE, IT;
Art 27 vzw, BE;
STICHTING EURICON, NL;
Bräckegymnasiet Lindholmen, SE;
Esbjerg Ungdomsskole, DK

GRANT AMOUNT:	339 697 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Improving the attainment of young people, particularly those at risk of early school leaving
TOPIC 1:	Early School Leaving / combating failure in education
TOPIC 2:	Quality Assurance
TOPIC 3:	Quality Improvement Institutions and/or methods (incl. school development)
CLUSTER(S):	Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-DK01-KA204-000771**TITLE:** **INFINITUS – KNOWLEDGE SHARING IN DYSLEXIA TEACHING****DESCRIPTION:** INFINITUS strategic partnership :

How can we fight dyslexia in different cultural settings and with different target groups?

In March 2014 Tietgen organised a Grundtvig workshop where all partners worked together sharing knowledge in the field of dyslexia in a bilingual context. The application is the outcome of a workshop. The topics for the activities are defined by the strategic partnership based on dialogues and knowledge sharing of the workshop.

INFINITUS aims at :

- sharing knowledge and innovation in the field of fighting dyslexia to enhance human resource development in the region
- secure employability for people with dyslexia by enhancing learning possibilities for people with learning disorders
- developing new innovative learning methodologies for people with dyslexia to strengthen the possibilities for persons with dyslexia to participate in learning activities
- enhancing employability and motivating lifelong learning possibilities for people with dyslexia focusing on better use of human resources
- promoting synergies and cross-fertilization throughout the different fields of dyslexia education and training

There are different kinds of organisations involved in the partnership which are all involved in dyslexia e.g. teachers, researchers, stakeholder organisations and the National Dyslexia Association. This means knowledge sharing and development within the field.

A special sub-work package under the project management in order to secure the quality of the project

- quality monitoring
- ensure process quality
- forecast and mitigate risks for project continuity
- check outputs against plans

An external evaluator will be associated to the project management responsible for quality monitoring and evaluation.

Expected outcome of the project :

Output:

Innovative methodologies and learning materials developed and tested in 8 European countries learning materials

Identified best practices that are language- portable (generally beneficial/productive) and the elements that are language-feature linked (i.e. work when using some languages but not others)

Knowledge about dyslexia in the partner countries and awareness of how to implement and use the DOT and other innovative methods in different cultural settings and with different target groups.

Based on the recommendations from the external evaluator, the consortium will agree a two-year operational implementation plan, starting at the end of the project period which will outline:

- A management structure for sustainability activities beyond the end of the project;

- The nature of service to be offered to providers (learning materials/ guidance/consultation etc.);
- The method of financing the sustainability initiative;
- Intermediate milestones required to set up the above, and responsibilities of various partners.

Aside from this, one will be able to observe:

Sustainability of the products and the networks

Website with all the information about the project and material will be kept accessible for different stakeholders, institutions and dyslexia networks.

The open licensing strategy of the project will also ensure that anyone will be able to reuse and adapt the materials of the project for their own contexts completely without restriction.

COORDINATOR:	Tietgen Elmelundsvej 10 5200 Odense V, Denmark www.tietgen.dk
CONTACT:	Britt Toxværd-Larsen
PARTNERS:	DYSLEXIA INSTITUTE LBG, UK; Panagiotopoulou Theano, EL; KLAIPEDOS UNIVERSITETAS, LT; Hrvatska udruga za disleksiju, HR; Latvijas Disleksijas biedriba, LV; LIEPAJAS UNIVERSITATE, LV; SDRUZHENIE "ASOCIACIA DYSLEXIA - BULGARIA", BG
GRANT AMOUNT:	138 090 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Improving the attainment of young people, particularly those at risk of early school leaving
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Inclusion - equity
TOPIC 3:	International cooperation, international relations, development cooperation
CLUSTER(S):	Inclusion & Tolerance; International Cooperation

PROJECT NUMBER:	2014-1-EE01-KA204-000425
TITLE:	RECALL COASTAL HERITAGE FOR RURAL ENTREPRENEURSHIP
DESCRIPTION:	<p>Project RECORDI: Recall coastal heritage for rural entrepreneurship.</p> <p>The overarching aim of this project is to improve the cultural and economical environment in remote coastal areas by bridging coastal cultural heritage with ecotourism-related entrepreneurship.</p> <p>The immediate objective of the project is to create the adult learning curriculum and supportive materials, which will be used in Vocational Schools (or similar educational organisations) in study courses of ecotourism.</p> <p>The intellectual outputs of the project include the curriculum itself, as well as the production of 10 short video films about best practices, and a brochure in digital form to be used as study material. In addition, the project will have a public website to reflect the progress, and to serve as a platform for the project communication.</p> <p>The project involves six partners from Estonia, Finland, Italy and Sweden. The partners have different backgrounds, but are complimentary to each other, while their common denominator is coastal cultural heritage and adult training/learning. Four partners live in UNESCO biosphere reserves and bring in the flavour of balanced social, economical, cultural and environmental values.</p> <p>A special so-called Test Group will be formed of 2 persons per partner, who will be learners in this project. These are representatives of the target group, i.e. people who learn how to embed cultural heritage (skills, traditions, values) into ecotourism services. The project team, who will elaborate the curriculum, will constantly co-operate with the test group to better develop and fine-tune the approach, the methods and the results. In addition to hands-on training seminars, internet-based teaching methods (elements of e-learning) will be used.</p> <p>Two public conferences will be organised (one mid-term and one final conference) as multiplier events of the project.</p> <p>The project RECORDI has an ambition to create the curriculum, which will outlive the project period and which will be broader used in the regions involved.</p> <p>The added values of the project are:</p> <ul style="list-style-type: none">▪ a group of trained people who will implement cultural heritage skills in the ecotourism services;▪ increased awareness about sustainable rural development, including the ideas of the UNESCO programme Man and biosphere▪ improved cultural and economical situation in peripheral coastal areas involved.
COORDINATOR:	Arhipelaag Vabrikuväljak 1 92411 Kärđla, Estonia arhi.pelagis.eu
CONTACT:	Toomas Kokovkin
PARTNERS:	MTÜ Halulaev, EE; Perinnelaivayhdistys Ihana ry, FI; Hiiumaa Ametikool, EE; Folklore Associazione Culturale, IT; Blekinge Archipelago Biosphere Reserve, SE
GRANT AMOUNT:	135 598 EUR

CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Rural development and urbanisation
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Education for Sustainable Development; Employability

PROJECT NUMBER:	2014-1-EE01-KA204-000441
TITLE:	DEVELOPING METHODS OF TEACHING TADELAKT AND NATURAL BUILDING AND CREATING WIDER OPPORTUNITIES FOR ADULTS TO LEARN IT
DESCRIPTION:	<p>The project Developing methods of teaching tadelakt and natural building and creating wider opportunities for adults to learn it focuses on different teaching methods of natural waterproof technique tadelakt and other fields of natural building. This is a popular topic among adult learners, there are many courses about it. But in modern world there is a need of using other methods of teaching than physical courses and therefore during the project we work out an Internet step-by-step guide about tadelakt in English, Estonian, Spanish and Portuguese. It will consist of text with photos and videos and it will be freely available on each partner's webpage.</p> <p>The project has three partners from Estonia, Spain and Portugal. All the partners are active in the field of natural building and in adult learning. During the project the staff of each partner organisation gets new language skills, practical skills, teaching methods and an international experience of cooperation. Those results are achieved with the communication between the partners during the project and especially with the activities during the project meetings: workshops of natural building and tadelakt, exploring the works of other partners, testing teaching methods on each other, etc.</p> <p>This all helps to create the main output of the project - the tadelakt step-by-step guide. This is jointly developed during and between the project meetings, each partner has its part in the development. The Estonian partner integrates also unemployed low-skilled persons to the development process, by testing on them the methods described in the guide. Including unemployed persons in this process has two purposes: making the guide understandable for everyone by testing it on people who do not know anything about tadelakt and meanwhile working out a better work practice programme for re-skilling the unemployed persons.</p> <p>The project has the following objectives: making learning tadelakt more available for adult learners on European level, offering more tailored learning opportunities for unemployed low-skilled persons, partner organisations are more able for international cooperation and carrying out international workshops, higher knowledge about the benefits of natural building, creating healthier and greener environment.</p>
COORDINATOR:	Tare 7-3 10135 Tallinn, Estonia www.ehituslahendused.ee
CONTACT:	Gerda Kättmann
PARTNERS:	Alen y Calche S.L, ES; COMPALHA - ASSOCIAÇÃO PARA A BIOCONSTRUÇÃO COM MATERIAIS NATURAIS EM PORTUGAL, PT; Embarro Iberica S.L., ES
GRANT AMOUNT:	70 281 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Promoting healthy lifestyles (incl. participating in outdoor activities and grassroots sports)
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Inclusion & Tolerance; International Cooperation; Teaching & Training

PROJECT NUMBER:	2014-1-EE01-KA204-000515
TITLE:	MOVEMAKERS: CO-CREATING NEW WAYS OF LEARNING
DESCRIPTION:	<p>"Movemakers: co-creating new ways of learning is a learning project for adult education professionals that aims to foster strategic cooperation and exchange of good practices amongst professionals in education for innovation in entrepreneurial education for adults. The project is an attempt to harness the potential of innovation in adult education for meeting some of the challenges in a rapidly changing world, including labour market needs, youth unemployment, ageing population or globalisation challenges.</p> <p>The project brings together innovators in the field of education from Lithuania, Estonia, Germany, Denmark and The Netherlands. It consists of training activities incorporating study visits to pioneering examples of education innovation in the fields of entrepreneurial adult learning, as well as prototype development and a dissemination period.</p> <p>We employ a wide variety of methods and tools, including from the "Art of Hosting (www.artofhosting.org), Theory U (www.presencing.com), Design Thinking (e.g. http://designthinking.ideo.com), as well didactical storytelling, visual facilitation and other co-creative practices. The programme is grounded in newest findings of constructivist didactics, adult education and the neuroscience of learning. It fosters an entrepreneurial spirit by promoting learner-centeredness, participatory methodologies and peer learning.</p> <p>20 pioneers in the field of adult education will be part of the programme leading to positive examples of education innovation via real prototypes. Three dissemination tools will be developed: the eBook "Tools for Innovation, the Movemakers LAB Case Study, and a documentary movie about the process and its results. The learning from the project, the new skills and the strengthened capacity of participants and partner organizations will lead to new initiatives in the field of entrepreneurial adult learning.</p>
COORDINATOR:	Ruumiloojad MTÜ Lillia tee 10 74001 Harjumaa, Estonia www.kaasamine.ee
CONTACT:	Piret Jeedas
PARTNERS:	Impuls - Agentur für angewandte Utopien e.V., DE; Dock20, NL; Kuriantios bendruomenes, LT; Kaospilot, DK
GRANT AMOUNT:	125 703 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing partnerships between education and employment
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Employability

PROJECT NUMBER: 2014-1-EE01-KA204-000523**TITLE:** **PROMOTING ENERGY EFFICIENT AND ENVIRONMENTALLY FRIENDLY STOVES**

DESCRIPTION: The project aims to promote energy efficient and environmentally friendly stove design by creating a study course curriculum and relative teaching materials for stove builders. The partners in the project are all well established in the field of adult education with a long term experience in providing further training courses to stove builders. All partners bring to the project their unique experiences: the Österreichischer Kachelofenverband Verein is most experienced in areas of research and new developments in stove design, the Wolfshöcher Tonwerke GMBH is producing high quality refractory clay materials suitable for modern stove building and also has experience in training and product development. MTÜ Kütte- ja Ventilatsioonisüsteemide Teabekeskus has in a short time created the most modern specialised training centre for stove builders in Estonia and has a good cooperation network with Stove Builders Association of Estonia and national vocational schools.

The project will focus on creating a curriculum to facilitate the teaching of energy efficient and environmentally friendly stove design. A new comprehensive curriculum is needed in the field due to the changes in the energy sector and the more strict norms on solid fuel combustion on Europe. Although the norms are in place there are still measures needed to ensure their proper implementation. The implementation can be achieved through raising target group awareness and giving them the skill set necessary to perform their work accordingly.

The improved training possibilities based on a curriculum with modern and up to date information on stove design and materials will improve the target groups' competitiveness in the labour market. The curriculum created as the result of the project will be tested in a training session in Estonia and will later be ready to disseminate to other countries through the European Stove Builders Association VEUKO and wider target groups through industry fairs.

The project will also include short-term training courses for lecturers/trainers of stove builders in order to widen their knowledge and improve skills in order to ensure the best possible knowledge base for creating the new curriculum. The short-term joint staff training events will focus on new research in stove building (Austria) and new materials being developed (Germany) and will be hosted by two partner organisations. The short-term joint staff events also ensure better understanding of the cultural and historical differences between the partners which can then be taken into account in the curriculum creation. This in turn will guarantee the curriculum will be created so that it can be later adapted for use in other countries.

COORDINATOR: KVT
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50113 Tartu, Estonia
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CONTACT: Sigrid Ester Tani

PARTNERS: OSTERREICHISCHER KACHELOFENVERBAND VEREIN, AT;
Wolfshöher Tonwerke GmbH &
Co. KG, DE

GRANT AMOUNT: 81 240 EUR

CONTRACT DURATION: 24 months

PRIORITY 1 OR MAIN: Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

PRIORITY 2: Developing partnerships between education and employment

TOPIC 1: Energy and resources

TOPIC 2:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Education for Sustainable Development; Teaching & Training

PROJECT NUMBER: 2014-1-EL01-KA200-001542**TITLE:** LANGUAGE MASSIVE OPEN ONLINE COURSES**DESCRIPTION:** Language literacy is an essential life skill for the 21st century. It is a fact that learning a foreign language is a good way to improve brain function and acquire social skills. Moreover it is an effective way to explore other languages and cultures in order to obtain a professional advantage in labour market. As language skills are in much demand the need for related on line courses is widespread.

Also, new innovative technologies open new educational possibilities and change the way that we learn and teach. In fact, changes in digital technologies are happening much faster than our ability to monitor their impact. As a result, the look and feel of learning environments, the role of teachers, the nature of the learner and what and how they learn are being transformed. MOOCs (Massive Open Online Courses) is a new format for distance learning.

The aim of the project is to research the potential of MOOCs in Language Learning, to explore the pedagogical framework of Language MOOCs, to develop a toolkit for the creation and management of Language MOOCs and OERs and to test the use of OERs in language MOOCs in a pilot course.

The consortium is consisted of 5 organisations: 3 NGOs : Active Citizens Partnership from Greece(coordinator), Centro Studi ed Iniziative Europeo from Italy and Community Action Dacorum from UK. One Adult Education Provider, iberika education group from Germany and one Higher Education institution, Hogskolen i Sor-Trondelag from Norway. All the partners have active engagement with language training and new pedagogies, they have experience in the design and delivery of language learning courses at different levels and have experience and confidence in the use of ICT tools for teaching and learning.

Main activities of the project are: Production of a publication as to the broad principles through which theory is applied to online language learning and teaching practice, a report contains exploration, classification and evaluation of available MOOCs for language learning, and a complete guideline containing all the core course elements of a Massive Open Online and Interactive Language Learning Environment. Development of Open Educational Resources in 5 partner languages based on authentic materials. Implementation of pilot language learning MOOC for English, Greek, Italian, German and Norwegian. Organization of project Final Conference in UK and 4 national level events in partner's countries.

Further, the strong engagement with language skills as a vital element within the frame of lifelong learning will result in the adoption and integration of MOOCs and OERs on language learning practice. The change expected is improved teaching/learning experience and learners' language performance across disciplines and educational levels.

The LangMOOCs project outcomes and expected results and impacts are consistent with European 2020 strategies and its flagship initiatives, especially the Agenda for New Skills for New Jobs, Rethinking Education (2012) and the priorities of the Erasmus+ call uptake in teaching and learning, through the support of learning and access to open educational resources (OER) in the education and training fields, supporting ICT-based teaching and assessment practices and by promoting the transparency of rights and obligations of users and producers of digitised content; contributing to the modernisation of Europe's education systems as outlined in the 2011 EU Modernisation Agenda; contributing to the reduction of low-skilled adults. All the project outcomes are specifically designed for free/open access in order to promote open educational practice and add value to all initiatives mentioned above.

COORDINATOR: ΣΥΝΕΡΓΑΣΙΑ ΕΝΕΡΓΩΝ ΠΟΛΙΤΩΝ
Xenofontos 25
69300 Sapes, Greece
www.activecitizens.eu**CONTACT:** George Bekiaridis

PARTNERS:	iberika education group gGmbH, DE; Dacorum Council for Voluntary Service, UK; CESIE, IT; NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU, NO
GRANT AMOUNT:	206 994 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Teaching and learning of foreign languages
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER: 2014-1-EL01-KA200-001563**TITLE:** **ELECTRONIC REGENERATED FREIREAN LITERACY THROUGH EMPOWERING COMMUNITY TECHNIQUES (E-REFLECT)**

DESCRIPTION: Reflect Approach is defined as a structured, collaborative and participative learning process which facilitates people to critical analyze their environment, construct a personal understanding of local and global reality and challenge dominant development paradigms. In the core of this process rests the need for people's empowerment as well as reflect and action for social change. Our project aims at designing, developing, implementing and evaluating of a high quality Massive Open Online Course (MOOC) under the title e-Reflect, which (a) introduces school educators in a rich technological environment for the implementation of the Reflect Approach in contemporary school settings, and (b) encourages inter-European teacher collaboration in active citizenship / entrepreneurship projects. MOOC's instructional design process is placed in the context of the Reflect training methodological background and incorporates up to date e-learning principles. MOOC develops around 8 lessons which employ a variety of teaching strategies and involve learners in interactive and collaborative activities through the use of web2.0 tools.

Our project is especially timely. It addresses the need for continuing, in service education in active citizenship, since Eurydice points to improving teachers' knowledge and skills for teaching citizenship throughout Europe. Eurydice notices that while several countries have reformed their citizenship education curricula over the last years, these reforms have rarely been introduced in continuing professional development programmes (CDPs) (Citizenship Education in Europe report 2010/11).

The project is Initiated by the 1st Primary School of Rafina - Greece, a public sub-urban school, through the agency of the following teacher education and research institutions:

- Open University, Department of Education in the Faculty of Education and Language Studies, UK
- Centre for Advancement of Research and Development in Educational Technology LTD (CARDET), Cyprus
- University of the Aegean (UAEGEAN), Department of Primary Education, Greece
- University of Turku, Faculty of Education, Finland

Project activities evolve in two cycles:

In the first cycle, e-Reflect MOOC is designed, developed and reviewed by an external evaluator. An on-line training of teacher trainers follows, and the cycle completes with the actual implementation of the on-line course, attended by school educators.

In the second cycle, trained educators, in collaborative settings, implement e-Reflect activities in classroom communities settings. Pupils use web2.0 tools to articulate their thinking, to communicate and collaborate with their fellow pupils, to discuss issues and common school/community problem areas and take reflective action. It is expected that they get empowered to fully participate in society change initiatives. The cycle completes with the evaluation of the school/community based intervention on the grounds of improving the quality of school-based learning provision in fostering reflective thinking and entrepreneurship.

On teacher professional level our project is expected to contribute to:

- 1) the strengthening of educators professional profile through providing quality continuing training on key competencies and skills (digital skills in active citizenship education);
- 2) the internationalization at the level of education and training institutions (cooperation between schools, HEIs, and NGOs around Europe);
- 3) the enhancement of Information and Communication Technologies (ICT) uptake in teaching and learning and support of (a) ICT-based teaching and assessment practices, (b) access to open educational resources (OER) and (c) open and flexible learning.

COORDINATOR:	1ο Δημοτικό Σχολείο Ραφίνας 10 Chrysostomou Smyrnis 190 09 Rafina, Greece www.1dimrafin.com
CONTACT:	Sarantis Chelmis
PARTNERS:	PANEPISTIMIO AIGAIΟΥ, EL; CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD- CARDET, CY; BATH SPA UNIVERSITY, UK; TURUN YLIOPISTO, FI
GRANT AMOUNT:	152 743 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Stimulating active participation of young people in democratic life
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Open and distance learning
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences; Employability

PROJECT NUMBER: 2014-1-EL01-KA200-001603**TITLE:** **INNOVATIVE MINDSETS: BRIDGING THE SKILLS SHORTAGE OF THE EUROPEAN PRINTING INDUSTRY****DESCRIPTION:** InMinds project aims to stimulate the capacity of the printing (publishing) sector human resource towards lifelong learning practices in order to become more competitive, productive and adaptive to the constant developments of the ICT sector affecting it in a dire manner. The skills gap and the demand of knowledge and knowhow on digital printing techniques that were not previously required, are the new challenges of the European printing industry.

The project addresses the printing sector' workers, employers & SMEs, National agencies involved in Vocational Education and Training and Continuous Vocational Education and Training (VET/CVET), Employment services, Policy makers at a local, regional, national and European level, Training providers, Educational institutions and Lifelong Learning Institutes.

Aim of the InMinds project is to develop an innovative methodology and training toolkit that will assist printing companies to achieve transformation from traditional operations to new media era.

Objectives of the InMind project are:

- Create a standard of profile of the printing industries that best changed their operations to new media
- Develop a more marketing mindset to support the transition / adaptability that changing operation will demand from people who are confronted with this need (training program)
- Create a unique and innovative monitoring ICT system to track people's new learning -after training- in the field and assist them to the shifts they have to implement in order to reach success (Barometer).
- Build a knowledge bank with the data gathered from questionnaire / barometer / projects, in order to be able to estimate the degree of probability of the desired changes.
- Provide stakeholders and policy makers with input on the skills needed in the modern printing industry and contribute to the creation of standards regarding those skills.
- Produce a Replication Guide which will be used by other industries that face similar challenges with the printing industry.

InMinds project will establish an innovative methodology on skills development that will offer important advantages and self-awareness to people seeking to shift job positions (soft skills: leadership, open minded and adaptive to the new needs / conditions) and on the other hand training material to close the gap between the required skills of the sector nowadays and the skills already acquired but are becoming obsolete. Moreover, InMinds will offer a useful and practical tool for employers seeking to employ new personnel or even more re-skill the existing human capital.

At the end of the project will have:

- New training content and methodology. A new training program based on an innovative management concept developed from real life inputs and totally customized (new content – interactive case studies, and new methodology – prototyping and Mood Explosion simulator).
- Database and benchmarking. A knowledge bank structure with previous jobs transitions allowing new trainees to determine the success probability of their job mobility.
- Online real time feedback through the Barometer that will track individual's performance / choices on the field after the training, in order to reinforce new habits, refreshing training contents through online real time feedback.
- Policy recommendations and contribution to standards of skills needed specifically for the European printing industry of the future.

The profile of the core partners of the project are the following. P1: Nosis Ltd is an experienced in managing European projects with a strong reputation in the field of Vocational Training in Greece, offering

training to more than 100 companies. P2: Crystal Clear Soft is a strong technological partner, with experience in e-learning applications and mobile apps development. P3: BPIF, a Sector Specific Expert, offering value-added solutions for all areas of a printing organisation including the implementation of HR requirements, with strong influence in policy makers in the UK. P4: DANMAR Computers is providing vocational training in the field of IT and development of e-learning and ICT services. Finally P5: IHD is the Italian Chamber of Commerce in Germany, operating in the Italian and German market, promoting economic relations and cooperation between enterprises of both countries whether in traditional sectors, or technological and innovative value sectors.

COORDINATOR:

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Dimitrios Bonis

PARTNERS:

DANMAR COMPUTERS MALGORZATA MIKLOSZ, PL;
BRITISH PRINTING INDUSTRIES FEDERATION, UK;
ITALIENISCHE HANDELSKAMMER FUR DEUTSCHLAND, DE;
CRYSTALCLEARSOFT ANONYMOS ETAIREIAPAROCHIS YPIRESION LOGISMIKOU, EL

GRANT AMOUNT:

304 972 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Promoting the professional development of staff and youth workers in ICT methodologies

PRIORITY 2:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

ICT - new technologies - digital competences

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Overcoming skills mismatches (basic/transversal)

CLUSTER(S):

New Technologies & Digital Competences; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-EL01-KA200-001631**TITLE:**

BRIDGING THE GAP BETWEEN MUSEUMS AND INDIVIDUALS WITH VISUAL IMPAIRMENTS

DESCRIPTION:

Museums around the world develop various practices in order to enhance the access and inclusion of people with visual impairments, but many disabling barriers still exist. Museums, as audience-centred spaces, are required to enhance the access and inclusion of individuals with visual impairment. However, this is a challenging task for museums and requires the collaboration between museums and organizations involved in the education and the protection of individuals with visual disabilities. This need for collaboration and interagency partnerships is the basis of our project, which aims to bridge the gap between museums and individuals with visual impairments. Hence, the proposed project aims to address the following objectives:

- To enable the museum members become aware and update their knowledge regarding the disabling barriers that impede the access of visitors with visual disabilities to museums and the techniques that can enhance the access and inclusion of individuals with visual disabilities to the museums.
- To create learning, cultural and social opportunities for individuals with visual disabilities and enable them acquire self-advocacy skills regarding their rights as museum visitors and the requirements of an inclusive museum.
- To promote the collaboration between museums, schools and associations of individuals with visual disabilities.
- To point out the best practices and guidelines for the development of an accessible and inclusive museum for visitors with visual

Five type of participating organisations, all together 12 formal partners and 4 silent partners, including museums, schools, associations for people with visual impairment which are governmental organisations, and a company will share their knowledge and experience towards the attainment of the above objectives.

The main activities included in BaGMIVI concerns the management, assurance and evaluation activities, the development of a needs assessment study, of a syllabus and of the BaGMVI portal, the conduction of Joint Staff Training Events for museum members and the development of accessible museum content/programmes, the organization of the museums visits and vice versa and the development of a best practices guide and policy guidelines and recommendations and the dissemination activities.

The activities during the museum visits lie in the strands of action research methodology that fulfils two important conditions; one is that it seeks improvement and the other is that it seeks an understanding of the setting and context in general (Kemmis and McTaggart 1988). The aforementioned conditions are apparent in BaGMIVI project and in particular during museum visits because an improvement is expected regarding the museum programs and the level of collaboration between the museum staff and the individuals with visual impairment and ultimately regarding the level of inclusion of visitors with visual impairments in museums. In action research, there is a group of four fundamental aspects: planning, acting, observing and reflecting, which end up in a cycle, and ultimately in a spiral of such cycles. All the spirals lead to re-planning and reconsideration of the data obtained in between. The number of the action research spirals is expected to be four because three visits will take place to the museums by the participating schools and associations and also one visit will take place by the museum staff to the schools or the associations.

The expected tangible results of the BaGMIVI include the needs assessment study, the syllabus, the videos from the training and videos from the development of differentiated museum content, the best practice guide and policy guidelines and recommendations. Intangible results include THE acquisition of knowledge and skills from the museum staff regarding the access and inclusion of individuals with visual impairment to the museums, the development of self advocacy skills from individuals with visual impairment, the learning, cultural and social benefits for individuals with visual impairments, the promotion of collaboration between different organisations, the development of inclusive museums for visitors with visual impairments. Most tangible outputs will be Open Educational Resources to be exploited by many

stakeholders inside and outside of the project and will be disseminated through the European Portal, the conferences and the websites of two NGOs.

Kemmis, S., & McTaggart, R. (1988). *The Action Research Planner*, (3rd ed.), Victoria, Australia: Deakin University.

O'Hanlon, C. (1996). Why is Action Research a Valid Basis for Professional Development? In R. McBride (Ed.), *Teacher Education Policy: Some Issues Arising from Research and Practice* (pp. 179-191). Falmer Press: London

COORDINATOR:

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Vassilios Argyropoulos

PARTNERS:

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Bulgarian Association for Education of Visually Impaired Children, BG;
Muzeul Etnografic al Transilvaniei, RO;
SOFIISKI UNIVERSITET SVETI KLIMENT OHRIDSKI, BG;
UNION EUROPEENNE DES AVEUGLES UEAASSOCIATION, FR;
TRAPEZA PLIROFORION & amp;
PERIEHOMENOU A.E., EL;
Galeriya Rakursi OOD, BG;
International Council for Education of People with Visual Impairment - European Region, NL;
SZENT ISTVAN KIRALY MUZEUM, HU;
Nicholas and Dolly Goulandris Foundation Museum of Cycladic Art Museum of Cycladic Art, EL;
EOTVOS LORAND TUDOMANYEGYETEM, HU

GRANT AMOUNT:

311 904.93 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

PRIORITY 2:

Promoting young people's social inclusion and well-being

TOPIC 1:

Creativity and culture

TOPIC 2:

Disabilities - special needs

TOPIC 3:

Inclusion - equity

CLUSTER(S):

Inclusion & Tolerance

PROJECT NUMBER: 2014-1-EL01-KA200-001637

TITLE: **FOSTERING ENTREPRENEURSHIP MIND-SET THROUGH GAME BASED LEARNING**

DESCRIPTION: The eNTREGame project aims to create a multiplayer online role-playing educational game that takes full advantage of recent advances in serious games, meeting labour market trends and demands through the development of new skills and new ways of learning in entrepreneurship. In the eNTREGame the main focus is towards the development of skills and attitudes that constitute the entrepreneurial mind-set, along with the promotion of the positive image of entrepreneurship. The Project brings together universities, non-profit organisations, research institutes and start-up companies from four European countries working together to create a serious game fit-for-use by various groups of users. The main objectives of the eNTREGame project are:

- To promote entrepreneurial attitudes and behaviour in a holistic thinking way
- To equip potential entrepreneurs with the knowledge and skills needed to start up their own business
- To promote the image of successful entrepreneurs as role models
- To provide learning opportunities to individuals who are excluded from entrepreneurship education and training
- To explore the concept of life-wide learning engaging learners in non-traditional learning experiences
- To foster synergies between universities, business and other training and research organizations allowing transferring of knowledge and experience from different sectors and countries
- To create a supportive tool for teachers / trainers enabling them to better respond to diversity and heterogeneity of the students / learners (inside and outside the university environment).
- To produce appropriate educational material which will assist users and trainers in entrepreneurship education (downloadable on the project website)
- To aware the European citizens about the significance of entrepreneurship as a career option that contributes to the social welfare

Project Results:

The project aspires to extend the use of game-based learning supporting potential entrepreneurs to get the knowledge and skills needed to start and run their own business as well as promoting the positive image of entrepreneurship. Upon completion, the project will provide a learning environment that is particularly effective and pervasive, highly adjustable to various entrepreneurship-related situations and suitable for the target population and the general public. Developing a multiplayer, role-playing educational tool on a European level offers practitioners a valuable insight into serious game production for educational purposes. The eNTREGame adds to the efforts needed to be taken for revolutionizing the culture of entrepreneurship in Europe ensuring that being an entrepreneur is an attractive prospect.

Sector/level of end-users:

- Higher education
- Adult education
- Business sector

End-users (target group):

- Unemployed men and women
- young individuals with entrepreneurial aspirations

Partner Organizations:

The eNTREGame Project consists of 5 partners from four European countries. The consortium provides complementary expertise and capabilities required to achieve project's outcomes. The Partner organizations are:

- Hellenic Open University (Educational Institute, Greece)
- Fundación General Universidad de Granada Empresa (Non-profit Foundation, Spain)
- Imaginary (Private Enterprise, Italy)
- Business Support Centre for Small and Medium Enterprises-Ruse (Non-Governmental and Non-Profit Organization, Bulgaria)
- Tiber Umbria Comett Education Programme (Association between Universities and Enterprises, Italy)

The partners form a very effective and balanced consortium capable to carry on a successful project. HOU is very experience in managing successfully EC projects and will use the virtual collaboration environment for the monthly online meetings. Furthermore HOU has one of more advanced software evaluation laboratories which will be used for evaluation the final environment. The Fundación General Universidad de Granada Empresa is very experienced in research on the field of youth entrepreneurship and in the area of training of transversal skills. Imaginary is a company very experienced in serious games and has also a vast participation in EC projects. The Business Support Centre for Small and Medium Enterprises-Ruse will provide the consortium with a well organized network with enterprises and will also provide the scenarios for the game that will evolve from real practitioners' experiences. Finally, the Tiber Umbria Comett Education Programme will offer the network and links between universities and enterprises which will aid towards reaching the final users.

COORDINATOR:	ELLINIKO ANICHTO PANEPISTIMIO HOU PARODOS ARISTOTELOUS 18 26335 PATRAS, Greece www.eap.gr
CONTACT:	Michalis Xenos
PARTNERS:	TIBER UMBRIA COMETT EDUCATION PROGRAMME, IT; IMAGINARY SRL, IT; BUSINESS SUPPORT CENTRE FOR SMALL AND MEDIUM SIZE ENTERPRISES-RUSE, BG; Fundación General Universidad de Granada Empresa, ES
GRANT AMOUNT:	207 115 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Open and distance learning
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	New Technologies & Digital Competences; Employability

PROJECT NUMBER: 2014-1-EL01-KA204-001641

TITLE: **SPREAD THE ART OF GOING UP**

DESCRIPTION: Europe in recent years has been undergoing a period of very high unemployment, especially among youth. This situation needs to be reversed.

One of the most promising ways to achieve that is through entrepreneurship. Within the economic crisis and the endless discussions about the formula on how to get out of it, there is a new trend that brings optimism. This trend is based on individual initiative and the need to create new businesses that will offer innovative services, cover needs tailored to clients and will use new technologies to achieve these goals, and all of these will be achieved with great savings on resources without affecting the quality of the final product. This is the essence of the neophyte company, known worldwide as a "Start-up."

The whole movement of start-ups has many fans and supporters, and there have been many activities in order to promote this concept, such as creating entrepreneurship incubators, briefings, workshops, meetings, conferences, seminars. Although this is the movement in major urban centres of the countries of Europe, it is found that in the province there aren't such initiatives, but the need for promotion of entrepreneurship and the concept of the start-up remains high.

Therefore, through this plan we aim to:

- To promote the concept of entrepreneurship
- make an introduction to project participants with concepts such as start-up businesses, innovation and entrepreneurship
- rise up awareness among young people and other age groups who want to enter the labour market
- The reduction of social exclusion caused by unemployment and part-time employment
- growing entrepreneurial culture and mindset that will encourage and sustain successful entrepreneurial endeavours
- the promotion of new technologies as a means for the development, operation and spread of the entrepreneurial idea and new businesses
- Acquaintance and aggregation of people who share the same passion for entrepreneurship, in order to create business groups that will jointly develop their idea, thus contributing to the development of local economy
- Participants will meet with professionals and experts in the field of business start-up, in order to receive support and guidance for the establishment of their own business
 - promote mobilization and cooperation of all stakeholders in order to achieve the goals (individuals, private companies, entrepreneurs, local and regional bodies, chambers)
- promote partner regions as examples of good practice in order to set an example to be followed by other regions in the future.
 - promote internationalization of stakeholders and networking between countries
- find a common methodology to deal with common problems among partner countries, such as unemployment and the definition of common objectives that need to be dealt with
- the transfer of innovation, knowledge transfer and experience at international level

The main activities of the program include:

-Study analysis with data for each partner country, focusing on each region about unemployment in different age groups, they type of employment, occupations in greatest demand, new business creation and their nature, the occupation of the people of each region with activities related to entrepreneurship, the gap in education and the absence of non incentives for young entrepreneurs.

Internet platform STARTUP will have the following functions

- Project website
- E-learning platform that contains that contains educational course material for entrepreneurship
- Communication tool between partners
- Website where will be posted initiatives of local institutions that support entrepreneurship

Training activities

- Train the trainers
- Training of future entrepreneurs (STARTUP PATHS)
- Training of representatives of local authorities, accordingly on the association of Municipalities initiative and entrepreneurship

COORDINATOR:	ANAPTYΞΙΑΚΟ ΚΕΝΤΡΟ ΘΕΣΣΑΛΙΑΣ 4 FOURNONISSION str. 421 32 TRIKALA, Greece www.aketh.gr
CONTACT:	Evangelia Ntona
PARTNERS:	TDM 2000, IT; Sociedad de Promocion Economica de Gran Canaria, S.A.U., ES; Istanbul Valiligi, TR; UNIVERSITATEA PETRU MAIOR DIN TARGU MURES, RO; STEP Institut, zavod za psihologijo dela in podjetnistvo, SI; INOVAMAIIS - SERVICOS DE CONSULTADORIA EM INOVACAO TECNOLOGICA S.A., PT
GRANT AMOUNT:	236 059 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Regional dimension and cooperation
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; Education for Sustainable Development

PROJECT NUMBER: 2014-1-ES01-KA200-004906**TITLE:** GREEN IN EVERYDAY LIFE**DESCRIPTION:**

The project Green in Everyday Life arises from the interest of some of the participants of Spanish Green Homes Network (Columbares and CENEAM) to test the national Spanish program Green Homes (GH) on international level. The project follows the first such experience – a training course in the mark of Youth in Action program, which was highly successful, confirmed the interest of international partners in this topic and helped form the base for a good partnership.

The main objectives of the project is to raise awareness on the issues of sustainability, educate people on the relation between their everyday choices and the state of the environment, produce a provable decrease in the ecological footprint of direct beneficiaries of the GH program and promote exchange of experiences and cooperation among environmental organizations on international level.

The number of direct beneficiaries of the project will reach 510. Many different groups will be represented, as each country will work with different collectives. In case of Sweden the main beneficiaries will be young families, in case of Spain – people with disabilities and addiction problems, in case of UK – families with low income and criminality problems in past. Italy will work with classes from local schools, while Morocco will work with rural youth in schools and Jordan with urban youth and their families.

The main activities of the project include organization of 5 mini Green Homes outside of Spain (in Sweden, Italy, UK, Morocco and Jordan) and one in Spain, analysis the experiences and the results obtained, as well as prepare GH guide for open use by other organizations interested in repeating the program and found an International Green Homes Network.

The main methodology used during the project will be GH program – a methodology developed in Spain, which consists of environmental audits and a cycle of workshops with a group of persons on saving of water and energy, waste reduction, sustainable mobility and responsible consumption. Besides that the participants receive savings kits – tools for reduction of their ecological footprint. What differs this program from the general environmental education activities is its result oriented approach – the gas, electricity and water bills collected before and during the program and the questionnaires filled in before and after the cycle of the workshops are used to determine if the program has reached its objectives and demonstrate a clear reduction in the ecological footprint of the participants and monetary saving made.

The main result of the project include the GH starters kit meant to be used by partner organizations and other organizations willing to implement the program during the project, A study “Lessons learned from implementing GH program in 6 countries resuming the results and conclusions from all the participant countries, GH program guide – an extensive guide to GH program including all the activities implemented by partner organizations during the program, the website of the project with information on the activities and general development of the project, as well as International GH Network.

The main impact of the project will be the decrease in the ecological footprint of the direct beneficiaries, which, when transmitted to their friends and family, can have an impact on their ecological footprint as well, thus increasing the general sustainability of the society. Besides that the project will promote cooperation and exchange of experiences between different entities and regions in field of environmental education and will serve as a source of documentation and educational materials for other entities.

The main long term impact of the project will come through the International GH Network, which will unite organizations interested in implementing GH program in their societies and a common international educational space. This Network will provide space for exchange of experiences, information and plans for cooperation.

COORDINATOR:

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30570 Beniaján, Spain
www.columbares.org

CONTACT:	Carmen Molina Navarro
PARTNERS:	association Bassin Guir the Development and protection of environment, MA; East & West Center for Human Resources Development, JO; Consorzio abn a&b network sociale, IT; Insider Access Ltd, UK; CENEAM, ES; Global Playground Stockholm, SE
GRANT AMOUNT:	107 734 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting healthy lifestyles (incl. participating in outdoor activities and grassroots sports)
TOPIC 1:	Environment and climate change
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Education for Sustainable Development; International Cooperation; Teaching & Training

PROJECT NUMBER: 2014-1-ES01-KA200-004946**TITLE:** **SUPPORT ETHNIC AND MIGRANT ENTREPRENEURSHIP THROUGH E-PORTFOLIO, BADGE, OER COURSE AND E-PLATFORM****DESCRIPTION:** Every year the EU faces vast migration flows from Mediterranean countries. According to the European Economic and Social Committee, migrants tend to be more entrepreneurial than natives and the phenomenon of migrant (ethnic) entrepreneurship have acquired an increased importance for the local economies.

In this context, to promote better integration and social inclusion of immigrants, STAR will offer:

1. enhanced e-portfolio: a digital self-assessment and reflexive supporting tool to assess, organize and report immigrants' skills and competences acquired through formal, informal and non-formal contexts. An embedded expert support system (virtual coach) will be realised to process and assess data already filled in the e-portfolio and to suggest a personalized training path.
2. entrepreneurship course: the STAR entrepreneurship course (multilingual) will be delivered through an OER online platform.

In particular STAR intends:

- to favour adult migrants' social inclusion and integration
- to encourage the entrepreneurship initiative and/or support entrepreneurship already started up in the host country
- to improve adult migrants' employment/mobility opportunities (thanks to the structured enhanced e-portfolio)
- to foster the use of technological tools for entrepreneurship learning by adult migrants
- to promote the use of badge to validate and recognize skills, competences and knowledge acquired through non-formal and informal learning
- to support innovative pedagogy based on open educational resources (OER)

STAR is addressed to students and young immigrants, adult immigrants who want to become entrepreneur or "ethnic entrepreneur who wish to boost their business, and also trainers/experts/professionals from the immigrant associations.

Projects' results and outputs will be also highly valuable and useful to all stakeholders directly and indirectly linked to the issue addressed which are:

- Migrants Associations/NGOs
- Local Authorities
- Vocational and adult training centres
- Employment Agencies

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GRANT AMOUNT:	200 250 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	Recognition (non-formal and informal learning/credits)
TOPIC 2:	Open and distance learning
TOPIC 3:	Entrepreneurial learning – entrepreneurship education
CLUSTER(S):	Improving the Quality of Education / Training Systems; New Technologies & Digital Competences; Employability

PROJECT NUMBER: 2014-1-ES01-KA204-003519

TITLE: **SPEAKING FOR YOURSELF - AN ERASMUS+ GRUNDTVIG PROJECT FOR THE EMPOWERMENT OF ADULT LANGUAGE LEARNERS**

DESCRIPTION: A) Context and Objectives

Adult language learning faces a number of challenges:

1. Learning a language requires a lot of practice and the classroom time available is scarce.
2. Students have a highly heterogeneous profile (variety in competence, objectives, learning style) and currently this is only accounted for to a certain degree. This is especially problematic for weaker students who risk to drop out.
3. The majority of students have family/work responsibilities, so their motivation is vital to continue learning.
4. Students do not know how to learn autonomously, which is especially true for speaking .

This project considers empowerment of the language student the best way to tackle the challenges above. However, that is a difficult task requiring (new) expertise from the language teachers. They need to:

- navigate the student (diagnosis, feedback and learning objectives)
- consult the student on learning methods and (ICT) tools
- monitor and motivate the student by coaching to take charge of his/her own learning

We also believe the best way to achieve these competences in a sustained way, is

- to empower teachers in their professionalization, by introducing them to the method of action research
- to create and disseminate a toolbox for student empowerment in speaking

B) Participants

1. E.O.I. Roquetas de Mar (Spain): public adult education centre specialised in foreign languages.
2. PCVO Het Perspectief (Belgium): one of the largest centres for formal adult in Flanders.
3. Encora Talen Antwerp (Belgium): Municipal Centre for Adult Education in Foreign Languages.
4. Järfälla Lärocentrum (Sweden): adult education provider for immigrants and adult education on a secondary and upper secondary level.
5. Farskolinn (Iceland): centre for lifelong learning.
6. E.O.I. Girona (Spain): public centre dedicated to the teaching of languages to adults.
7. In Dialogue (Holland): consultancy agency focused on the development of leadership competences and coaching.

C) Activities and methodology

Our project will combine literature study, teacher training and action research on (i) testing, feedback and evaluation for speaking and (ii) coaching and monitoring of student autonomy. Action research is chosen as an efficient method to empower teachers and give them the responsibility of their professional development.

- Literature study on diagnostic testing, feedback and evaluation for speaking.
- 1st meeting: suggestions for efficient diagnostic testing and feedback; questionnaire.
- Implementation of questionnaire on current state of affairs
- 2nd meeting: presentation of questionnaire results; training of teachers through interview.

- 3d meeting: training of teachers in action research.
- Action research 1: diagnosis, feedback and defining objectives.
- 4th meeting: results of action research 1; study of methods and techniques; creation of a list of techniques and tools with indication of applicability.
- 5th meeting: training in gradation of learner autonomy and approaches to motivation and coaching in language learning and teaching.
- Action research 2: coaching and monitoring of student autonomy.
- 6th meeting: discussion of results of action research 2.
- Finalisation of the project website.
- Creation of the digital toolbox for student empowerment in speaking.
- Dissemination of results.

D) Results and impact

1) Literature review on:

- diagnostic testing and evaluation
- feedback and definition of learning objectives
- action research in the language classroom
- coaching applied to empowerment of adult language learners

2) A survey of methods, techniques and (ICT) tools

- to evaluate speaking
- to practise speaking autonomously
- to give feedback and monitor/coach the autonomous student

3) Reports of the action researches on:

- diagnosis + methods and techniques + initial coaching
- student empowerment and monitoring + coaching of autonomous language learning

These material results will be made available on the project website as a digital toolbox for student empowerment in speaking.

4) Professional development of participating teachers in the fields of

- diagnostic testing and evaluation
- feedback and the definition of objectives
- coaching and empowerment of adult language learners
- action research as a method for continuous professional development

E) Longer term benefits

The major impact of the project on the participating institutions will be professionalisation, innovation and improvement of skills and competences in teaching.

The digital toolbox will be disseminated via a plan which will target language institutes, individual language teachers and teacher training centres.

All partners will spread the resulting quality improvement by stimulating the trained teachers to share the newly acquired skills through interventions. The institutions will incorporate the acquired knowledge to their curriculum, and develop teacher training courses in their regions.

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GRANT AMOUNT:	107 840 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Research and innovation
TOPIC 2:	Teaching and learning of foreign languages
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Research & Innovation; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-ES01-KA204-003685**TITLE:****INTERGENERATIONAL LEARNING COMMUNITY FOR ADULT EDUCATION****DESCRIPTION:**

According to the EADA survey (INE-2013) the population with low qualification in Spain (ISED 0-2) represents the 45% of total population between 15-64 years, whereas the EU-27 average reaches to 27% of this collective. However there are serious differences between countries. Countries as Finland, Sweden, Czech Republic or UK obtain percentages under the European average (from 7% to 17%). The difference are even higher if we analyze these data considering the age groups, the difference are higher, reaching in the case of Spain and Portugal to 80 - 90% of people over 65 years. EU average is about 45% of this group and countries as Finland, Sweden or Switzerland fall to 30% (EUROSTAT - Education survey 2013).

Several research papers show that there are some key elements of the knowledge society - i.e. development of basic skills for life, participation in adult learning, blighting against the unemployment and social inclusion (among others) - are directly related to population level of qualification. The Survey of Adult Skills (PIAAC - OCDE 2013), carried out in 2011-12 across 17 European countries, found that one in five adults has only the most basic level of literacy and a quarter has only the basic level of numeracy. Countries such as the Netherlands, Finland and Sweden perform much better than average on adult basic skills, whereas other countries, such as Spain and Italy, have a concentration of adults with a low level of basic skills. Nearly half (43%) of adults only have a basic level of technology- proficiency and a significant minority (13%) either lacked any computer experience or had such low levels of proficiency that they could not be tested.

COGNOS project aims to contribute to the EU2020 strategy, improving the improve the level of key competences and skills, with particular regard to their relevance for the labour market and their contribution to a cohesive society through the development of basic skills (specially literacy and digital skills) in adult education and contributing to reduce the low skilled adults who are in risk of social exclusion. For that, we will develop a open, flexible and innovative learning pathway on literacy and digital competences, based on intergenerational learning communities, in which youngsters will be adults' trainers.

Promoted by Fundación Juan de los Toyos, COGNOS project will be developed by an European consortia, formed by partners from 5 different countries: Spain; Bulgaria, Portugal, Sweden and UK. Intended to respond the strategic approach of the partnership, each institution offer different background and expertise area to the project: Civil society institutions that promote learning activities to improve basic skills, learning community with experience in the use of intergenerational mentoring methodologies, institutions with a wider experience in the promotion of adult learning, consultancy with experience in development training pathways and methodologies and expertise on social research.

Through project implementation we will obtain five main intellectual outputs:

I01. REPORT ON TRAINING NEEDS OF ADULTS IN RISK OF SOCIAL EXCLUSION ON LITERACY AND DIGITAL BASIC COMPETENCES

I02. COGNOS TRAINING ITINERARY ON LITERACY AND DIGITAL BASIC COMPETENCES FOR ADULTS I03. Trainers' handbook

I03. COGNOS Trainers' handbook

I04. COGNOS Guide for Intergenerational Trainers

I05. Learners' COGNOS guide. What and how learn.

The project main outputs will be addressed to the collective that works in adult education as: Facilitators, literacy tutors and basic education teachers/trainers, Adults education professionals, Volunteers, Educators, Social workers, Psychologists, career counsellors and pedagogics, Instructors. Besides it will impact on the direct beneficiaries: adults with low basic competences on literacy and ICT.

At the end, the project will impact on training structures

- Improving the learning environment for adults;
- Providing a new methodology to train adults on basic skills;
- Creating a critical mass about the development of basic skills and new learning methodologies.

The project will have a total duration of 24 month, starting in September 2014 and ending on August 2016.

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GRANT AMOUNT:	138 926 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 3:	Key Competences (incl. mathematics and literacy) - basic skills
CLUSTER(S):	New Technologies & Digital Competences; Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER:

2014-1-ES01-KA204-004354

TITLE:

LIGHTHOUSES AND STATIONS. TRIP TO ITHACA

DESCRIPTION:

"LIGHTHOUSES AND STATIONS. TRIP TO ITHACA is a project promoted by IES Campo de San Alberto (Spain) in which the following countries participate: Croatia, Greece, Portugal and Slovenia.

The Project tries to combine the artistic-historical dimension of emigration (with all its human, economic, historical and labour aspects) with the key competences that students will achieve once the project has finished in order to improve their employability.

The main objective is to attract students to adult education: Either young students with a history of school failure or older students with scarce qualifications and to prepare them in a better way for the labour market, providing them with the necessary skills.

Migration will be the main point of interest that will gather all the actions of the project.

This partnership generally aims to:

a.- Innovative approaches to address their target groups, by providing more attractive education and training programmes, ;use of participatory approaches and ICT-based methodologies; greater effectiveness of activities for the benefit of local communities ;new or improved practices to cater for the needs of disadvantaged groups and to deal with social, linguistic and cultural diversity; the opportunity to be awarded the European Language Label for excellence in language learning or teaching.

b.- To achieve a more modern, dynamic, committed and professional environment inside the organisation: ready to integrate good practices and new methods into daily activities; open to synergies with educational organizations and to create OPEN RESOURCES TRANSFERIBLE TO SIMILAR INSTITUTIONS.

c.- To increase capacity and professionalism to work at EU/level: improved management competences and internationalisation strategies; reinforced cooperation with partners from other countries, other fields of education, training ; to organise EU projects in the field of education, training and youth; increased quality in the preparation, implementation, monitoring and follow-up of EU projects.

To achieve this all the actions will be guided by the methodological principles of activity, functionality, and socialization with the aim of attaining a motivational uplift in our students as well as an improvement in their significative learning. We will also base on the principle of learning by doing.

The use of these innovative methodologies will help to improve the chance of employability for young students, providing them with the necessary tools to cope with the requirements of the European labour market, whereas for the older learners they will allow them to adapt themselves to exigencies of modern society.

Both target groups will benefit from each other 's knowledge: young students will help older ones in the correct use of ICTs and English language, and older students will provide the younger ones with strategies and clues that may help them in their migratory experience. That is the reason why we consider intergenerational learning a millstone in this project.

The activities will be very closely related to the key competences and will be divided in two blocks:

a-Those which encourage loving cinema ,thinking, writing and speaking in adult education through the films chosen(debates, brainstorming, searches...)

b-Activities connected with the use of ICTs as tools for searching and sharing information at a European level (the use of internet, video cameras and programs, platforms...)

By means of the cooperative work at a European level and with the 5 intellectual outputs and the planning and implementation of the campaign to attract students, at the end of the project we intend the participant students to improve their communicative skills in languages, in ICT, and in practical questions

in order to survive in the country where they may go. Through these activities we expect to achieve these results:

1.- A Campaign to attract students to Adult Education. learning English and ICT and visiting each other's country.

2.- Intellectual Outputs: the guide of pedagogical education resources, the documentaries about employment and migration, the cultural and didactic guide, the dictionary and lessons for survival and the web page.

3.- Multiplier events: " Emigration and culture in Europe Nowadays and The Seminar and final conference: Cinema and migration in Europe. Results of the project.

The title "LIGHTHOUSES AND STATIONS. TRIP TO ITHACA is a metaphor of migration due to labour reasons and, at the same time, an invitation to lifelong learning, an invitation to a travel to the past, to ITC and languages and to the future...

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GRANT AMOUNT:	76 010 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Improving the attainment of young people, particularly those at risk of early school leaving
TOPIC 1:	Early School Leaving / combating failure in education
TOPIC 2:	Labour market issues incl. career guidance / youth unemployment
TOPIC 3:	Key Competences (incl. mathematics and literacy) - basic skills
CLUSTER(S):	Teaching & Training; Employability

PROJECT NUMBER: 2014-1-ES01-KA204-004512**TITLE:**

EMPOWERING DISABLED PERSONS THROUGH COLLABORATIVE LEARNING

DESCRIPTION:

Services for people with disabilities have traditionally been provided in segregated institutions. They are moving from institutional care to community living requires community based services to Support Model for people with disabilities, offering people with disabilities choice over where and with whom they live and providing the necessary supports for community participation and independently living in the community.

This reorientation changes the roles of service users and providers. Rather than being service 'recipients', people become active participants in planning and obtaining the supports they feel will best meet their needs and goals.

These approaches become in the Empowerment of disabled persons, which is the process of enabling people to increase control over their lives, to gain control over the factors and decisions that shape their lives, to increase their resources and qualities and to build capacities to gain access, partners, networks, a voice, in order to gain control.

for proper implementation of the Support Model it is needed to:

- Increase awareness about the usefulness and potential of its exploitation
- Increase cooperation among every stakeholder involved in the Support Network, improving the effectiveness of the actions carried by professionals and families.
- To give harmonized methodologies and tools, based on successful best practices
- To develop practical cases, which enforce the credibility of the Support Model, the skills of professionals and families and Self-esteem of persons with disabilities.

IDIPOWERS project proposes the development of an INNOVATIVE collaborative and participatory methodology focused in overcoming the previously mentioned competence limiting factors through the next main bases;

- Learning and joint training of families, professionals and people with disabilities.
- Consideration of the person as the focus of the intervention, and who defines its interests, accompanied by the professionals who design the itinerary of services.
- As a result of the implementation of the methodology, Personal Projects will be developed: based on the interests, needs, abilities and environment of the individual, in order to facilitate their personal promotion and community participation.

the consortium includes:

6 entities working in the field of Support Models for disabled persons, including a big collective of professionals working with disabled persons, persons with disabilities and their families and used to manage awareness and training addressed to professionals, persons with disabilities and their families.

1 Technological Centre specialized in Collaborative Learning methodologies and in the development and application of ICT technologies to facilitate its implementation. This Technological Centre is also used to work with disabled persons according to Quality of Life Criteria.

Through the execution of this Project the next results will be obtained;

- Determination of key success factors and best practices for the implementation of Support Model for disabled persons including the promotion of their autonomy and the collaboration of the whole support community around them, especially families and professionals of disability.
- Development of 1 Collaborative Training Methodology and 1 Set of Tools addressed to disabled persons, familiars and professionals for facilitating the implementation of the Support Model, based

on the empowerment of disabled persons and the participation and collaboration of all the support stakeholders.

- Development of 1 e-Collaborative Platform, including awareness and training contents, tools and social applications for boosting the implementation of the collaborative methodology
- Implantation of the Collaborative Training Methodology through direct training actions divided into Workshops addressed to 400 disabled persons, familiars and professionals.
- Creation of 6 Support Units in the participant entities related to disability devoted to the application of the Training Methodology after the completion of the project, with the objective of training about 1.600 disabled persons, familiars and professionals in the period 2017-2020
- Awareness activities at regional and European level addressed to the global stakeholders related to the disability in order to create a multiplier effect

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GRANT AMOUNT:	201 291 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Inclusion - equity
TOPIC 3:	Open and distance learning
CLUSTER(S):	Inclusion & Tolerance; New Technologies & Digital Competences

PROJECT NUMBER: 2014-1-ES01-KA204-004682**TITLE:** UP-SKILLING EUROPE**DESCRIPTION:**

In 2012, 124,5 million people (24,8 % of the population) in the EU-28 were at risk of poverty or social exclusion, compared with 24,3% in 2011 and 23,7% in 2008 (Eurostat news release 184/2013 5.12.2013).

Access to employment is regarded as the best way out of poverty and social exclusion. According to the report from the European Commission: "New skills and jobs in Europe: Pathways towards full employment the current labour market is a reflexion of the link between unemployment and qualifications. In 2010, in Spain, over 25% of those with low education were unemployed compared to around 10% unemployment among those with high education (European Labour Force Survey database 12.3.2011).

In this context, the Up-skilling Europe project aims at improving the employability of adults at risk of social exclusion across Europe through a process of developing and updating skills. As such, six organisations from six European countries have joined forces to develop, transfer and implement a set of innovative educational and training methods, tools, and materials based on the principles of Active Learning and tailored to the specific needs of adults at risk of social exclusion.

The project will be executed by a cross-sectoral partnership, involving local public authorities, adult education providers and social sector organisations; and structured in the following phases:

PHASE 1: Development of innovative educational and training methods, tools and materials

The educational and training methods, tools and materials will be developed in the form of toolkits. Five toolkits will be developed as follows to provide adults at risk of social exclusion with a set of basic and transversal skills which will improve their employability.

1. Toolkit for Social Entrepreneurship education.
2. Toolkit for English teaching.
3. Toolkit for ICT training.
4. Toolkit for Lifelong Learning.
5. Toolkit for Learning Mobility.

The five toolkits will include a set of innovative educational and training methods, tools and materials based on the principles of Active Learning and will be tailored to the special needs of adults at risk of social exclusion.

In order to foster the recognition of the toolkits' learning outcomes at local, national and European level, the toolkits will be developed within the European reference framework of the eight key competences for lifelong learning. Additionally, the partnership will develop an innovative tool for the recognition and validation of the learning outcomes gained with these toolkits, the SkillsPass.

The SkillsPass will be developed and implemented following the same methodology applied by the European Commission for one of the most successful tools for the recognition of non-formal learning in Europe, the YouthPass.

In addition to the SkillsPass, other European tools for the recognition of learning outcomes, such as Euro-pass Mobility, will be implemented throughout the project.

PHASE 2: Development of training skills

A short-term joint staff training event will be organised to develop among project partners' teachers and trainers the necessary training skills for the use of the toolkits.

PHASE 3: Validation of educational and training methods, tools and materials

The toolkits will be first, validated by the teachers and trainers from project partners during the short-term joint staff training event. And second, by adults at risk of social exclusion in order to ensure they meet the needs of the target group and deliver the desired learning outcomes.

The second validation will be carried out in three pilots located in Frattamaggiore (south Italy), Krakow (south Poland) and Alcalá de Guadaíra (south Spain). These locations correspond to the project partners targeting the biggest number of adults at risk of social exclusion.

PHASE 4: Deployment of educational and training methods, tools and materials

Using the feedback from the validation activities, project partners will make the necessary adjustments on the toolkits prior to their final deployment.

The toolkits will be deployed in six European languages (English, Greek, Italian, Polish, Romanian and Spanish) on the project website for free use and re-purposing by any interested party as OER (Open Educational Resource).

PHASE 5: Dissemination and exploitation of project results

Each project partner will organise a multiplier event in order to introduce to other organisations and individuals how to use the toolkits. In addition to the multiplier events, project partners will also carry out a wide range of dissemination activities (publication of press releases, newsletters, brochures, video, etc.) to ensure the widespread impact of the toolkits across Europe.

The Up-skilling Europe project will be a stepping stone towards a fully inclusive European society where every European citizen has access to high quality education and employment.

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Media Partners SRL, RO;
INTERACTIVE ENGLISH LANGUAGE SCHOOL LTD, UK

GRANT AMOUNT:

236 747 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Supporting the production and adoption of Open Educational Resources in diverse European languages

PRIORITY 2:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

Inclusion - equity

TOPIC 2:

Key Competences (incl. mathematics and literacy) - basic skills

TOPIC 3:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-ES01-KA204-004715**TITLE:****INTEGRATION OF PEOPLE WITH DISABILITIES THROUGH LEARNING****DESCRIPTION:**

The Report on mobility and inclusion of people with disabilities and the European Disability Strategy 2010-2020 (2010/2272(INI)) declares the inclusion of the 80 million people with disabilities (PwD) in the European Union (constituting 16% of its population) being of utmost importance. Effective social inclusion of PwD offers a unique opportunity for meeting Europe's future workforce needs. According to this Report, special measures should be taken to promote successful integration of disabled people into the labour market, including enabling disabled people and disability-led organisations to be involved at all levels in the development, running and evaluation of vocational education programmes and trainings for disabled people; removing the attitudinal, policy and physical barriers; disseminating best practice information to responsible bodies in the field of disability; innovative practices, knowledge and experience gained from the project will be disseminated to the responsible bodies in the field of disability by organizing some briefing meetings in the project participants' communities.

The Strategic Partnership Integration of People with Disabilities through Learning will be focused on the active measures of the cooperation between higher educational establishments, vocational training centres and NGOs of people with disabilities with the aim of elaborating of innovative tools and methodologies to provide inclusion of people with disabilities, especially, young people, into educational and labour communities. Thus, its overall objectives are to share expertise and best practices in the area of social and labour inclusion of PwD; to develop a module on disability ethics (DEM) to be introduced into the program of teacher training educational establishments that will cover issues related to impairments, access needs and other topics that are of particular relevance to students with disabilities; to elaborate a programme of the training course aiming to increase employability of young disabled persons; to produce recommendations for NGOs on organizing campaigns, including open door days, round tables and training to increase the awareness of mainstream employment companies and thus promote labour integration of disabled people; to disseminate the project findings to disabled people, their organisations, professionals and government representatives involved in vocational education and employment initiatives in the project participants' countries.

Each partner will contribute to the project its specific competence and experience in different areas related to social and labour inclusion of PwD. The partnership has been formed by organizations with different educational expertise and social background which will bring about diversity of approaches and experiences: it is made up by three associations - an association of parents of children with disabilities Sillogos Goneon from Greece, a non-profit association of PwD APEIRONS from Latvia, a federation of associations of PwD MestralCocemfe from Spain; three universities - a private university Instituto dei Sordi di Torino specialized in integration of people with hearing impairments from Italy, a high school of health Wyzsza Szkola Biznesu I Nauk o Zdrowiu from Poland, a public Adiyaman University from Turkey; and a social foundation FOPSIM from Malta, which provides a good balance between organizations which have first-hand understanding of the needs of people with disabilities, educational establishments providing training courses for and about people with disabilities, and a social enterprise which has an extensive practical experience related to labour inclusion of PwD.

Taking into account that the main aim of the program is social and labour integration of people with disabilities, the impact of the project implementation will have several levels according to each of the groups involved:

- People with disability will have an access to a quality training appropriate to their abilities, disability, and needs to be able to be integrated into mainstream society.
- Educational establishments involved will have the possibility to offer to PwD training courses designed to increase their chances of employment and social integration and, therefore, to improve their quality of life.
- Mainstream and sheltered enterprises will get aware of the needs of PwD in order to adapt the working plans of enterprises to involvement of employees with disabilities.
- Public bodies will get more information about the target group needs in order to use it while preparing strategic plans of development of local, autonomous, and national communities.

All the project results and IOs will be published in the open format on the project website without any need of registered access and will be open to everybody who is interested in the topic. Project partners will maintain the activities launched during the project after its completion.

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GRANT AMOUNT:	125 762 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing partnerships between education and employment
PRIORITY 2:	Promoting young people's social inclusion and well-being
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Access for disadvantaged
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-ES01-KA204-004738**TITLE:** OPEN THE DOOR TO EUROPE**DESCRIPTION:**

This project "Open the Door to Europe" matches some of the most important priorities of the Strategic Partnership Projects because it supports the development, transfer and implementation of innovative practices in adult non-formal education; facilitates exchange of knowledge and educational materials as well as enhances the quality and relevance of the learning offer in adult non-formal education and training; increases awareness of different levels and types of adult education within the European context; promotes network building and collaboration between companies active in the field of adult formal and non-formal education, vocational training, and employment; provides increasing and upgrading of foreign language (FL) skills.

Taking into consideration the policies of the EU, the project sets up the following objectives:

1. Promote access of the parties involved into adult education - both teachers/trainers and students - to innovative teaching tools and learning materials, in order to improve the quality of adult education and training.
2. Provide teachers and trainers with the necessary methodologies, tools, and methods to improve job relevant communicative, socially situated, FL competence and cultural background knowledge of the target audiences: young people, both unemployed in search for a job and University graduates in search for a better job in multinational companies; newly-arrived immigrants in the need of social and labour inclusion; and academic and administrative staff in order to gain a higher position in their jobs.
3. Foster the cooperation between organizations active in the field of adult non-formal and informal education and civil society from different European countries

The above-mentioned objectives will be achieved through creation of the OER – e-learning platform containing the following components:

1. A game-based language course in English, French, German, Italian, Spanish, Bulgarian, Latvian, Polish, and Turkish languages consisting of job relevant linguistic materials within social/daily life situations which during the project will be developed, tested, adapted, and embedded in the blended course of partner organizations.
2. Virtual classroom for teachers (methodology and teaching tools workshops) as a part of the blended course of developing teaching skills for teachers/trainers within the adult education system.
3. Social network room Melting Pot: e-chat for "language tandems where foreign language students will have a language practice with native speakers.
4. Resource Library for teachers and students consisting of linguistic materials, intercultural information, and labour market related section.

The partnership is formed by 7 partner organizations from different sectors of the adult education system which will bring about diversity of approaches and experiences: non-formal education providers Dom-Spain (Spain) and LesCultures (Italy); VET providers Wisamar (Germany) and LatConsul (Latvia), active in the field of formal and non-formal education; two universities - a private university Collegium Balticum (Poland) and a public University of Uçak (Turkey); and a human resources development and management centre Nikanor (Bulgaria), an expert in labour inclusion. This choice of partners will provide a good balance between multi-level formal and non-formal education providers of courses/trainings in different European languages united by the idea of improvement of job-relevant FL skills of learners in order to promote their labour inclusion and/or upgrading their professional skills.

Methodology to be used: a study, quantification of visits and demography, surveys, results consolidation. The OER will greatly contribute to the educational services and quality of the educational programmes provided by partner organizations which will be able to offer specialized courses in different foreign languages within their local community. All the users of the OER will be able to take any course placed on the platform free and at any convenient time, which will promote re-skilling and up-skilling of adult learners and contribute to a reduction in the number of adults with low skills. At the national level, through dissemination campaign, educators in partner countries will get acquainted with innovative teaching

tools and learning materials, and, correspondingly, improve the quality of adult education and training. It will also stimulate overall interest to innovative teaching practices. The impact of the project in general is the promotion of labour market mobility within the European Union as well as the promotion of different European languages, both more and less used within the European community. Besides, it will improve intercultural interaction among the partners with different cultural and social background. It will also promote network building and collaboration between companies active in the field of adult non-formal education, vocational training and employment.

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Olena Korzykova Korzykova

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Latconsul SIA, LV;
wisamar Bildungsgesellschaft gemeinnuetzige GmbH, DE;
UNIVERSITY OF USAK, TR

GRANT AMOUNT:

148 328 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Supporting the production and adoption of Open Educational Resources in diverse European languages

PRIORITY 2:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

Labour market issues incl. career guidance / youth unemployment

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Teaching and learning of foreign languages

CLUSTER(S):

Employability; Teaching & Training

PROJECT NUMBER: **2014-1-ES01-KA204-004748**

TITLE:

DEVELOPING PARTICIPATIVE PROCESSES FOR THE GENERATION OF A FINANCIAL EDUCATION CURRICULUM ADDRESSED TO YOUNG ADULTS AT RISK

DESCRIPTION:

Financial markets have become increasingly complex and, in consequence, individuals everywhere need to improve their understanding of financial products and services. In addition, individuals today have greater responsibility for their financial well-being. A wide process of financial education is required in order to configure a critical and informed citizenship able to understand and make fundamental decisions on aspects related not only to the financial system, its functioning and products but also to all aspects integrated on a solid financial training. However, financial education is especially low among certain demographic groups, including young adults at risk. Some researches show that most young adults at risk make financial decisions and deal with complex financial products despite lacking this basic financial and quantitative knowledge. Moreover, the inclusion of the voices of the young adults is not taken into account when elaborating any curricula on financial education although it is essential to meet the real necessities and demands on financial education and for them to become more active, independent and enterprising.

The project has as the main aim the establishment of a learning curriculum on financial education based on the implication of young adults at risk themselves in order to meet their real needs on financial literacy.

Objectives:

- Develop a participatory process that allows the implication of young adults at risk. To facilitate the participatory process, national working teams of young adults will be created in organizations which are directly working with them.
- Carry out a comparative study on financial education programmes in the partnership countries.
- Collect the participatory process followed in the organizations in a methodology that could be afterwards implemented in other organizations working with young adults.
- Organize transnational and national seminars to disseminate the methodology and curriculum among young adults, organizations directly working with young adults at risk and public administration.
- Carry out meetings with young organizations, organizations directly working with young adults at risk and public administration in order to guarantee the sustainability of the curriculum and the methodology abroad.

The project is addressed to three different target groups:

- Young adults between 18 and 34 without basic compulsory education who are at risk of social exclusion due to their difficulties to be included on the labour market.
- Organizations directly working with young adults at risk: youth organizations, social organizations for social and labour inclusion, financial organizations with training programmes on financial literacy and other stakeholders/adult education providers.
- Public administration.

The methodology used in this project will be the critical communicative methodology. It was recognized as the best methodology when promoting educational participation of disadvantage groups (INCLUD-ED-CREA 2006-2011).

The three main project's outputs will be:

- The Comparative study on financial education programmes in the partnership countries. It will collect recommendations for the realization of programs and curriculums focused on financial literacy conducted by international institutions, and systematize existing financial education programs.
- The Methodology: Promoting participative processes with young adults on the elaboration of educational curriculums. It has as main objective the systematization of the participatory process followed by partner organizations.

- The Curriculum on financial education addressed to young adults, which will be the result of the participatory process carried out at the national level, in each of the participating institutions.

Dissemination will include activities related to the organization of two multiplier events with the main objective of disseminating the Methodology and the Curriculum created. In order to assure the sustainability of the project, meetings with young organizations, and public administration will be organized in each country and a specific space will be created and disseminated on the web page of the project to include new contributions from young adults to the curriculum.

The methodology will improve the inclusion of young adults' voices in the organizations, increasing their opportunities for professional development, promote lifelong learning and a more active participation in society. Finally, the project will offer a concrete and valid curriculum to be implemented in national educational systems in order to widen the access of at risk collectives to the financial education.

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GRANT AMOUNT:	264 165 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Improving the attainment of young people with low basic skills
PRIORITY 2:	Stimulating active participation of young people in democratic life
TOPIC 1:	Economic and financial affairs (incl. funding issues)
TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
CLUSTER(S):	Teaching & Training

PROJECT NUMBER:

2014-1-ES01-KA204-004766

TITLE:

GETTING READY FOR EUROPEAN CITIZENSHIP ON-LINE

DESCRIPTION:

The aim of this project is to build solutions for the integration of adult citizens of the EU in 21st century. Euroscepticism, European citizenship, using digital tools, identity, cultural diversity, integration, economy, history, multicultural, plural, open-minded are the key concepts that will be addressed during the three years.

To achieve this aim we will work through cooperation and partnership among countries using digital tools.

We will design and develop an online course called "Getting Ready for European Citizenship on-line (GRECOL)" which is inspired by a previous Grundtvig partnership project called "Digital Classroom. During the project we observed, in adult learners across this Grundtvig partnership a notable lack of European identity and a lack of awareness of the wide range of European resources available to facilitate their mobility and develop their sense of shared citizenship.

Once this new partnership was created with the participation of 7 adult organizations from ES, GE, LV, IT, TR, UK, DK countries with diverse backgrounds but with common motivations for changing adult education in EU, we started to develop the project.

European citizenship implies a closer, more emotional relationship that is rooted in shared values, the celebration of diversity, and respect of different identities and the protection of national heritages.

The proposed new course, comprised of 5 modules detailed below, may be offered in online and blended-learning formats. In addition, the 5 modules may be independently utilized as stand-alone materials or integrated into other courses according to the individual needs of each educational context.

The structure of the subject "Getting Ready for European citizenship (GRECOL)" will be:

1. M1. Developing a European identity
2. M2. European institutions and their functions
3. M3. European mobility
4. M4. Dealing with cultural diversity
5. M5. Final Project

The methodology of the course is based on a model that develops its activities through the web and on the web. The students become the centre of the model and the process of learning. The model is aware of the nature of the potential students. The general features of e-activities are diversity, openness and flexibility and they contain discussions, tasks, quizzes, surveys, and a final project using a varied range of digital tools.

The final product will be an OER material ready for use by any adult institution around Europe. During the third year of the project impact and dissemination will be the main goal by sharing GRECOL as much as possible at local, national and international level in platforms, congress, papers. And of course, using GRECOL as a course, curricula, module or workshop in each one of the partnership organizations during the following years.

At the end of the project we hope to offer some solutions for the integration of adult citizens in Europe to become e-citizens. Getting involved in joint projects as well as increased mobility helps to develop this feeling of belonging. (For and active European citizenship, White Paper 2011).

COORDINATOR:

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GRANT AMOUNT:	237 660 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	EU Citizenship, EU awareness and Democracy
TOPIC 2:	Pedagogy and didactics
TOPIC 3:	Open and distance learning
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:

2014-1-ES01-KA204-004799

TITLE:

DIVERCITY - DIVING INTO DIVERSITY IN MUSEUMS AND THE CITY

DESCRIPTION:

There are barriers to access of culture virtually in all European societies, and these barriers are all the more destructive for those citizens, young people who live below the poverty line, are members of segregated cultural groups, whether or not they were born in other countries. Indeed, in their case access to culture could be an important source of "integration, acquisition of the cultural capital of the majority society and development of social capital. Yet these same young people often live in segregated districts where access to such educational opportunities is limited.

In Budapest, young people of Roma origin often live in ethnic ghettos, which contrary to other places of the world, can be found in the middle of the city; it is only the incapacity of these young people to relate to the majority culture, for fear of being rejected, that closes them in a sort of virtual ghetto.

In the Parisian agglomeration, Barcelona and Madrid concentration of migrants and their children in poor districts impacts on their integration, potential for social and geographic mobility, willingness for participation in democratic institutions, self-image and perception of the others – those not living in the segregated areas. Several studies show that young people see such segregation as negative, perceive the education opportunities as poorer and their chances of success fainter than in other parts of the city. (Study: Le rôle du quartier dans le vécu des jeunes, Douzet, Robine 2013) Although demographic realities of Vienna and Helsinki are quite different, there are similar tendencies. Cultural institutions concentrate on few inner-city districts and many of the state-funded institutions address tourists more than locals.

"Diversity addresses such inequalities in access to culture, in particular for young people in disadvantaged situations (with low educational, social, geographic capital), often living in low prestige neighbourhoods.

Diversity wishes to develop methods that

- a) re-establish museum pedagogy as an innovative source of learning
- b) help use exhibitions as pedagogical support to tackle the diversity characteristic of our societies
- c) adapt to the reception and engagement of new audiences (in particular of disadvantaged backgrounds, migrants, not regular audiences of the museums)
- d) valorise cultural diversity as a common European resource
- e) propose art mediation as a grassroots method for re-appropriation of the city, the district, of addressing low prestige districts by its inhabitants, in particular young people with disadvantaged backgrounds.

Diversity has the ambition to propose an "out here - in their experience, bringing the cultural diversity existing outside of the museums inside – both in terms of audience, helping to make the museum a space of cultural encounters for audiences with a risk of exclusion from these spaces (in particular younger people) and in terms of the pedagogical experience: being able to learn about cultural diversity of ages, genders, cultures through the museum experience.

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Marián López Fernández CAO

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GRANT AMOUNT:	221 743 EUR
CONTRACT DURATION:	25 months
PRIORITY 1 OR MAIN:	Promoting young people's social inclusion and well-being
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Creativity and culture
TOPIC 2:	Access for disadvantaged
TOPIC 3:	Inclusion - equity
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER:

2014-1-ES01-KA204-004808

TITLE:

RECYCLED & RE-USED CLOTHING DESIGN THROUGH PEER LEARNING AND SOCIAL MEDIA

DESCRIPTION:

Previously loved items deserve a second chance to inspire us again; people with mental health problems deserve a second chance to take control of their life. In today's throw-away society it seems that nothing is valuable, that we can change our clothes or even the people around us in the blink of an eye. We want people to return to valuing what is all around them, show them that creativity, lifelong learning and empathy are powerful tools that can change the world!

Chic&Craft is an on-line training course specially designed for people with mental health issues which aims to re-use and recycle second-hand clothes and waste materials to create a unique European fashion brand where hand-craft designs and original creations play a major role. Hand-craft is a therapeutic activity; through crafts, people can express themselves in a safe, non-threatening manner, which may be easier than sharing their internal feelings verbally. Inspired by this way of understanding the world, a complete set of training modules will be created including the most frequently used fashion design techniques, creative ideas to implement with training groups and the use of social media as communication and empowerment tools. Around 100 people with mental illness (schizophrenia, bipolar disorder, etc.) will be trained in five different pilot experiences in Spain, Slovenia, Germany, Greece and Lithuania during a year. At least 10 trainers from these countries will be involved in the testing phase. Feedback from these experiences will help improving the quality of the teaching materials and will inspire other organizations to reproduce the experience in the future.

Employment is recognised as providing people with a social identity, sense of meaning and sense of self-esteem and there is a close inter-relationship between the EU's policy objectives of prosperity, social inclusion and security and public health on the one hand, and mental health on the other. Although labour integration is a crucial step in the recovery process, employment rates within this target group barely reaches 10%. That is why learning opportunities for people with mental illness are so important and needed, they can pave the way to employment. Through Chic&Craft project, it is expected that some trainees will find a job in the clothing sector and this initiative will contribute to it by promoting the establishment of social enterprises that will hire some of the attendees to the training course. The organization of pop-up stores and catwalks will show the original creations produced during the course. They will not only be a business opportunity but also funny and positive anti-stigma actions that will show the community the potential, creativity and valuable skills that people living with mental illness have.

The key innovative factor in this training course lies in the methodology of peer learning which complements the recycling textiles technical knowledge. The choice of these two sectors that will benefit from the project is grounded in previous research and experience of some project partners: it has been proven that hand-craft is an effective therapeutic activity for people suffering from mental health problems and that peer learning is an efficient recovery "vehicle". The figure of the Tailor-made teams will be created (peer trainers) to help the trainees to realise their hidden abilities and commit with their own learning process. Peer learning is mutually beneficial and involves the sharing of knowledge, ideas and experience between the participants. Through practical experiences, trainees will develop skills in organizing and planning learning activities, working with others in a collaborative way, giving and receiving feedback and assessing their own learning process. A methodological toolkit will be published on-line, which will include tips and suggestions to apply peer learning to empower people with mental illness and will be applicable to other training courses targeting people with special needs.

Furthermore, Chic&Craft plans to implement a complex PR campaign involving the latest trends in content-marketing to disseminate in the most effective manner, reaching a wide proportion of the public and initiating a dialogue with it. This will guarantee a multiplying effect and encourage partners and local and regional authorities to think about its future large-scale incarnations. The use of social media (blogs, fashion magazines, social networks) and the edition of tutorial videos will help the trainees to open themselves to the world, express their views and opinions as well as to promote interaction with other people interested in hand-craft.

Chic&Craft is an explosive mix of creativity, imagination, artistic expression, responsibility, recovery, communication, team building, autonomy and entrepreneurship. Their hands, their willingness to learn and work, together with some support, will be all they need to change their world.

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GRANT AMOUNT:	203 552 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Inclusion - equity
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-ES01-KA204-004835**TITLE:****TRAINING PARENTS FOR DETECTING AND PREVENTING RISKS ON SOCIAL NETWORKS AND INTERNET****DESCRIPTION:**

Currently Social Networks and Internet are more than a tool, they have created a revolution in social connectivity. Children grow now immersed in this Information Society; they therefore embrace it in a fully natural manner, actively participating and taking the best advantage of their possibilities for communicating and socialising.

Social networks are virtual meeting places where users interact via Internet. Users themselves provide most of the content, make comments... Social nets often have forums, groups and communities. Information systems and communication over the Internet have extraordinary power.

While on-line computer exploration opens a world of possibilities for children, expanding their horizons and exposing them to different cultures and ways of life, they also can be exposed to dangers as they hit the road exploring the information highway. There are a lot of risks that the children daily face up on the Internet, as:

- Cyber-Bullying.
- Grooming.
- Sexting.
- Toxic content.
- Others.

Through this project, consortium will contribute to make available attractive and interesting material for parents related to Internet and Social Networks that allows them to prevent risks related to the use of Internet and social nets and the ways to detect problems arisen to their children.

The main aim of this project is to train parents in the use of the ways of communication brought by Information Society and the risks involved, in order to contribute to the prevention of possible risk situations brought by the use of Internet and particularly by Social Networks, which use has grown very quickly during the last years and still keep growing a lot.

In order to achieve this aim, the following specific objectives have been allocated to the project:

a) Perform a research on the involved countries on the use of Internet by young people, particularly by minors, highlighting the following:

- 1) Most popular websites used for communicating and sharing content.
- 2) Main risks arisen from the use of Internet, with particular attention to the use of social nets, and the relation between these risks and the different type of Internet websites or tools.

b) Produce a Report with the outcome of the research, per country and for the whole consortium.

c) Produce a multimedia training material including information regarding:

- 1) Multimedia handbook, including the use of Internet for communication.
- 2) Multimedia game for prevention of the main risks related to the use of Internet for communication.

d) Carry out workshops in some of the partners involved in the project, implementing the material produced.

e) Promote and improve the use of ICT in adults, in order to adapt them to the Information Society and the media.

The main outcomes of the project will be:

- 1) Multimedia handbook, including the use of Internet for communication.
- 2) Multimedia game for prevention of the main risks related to the use of Internet for communication.

The partners involved in the project will be:

- Dirección Xeral de Educación, FP e Innovación Educativa
- Asociación No al Acoso Escolar Stop Bullying

DUBLIN CITY UNIVERSITY

- European Parents Association
- Colegiul National Pedagogic Stefan Velovan

INSTITUTO UNIVERSITARIO DE LISBOA

- Virtual Campus Lda

One of the main barriers to reduce the risk to children during their use of social networks and other web-sites is the lack of resources to train parents and teachers to know how to act. It is necessary to teach them how to become be the primary prevention agents.

The target groups of the project are as following:

Direct target group:

- Parents from countries involved in the project, and in all Europe, in order to prevent, detect and solve risks related to the matter of the project.
- Teachers who will use it implementing this material
- Stakeholders, who will have available material related to the topic of the project.

Indirect target group:

- Young people, as a final target group, whose parents have used this material, in order to support them on how to use of these resources well.
- Internet services companies.

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PARTNERS: DUBLIN CITY UNIVERSITY, IE;
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Asociación No al Acoso Escolar Stop Bullying, ES;
EUROPEAN PARENTS ASSOCIATION, BE;
Colegiul National Pedagogic "Stefan Velovan", RO;
INSTITUTO UNIVERSITARIO DE LISBOA, PT

GRANT AMOUNT: 193 832 EUR

CONTRACT DURATION: 24 months

PRIORITY 1 OR MAIN: Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

PRIORITY 2: Promoting young people's social inclusion and well-being

TOPIC 1: ICT - new technologies - digital competences

TOPIC 2: Social dialogue

CLUSTER(S): New Technologies & Digital Competences

PROJECT NUMBER: 2014-1-ES01-KA204-004836

TITLE: **IN ITINERE. ACCESS TO WORK, GO TO WORK SAFE**

DESCRIPTION: CONTEXT

Traffic accidents represent one of the main causes of mortality and disability. Road safety education (EV) is a part of the integral formation of the persons. Traffic as a cause of labour accident rate is very significant and commuting accidents are almost 1 in 10 accidents and 1 in 3 fatal accidents is due to a traffic accident. Hence the importance of EV for youth and adults, especially those with lower educational qualifications and added difficulties. Integration of people with disabilities goes through labour integration that allows them to lead an independent life. If it is currently difficult to have a job for young people in Europe, for those who have additional difficulties is even harder therefore the preparation, education and training is essential and must take into account all aspects that allow them not to lose the few opportunities they face. EV (Road safety education) develops competences autonomy and safety especially because one of the topics that influence distrust among disabled people is the lack of autonomy. Therefore, as part of the training for life and employment, young people should be autonomous to get to their jobs safely.

Our experience in the difficult field of inclusion of persons with intellectual disabilities in the labour world has shown cases where guys after obtaining a job in the regular market has not been possible incorporation by the lack of autonomy in the transfer to the workplace. This leads us to conjecture that is a key aspect in the training curriculum of these people.

TARGET POPULATION

Youth and adults with disabilities and initial levels of educational professionals and their educators.

People in job training processes or working either in sheltered employment, administrations and businesses.

Professional educators and non-formal educators.

Public and Social Entities wishing to train active workers or job applicants.

Companies which develop formation for their workers, insurance companies and labour risks prevention.

OBJECTIVES

-To create educational tools to develop competences, to provide knowledge, attitudes and habits that prevent commuting accidents in young and adults with disabilities in training for the acquisition, maintenance or development of basic skills.

- To develop autonomy and independence, to strengthen education and road safety skills.
- To work contents related to the use of motor vehicles in persons with disabilities.
- To relate prevention of commuting accidents to the training processes to access or improve the labour market: training for work and train to get to work safely.
- Use video as a teaching tool: learning to perform instructional videos to use in training processes and learning to carry out with disabled users.
- Train teachers in the use of ICT in education.

PRODUCTS:

One baseline report about the reality of commuting accidents in partner countries and road safety education resources.

Two guides for the teachers.

1. Guide for educators to design road safety education videos.

2. Guide for educators for the educational use of exploitation road safety education videos.

8 video modules.

1st Video. Traffic accidents and commuting accidents

2nd Video. To walk to work

3rd Video. Im on BUS

4th Video. Tram displacement

5th Video. Go Underground

6th Video. Go by bike

7th Video. They drive me

8th Video. Recommendations and Best Practices.

Member entities will incorporate tools designed to their services and they will improve the quality of its educational supply, both in direct action with the students and with the teaching staff. The material will be based on training offers for educators and road safety officers and partners will provide courses in their online platforms.

Organizations teams will enhance their competences in development of road safety education in general and on preventing commuting accidents , they will improve their skills in the use of ICTs with special target populations. The target group will improve their autonomy and road safety; the target group will be aware of the risks and behaviours to avoid them and they will be aware of the factors that intervene in accidents.

It will be distributed to interest groups as public and social entities with wish to make worker training and It will be distributed to companies which develop worker training; insurance companies, Labour risk prevention companies are expected to use the resources produced in their environments.

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GRANT AMOUNT:	109 848 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Disabilities - special needs
TOPIC 3:	New innovative curricula/educational methods/development of training courses

CLUSTER(S):

New Technologies & Digital Competences; Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER:	2014-1-ES01-KA204-004868
TITLE:	SEAM: SOCIAL EDUCATION OF ADULTS THROUGH MOBILITY
DESCRIPTION:	<p>“SEAM: Social Education of Adults through Mobility is a 2-year strategic partnership at international level funded by the Erasmus+ programme of the European Commission, that aims to join together organisations from Italy, Bulgaria, Latvia, Portugal, Slovenia, Czech Republic and Spain in order to work together and exchange good practices related to social inclusion of adults and the acquisition of new cultural and/or language skills through formal and non formal education methodologies. During the project implementation, partner organisations from the mentioned countries will run together different activities such as:</p> <ul style="list-style-type: none"> ▪ Coordination meetings on the project partner countries in order to get to know the best practices and local projects related with adults intercultural and/or social education ▪ Design, creation, test and publication of different manuals for organisations managing local projects for adults and toolkits for sending and hosting adults from other countries through cooperation or volunteering projects ▪ International learning activities such as trainings for adult educators ▪ Transnational activities for adult learners to promote their mobility as a learning tool ▪ Local activities for learners and trainers working on the adult field focused on testing new learning materials and developing innovative ones ▪ Visibility events on each partner country to disseminate the project results <p>Thanks to these activities and a regular cooperation between adults educators and users over 50 years old during all these activities, the project intends to promote the cooperation between European organisations on the field of non formal and formal adult education, that could make possible the creation of a network of partners for the development of mobility projects for adults, that could also help to promote the entrepreneurship and initiative of adults and involve them on peer education projects. All of this will not only benefit these adults, but also all the staff in connection with them that will have the opportunity of improving their professional skills and provide higher quality support services to the regular users of their organisations.</p>
COORDINATOR:	Gantalcalá C/Historiador Juan Manzano 1B, 2, p.17 41089 Dos Hermanas, Spain www.gantalcala.org
CONTACT:	David Castillo Tomás
PARTNERS:	Innovative Community Centres Association, BG; Diecézní charita Brno, CZ; Município de Amarante, PT; Inštitut Antona Trstenjaka za gerontologijo in medgeneracijsko sožitje, SI; Latvian Adult Education Association, LV; Passaggi onlus, IT
GRANT AMOUNT:	142 851 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Access for disadvantaged
TOPIC 2:	International cooperation, international relations, development cooperation

TOPIC 3: Pedagogy and didactics

CLUSTER(S): Inclusion & Tolerance; International Cooperation; Teaching & Training

PROJECT NUMBER:	2014-1-ES01-KA204-004893
TITLE:	INTICGRATION: INTEGRANDO TIC EN LOS PROCESOS EDUCATIVOS Y FORMATIVOS DE PERSONAS CON TRASTORNO MENTAL GRAVE Y/O PATOLOGÍA DUAL.
DESCRIPTION:	<p>InTICgration - integrating ICT in educational processes for people with severe mental illness and / or dual diagnosis: the project arises from the identified needs in institutions which are engaged in social, healthcare and educational programs, and occupational therapy for people of the target group for: having educational tools updated in ICT support, improving offers and above all, allowing users to use ICT and explore its full potential, without being strictly tied to a limited physical space and time (such as when programs that must be installed on used a particular computer).</p> <p>The ultimate goal is to improve the care and educational opportunities to people with several mental illness and dual diagnosis in day centres, developing a set of ICT applications (apps) for various mobile devices - smartphones, tablet, computer-, with different operating systems -IOS, Android , Windows, macOS- , on-line or off-line, with a software management system with free -php, MySQL- to provide useful tools and better educational services, according with actual needs and social changes. The project also aims to improve the training of professionals, and the educational tools available.</p> <p>During the project lifetime, users with SMI / DD will be our target group for the analysis of needs, interests, preferences, basic and ICT skills..., for designing the final tools. The professional teams of the 5 partner organizations from Spain , Portugal , Germany, Italy, United Kingdom, educators, researchers , occupational therapists , psychiatrists, specialists in education and ICT, and developers of web-based applications, all of them will participate in the project development.</p> <p>We will analyze and identify the frameworks in 5 areas: maintain and develop the skills to enhance treatment adherence (personal autonomy, and time management) , basic social skills, activities of daily living, cognitive maintenance and labour basic skills development. We will design a platform that will be the technical instrument to ensure correct functional assessment of the user, collecting the contents and difficulty levels of ICT tools, so the resources and designed tools will suit to the needs of each user. The prediction is that this set of resources will be available for the user through a scheduled tablet or smartphone. ICT applications are a tool to support, complement but not replace the therapeutic/educational relationship, that are addressed people that are useful and of interest to them, within our target group.</p>
COORDINATOR:	FUNDACIÓN ADUNARE BARRIOVERDE 8 50002 ZARAGOZA, Spain www.adunare.org
CONTACT:	MARIA JESUS RUIZ ANTORAN
PARTNERS:	UniTS - Università del Terzo Settore, IT; Südwürttembergische Zentren für Psychiatrie, DE; Bridge Research and Development, UK; Fundação COI, PT
GRANT AMOUNT:	146 745 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Access for disadvantaged

TOPIC 3: Quality Improvement Institutions and/or methods (incl. school development)

CLUSTER(S): New Technologies & Digital Competences; Inclusion & Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER:	2014-1-ES01-KA204-004894
TITLE:	SENSORY GYMNASTIC FOR THE ELDERLY: PROGRAM FOR THE MAINTENANCE OF SENSORY CAPACITIES IN THE ELDERLY
DESCRIPTION:	<p>Sensory Gymnastic for the Elderly, GYMSEN is a training project which aims the maintenance of sensory capacities for the elderly with the consequences for the improvement of their wellness and quality of life.</p> <p>Aging is accompanied by changes in both physiological and psychological level that lead to loss of sensory abilities of individuals. This can trigger changes in diet and lifestyle. Inappropriate nutrition can enhance the risk of many geriatric disorders and diseases. Therefore, the effort to the maintenance of sensory perception performance in "well shape by the sensory gymnastic may prevent and/or improve functional and cognitive decline, reducing healthcare dependency.</p> <p>The foreseen methodology consists of the training of four different profiles of elderly people with different health, active and dependence status by means of the people who teach or care them: University professors, relatives, therapists, caregivers in general depending on the specific Elderly profile. The course will have common modules and also some parts adapted to the specific needs of each collective of elderly people.</p> <p>The result will be the course on Sensory Gymnastic validated by the own end-users by a pilot activity, both caregivers and elderly people themselves. The training provided by professionals or relatives involved with elderly will assure the proper completion of the course.</p> <p>The main expected impact of the project will be the well being of elderly people through the retarding on the deterioration of the olfactory function as well as the maintenance for elderly cognitive capacity. For caregivers and relatives, the acquisition of tools for greater effectiveness of activities for the benefit of elders. As potential long term effect it is expected that Sensory Gymnastic could be include in the usual activities provide by University, associations, Day Care Centres, etc. Dissemination and sustainability activities are foreseen in order to assure the long term effect of GYMSEN project.</p>
COORDINATOR:	<p>UMH AVENIDA DE LA UNIVERSIDAD S-N 3202 ELCHE, Spain</p>
CONTACT:	<p>MANUEL JORDAN VIDAL</p>
PARTNERS:	<p>ANZIANI E NON SOLO SC, IT; Evropska rozvojova agentura, s.r.o., CZ; AINIA, ES; SIK - INSTITUTET FOER LIVSMEDEL OCH BIOTEKNIK AB, SE; Εταιρεία Νόσου Alzheimer & Συναφών Διαταραχών Αθηνών, EL</p>
GRANT AMOUNT:	<p>177 311 EUR</p>
CONTRACT DURATION:	<p>24 months</p>
PRIORITY 1 OR MAIN:	<p>Promoting healthy lifestyles (incl. participating in outdoor activities and grassroots sports)</p>
PRIORITY 2:	<p>Developing partnerships between education and employment</p>
TOPIC 1:	<p>Disabilities - special needs</p>
TOPIC 2:	<p>Health and wellbeing</p>
TOPIC 3:	<p>New innovative curricula/educational methods/development of training courses</p>

CLUSTER(S):

Inclusion & Tolerance; Health & Medicine; Teaching & Training

PROJECT NUMBER: 2014-1-ES01-KA204-004905**TITLE:****ARACNE: TRAINING, EMPOWERMENT AND ENTREPRENEURSHIP****DESCRIPTION:**

Context / background

The consequences of the economic crisis and unemployment are causing large segments of Europe's population, especially in the South, to experience extreme situations and social marginalization which traditional policies in the area of occupational learning and job placement fail to address. Traditional problems such as the absence and inadequacy of professional qualifications are now aggravated by the impact of long-term unemployment and the lack of realistic job prospects on the affected groups in terms of de-motivation and demobilization. In this scenario, women have been particularly hit by unemployment, demobilization and stagnation. Under these circumstances, professional development and occupational training seem to have lost much of their effectiveness as resources, policies and practices for re-entering the workforce. Through various past activities and projects, the partners endeavoured to supplement training activities with elements of personal empowerment seeking real business alternatives, to provide participants with real opportunities. However, neither of them, nor the many entities that they have worked with so far, has yet promoted a model that includes all these elements in a single process.

Objectives of the project

The main objective of the project will be the design and validation, based on existing best practices in Europe, of an integrated model that combines occupational training, empowerment and the promotion of entrepreneurship among women in situations of labour and social exclusion.

The activities that the project will undertake are described below:

1. Study of existing practices and initiatives, benchmarking and bench-learning
2. Design of a vocational training, coaching and entrepreneurship model
 - Definition of transversal skills and training aimed at developing trainees' empowerment
 - Development of a methodology aimed at fostering the participation and/or creation of social economy initiatives
 - Development of specific tools (Self-diagnostic of skills and strengths in the different vocational fields; Planning of the own pathway; Development of an e-learning platform)
 - Trainer profiles design
3. Experimental implementation and analysis of results
4. Production of a manual or methodological guide
5. Dissemination and exploitation
6. Management

Targets

The project will benefit two kinds of targets: at an institutional level it will address training providers and their networks, especially those working in the field of occupational training and the labour social insertion of adults, especially women, social enterprises and organisations of the third sector interested in staff training and motivation, as well as public Institutions in charge of employment policies and activities. Individual beneficiaries will be professionals and voluntary staff working in the field of occupational training and labour insertion of adults, as well as the women directly involved in the project activities.

Methodology

The learning model will be built on the basis of real entrepreneurial activities in the field of fabrics and objects customisation. It will combine three essential elements for the mobilization, employment skills training, personal development and empowerment of its target audience: an individual analysis of

strengths and weaknesses, including the identification of formal and hidden competencies, the design of a personal training and empowerment plan, based on the weaknesses, skills and potential identified, and the development of an economic activity capable of generating real jobs and operating as a unifying and dynamic element for the entire training and empowerment process.

Expected results and impact

The project expects to generate innovation in the world of adult education, combining elements that are usually found in isolation (occupational training, support and empowerment, development of entrepreneurship skills and job-creation initiatives).

It also seeks to influence current training and re-employment practices, demonstrating the efficiency of an integrated approach that is considered necessary for weaker and marginalized groups, especially young working women and unemployed women.

The partnership is composed y partners from Spain (promoter and co-ordinator), UK, Italy and Austria.

COORDINATOR:	FAM Y LIAS Recursos para la diversidad C/Esteban Carros, nº 8, bajo - G 28053 Madrid, Spain www.famylias.org
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PARTNERS:	CENTRO STUDI CULTURA SVILUPPO ASSOCIAZIONE, IT; Blickpunkt Identität, AT
GRANT AMOUNT:	108 785 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Access for disadvantaged
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; Employability

PROJECT NUMBER: **2014-1-ES01-KA204-004980**

TITLE:

LIGHTHOUSE SUPPORTING LIFELONG LEARNING AND CAREER PATHS FOR MIGRANTS BY TAILORED COUNSELLING AND RECOGNITION OF PRIOR LEARNING TO IMPROVE SKILLS, EMPLOYABILITY AND MOBILITY

DESCRIPTION:

LIGHTHOUSE Supporting lifelong learning and career paths for migrants by tailored counselling and recognition of prior learning to improve skills, employability and mobility is an innovative project aiming to develop and provide access to new methodologies for career guidance and counselling in Europe.

LIGHTHOUSE will be based on the development of an innovative model for supporting lifelong learning and career paths for migrants – the LIGHTHOUSE – based on the combination of two successful frameworks:

- (i) Recognition of non-formal and informal learning; and
- (ii) LOT-HOUSE, a methodology for the empowerment of migrants.

LIGHTHOUSE will develop the following set of Open Educational Resources:

0.1 State of the art report on career guidance and counselling services for migrants: context analysis, needs and recommendations.

The aim of this report is to highlight key conclusions emerging from the state-of-the-art national and European research that the project partners will carry out in order to better adapt the project outputs and products to the reality and specific needs of the career guidance and counselling services for migrants.

0.2 LIGHTHOUSE Model: Interactive open space for supporting lifelong learning and career paths for migrants

The LIGHTHOUSE MODEL will provide the necessary conceptual and practical framework to set up a LIGHTHOUSE in the organisations.

0.3 LIGHTHOUSE TRAINING CURRICULUM: An ECVET-based tool designed for professional development on counselling and career guidance

The aim is to design a TRAINING CURRICULUM to develop the necessary know-how of the PROFESSIONALS (career and employment counsellors, trainers, social workers, psychologist and other staff) to implement the LIGHTHOUSE MODEL and provide counselling and career guidance for migrants. Furthermore, it will provide an interdisciplinary approach and the necessary basis for the development of LIGHTHOUSE GUIDEBOOK and TOOLBOX.

0.4 LIGHTHOUSE Guidebook: innovative strategies and techniques in career guidance and counselling for migrants

The LIGHTHOUSE GUIDEBOOK is a comprehensive resource that provides in depth information on the theoretical foundations of the Lighthouse model and its innovative strategies and techniques for career guidance and counselling for migrants.

0.5 LIGHTHOUSE Toolbox: innovative methods and implementation models in career guidance and counselling for migrants.

The LIGHTHOUSE TOOLBOX is a resource that contains practical information for the implementation of innovative methods in career services for migrants following the Lighthouse interactive model. It will contain a set of practical tools and methods adapted to the specific needs of the target beneficiaries, the migrant people, and to the target users; counsellors, educators, trainers, managers and other type of professionals working at career guidance and counselling services for migrants.

0.6 Guidelines for the implementation of LIGHTHOUSE innovative methods for career guidance for migrants

The LIGHTHOUSE GUIDELINES is a product of the project aimed to provide recommendations for the implementation of LIGHTHOUSE innovative methods for career guidance for migrants. The GUIDELINES will be elaborated based on key conclusions emerging from 7 pilots, organized in SPAIN (2 pilots), AUSTRIA, GREECE, FRANCE, NORWAY and CYPRUS, to test the practical implementation of the LIGHTHOUSE methodology and tools in career services with 175 MIGRANTS and 35 PROFESSIONALS (career and employment counsellors, trainers, social workers, psychologist and other staff involved in the career services and/or in the different areas of the LIGHTHOUSE MODEL: RECOGNITION of non formal and informal learning, TRAINING, EMPLOYMENT and MOBILITY).

0.7 LIGHTHOUSE DIDACTIC FILM: An attractive pedagogical tool for more lively training

The aim is to produce a pedagogical tool to give visibility and engage the VET community and other players working with migrants as well as motivate the end-user (professionals) and beneficiaries (migrants) for the innovativeness and value of the LIGHTHOUSE MODEL and tools – LIGHTHOUSE GUIDEBOOK and TOOLBOX.

0.8 LIGHTHOUSE PLATFORM: A multilingual Open Educational Resource

The aim is to offer an interactive platform to launch the OER outputs developed by the LIGHTHOUSE. It will also act as a promotional media to create European awareness about the innovativeness of the LIGHTHOUSE project and its outputs in order to ensure maximum outreach, longer impact and sustainability.

0.9 LIGHTHOUSE @BULLETIN: A step for the sustainability

The aim is to reach the awareness of the VET community and other players in the migration field about the impact of the LIGHTHOUSE project and as well raising the sustainability of its outputs, by publishing the LIGHTHOUSE @BULLETIN.

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PARTNERS:	BEST INSTITUT FÜR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH, AT; IASIS, EL; ITG CONSEIL, FR; CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET, CY; Rogaland skole og bedriftsutviklingsforening, NO; Instituto para el fomento del desarrollo y la formación S.L, ES
GRANT AMOUNT:	289 145 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Overcoming skills mismatches (basic/transversal)

TOPIC 3: Recognition (non-formal and informal learning/credits)

CLUSTER(S): Employability; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-ES01-KA204-004996**TITLE:** **INNOVATIVE TRAINING AND NEW BUSINESS OPPORTUNITIES IN THE ENERGY MARKET****DESCRIPTION:** Companies will need to adapt their business models to respond to a power environment that could be transformed by changes such as decentralised power, technological changes and a very different customer outlook.

The objective of the IBM+ project is to design an elaborate a Training Plan to increase the energy sector agents and future professional skills for the identification of new energy market requirements and the definition and implementation of new business models in an agile way, in order to increase the competitiveness of energy enterprises and entrepreneurs.

Five participating organisations are involved in the project:

ENERGY CLUSTER OF EXTREMADURA, from Spain: It involves all companies and entities of the Energy sector in Extremadura, including some of the main energy companies in Spain (international companies). The Cluster 's associates represent a complete value chain in the different energy subsectors. This entity knows perfectly the situation of this sector and the real market needs that have aroused recently due to the development of new technology, regulations, awareness and social demands. The Cluster will disseminate the project through associates and other energy Clusters in Spain and Europe with whom they collaborate regularly.

FUNDECYT-PCTEX, from Spain: This entity will bring to the project its experience in the following fields:

- Companies' needs and training programs (Companies-VETs).
- Development and implementation of training e-platforms.
- Design and implementation of training programs directed towards entrepreneurs/entrepreneurship.
- EU projects, mainly regarding training.
- European networks participation.

ECQA, from Austria: The ECQA is a non-for-profit association that provides a world-wide unified certification schema for numerous professions. ECQA will implement in the project its methodology for certification and validation of training quality in Europe.

UEL, from United Kingdom: UEL design and implement training programs for business modelling and business management. The Centre for Innovation Management and Enterprise of the UEL (CIME) acts as a hub for applied research and also conducts ad hoc consultancy work with a number of organizations through various funded schemes and is lead researcher on a Project on E commerce modelling for the London Chamber of Commerce and Industry. Currently development of business modelling lies at the heart of a good number of UEL projects, including FP7, Interreg IVC and ERDF Projects.

AKETH, from Greece. Experts in training methodologies and design of training programs, they have implemented a good number of European and National certified adult training programs in collaboration with professional associations, chambers, NGOs etc. Also AKETH act as an advisor to prospective entrepreneurs and investors enterprises. This entity will bring to the project experience in the development of training materials and training courses, the development of ICT solutions for training courses, Leonardo and Energy EU projects and specific courses for Energy agents.

The activities funded under the heading project management include all actions related to the management, coordination and dissemination. They can be summarized as follows:

- Project management and coordination actions, formed by tasks such as partners communication management, project coordination, supervision, monitoring and evaluation of project results and development of reports on project progress.

- Dissemination and awareness actions, formed by tasks such as dissemination and awareness planning, development of dissemination and awareness material (Newsletters, web content,...), publication of dissemination and awareness material and management of project website.

The development of the project is organized on a 36 months basis, with the next main working phases:

- Need analysis.
- Development of the training contents and e-learning platform.
- Testing and validation of training plan.

As multiplier events, the next ones are going to be organized during the development of the project in order to disseminate the project outputs:

- Event 1: actions for the testing and validation of the training plan and dissemination of outputs 1, 2, 3, 4 and 5.
- Event 2: regional events on each partner region for the dissemination of project results and awareness on project topics. Dissemination of output 1.
- Event 3: regional events on each partner region for the dissemination of project results and awareness on project. Dissemination of outputs 1, 2, 3, 4 and 5.
- Event 4: final conference for the presentation of project results. Dissemination of outputs 2, 3, 4, 5, 6 and 7.

For a proper collaboration and communication between partners, 5 transnational project meetings are going to be celebrated during the project progress.

Project participants will directly benefit from the exploitation of results, such as the training platform, innovative training contents and plans.

COORDINATOR:

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CONTACT:

Claudia Córdoba

PARTNERS:

UNIVERSITY OF EAST LONDON, UK;
 ANAPTYXIAKO KENTRO THESSALIAS, EL;
 ECQA, AT;
 FUNDACION FUNDECYT - PARQUE CIENTIFICO Y TECNOLOGICO DE EXTREMADURA, ES

GRANT AMOUNT:

271 926 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Supporting the production and adoption of Open Educational Resources in diverse European languages

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:

Energy and resources

TOPIC 2:

Enterprise, industry and SMEs (incl. entrepreneurship)

TOPIC 3:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Education for Sustainable Development; Employability; Teaching & Training

PROJECT NUMBER: 2014-1-FI01-KA200-000831**TITLE:** REUSABLE LEARNING OBJECTS IN EDUCATION**DESCRIPTION:** The aim of the project "Reusable learning objects in education is to improve the adult education in the participating countries and strengthen the teachers' skills and knowledge in using videos in all education and thus their digital competences, as well as inspiring them to new ideas about teaching methods and on-line learning.

On European level there is a growing need for modern learning material and at the same time for more Open Educational Resources.

The project will boost ICT in education and the use of new technology in the classrooms and regard the use of videos in a pedagogical way. It will give the students inspiring studying materials as well as support teachers' development by an inspiring European guide on videos in education. The guide for the teaching staff will be able to be taken into use easily. All the learning material produced by the project will be freely available for the public under open licenses.

The adult education at all levels needs to renew its course concepts to achieve a wider audience and to attract new target groups. In adult education there have been attempts at community colleges in using videos for different kind of purposes, with exciting results. There is a growing demand for technical and pedagogical guides among the teachers on the use of videos.

More professional and inspiring video materials are also great help for teachers, who want to develop their learning methods. Videos are basis for the "flipped classroom learning method and a prerequisite for taking the method in to use both in adult education and higher education. This project considers highly the pedagogical aspects of the use of video materials and wants to play a role in enhancing existing teaching methods and the digital competencies of the teachers.

This project proposal also aims to take existing resources in effective use in economically troublesome times; videos are reusable, they help student to learn faster and they save teachers' time and resources. Videos also mean learning materials that can be used on-line. Online learning enhances adult learning by offering opportunities for learning regardless of time, place and device.

The majority of the adult educators and teachers already have the necessary equipment and software needed for production of videos. Its more a lack of good examples, inspiration and best practices, that prevent the teachers from starting producing videos. The use of video material will release more time for teachers in higher education as well as in adult education to develop the courses and simultaneously make the supply of courses more interesting and attractive. For example could recorded interviews add more values to the course materials.

COORDINATOR: Åbo Akademi University
DOMKYRKOTORGET 3
20500 ABO, Finland**CONTACT:** Pekka Tenhonen**PARTNERS:** Samvil ehf. Fjarkennsla.com, IS;
UNIVERSIDADE DE COIMBRA, PT;
European University Cyprus, CY;
TARTU ULIKOOL, EE**GRANT AMOUNT:** 80 970 EUR**CONTRACT DURATION:** 24 months

PRIORITY 1 OR MAIN:	Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER: **2014-1-FI01-KA204-000816**

TITLE: **QUALITY ASSESSMENT AND PEER REVIEW IN PRACTICE**

DESCRIPTION: This partnership is titled Quality Assessment and Peer Review in Practice and is comprised of four partners who provide adult education for students in Finland, Spain, Turkey and Greece.

The communication language is English although this is not the language of any of the partners, which implies an additional effort

for all participants involved.

The aims of this projects are to develop innovative adult education and management practices, and encourage widespread

implementation and to improve the quality and amount of co-operation between adult education organisations.

Motivation of this project:

The aim of this project is that all partners will learn how to do the peer review and how to use it in quality management. Peer review supports continuing quality improvement.

To be able to develop the qualitative activities of each other peer review is a form of external evaluation which fosters quality

assurance and quality development.

So called peers, who are an external group of experts, are invited to make a judgment of the quality of different fields of the adult

education institutions located in different countries. In order to be able to evaluate processes in different adult education

institutions, the peers usually have to visit those organizations. This can be done during the mobilities.

Although the peers are external, they work in similar adult education fields and have the knowledge and specific expertise of the

evaluated subject. The aim of this project is to evaluate the activities and how each partner organize the mobilities in country using

the same criteria.

Peers are persons of equal standing with the persons whose performance is reviewed. The Peers give initial oral feedback at the end of the Peer Visit.

Objectives:

1. To be able to use peer review as a quality management tool.
2. To improve the quality of certain field of adult education.
3. To have peer review as an evaluation tool in the future.
3. To learn more about external inspection and external assessment in our institutions.
4. To introduce peer review in institutes quality assessment and development procedures.
5. To develop innovative adult education and management practices and to encourage its widespread implementation.

6. To support innovative ICT-based educational content, services and practices.
7. To ensure that people on the margins of society have access to adult education, especially those who left education without basic qualifications.
8. To promote an awareness of the importance of cultural and linguistic diversity within Europe. Especially for us who live in remote areas.
9. To encourage adult students to use foreign language.

Problems we intend to address:

1. Transparency and comparability of quality in adult education in Europe through a common European standard.
2. Incompetence in ICT-skills of adult students.
3. Incompetence in language skills of adult students.
4. Expanding European culture into remote areas.
5. Equal opportunities in society.
6. Social exclusion of remote areas.

Approaches we will take to achieve our objectives:

1. We will use peer review techniques to assess every partner's institution during the mobilities.
2. Peer review will assess both the mobilities and activities and how they have been organized.
3. The coordinating institution will make all the peer review forms based on the European peer review manual for initial VET.
4. Supporting adult students to use and increase their ICT-skills.
5. Encouraging and supporting adult students to use their English.
6. Inclusion of local media in the activities of the participating educational institutions.
7. Increasing the knowledge of European culture in remote areas.

COORDINATOR:

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CONTACT:

Anna-Liisa Pussila-Pitkäaho

PARTNERS:

YOUTH AND LIFELONG LEARNING FOUNDATION, EL;
 Karesi Halk Egitimi Merkezi ve Aksam Sanat Okulu, TR;
 ESCOLA OFICIAL DE IDIOMAS DE OURENSE, ES

GRANT AMOUNT:

157 635 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Fostering the assessment of transversal skills

PRIORITY 2:

Revising and strengthening the professional profile of the teaching professions

TOPIC 1:

New innovative curricula/educational methods/development of training courses

TOPIC 2:	Quality Improvement Institutions and/or methods (incl. school development)
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2014-1-FI01-KA204-000843**TITLE: **LIVE AND LEARN - AUDIOVISUAL STORIES OF ADULT EDUCATION**

DESCRIPTION: Our project is inspired by two observations, shared by most European education policy documents and relevant studies. Firstly, there is a clear need to increase participation in adult education across Europe; and secondly, new ways of sharing best practices among European adult educators must be found.

We want to address this need in an innovative way: through the medium of videos. We will produce professional high-quality videos on adult learning that target adult educators, general public and policy makers. A video aimed at the adult educators will tell the story of an adult educator and offer practical ideas and share good practices for professional development for European adult educators. The video for the general public and policy makers tells the positive growth story of an adult learner, inspires to learn and freshens the image of adult education and furthers knowledge about its benefits. The videos will be produced in five partner countries with partners experienced in video production: Finland, Germany, the United Kingdom, Denmark and Portugal. The sixth partner, EAEA, will lead the dissemination activities of the project.

HD video are an effective, time-economical medium speaking to both people's intellect and emotions. For example, showing good educational practices instead of writing about them is much more effective. Another example: a European citizen is much more likely to be inspired into adult education through the filmed story about a fellow learner than a brochure on learning benefits. Also, videos reach that segment of the population who, for various reasons, do not like to engage with written text. This includes for example special learners such as dyslexics. In other words videos fulfil accessibility criteria better than text. Our project would pioneer and pilot cross-European video production in the adult education sector.

Production team, consisting of a camera man, sound operator and a journalist, will travel to each selected location and shoot material based on the research and script developed by the partners. After shooting the material will be edited and post-produced by the production team. The videos are disseminated as an open educational resource in adult education media (LLinE, website of EAEA, with social media sharing options), Erasmus + dissemination platform, and potentially in European national television channels. In adult education media the videos will be complemented by written analysis of the methods and practices filmed, with the possibility to comment and discuss the content online. This analysis, written by education experts and scholars, is, on its part, a bridge between education research and practice.

This project will produce innovative adult education promotional material for the use of adult educators and adult education advocates. It thus aims at bringing positive and long lasting effects to the adult education professionals to support their work and also bring adult education closer to the general public in an understandable and easy-access form. The videos produced will be integrated into project partners' existing communications and they will be made available for different advocates of adult education throughout Europe. By introducing a variety of European examples of adult education issues the project outcomes, the videos, can be utilized in countries with different adult education history and perspectives. The videos produced in this programme will serve as advocacy and training tools for many European organisations. Through the dissemination networks of EAEA (an umbrella organization for 116 adult education organisations in Europe) the videos will reach the main European adult education organisations and policy-makers on education. High quality videos will contribute also to the profile of smaller adult education organisations that wouldn't have the resources to produce such videos themselves but can exploit the videos in their own work.

COORDINATOR: KVS
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CONTACT: Markus Palmén

PARTNERS:	KERIGMA - INSTITUTO DE INOVACAO E DESENVOLVIMENTO SOCIAL DE BARCELOS, PT; Dansk Folkeoplysnings Samråd, DK; EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS, BE; DEUTSCHER VOLKSHOCHSCHUL-VERBAND EV, DE; THE NATIONAL INSTITUTE OF ADULT CONTINUING EDUCATION (ENGLAND AND WALES) LBG, UK
GRANT AMOUNT:	164 972 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER: 2014-1-FI01-KA204-000883**TITLE:** RAISING STRONG AND RESILIENT COMMUNITIES**DESCRIPTION:** Background and current setting:

Economic and social times are changing, globally and in Europe. Communities are in transition, and not only through migration. Citizens are obliged to become more self-sufficient. These are changes and challenges not easily accepted and dealt with.

Successful initiatives depend on factors such as trust, sharing emotions, recognising and accepting differences. If cohesion and progress are the objectives, then storytelling delivers the tools and also creates engagement and compassion. Stories of shared values, shared plans and more equality provide the best examples for all that. The most successful story expressing this is democracy.

Research by the IMF has shown that collaboration and more equality are favourable to economic growth. A longitudinal research by anthropologist Bruce Gibb revealed the importance of a balance between efficiency and resilience, hierarchy and equality and the sharing of stories for sustainable communities.

The project

With the project 'Raising Strong and resilient Communities' the consortium wants to develop a set of educational tools that can be used in adult education (with a focus on non-formal adult education) focussing on active citizenship and participation. These tools are based on existing and the further expansion of developed approaches, theories and methods of storytelling.

These tools are a teacher/ trainer manual, structured courses for adult educators, and a collection of videos/ audio recordings to showcase best practices and function as instruction videos.

The tools will be developed around the development of competences of cooperation and communication in differing communities, between various 'divides', such as intergenerational, intercultural, etc in order for learners to actively engage in local community work.

The innovative aspect of this project is that it aims at training and facilitating community educators to work with concrete narrative methods (e.g. Participatory Narrative Inquiry, Participatory Learning in Action, Community & network Mapping), guidelines and courses to help communities coping with present AND imagined and feasible FUTURE situations.

On an individual basis that means changing the attitude, the negative discourse of the individual and the lingering in (dominating) stories of the past.

The project will thus support planning a future for communities with concrete actions taken for future-proofing, inspired and carried by a community story that will lead to participation, collaboration, and in the end to a positive change.

The partnership

SVF has experience with supporting development and education of diverse communities (rural, urban, young adults) and the implementation of storytelling.

Storybag has a background in communication, marketing strategy, design, writing and a broad knowledge and experience of all facets of storytelling (research, workshops and training).

In Dialogue has a vast experience in developing methods and tools, training and courses, out of theoretical concepts, towards specific target groups in the field of narrative coaching.

Ozara has a long experience in training, education and employment support of disabled groups (social inclusion, self-esteem) and a strong analytical background.

CzechDesk serves NGOs and volunteer networks (e.g. rural areas who need to connect with the digital age) and is experienced in developing handbooks and training.

P6 (Fundacia Centrul Soros) is involved in the support and education / training of communities in remote rural areas with a need for language education and development of tourism.

Ceres has a long history of working with community and volunteer groups, a strong affinity with (heritage) storytelling and offers experience and skills in digital media.

AccoglieRete) is an enthusiastic organisation concentrating on the education and training of tutors for volunteers working with young migrants to help them integrate.

Cluturex) is involved in the support of regional tourism, the creation of heritage awareness and the importance of stories and taking it further with educational and training materials.

Impact of this project

We will have trained non formal (adult) educators, volunteers and others involved in community collaboration, communication and well-being through a process that enables them to acquire new skills of listening, understanding and support communities in the reconstruction of their past, present and future. They will have learned innovative methods to assess communities, their 'hidden' social networks, storytelling spaces, key-storytellers and their true needs, based on mapping and story collecting. They will have learned how to plan and craft new stories of collaboration and cooperation for the future and they will be able to assist communities in the communication and maintenance of these stories.

In the course of the project we also hope to inspire related and/or affiliated organizations (or even public entities).

COORDINATOR:	SFV-Bildning Annegatan 12 A 24 121 Helsinki, Finland www.sfv.fi
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PARTNERS:	CZECH DEX SRO, CZ; Storybag, NL; ASOCIACION AEI CLUSTER DE TURISMO DE EXTREMADURA, ES; Ceres Group Europe (NI) Limited, UK; Fundatia Centrul Educational Soros Miercurea Ciuc, RO; Associazione AccoglieRete per la Tutela dei MSNA, IT; In Dialogue Netherlands, NL; OZARA storitveno in invalidsko podjetje d.o.o., SI
GRANT AMOUNT:	257 417 EUR
CONTRACT DURATION:	25 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Stimulating active participation of young people in democratic life
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-FR01-KA200-008632**TITLE:**

IN LIVING MEMORY : AN EDUCATION AND CREATION PROCESS WITH EUROPEAN ARCHIVES

DESCRIPTION:

This project gathers 4 non-formal artistic education operators (Lieux Fictifs, TransFORMAS, coopérativa sociale e.s.t.i.a. , PhotoART Centrum), a University (Westerdals) and 3 archives holder structures (INA, Fondazione Cineteca Italiana, IMMR-CIMIR) and is the extension of exchanges developed for several years between the partners. It aims at implementing an innovative creative and learning process, based on the creation of shared artworks between inmates and free learners, using archive footages from different countries, that would favour the development on an intercultural dialogue between these learners from different ages, cultures and social backgrounds.

The objectives of the project are :

- to stimulate the will to learn for learners with difficulties of inclusion, to enable them to acquire basic, transversal and digital skills, thanks to the creation work around archive, by proposing an innovative educational process based on the creation of artworks using archives,
- to build an intercultural and European dialogue that will convey openness and social cohesion, by mixing inmates and free learners from different generations, cultures and social backgrounds,
- to enable trainers and teachers to experiment new learning methodologies around archive image and footage, to strengthen them thanks to the accompaniment of the archivists, and to benefit from an exchange of good practices.
- to favour cooperation between non-formal and formal education actors, by mixing adult learners and students, to improve the learning offer, and imagine links for adult learners between their non-formal education path with perspectives of validating these acquisitions in the formal education
- to encourage innovative learning devices structured at local level, gathering non-formal education actors, universities and cultural organizations, but also associated partners such as penitentiary administrations and local authorities, to stimulate the acknowledgement of non-formal education process' impacts on learners, especially on inmates.

This project involves directly 192 learners: 50 adult inmates, 72 students from film universities or art schools, 70 free adult learners (persons in insertion process, long-term unemployed people, amateurs and seniors); 18 artist trainers in non-formal adult education; 10 higher education teachers; 10 archivists from archive holder structures, 17 employed persons of the administrative/management staff of partner organisations.

Project activities will be:

- non-formal artistic education process developed with inmate and free adult learners, and the students of the partner or associated universities, around the creation of multidisciplinary artworks using archive images. Some common work sessions between inmate and free learners will take place inside the prisons,
- transnational learning and training activities, that will enable trainers/teachers to experiment learning methodologies around archives with different European learners, and to exchange them with their counterparts. These activities will help capitalizing the added value represented by the intercultural dimension: trainers/teachers will be the intermediaries between learners in the different countries that cannot move,
- from these experimentations, trainers/teachers will produce an innovative methodological guide presenting the learning methodologies using archives as a creative and educational material. A training pilot course will be created by trainers/teachers to enable multiplying such kinds of learning projects using archives in Europe. A common evaluation tool from the project impacts on learners will be produced, with the making of an interactive illustrated Mind Map, to be shared with other stakeholders,
- an important dissemination process will be implemented to disseminate projects results and encourage professionals to exploit them: 3 events will take place, a website and specific project accounts

will be created on several social media, and a networking action will be done at local, national and European level.

Projects results will be the creation of 4 artworks using archives, a methodological guide, a training course, a Mind Map from the project impacts on learners, a project website.

Projects impacts will be:

- acquisition of basic, transversal and digital skills, open-mindedness, and strengthening self-confidence for learners,
- participation to an intercultural dialogue process, making the sense for a European citizenship and culture more concrete for all participants
- improvement of trainers practices and skills
- improvement of educational offer with the dissemination of the 3 intellectual outputs
- the awareness of local institutional partners to the importance of non-formal education project using the artistic medium and the archives, memory one.
- to favour local structured partnerships between non-formal and formal education sectors, to consider links for learners between these 2 sectors.

COORDINATOR:

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CONTACT:

Leïla DELANNOY

PARTNERS:

Institut Municipal de Museus de Reus, ES;
Fondazione Cineteca Italiana , IT;
transFORMAS, artes escénicas y transformación, ES;
PhotoART Centrum, SK;
INA, FR;
Westerdals Høyskole - Oslo School of Arts, Communication and Technology AS, NO;
e.s.t.i.a. società cooperativa sociale onlus, IT

GRANT AMOUNT:

291 821 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways

PRIORITY 2:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

Creativity and culture

TOPIC 2:

Inclusion - equity

TOPIC 3:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: **2014-1-FR01-KA200-008726**

TITLE:

FESTIVALS. PAS-DE-DEUX EUROPÉEN, ÉCONOMIQUE ET CULTUREL

DESCRIPTION:

Festivals have a crucial part in what European culture has to offer, with distinctive features, including public visibility and the ability to attract occasional audiences, involving also crucial issues and facilitating the processes of awareness and collective education; the tension of experimentation and confrontation with artistic experiences from different countries and cultures; to be a major cross-sectoral factor for the economic development; to express social commitment and active citizenship, with voluntary work, also youth.

The "Festivals. Pas-de-deux européen, économique et culturel project started from the need of the arts festivals industry to have an on hand definition of their specific responsibilities, for positions and a consequent functional preparation - so far lacking globally - which can be translated into a system of best practices, to support the professionalism and development of traders and the organizations in this industry.

The aim of the project is thus to build a skills framework for the industry professionals or volunteers engaged in various operational areas as creative, management, administrative, marketing and communication, people and fund raising, technical and logistics.

The project thus responds to the strategic objectives of the Erasmus+ Programme to fight unemployment, helping to prepare the access of youth into the labour market and the (re) training of the workforce to maintain and enhance their professional skills at risk and be more competitive on the cultural industry (Europe 2020).

It is also in line with the challenges of enhancing human capital of youth in contribution to society, providing opportunities for training in the context of cultural voluntary (27/11/09 Resolution on youth, in the Creativity and Culture area).

It is also in line with the methodological objectives to enhance the lifelong learning, developing synergies between the system formal education establishments (cultural / artistic management) and non-formal and informal learning (operational practices, work experience and volunteering), strengthening the validating system of duties within the arts festivals industry (ET 2020).

To achieve these objectives, the project favours the bottom-up methodology of action-research, maximizing the skills and experience of the industry, integrated by the contribution of higher education to cultural management. Thanks to the support of a dedicated ICT platform, the project starts from the direct observation the implementation of 3 different arts festivals in Europe, it integrates with the comparison of European traders (thanks to the associations, stakeholders), producing concrete results as a framework of Competencies, specific Training Modules through e-learning to improve skills and a User-guide of best practices in the management of arts festivals, which incorporates the previous results in the perspective of practical support for those who face the creation of a festival.

For 30 months, more than 60 traders from 3 different countries will be directly involved in this research , and remotely a few hundred from all over Europe to integrate and test the results.

The outputs will be made available in 5 languages, for free on an online platform, synergic and open to any art and culture stakeholder, to spread utilization of the products to the broadest possible audience for an additional 2 years after the project closure.

In the long term the project will thus promote:

- The organization of future arts festivals, optimizing and enhancing skills in the various operational roles and reducing errors, risks, and waste;
- The launch of new projects, supported by the required skills knowledge, promoting employment and improving the professionalism of the involved traders, also youth;
- The recognition of common operational standards among all European countries, integrating the professional culture and formal education systems.

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PARTNERS:	Frati Ribeiro unipessoal lda, PT; Fondazione Antonio Genovesi Salerno, IT; INSTITUT DE HAUTE FORMATION AUX POLITIQUES COMMUNAUTAIRES, BE; Internet Web Solutions SL, ES; Associazione Carte Blanche, IT; Parodi & Partners SPRL, BE; KUBIK FABRIK FABRICA CREACIÓN, ES; UNIVERSITE LUMIERE LYON 2, FR
GRANT AMOUNT:	291 375 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
TOPIC 1:	Creativity and culture
TOPIC 2:	Research and innovation
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Research & Innovation; Employability

PROJECT NUMBER: **2014-1-FR01-KA200-008757**

TITLE:

ERASMUS PLUS : LE RENOUVEAU DE LA MOBILITÉ TRANSNATIONALE, UNE NOUVELLE OPPORTUNITÉ POUR LES PERSONNES EN INSERTION ET LES ENTREPRISES.

DESCRIPTION:

“Erasmus plus : le Renouveau de la Mobilité Transnationale, une nouvelle opportunité pour les personnes en insertion et les entreprises » (Erasmus Plus - RMT) – “Erasmus plus : The new way of transnational mobility, a new opportunity for people in the process of integration and for companies is a proposition coming from mobility experiences that the applying organisation runs since 1995 in the framework of European, regional and local funds to support and reinforce employability of people integrating the labour market.

This program, run within two years, aims to finalise a methodological toolkit of orientation to transnational mobility which will be innovative and complementary to the existing ones. It will be an answer to priorities defined by the E.U because it offers to :

- contribute to the acknowledgement of mobility periods as an impulse for qualification and the development of personal and professional capacities
- reinforce the employability of people in the process of integration – students, recently graduated students, jobseekers – offering them alternatives and qualifying ways of thinking
- give actors of the integration sector a toolkit which will be used within their professional activities
- reinforce the companies' implication in the certification of added value of mobility experiences through a better understanding of the labour market needs.

The innovative methodological aspect can be found in « capitalisation of experiences activities, undertaken at the beginning of the project and within all the orientation process, modifying current practises where this activity appears only at the end. This should help beneficiaries to develop their capacities of analysis and explanation mobility benefits according to the professional sector they plan to integrate while coming back to France.

Another innovative aspect : comparative researches undertaken within the 5 countries of the partnership will contribute to define the content of the activities. These studies (the first one to identify European mobility projects, the 2nd one, on methodologies of capitalisation, applied on 170 European companies) are the products of the project and will be published as a compendium.

To undertake the activities of the project, the applying organisation has federated 6 partners qualified in diversified and complementary fields – education, orientation and integration, development of public politics – with common aims : implement local and transnational initiatives to ameliorate qualification and employability of the public in the process of integration, integrating professional actors, such as companies.

The project will benefit from 2 regional organisations : the Department of Regional, European and International Partnerships within the Ile de France Region and the Employment and training centre of Nanterre. Four international partners: CEDIT -, Florence, BERLINK – Berlin, ESMOVIA – Valence, EPN –Bristol. All have been chosen for their experiences within the frame of the LDV programs and the ESF, as intermediary placement organisation for many types of public.

The complementarity of our fields and our network can be seen as a guarantee to achieve the project activities, for the quality and the relevance of the intellectual productions, the ways of dissemination and the impacts in terms of durability.

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CONTACT:

Valentina Faccioli

PARTNERS:	GIP MEF, FR; region ile de france, FR; CEDIT- CENTRO DIFFUSIONE IMPRENDITORIALE DELLA TOSCANA SCARL, IT; EUROPEAN PLACEMENT NETWORK Limited, UK; Sistema Practices s.l., ES; BERLINK ETN GMBH, DE
GRANT AMOUNT:	236 965 EUR
CONTRACT DURATION:	28 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Pedagogy and didactics
TOPIC 3:	Regional dimension and cooperation
CLUSTER(S):	Employability; Teaching & Training; Education for Sustainable Development

PROJECT NUMBER: 2014-1-FR01-KA200-008809**TITLE:**

EGALITÉ DES CHANCES ET SÉCURISATION DES PARCOURS, POUR LES JEUNES EN SITUATION DE HANDICAP, EN EUROPE.

DESCRIPTION:

The employment rate of young people with disability is half the current rate among individuals of the same age in Europe. This deplorable state of affair is not in our view resulting solely from the tense economic situation.

In hindsight it appears that granting young people with disability with a full-fledged access to education, training and employment has always been a problem for given member states of the European community.

The European Union as well as member states have ratified the UN Convention of the right of persons with disabilities. This strong symbolic act is meant to convey the message that people with disability shall no longer be considered as an exception to the rule but rather as full-fledged citizens whose rights have to be promoted.

This political act indicates that non-discrimination and promotion of fundamental rights are a common task. Politicians, economic actors, media and citizens alike are all responsible in this endeavour.

Meanwhile the European Union and its member states are promoting through law and regulations that anyone from the northern to the southern part of the continent as well as from the western to the eastern part implement policies and strategies that aim at securing career paths.

What is it all about?

Access to employment is intricate especially for people with disability as redundancies, transitions between professional activities and unemployment, access to vocational training and returning to work can be hard to manage. Career paths have therefore to be secured.

In order to do so, it requires to lay the ground for a realistic and above all lasting individual project, to identify the essential stages and to support the person.

EASPD, EMPLEA, SCUOLA VIVA and L'ADAPT are complementary organizations considering their competencies and skills. They are bound together through their DNA contained in their institutional projects. We claim our commitment to translate into proposals and actions the principles enshrined in the international convention of the right of persons with disabilities.

With this project we establish a link between implementing the rights of young people with disability and shaping strategies to secure career paths from skill developments to integration in work.

Providing security for career paths and supporting employment is our first proposal. Indicators for monitoring and recording good practices will lead to editing two documents:

- A guideline for providing security for career paths and supporting employment in Europe,
- A training resource for professionals involved in these matters.

Our second proposal is related to the training of 120 professionals from our national networks and beyond. We will spread information and good practices gathered through observation and edited in guides in order to support people with disability in work.

Our third proposal is to extend to Europe the concept of the week for the employment of people with disability which has been carried in France for more than 18 years in a row.

The week for the employment of people with disability is a set of actions such as job datings, employment fora and handicafés carried with companies. They are aiming at facilitating the encounter between employers and job seekers with disability.

The week for the employment of people with disability is also consisting of streets actions in order to raise public awareness.

We would also like to edit a guideline based upon the best practices of every partner involved in the European week for the employment with people with disability.

This guideline will be used as a grid for the training of 100 activists: volunteers, employees, managers and so on.

We aim at contributing to reassess the situation of young people with disability regarding their access to training and lasting employment.

This European initiative will synthesize our skills and good practices and will disseminate them.

We will review the programme on a yearly basis in order to evaluate our action. International conferences will be held in order to share our experiences. We will make sure that they are fully accessible.

COORDINATOR:	L'ADAPT Tour Essor - 14, rue Scandicci 93508 Pantin, France www.ladapt.net
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PARTNERS:	ASSOCIAZIONE SCUOLA VIVA ONLUS, IT; EUROPEAN ASSOCIATION OF SERVICE PROVIDERS FOR PERSONS WITH DISABILITIES AISBL*ASSOCIATION EUROPEENNE DES PROMOTEURS DE SERVICES POUR DES PERSONNES AVEC UN HANDICAP , BE; Fundación Emplea, ES
GRANT AMOUNT:	391 216.55 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Labour market issues incl. career guidance / youth unemployment
TOPIC 3:	Inclusion - equity
CLUSTER(S):	Inclusion & Tolerance; Employability

PROJECT NUMBER: 2014-1-FR01-KA204-002399**TITLE:** LITERATURE FOR LIFE**DESCRIPTION:** Summary:

The European LitFest brings together partners from France, Italy, Spain & UK to learn together, transferring innovation & good practice to promote creative writing, poetry & the use of language as a tool for improving basic skills and promoting learning communities.

Partners each organise a Community Learning Workshop event based on literacy & literature. Local participants with low level literacy skills welcome authors, poets & publishers into the heart of their communities. Workshops run by published authors & poets train aspiring writers in the art of creative literature & the use of poetry & prose as communication and wellbeing tools.

Background/Context:

Literacy is not a luxury, it is a right and a responsibility. If we are to meet the challenges of the 21st Century we must harness the talent and creativity of our citizens. Without basic literacy skills people are not able to properly participate in society. (Europe2020, Lisbon Treaty) This project not only helps by teaching basic skills, it encourages people with newly acquired writing skills to take part in literature focussed events, endorsing their place in a literary world.

Although Europe has one of the highest literacy rates in the world, adult illiteracy still grows but the subject is something of a taboo, while the implications of low literacy for the individual & society are often ignored. We work to empower adults with literacy problems by helping them recognise the power of the written word, supporting them to become creative writers through focussed teaching sessions.

Objectives:

1. Create a Transnational Partnership to exchange good practice, develop innovation & extend knowledge in the field of adult literacy, creative writing & community inclusion. Sharing teaching methodologies, marketing and event promotion skills across the partnership.
2. Help participants increase literacy skills by increasing their writing capacity.
2. Create 4 European LitFests Learning Communities, building on existing good practice.
3. Work with Writers Circles in each country to promote creative writing as an empowerment & inclusion tool.
4. Develop language skills to increase literacy skills of participants through joint training workshops & literature & poetry.
5. Use celebrated & published writers to inspire others & to demonstrate that everyone has a book within them!
6. Create 4 founder members of a new Network of Learning Communities to be built upon in the future.

Numbers and profile of Participants

Each transnational partner hosts an event attended by at least 100 local, regional & European participants.

Methodology:

Reading needs to be fun and enjoyable. Using the medium of Community Learning Events people struggling with low skills can be absorbed, empowered & their work enjoyed alongside published authors. Using simple prose, poetry & basic writing to contribute to community events. This is not only empowering, it also opens doors to further, more formal learning. This project enables all participants, regardless of their initial skills level, to more ably express themselves by the written word.

Each partner works with a local writers circle works with links to a wider audience to promote literature as a tool for empowerment, confidence building, community inclusion & personal achievement. Poetry & creative writing is used to assist with rehabilitation after a period of mental illness and partners work together to exchange methodologies around teaching & training for those local people lacking basic skills.

Partners work together to exchange good basic skills teaching practice, recognise & develop innovation with regard to life-mentoring & the coaching of reading/writing, using local, relevant & fun occasions to deliver basic literacy lessons. Partners present a Project Report detailing results & lay the foundations for a European Network of Learning Communities.

Results:

- One transnational partnership Report defining good practice & methodology used to develop Community Learning Events. Developing innovations in teaching practice through lessons learned during the project.
- 4 versions (one in each country) Anthology of first work poets
- 1 combined Anthology.
- 4 Learning Communities created - at least 100 people more able to express themselves in writing at the end of the project.
- Introductions & opportunities for authors & aspiring writers to network & contribute to world literature.

Longer term Benefits:

- New European Network of Learning Communities to be expanded, more inclusive communities.
- Opportunities for authors and aspiring writers to mix with publishers and critics and
- Raised awareness of literature as a tool for developing literacy skills

Impact:

- Economic regeneration, tourism developed linked to cultural identity.
- More than 100 people with increased skills levels able to accept new opportunities.
- New transferrable Model of sustainable rural development.

COORDINATOR:	SAINT CLEMENTIN LITFEST Moulin de l'Arche 79150 Saint Clementin, France www.stclementinlitfest.com
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PARTNERS:	Fundación Uxío Novoneyra, ES; Fondazione Alfonso Gatto, IT; Catching Lives, UK
GRANT AMOUNT:	59 900 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Promoting young people's social inclusion and well-being
TOPIC 1:	Creativity and culture
TOPIC 2:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 3:	Key Competences (incl. mathematics and literacy) - basic skills

CLUSTER(S):

Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-FR01-KA204-002489**TITLE:** FEMINART

DESCRIPTION: This project is based on the belief of the three cultural organizations involved in this project: women should speak up in public space to provide and suggest alternatives to the social problems today in the world. The education process put in resonance with different European countries and therefore different cultures can emerge new pedagogical methods adapted to adults and taking into account their experiences and skills. Innovation is based on the capacity that will have these women to take charge and to determine the themes of their reflection. Through a collective movement they produce knowledge that will be faced with different European cultures and which will be adapted its criteria for analysis based on cross eyes caused by these European exchanges.

The innovation of the project will also build on the proposed teaching methods that place art at the heart of a process of mobilization, communication, expression and therefore education. It is not based issues the legitimacy of women to engage but to affirm their determination to lead a movement of women who will question their belonging to a territory, their ability to speak and propose new ways to act. The establishment of an artistic educational process they can make an assessment of their own knowledge and develop the reconnaissance. Leurs experiences feed into the programme. 150 women representing three countries will be included in this process pédagogique. Les international seminars will feed the approach will be made readable by the production of a European exhibition, audio visuals and editing a collection of autobiographies, stories and collective lives. impact of this program should lay the foundations for an international certificate (action research)

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PARTNERS: Martfu Városi Muvelodési Kozpont és Konyvtár, HU;
Ukmerges kulturos centras, LT

GRANT AMOUNT: 179 940 EUR**CONTRACT DURATION:** 27 months**PRIORITY 1 OR MAIN:** Fostering the assessment of transversal skills**PRIORITY 2:** Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways**TOPIC 1:** Reaching the policy level/dialogue with decision makers**TOPIC 2:** Open and distance learning**CLUSTER(S):** New Technologies & Digital Competences

PROJECT NUMBER:	2014-1-FR01-KA204-002570
TITLE:	FARM SUCCESSION IN EUROPE
DESCRIPTION:	<p>Although farming is of vital importance for the world's food production, small-scale family farms are disappearing at a rapid pace everywhere in Europe, since many of them lack successors. The last phase on the farm life cycle seems to be a crucial period in this phenomenon. According to Belgian academics, the transfer itself is one of the most difficult stages in the development of family farms, it is the "major bottleneck in the farm life cycle¹. If the transmission process has not been prepared properly, and the generations concerned the succession are not guided the transmission process can easily fail. Old and young farmers, coming from one family or having non-kin relations needed to be prepared and guided along the different phases of the succession in order to ensure the maintenance and survival of family farms.</p> <p>This Erasmus + project proposal, entitled "Farm succession in Europe brings together various actors from different European countries to gain and more accurate insight into the transferring process and to work out new methods and tools to enhance quality and effectiveness in understanding and guiding farm succession processes, including non-family succession. The objective of this project is to share our resources, explicit our knowledge, diffuse best practices of farm succession and illustrate them with concrete cases. Special attention will also be given to the understanding and influencing of contextual parameters that influence the farm succession process, both on a national and European level. Legacy, fiscal rules, tax regulation, social security laws etc. Will thus also be taken into consideration. We also aim to spread our knowledge, methods and experiences to a larger public as much of it remains at present to a small group of experts. At the end of the project a diffusion event will be organised and recommendations will be articulated for farmers, facilitators, and policy makers. Therefore we have to create methods for sharing tacit knowledge (connecting people with people).</p> <p>The project aims to contribute to the farm succession process, to develop common knowledge and tools which can be used by advisor to support farmers facing farm transmission. By using the tools to be developed, not only professional counsellors but also the wider farmer society can learn how to ensure the continuity of farming.</p> <p>This Erasmus + project proposal will be composed of a core group of 5 partners in four countries. Each of them collaborates with a wide range of local partners, both private and public, entrepreneurial, citizen driven and academic. This local partners will be involved as much as possible in the activities either as learning partners or as external experts.</p>
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CONTACT:	Hélène ROISILLE
PARTNERS:	Association Nationale de formation collective à la gestion, FR; Netzwerk Existenzgründung in der Landwirtschaft, AT; Terre-en-vue ASBL, BE; Land & Co, NL
GRANT AMOUNT:	109 870 EUR
CONTRACT DURATION:	30 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	Pedagogy and didactics
TOPIC 3:	Rural development and urbanisation
CLUSTER(S):	Teaching & Training; Education for Sustainable Development

PROJECT NUMBER: **2014-1-FR01-KA204-008544**

TITLE:

GAMIFICATION FOR HARD-TO-REACH ADULTS — NEW HORIZONS FOR RE-ENGAGING AND RE-MOBILIZING HARD-TO-REACH ADULTS IN LONG-TERM UNEMPLOYMENT SITUATIONS

DESCRIPTION:

Time has now come to try new ways of bringing people out of poverty and promoting growth and well-being not only for, but also with citizens.

Commission: Empowering people, driving change: Social innovation in the European Union, 2011

About 80 million people have low or basic skills, but lifelong learning benefits mostly the more educated.

Commission: Europe 2020

Gamification for hard-to-reach adults will

- 1) Identify and operationalise powerful digital gaming strategies for entrepreneurial empowerment
- 2) Build gamification readiness among adult mentors
- 3) Include groups of hard-to-reach adults in immersive gamification processes and empower the adults to
- 4) Produce experienced based documentation to share among adult educators and mentors across Europe.

The European citizens mostly needing lifelong learning are the ones not benefitting and not engaged – and not reachable. These are the clear word of the Commission.

We call them hard-to-reach-adults, as they are not motivated to engage in the learning and training provisions offered by formal and non-formal adult education – for multiple personal, social, economic and psychological reasons.

The hard-to-reach-adults does not constitute a homogeneous group of citizens, however they are characterized by a combination of different forms of dead-end situations and lack of motivation or capacity to change this situations through taking action, learning or engaging in the community.

They are, so to say, hard-to-reach for the overall rather traditional adult education provision, still based on teaching and classroom.

Many efforts have been made to alter this situation and to re-attract groups of such adults into education and learning, however most attempts remain punctual, superficial and unsustainable.

The described situation can be called one of the major failures in European lifelong learning.

Thus Europe2020 calls for dramatically different and innovative approaches to reach these adults. In fact this is the major challenge to adult education today.

Such innovative approaches need to break away from traditional adult education didactics, but also from traditional “empowerment methodologies, ad these still lack an entrepreneurial taking action mentality.

The basic approach in this project is to change mentality though taking action in the community.

Gamification is one of the most promising emerging approaches to reach and re-mobilize groups of these adults.

The project builds directly on the comprehensive Joint Research Group report from 2013 entitled Digital Games for Empowerment and Inclusion, missioned to support Commission policy in the field of inclusion and empowerment within the Europe 2020 strategies.

Key resources in the partnership worked with the Joint Research Group to form this policy.

The Joint Research Group was headed by Mr. James Stewart who will be invited to be a special advisor in the project.

The research literature and case studies explored in this report shows that digital games-based approaches provide adaptable, motivating and engaging techniques that can be used to empower individuals and communities in ways that lead to social inclusion.

Digital game-based approaches include gamification. Gamification in an inclusion context means exploiting powerful motivational and entrepreneurial methods in digital gaming to re-mobilize the initiative-taking of demotivated people, to help them change behaviour and to empower themselves through taking action in the community.

Gamification for hard-to-reach adults is one of the first systematic attempts to explore in-depths the powerful potential of gamification for mentality and behavioural change.

The project will offer the following key results:

Open virtual platform: www.H2Rgame.eu

Gamification for overcoming dead-end life and work situations

Gamification and serious gaming for inclusion and empowerment of adults in dead-end situations

10 hand-outs on the most powerful elements in gamification of dead-end situations - win and lose with gamification for adults in difficult life situations - lessons learned through immersive practice

H2Rgame open business opportunity

H2R gaming towards deeper knowledge and new open opportunities

Policy paper: The inclusion potential of gamification in connection with hard-to-reach adults

The project is proud of its partnership including adult educations, knowledge partners, gamification experts and entrepreneurial bodies from all over Europe: from France, the UK, Spain, Italy, Romania, Finland and Turkey!

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CONTACT:

Flora ERRECART

PARTNERS:

Asociatia Fantom, RO;
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COOKIE BOX,SL, ES;
Fondazione Risorsa Donna, IT;
Aile ve Sosyal Politikalar Ankara İl Müdürlüğü, TR;
HELSINGIN YLIOPISTO, FI;
Asociatia de Studii Socio-Economice, RO;
COVENTRY UNIVERSITY, UK;
CAMARA OFICIAL DE COMERCIO E INDUSTRIA DE SABADELL, ES

GRANT AMOUNT:

289 002 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN: Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1: Access for disadvantaged

CLUSTER(S): Inclusion & Tolerance

PROJECT NUMBER: 2014-1-FR01-KA204-008548**TITLE:** **RECUEIL DE CAS PRATIQUES POUR CONSEILLERS EN INSERTION PROFESSIONNELLE DES TRAVAILLEURS HANDICAPÉS****DESCRIPTION:** One in six people in the European Union (EU) has a disability (LFS AHM 2002) that ranges from mild to severe making around 80 million who are often prevented from taking part fully in society and the economy because of environmental and attitudinal barriers. For people with disabilities the rate of poverty is 70 % higher than the average (EU-SILC, 2004) partly due to limited access to employment.

The European Disability Strategy 2010-2020 (European Commission 2010) asks partner countries to implement a number of actions aimed to ease insertion in the labour market (the goal is defined as 'Enable many more people with disabilities to earn their living on the open labour market') and to participate more in education and training ('Promote inclusive education and lifelong learning for pupils and students with disabilities').

Career counsellors are one of the essential actors for implementing the policies addressed to people with disabilities, as they support them in their job search and help them to get motivated for learning and 'find their way' about the many and often not known existing possibilities for re-skilling and validation of not formal and informal learning. Unfortunately in many European countries career counsellors training happens mostly on the job, hence the need for a targeted activity of training focused on career counsellors working with people with disabilities.

This project wants to increase the efficacy of career counselling delivered to people with disabilities by developing a casebook addressed to career counsellors, social workers and trainers working with them, and a set of additional tools to ease and spread its use. These will be two E-courses, one targeted to career counsellors and the other one to trainers of career counsellors, a web based depository for additional cases. A preliminary Study on how best structure a Casebook for this target group will also be developed.

Casebooks consists in a collection of cases that students and trainees are requested to discuss providing also direction for solution or treatment. Trainers and trainees use the Socratic method, that is to say trainees have to read one case, and then, facilitated by a set of questions posed by the trainer, have to discuss what are most important elements to consider, both personal and from the context, what is the problem and it causes, how the problem can be eased or solved, examples of good practice in addressing the situation or problem. This special structure and mode of delivery makes Casebooks a very powerful tool for learning.

This project is submitted by a network of organizations based in FR, BG, ES, IT, PL, SE that deliver career guidance and support job insertion of people with disabilities. They decided to produce a Casebook to present the many facets and challenges of career guidance with people with disabilities in EU countries, and to develop a training tool that could help career counsellors working with them and at European level.

Thanks to the project 540 career counsellors, trainers and social workers will be directly trained by partners by using the Casebook, 480 trainers will be trained to use the Casebook in their training activities addressed to career counsellors, trainers of adults and social workers. Additionally, over 15000 career counsellors, trainers and social workers will be informed about the project.

Long term benefits will be a higher expertise of practitioners delivering career guidance to people with disabilities and a better general knowledge of career issues and professional paths of people with disabilities, both resulting in their better inclusion in education and work.

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PARTNERS:	SOCIETA' COOPERATIVA A.FO.RI.S.MA.-ACLI FORMAZIONE RICERCA SERVIZI MANAGEMENT, IT; Business and Development Center, Centrum Biznesu i Rozwoju Magdalena Malinowska, PL; Fundacion Docete Omnes, ES; Stiftelsen Activa i Örebro län, SE; DIA-SPORT Association, BG
GRANT AMOUNT:	311 600 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Labour market issues incl. career guidance / youth unemployment
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Employability; Teaching & Training

PROJECT NUMBER: 2014-1-FR01-KA204-008550**TITLE:** IMPROVISER POUR APPRENDRE

DESCRIPTION: In educational structures of music, improvisation is often an area that is, mainly for cultural reasons, considered to be part of advanced music training courses only. Similarly, the development of creativity is less practised than the learning of cognitive abilities and technical gestures. In this project, however, we wish to find the creative abilities of every participant and encourage them to speak, take risks and listen to each other without judgment. The aim is to strengthen the abilities of the students to be able to communicate intuitively with each other and that way learn the skill of self learning. We want to place improvisation ardently as a pillar tool of the training of a student from his first steps in education. We also wish to attract new audience with this method. The goal of the project is to create useful materials for music education centres and teachers in order to develop joint improvisation as a learning tool. In these materials will be included a booklet presenting ideas and means of training situations suggested by us. Another part of the material that will be produced, is going to be a panel of short videos including presentation of technical resources needed and also experiences of using improvisation as a learning tool. By doing so we will ask teachers, adult learners, institutional partners, institutions training arts education teachers and people with special needs to test improvisation as a method of learning music.

Partners in this project are a French conservatory communal radiation, a community college for the education of Finnish adults and a non-governmental organization for education and musical projects in Latvia. The experiences from improvisation will be used when trying to associate elderly people and foreign minorities to take part in the events of artistic education.

Improvisation workshops will gather together other arts like theatre, dance, and visual arts, too. We wish to encourage music educators to create new learning situations and encourage them to use improvisation as a tool in their work at the very early stage of the musical training of their students. We also invite adult learners to seek new entries for new skills and call new people to join this dynamic training.

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PARTNERS: 5 - ata!, puteju kvintets, LV;
Iisalmen kaupunki, FI

GRANT AMOUNT: 59 935 EUR

CONTRACT DURATION: 24 months

PRIORITY 1 OR MAIN: Supporting the production and adoption of Open Educational Resources in diverse European languages

PRIORITY 2: Revising and strengthening the professional profile of the teaching professions

TOPIC 1: Creativity and culture

TOPIC 2: Intercultural/intergenerational education and (lifelong)learning

TOPIC 3: Research and innovation

CLUSTER(S): Inclusion & Tolerance; Research & Innovation

PROJECT NUMBER: 2014-1-FR01-KA204-008674**TITLE:**

CRÉATION D'UN RÉFÉRENTIEL EUROPÉEN D'INDICATEURS QUALITATIFS PERTINENTS ET HARMONISÉS POUR UNE ÉVALUATION LISIBLE, UTILE ET RECONNUE DES COMPÉTENCES ACQUISES FORMELLEMENT, INFORMELLEMENT OU NON-FORMELLEMENT PAR LES BÉNÉVOLES EN ACTIVITÉ RADIOPHONIQUE

DESCRIPTION:

There are tens of thousands of volunteers in community radios in Europe. If radios have developed their professionalization, these volunteers will continue their work as managers, administrators, journalists, show hosts, content producers and sound engineers. They are diverse in age, socio-economic status, level of initial education, life experience, the motivation that leads them to this activity as either a leisure hobby or as a vector of professional, social, and personal recognition or integration into their community. Because of these factors, they are learners, either in non-formal or informal learning situations. They acquire skills and knowledge both through their radio practices and also on the various subjects they present or work on. These skills are not sufficiently recognized and validated, so that when they leave the radio, it is as if these skills were not taken seriously enough to be taken into account when applying for a job or for community service work in the world of media, communication, and information or other jobs or fields, whether near their community or far in other parts of Europe. Community radios in Europe have developed a European Job Skills Portfolio for these volunteers, to be published in 2014. Volunteers will be able to indicate their acquired skills, which will have to be certified and signed off by station managers to reinforce the credibility of the portfolio. But therein lies the question: what proves that the evaluation carried out or signed off by a station manager is actually reliable, valid, and therefore useful to the user of the Job Skills Portfolio. If community radios are characterized by their statutes and their attachment to certain values (respect for human rights, diversity, access to freedom of speech in the media, particularly for minorities that often do not have such access), they are also quite diverse : in urban areas, suburbs, rural regions, dedicated more to entertainment or to cultural themes, targeting younger or older populations, an audience of general public or a specific community, with various musical programming styles, that have a listenership of millions or only hundreds, using obsolete or modern equipment, with an 'organic' organization structure or a highly-structured management, with teams of young people or mostly older, or inter-generational, supported and subsidized by their community and country or not at all, in diverse countries throughout Europe... The evaluation of professional skills that is carried out in such different contexts risks being totally subjective, and incomprehensible in other contexts or places. The objective of this project is to determine subjectivity in the act of evaluation, and to identify in the different contexts what can lead one to say that a radio is of high-quality, and that the work achieved by a volunteer at a particular radio is of high quality. The goal is to write the necessary complementary document for the community radio job skills portfolio, a European guide for relevant and harmonized qualitative indicators for an easily-understandable, useful and recognized evaluation of community radio volunteers skills acquired in formal, informal and non-formal learning situations. The ten partners (including professional organizations, training organizations, radios in diverse geographical, cultural and social contexts) will mobilize around 220 people: station managers, trainers, and volunteers from the community radios and organizations involved, and also station managers and volunteers from other radios to make up a representative panel during visits, auditions, training classes, meetings and seminars.

We will establish a methodology protocol and report worksheets for all the surveys to be carried out by each partner in the different countries, and during learner mobilities when they collect information during total immersion, training classes (classes on radio and special-needs volunteers, and radio and social inclusion for troubled youth in urban areas) and at a seminar. At transnational meetings we will deal with particular contexts: community radio show hosting in urban zones with a multi-ethnic population, cultural themed radios, student radios, educational radios, political activist radios, entertainment radios, and others that target a particular population or theme. Then a French and English version of the « European Community Radio Job Skills Certification Guide for relevant, harmonized, qualitative indicators » will be written. The expected impact is for volunteers acquired job skills to be indubitably validated and recognized, in order to improve their access to jobs, social inclusion and integration, and to enhance their chances of professional mobility across Europe. National and international organizations (for example

Amarc Europe) will be able to contribute to the dissemination The idea and the methodology applied to this project could interest other sectors that work with volunteers.

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GRANT AMOUNT:	181 964 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	Recognition (non-formal and informal learning/credits)
TOPIC 3:	Recognition, transparency, certification
CLUSTER(S):	Inclusion & Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER: **2014-1-FR01-KA204-008686**

TITLE:

PRATIQUE INNOVANTE ET RESPONSABLE DANS LE MANAGEMENT DES ORGANISMES À VOCATION SOCIALE

DESCRIPTION:

The partner organizations wish to unite their efforts to conduct a project inspired by models of collaborative action research in order to allow the know how relating to responsible practices in the management of social organizations to emerge in Europe, share them and disseminate them widely in the professional field.

The main structural axes of practices at work are :

- The mobilization of local, national and European resources in the construction of business and service strategies (logical local development and planning)
- Participatory management practices of social action , involving professionals, volunteers , users and partners (logical empowerment and cooperative model)
- The integration of social and environmental responsibility in managerial practices in the sector (logical consistency and congruence between practices and goals / objectives and means)
- The modeling of social management as a distinct pattern of other managerial field (private, public) and open to contemporary contributions of management science
- The assertion of an ethical act in social management that can result in practices and references identified and associated tools

The main objectives of this project are:

- Identify, conceptualize and formalize the positive management practices social work in partner countries
- Mapping the issues and management needs of social action in different countries (current constraint systems)
- Encourage sharing and meeting management practitioners of social action in the three countries for the sake of sharing and enrichment
- Disseminate through highlights (seminars , workshops) of appropriate educational tools and open access (e- management handbook free download , MOOC website or resource training) and in academic training practices and identified and pooled
- Participate in the emergence and consolidation of a European model of management of social organizations

About 40 directors will be the fied group of the project, and the seminar will mobilize about 60 stakeholders, and the study days and symposium about 200

This project will involve therefore the following conditions:

- Conducting a survey in each country on managerial practices in the social and medico -social institutions, mobilized models and challenges
- networking of professionals in each country and leaders of social actors to model field practices and consider appropriate and responsible practices through action research days (5 days in the court of the first year of the project in each countries). These professionals will be mobilized by the project partners in their network
- The organization of three (3) one-week seminars in France , Luxembourg and Romania for participants from the three countries involved to meet in a dynamic and co- construct knowledge (training actions)
- The organization of two study days in France to be contributory to the French production and will be open to participants from Luxembourg and Romania
- The production of educational tools Released: MOOC or resource website and E- manual free download from the results of research and seminars

- The organization of a symposium at the end of the project in France to broadcast and comparison of results with the actors in the social and academic

These tools will be mobilized in three key steps:

- Step 1 September to January 2014 Status and collection practices : a questionnaire broadcasted in each country and a days work with actors directors or officers of field social field survey will identify the key issues and map the current practices social management
- Step 2 January 2015 to April 2016 Pooling and formalization Through days of action research with participants and seminars , participants will be encouraged to share their experiences, share and formalize feeding at the same time future dissemination tools
- Step 3 April to August 2016 the distribution of the manual , the MOOC and conducting a conference will widely disseminate the contributions of action research and training actions

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GRANT AMOUNT:	88 545 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:	2014-1-FR01-KA204-008693
TITLE:	LA TRANSFORMATION ALIMENTAIRE COLLABORATIVE: AMÉLIORER LES COMPÉTENCES DES ACTEURS
DESCRIPTION:	<p>To promote the consumption of local and quality food from small producers, it is necessary to diversify distribution channels and promote local scale processing (canned fruits and vegetables).</p> <p>This allows to give a better value to the products during peak production and improved food security.</p> <p>The collaborative economy is a societal trend, who can play an interesting role here : more and more citizens involve themselves in food (see the development of CSA or consumer cooperatives eg).</p> <p>However, developing a local and collaborative processing food , it is necessary both to</p> <p>Learn to work together producers and consumers</p> <p>to respect specific rules of production and be organized</p> <p>to be able to transmit knowledge to a non-professional public</p> <p>And this is the purpose of this project : create and implement the conditions for diffusion of a training of trainers to farmers and consumers and citizens , motivated to create and facilitate collaborative workshops (for fruits, vegetables, cheese)</p> <p>We rely on « learning by doing » pedagogy : the content of the training will be developed and validated during testing sessions.</p> <p>Beyond the project group (eight people from four European countries), all involved in the re-localization of the economy , twenty people and resources persons will benefit from the action directly during the project. But the challenge is to deliver the training of trainers to 20 - 25 people per year in each partner country and thus to encourage the creation of « collaborative workshops food processing » .</p> <p>This theme , which contribute to several priorities of the European Union (environment protection, food security , employment) is also a source of cultural and gastronomic exciting exchanges. It will allow us to give this project a European dimension both in terms of educational innovation and in terms of culture.</p>
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PARTNERS:	FONDATSIYA ZA BIOLOGICHNO ZEMEDELIEBIOSELENA, BG; REGIONÁLIS HUMÁN INNOVÁCIÓ Képzési Közhasznú Nonprofit Korlátolt Felelősségű Társaság, HU; Slow Food Vodno, MK
GRANT AMOUNT:	54 761 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
TOPIC 1:	Environment and climate change
TOPIC 2:	Health and wellbeing

TOPIC 3: Rural development and urbanisation

CLUSTER(S): Education for Sustainable Development; Health & Medicine

PROJECT NUMBER: 2014-1-FR01-KA204-008725**TITLE:**

THE ORIGIN OF SPACES - INNOVATIVE PRACTICES FOR SUSTAINABLE MULTIDISCIPLINARY CLUSTERS

DESCRIPTION:

As the current socio-economic and ecological challenges might be more than a temporary situation, innovative, positive action must be taken now to address this and create new solutions. We believe that sustainable multidisciplinary clusters and their orientation towards ecological transition, are one important approach for a responsible answer to the present needs of our society. In our experience, they are innovation labs, incubators of new ways of working, living and acting for the co-creation of sustainable communities. Therefore, the main aim of this project is to work in partnership for development and implementation of innovative practices in the field of creation and management of sustainable multidisciplinary clusters.

Partners are 4 organisations that manage innovative clusters – Association Les Darwiniens for Darwin Eco-system (Bordeaux, France), hACERIA Ateak for ZAWP (Bilbao, Spain), LX Factory for LX Factory (Lisbon, Portugal), Rojc Alliance for Social Centre Rojc (Pula, Croatia) The London Borough of Lewisham and Capture Art and Creative projects Ltd. 2 partners that represent cooperation between local stakeholders and enterprises willing to develop similar cluster in London, based on knowledge and experience gained during partnership

At the present time all of the clusters operate in isolation from each other, so this projects core objective is to bring all of their knowledge, skills and experience together in an innovative way, fostering a concrete network between them and enabling all of this information to be freely shared with others.

During the project period different co-creation methods and approaches will be made to present innovative models in the following 4 project scopes: 1.ecological know-how, 2.participatory governance, 3.co-working, 4.social entrepreneurship skills. Concrete results of the project are the intellectual outputs: Applied research and Online Educational Toolbox - hands on tool based on tried and tested methods and experience that can be used by the public who want to create similar clusters or improve work of present one. For the creation of both intellectual outputs, we will use a collaborative framework for the gathering of information and as a continuous process we will include peer to peer learning. For the creation of our applied research we will combine both academics and creative professionals to work together in an international team, this will create the base for a different more innovative dynamic within the research team. During the creation of the toolbox we will use learner generated approach to its content with internal testing (alpha testing) by a small team of individuals from the partnership to measure and test the content (build, measure, learn or build measure, change) and external testing (beta testing) with new learners from outside of the clusters. The toolbox will utilise as many new digital methods and open source resources as possible. Both our intellectual outputs can be built upon and added to after the projects conclusion (our innovative intellectual outputs will be open source).

There are 3 main target groups for our project: a) internal users, members from the partner organisations, b) external users, persons or organisations that need know how, with the primary aim of creating a cluster or participating in an existing one, c) local stakeholders who are the most capable of driving this kind of initiative into existence and need research and a broader inside view for the actions they want to support or develop.

Our participants are staff members of partner organisations that will provide and participate in peer to peer learning with co-creation of intellectual outputs – participating in mobility and local activities leaded by Research and Toolbox teams.

Different project activities will be used to reach final project results: six transnational meetings attended by 105 participants, 3 types of joint staff events that will be attended in total by 45 participants: 5 study visits that will support creation of Research, 5 bilateral & 1 multilateral training course and 5 assistantship periods with discussion workshops that will support creation of Toolbox. Intellectual outputs will be created by 2 international teams: Research team with 11 members and Toolbox team with 21 members . For dissemination of project results we will organize 6 multiplier events: 5 local dissemination events - one in each country and one Final Conference, on which we expect minimum 290 attendants in total.

We expect that our project will bring together local actors within a common framework that will result in social cohesion, improving social entrepreneurship and gaining support from stakeholders, with an impact on local policy towards ecological transition.

The longer term benefits our project aims at creating are trainings based on concrete methods of working, recognised through a certification process, approved by responsible national authorities.

COORDINATOR:	Les Darwiniens 87 quai des Queyries 33800 Bordeaux, France www.darwin-ecosysteme.fr
CONTACT:	Jean-Pierre Brossard
PARTNERS:	LxFactory, PT; capture art and creative projects ltd, UK; Lewisham Young Mayor, UK; Savez udruga Rojca, HR; Haceria arteak, ES
GRANT AMOUNT:	449 898 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	Environment and climate change
TOPIC 3:	Research and innovation
CLUSTER(S):	Employability; Education for Sustainable Development; Research & Innovation

PROJECT NUMBER: 2014-1-FR01-KA204-008762**TITLE:**

PROMOTION AND CAPITALIZATION OF INTERNATIONAL MOBILITY PROJECT TO REINFORCE EMPLOYABILITY AND SOCIABILITY SYSTEM

DESCRIPTION:

After several studies, it is confirmed that most of the people realizing such mobility experiences has concrete values (in terms of skills, open mind, self confidence....) but there is not existing concrete and really good ways and tools for these people to promote all these personal and professional benefits after their return. People with fewer opportunities (unemployed, discriminated...) realizing such non formal education experience absolutely need to be supported after their return to facilitate their social and professional integration in their original environment.

Moreover, the professional market is more and more difficult to integrate and it is important for the people out of this market to get knowledge about how to integrate it easier, how to capitalize correctly their experience and the developed skills and how to promote all of it for their professional and social integration.

In this way, through this European partnership project PC IMPRESS (Promotion and Capitalization of International Mobility Project to Reinforce Employability and Sociability System), we want to create new innovative tools to support people after their return from international mobility experience to capitalize perfectly their experience (professional and personal skills, knowledge, other benefit) and to promote all of this on the good way to facilitate their social and professional integration.

Our PC IMPRESS will follow the recommendations of the European Quality Charter for Mobility by developing practical tools for people with fewer opportunities and to help them to qualify and promote their key competences.

Thanks to this project, we will share, with other European partners from several areas and specialized in international mobility, certification, employment and social inclusion, the existing tools and methods in different parts of Europe. We will also create new innovative tools and methods to support people with fewer opportunities in the capitalization and the promotion of their experience:

- List of existing tools and methods in the field of Capitalization and promotion of International Mobility project in Europe (in the 5 involved countries).
- Skills portfolio for the participant to capitalize all the competencies and knowledge learnt and developed during the international mobility project and to analysis the evolution between before and after the international mobility project.
- Innovative IT capitalization tool of the needs and attempts of labour market (to match them with the attempts of beneficiaries coming back from international mobility project)
- Online platform to share capitalisation and promotion tools and methods between non formal education workers (and other local, national and European organizations/institutions linked to social inclusion, employment and international mobility).
- Framework for capitalization and promotion interviews (for the non formal education workers after the return of a beneficiary from an international Mobility project).
- Practical guide on capitalization and promotion to be used by the non formal education worker after international mobility project of his (her) beneficiary.

This project will be realized through different phases from September 2014 to August 2017:

Preparation phase

Implementation phase

Monitoring and evaluation phase

Dissemination phase

Closure phase

All along this project the different partners will realize seminar/work meetings to exchange and work concretely on these tools conception to support the capitalization and the promotion of International mobility project realized by people with fewer opportunities.

COORDINATOR:	A.D.I.C.E 2 AVENUE JEAN BAPTISTE LEBAS 59100 ROUBAIX, France www.adice.asso.fr
CONTACT:	Fanny DUFRECHOU
PARTNERS:	Stichting Kenniscentrum Pro Work, NL; STAGE WITHIN EUROPEAN PROGRAMMES, S.L., ES; CESIE, IT; Fundacja VCC, PL
GRANT AMOUNT:	446 008 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Inclusion - equity
TOPIC 3:	Recognition, transparency, certification
CLUSTER(S):	Employability; Inclusion & Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-FR01-KA204-008763**TITLE:****FOSTERING ACCESS TO LAND FOR A NEW GENERATION OF AGRO ECOLOGICAL FARMERS****DESCRIPTION:**

Context:

Preserving land for local, sustainable agriculture is becoming a growing issue in many parts of Europe. Major results on farmland result from: decline of farmland, mostly due to the pressure of non agricultural uses (urban sprawl, infrastructure...) and increasing land concentration on large, intensive farms, while small-scale farming is disappearing. In parallel, the forthcoming retirement of a huge majority of farmers, and increasing difficulties to replace them, may mean further rural abandonment. Difficulties are even more important for newcomers (i.e. farmers with no previous agricultural history), which represent a significant part of the new generation entering farming.

Land access has so far been largely left out of existing policies and extension services, as most land transfers were deemed to be spontaneously taking place within the family, or on the market. But existing mechanisms are now blocked and there needs to be a specific action to facilitate land access.

Who we are

Our partnership is composed of 9 organisations, from 7 countries (Belgium, France, Germany, Italy, Romania, Spain, and the UK). All are operational organisations, directly supporting or training farmers and engaging with citizens and other stakeholders.

Goals and areas of work:

This project will therefore have 3 main strands of work:

1- Strengthening practical knowledge to secure good land access

- Identifying, highlighting and networking relevant national organisations
- Understanding existing options for land tenure (purchase, collective purchase, tenancy, lease-purchase, etc.)
- Developing specific knowledge and resources about several areas of work, including the

role of local authorities in securing farmland or existing solutions for experimenting farming (e.g. incubators).

2- Building citizen support for land access

- Building up knowledge and skills of volunteers/ local groups/ the public on European land issues and good practices, by developing an “educational kit and on-line resources.
- Engaging with other CSOs and other stakeholders (local authorities, ethical banks, experts).

3- Contributing to the evolution of the support system for farmers access to land

We will draw lessons learnt from some of our thematic and general work in order to develop policy recommendations and/ or engage with local authorities or other policy-makers on a local/ national or European stage.

An output-based and dissemination-oriented project:

Our project is centred on producing, disseminating and further enriching a series of intellectual outputs (both general and more technical) to a range of audiences. Indeed, while there is a wealth of experiences and questions raised through the practice of our organisations, these are not capitalised, systematised, analysed and shared enough. We therefore see it as essential to develop these intellectual resources and share them with our own constituencies and stakeholders so as to consolidate our own ways of doing,

upscale our work, share lessons learnt and improve future practices and policies. Dissemination - based on networking, communication and outreach - is therefore an integral part of our project.

The expected results and longer-term benefits are both tangible and intangible:

Tangible results:

- a range of resources providing general knowledge to diverse audiences
- a range of resources providing technical knowledge to diverse audiences:
- a range of lessons learnt from practices, to be shared with our stakeholders, in particular local authorities and other policy-makers.
- the development of new tools (e.g. land tenure) and the setting-up of new projects/ initiatives (e.g. incubators) within or supported by our organisations

Intangible results and longer-term impacts:

- Consolidated practical skills, tools and approaches of participating organisations
- Better-skilled and better-networked organisations supporting farmers/ prospective farmers, with higher access to existing resources on access to land
- Better access to resources for farmers/ prospective farmers seeking guidance on access to land, and better access to support from a range of organisations and stakeholders
- Empowered citizens, better able to mobilise and support farmers and other local stakeholders in securing land use for sustainable food production
- Evolution of public authorities policies and practices, to better include the need for generational renewal, preservation of local and sustainable agriculture and food production, and participatory approaches to land use and management

COORDINATOR:

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CONTACT:

Veronique RIOUFOL

PARTNERS:

Associació Rurbans, ES;
Xarxa de Custòdia del Territori, ES;
THE SOIL ASSOCIATION LIMITED, UK;
Terre-en-vue ASBL, BE;
Asociatia Eco Ruralis - in sprrijinul fermierilor ecologici si traditionali, RO;
The Real Farming Trust (changed from Winged Horse Trust, UK;
Regionalwert AG, DE;
AIAB Lazio, IT

GRANT AMOUNT:

421 812 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Supporting the production and adoption of Open Educational Resources in diverse European languages

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:

Agriculture, forestry and fisheries

TOPIC 2:

Enterprise, industry and SMEs (incl. entrepreneurship)

TOPIC 3:

Reaching the policy level/dialogue with decision makers

CLUSTER(S): Employability

PROJECT NUMBER: 2014-1-FR01-KA204-008796**TITLE:** **CREATION OF A NETWORK OF FACILITATORS FOR BETTER LIVING WITH PLANTS****DESCRIPTION:** Across Europe, more and more people are experiencing food poverty as the cost of living increases including the price of food. In days gone by, people had the knowledge and capacity to be able to grow their own food, but this is no longer the case.

Growing in allotments and cooking at home are both declining skills amongst those populations. Fewer young adults in difficulty know how to :

- Grow vegetables and fruit
- Cook for themselves
- Use plants to create or decorate

Our project aims to develop vegetable education for persons in difficulty through actions such as :

- creation of methods, teaching and intellectual tools on Web,
- creation of a better living using vegetables, through the work of coaches, trainers, social workers, following the model of the facilitators innovated by Les Anges Gardins.
- dissemination and communication on a new range of services towards the targeted public.

Through this project partners will share their experiences (effective methods transfer), co-create new approaches to use vegetables to bring knowledge and skills to a public with social and employment difficulties.

We identify 4 domains :

1. Gardening (growing vegetables, flowers)
2. Cooking (to feed oneself, to please)
3. Creation & beauty (transforming-using for creative arts)
4. Nature (knowing and using wild plants for eating)

The program is thus going to allow the emergence of the NETPLANTS network , a facilitators for good-living with vegetables network :

- Creation of contents for the animation of workshops for people in difficulty
- Creation of free and downloadable online courses
- Creation of a social networks community, on YouTube and Facebook
- Kits for educational suitcases
- Recommendations for the local, national and European politics for integration

The co-construction between trainers and trainees through experimental activities of training, evaluation time and co-construction of educational methods make all together the originality of project.

Will be part of the project :

- 76 persons in difficulty
- 24 professionals
- more than 600 partners (local authorities, social workers, adult education organizations...) during the national dissemination seminars

Thanks to the network development, to the public financing within the framework of politics of integration, to the support of foundations and private companies which are more and more interested in the link between vegetable and human resources, the program is economically viable and its continuation wished as possible.

COORDINATOR:	AFIDEL 1 rue de l'Avenir 31800 SAINT GAUDENS, France www.afidel.org
CONTACT:	Rémy MARTIN
PARTNERS:	Fundación El Tranvía, ES; Asociația Institutul pentru Parteneriat Social Bucovina, RO; SUPERACT! COMMUNITY INTEREST COMPANY, UK; LES ANGES GARDINS, FR; KERRY ACTION FOR DEVELOPMENT EDUCATION, LTD., IE
GRANT AMOUNT:	328 642 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Promoting healthy lifestyles (incl. participating in outdoor activities and grassroots sports)
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Health and wellbeing
TOPIC 3:	Inclusion - equity
CLUSTER(S):	Inclusion & Tolerance; Health & Medicine

PROJECT NUMBER: 2014-1-HR01-KA200-007212**TITLE:** TRAINING FOR RENEWABLE ENERGY NETWORK DEVELOPMENT**DESCRIPTION:** The TREND (Training for Renewable Energy Network Development) project is a regional initiative to support the development of the renewable energy potential of the Drava River Croatia-Hungary-Slovenia Cross Border Region by the training of local SMEs, NGOs, municipality opinion leaders and students.

The project aims to:

- train the local actors to be able to organize their community for launching a local renewable energy initiative with bottom up approach
- train the local actors to be able to select the technologically, agriculturally, economically, socially and environmentally best fitting option for their community.

To reach this aim the project will

- MAP the regional best practices and seek the competences needed for a successful renewable energy initiative
- TEST the state of art competences of the target groups - with the help of an internet based self assessment - to identify the training gap.
- DEVELOP four e-learning modules (biomass to energy, renewable energy technology, energy efficiency, project management)
- ESTABLISH an ICT based international learning management system in the Drava border region able to educate trainees in Croatian, Hungarian and Slovenian
- EDUCATE target groups in all three countries to gain the personal competences needed for successful initiatives.
- SPREAD and embed the project's results to contribute to the implementation and shaping of national and European policies and systems.

The project is coordinated by the Faculty of Agriculture, University J.J. Strossmayer, Osijek. The partner organizations are:

- University of Maribor
- Regional Development Agency Baranja Slavonija
- Regional Development Agency South-Transdanubia
- International Development Norway
- Européer Foundation
- EcoSynergy Ltd.
- EU Centar
- IMRO-DDK Ltd.

COORDINATOR: PFOS
KRALJA PETRA SVACICA 1/D
31000 OSIJEK, Croatia
www.unios.pfos.hr**CONTACT:** Davor Kralik

PARTNERS:	Regionalna razvojna agencija Slavonije i Baranje d.o.o. za medjunarodnu i regionalnu suradnju, HR; EUROPEER Foundation, HU; ECOsynergy Gazdasági Tanácsadó Kft, HU; International Development Norway, NO; South Transdanubian Regional Development Agency Nonprofit Ltd., HU; UNIVERZA V MARIBORU, SI; IMRO-DDKK Nonprofit Kft., HU; Udruga EU Centar, HR
GRANT AMOUNT:	218 361 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Economic and financial affairs (incl. funding issues)
TOPIC 2:	Energy and resources
TOPIC 3:	Enterprise, industry and SMEs (incl. entrepreneurship)
CLUSTER(S):	Education for Sustainable Development; Employability

PROJECT NUMBER: 2014-1-HR01-KA204-007224**TITLE:****KEY SKILLS FOR EUROPEAN UNION HOTEL STAFF****DESCRIPTION:**

The stimulus for this project was provided by Primrose Publishing who extending its range of language software designed a computer program containing a huge repository of questions that guests ask at the hotel reception desk in seven languages, which is also available as a smartphone app. The project aims to address key issues in the accommodation and catering sector by providing hotel staff with a set of freely accessible resources to improve their language and intercultural skills thereby impressing their guests with the use of the guests' language and increasing their satisfaction. It will not only provide hotel staff with a range of answers to these and other questions in 12 most popular languages used in tourism and hospitality business but also provide similar answers to guests' questions in a restaurant, an impressive array of materials in 12 languages as well as a learning program and an on-line English course for those in the hospitality sector and tourism and hospitality students thereby increasing their competences and employability.

Six partners are involved in the project: Turiba University from Latvia specializing in business, including tourism and hospitality management; Ekonomska šola, a tertiary education institution from Slovenia providing business education; Sapientia University from the Hungarian-speaking part of Romania - providing a wide spectrum of study programmes; IPSSA Nino Bergese, a hotel school from Genoa, Italy; Turisticka i ugostiteljska skola, a hotel and catering school from Dubrovnik, Croatia; and Primrose Publishing from England that created the original program and smartphone apps.

Apart from the two computer programs and two apps containing answers to guests' questions in 12 languages, the activities include relevant lexis necessary at restaurants and an in-depth survey of cultural sensitivities in all European countries and thereby avoid causing offence and distress. Digital maps will be created showing hotels in three locations: in a rural countryside, by the seaside and at a ski resort in the mountains that will help to learn a language using innovative approach. Spoken presentations about the three fictitious villages and their hotels will be created and made available in the 12 languages. All the materials that are created will be available during the project free of charge as a learning program, both on-line as well as on a DVD, in all the languages. Copies of the DVD will be obtainable by contacting the partners. At a more advanced level, both of language and experience, tasks will be created for an on-line English course covering six key areas of responsibility in managing a hotel.

A project web-site will be created, and a comprehensive and challenging dissemination programme will be undertaken. The learning program and the on-line English course will be piloted and reports written and circulated. A wide variety of media, some tried and tested, some innovative and exciting will be used: presentations that can be printed and read aloud, digital maps with hyper-links, computer programs, smartphone apps, a new type of message board for communicating among the partners, Skype, an on-line language course and a learning program with texts, tasks, recordings and study materials in 12 languages.

National workshops in Romania and Latvia and a seminar in each partner country will be held followed by one international conference in Slovenia with the participation of key stakeholders from the hospitality sector invited from each partner country which will be organised to promote the project and shall include demonstrations of all outputs of the project.

The results are expected to be highly-motivating with the potential to transform and even revolutionize the way students and hotel trainees are trained at all levels. There is clear opportunity for all who work in the tourist industry to be excited by what the project will have produced, and galvanized into exploiting it to the full in order to enhance their language skills and their ability to advance in their career.

COORDINATOR:

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CONTACT:

HILARIJA LOZANČIĆ BENIĆ

PARTNERS:	Ekonomiska sola Murska Sobota, Visja strokovna sola, SI; IPSSA Nino Bergese, IT; UNIVERSITATEA SAPIENTIA, RO; Primrose Publishing Limited, UK; SIA BIZNESA AUGSTSKOLA TURIBA, LV
GRANT AMOUNT:	202 023 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Teaching and learning of foreign languages
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER: 2014-1-HU01-KA200-002263

TITLE:

THE ARTIST WITHIN – APPLIED EMOTION – DANCE AND ART EXPRESSION IN FORMAL AND NON-FORMAL EDUCATION FOR DEVELOPING ENTREPRENEUR SKILLS – BEST PRACTICE SHARING BETWEEN SECTORS AND METHODS

DESCRIPTION:

Recently, we find more and more educational, and training activities using different ways of artistic expression (dance/movement, drawing, theatre, cartoons) to enable learning in an innovative and creative way. Our project aims at the development and integration of the different art modalities into the formal and non-formal educational activities. We intend to further support institutions to empower their colleagues and target groups to develop their entrepreneurship and related skills by using different artistic tools in individual and group work.

The project is based on the inter-sectorial consortium of 6 institutions from 5 countries (HU, GE, IT, PL, BG). The work of the partnership is colourful, as the partners are working in higher education of helping professionals, civil organisation working with immigrants, youth network working in a disadvantaged geographical region, art therapy educational centre and intercultural research centre.

During the 24-month-long project along with sharing best practices there will be 4 intensive, focused trainings, hosting the colleagues of the participating institutions:

1st training: Movement and expression therapy related tools in the helping professions, HU

- General overview and experience in the fields of art and self-expression modalities
- Helping professions and their relationship with the arts
- Group experiences with disadvantaged participants
- The impact of art on the individuals: therapy, self-awareness, stress reduction, recreation, and creativity.

2nd Training: The potential in storytelling and cartoons related to helping professions, IT

- Basic visual rules from the artistic point of view
- Storytelling and personal experiences, inclusion of traumatic experiences and personal questions
- Audio-visual storytelling
- Ways of presenting final films, the role of 'show' (especially with disadvantaged groups)

3rd training: The role of humour and performing arts in the helping professions, GE

- Improvisation in performing arts
- Theatrical techniques, movement and speech
- The potential and the specialties of a clown figure in helping professions

4th Training: Strengthening entrepreneurship through different arts – methodological integration, PL

- This is a special training module, as the aim of it is to integrate the previously experienced and studied elements into a new, joint educational module. This will be tested as a pilot activity with the participation of students studying to become helping professionals at the university.

After the training activities each partner institution runs pilot workshops to try and apply the acquired new art forms, and ways. The experiences will be summarized at the local level and shared both with all members of the consortium and with the wider professional audience.

During the 2 years there will be 4 international management meetings to support the flow of the project, planning, evaluating and adjusting steps, run dissemination activities and overview financials and administrative matters on a regular basis.

At the end of the project we gather, summarise all the experiences, knowledge, professionals' statements, and methodological suggestions gained during the whole project. Based on those we give recommendations and ideas on how to use artistic tools for working with groups in various situations. The outcomes will be published online and translated into several European languages, plus further spread during conferences.

We foresee to reach 96 participants directly and indirectly even 5000 people through the workshops of the participant helping professionals, publications and conferences.

As the result of our project the participating institutions will gain new knowledge, approaches, good practices, they develop their international connections and build new professional working relations. The colleagues and members of them gain inspiration; deepen their self-knowledge, while learning practices that can be immediately applied. Through this, the risk of burnout decreases.

We believe that our project contributes to the new, innovative approaches of education on the European level, altering the curriculum and offering creative, experience based education that is highly suitable and effective with disadvantaged groups.

COORDINATOR:

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www.ikte.hu

CONTACT:

Tibor Kiss

PARTNERS:

Association on Refugees and Migrants-Bulgaria, BG;
SPOLECZNA AKADEMIA NAUK, PL;
EURO-NET, IT;
Comparative Research Network e.V., DE;
Theater Vision e.V., DE

GRANT AMOUNT:

197 200 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:

Health and wellbeing

TOPIC 2:

Quality Improvement Institutions and/or methods (incl. school development)

TOPIC 3:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

Health & Medicine; Improving the Quality of Education / Training Systems; Employability

PROJECT NUMBER: 2014-1-HU01-KA200-002376**TITLE:** REACHING THE LOST GENERATION**DESCRIPTION:** The objective of the "Reaching the Lost Generation project is to develop the entrepreneurial potential of 16-24 year old young people across Europe. This programme will utilise the skills of 4 organisations from Germany, Hungary, Poland and the UK, who have wealth of experience of working with disengaged young people to develop in partnership, a standard approach to enable 96 young people to achieve their full potential.

In the programme Reaching the Lost Generation different phases can be defined:

Phase one – We identify the groups to be worked with. Each country will identify 2 groups of 12 NEET young people

Phase two - We would then carry out psychometric testing to identify a base line for each of the individual candidates in the group with regard to their core values, abilities, strengths and limitations, their ability to relate to others, team working, work style and what they want from life in terms of careers. All materials will be produced in the 4 languages of the participating countries.

Phase three - We would then work with the groups to improve their entrepreneurial skills, we would start in all four countries at the same time, feedback what has been successful, and develop the tool as we learn from each group to construct the most effective programme. Then again we will work with other groups using the revised materials. The programme would be therefore developed with 8 separate groups, 2 per country.

Phase four - We then assess the individuals at the end of the programme using the same assessment tool we used at the beginning, which would give us a method of measuring which areas had been the most effective and adjusting those which were least effective.

Phase 5 – the progression of each young person in each group would be monitored for 12 months, asking how they are progressing every 3 months and movements into self-employment, employment, education and training monitored and collated in a final report.

Phase six - the development of a final programme with learning materials developed in the language of each country. The final entrepreneurship programme would be distributed throughout each participating country and would be made available on the internet to all other countries interested in the project.

Phase seven - Dissemination Group. The dissemination group would coordinate the dissemination of the project through, use of the Erasmus plus dissemination platform, project internet site, project blogs, candidate blogs, candidate case studies, educational articles, presentations, newspaper articles, success story advertising. This group would consist of one person from each of the organisations concerned and a multimedia communication specialist to ensure the most effective usage of the current media.

COORDINATOR: EduNet Tananyag-fejlesztési Alapítvány
Ó utca 48. fszt.2.
H-1066 Budapest, Hungary
www.edunet.hu**CONTACT:** Enikő Gönczöl**PARTNERS:** Euro-Trainings-Centre ETC e. V., DE;
UNIWERSYTET PEDAGOGICZNY IM KOMISJI EDUKACJI NARODOWEJ W KRAKOWIE, PL;
Train'd Up Railway Resourcing Limited, UK**GRANT AMOUNT:** 404 271 EUR**CONTRACT DURATION:** 36 months

PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Improving the attainment of young people with low basic skills
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Overcoming skills mismatches (basic/transversal)
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Employability

PROJECT NUMBER: 2014-1-HU01-KA204-002370**TITLE: BE PART OF CSA! - EUROPEAN PARTICIPATORY TRAINING PROGRAMME FOR COMMUNITY SUPPORTED AGRICULTURE****DESCRIPTION:** The project "Be part of CSA! - European Participatory Training Programme for Community Supported Agriculture is a strategic partnership of four partners to design a European core training programme and disseminate it on local, national and European level. The partners are Association of Conscious Consumers, (co-ordinator, Hungary), PRO-BIO Liga (Czech Republic), CRIES (Romania) and the international network, URGENCI (based in France).

The subject of our educational programme is Community Supported Agriculture (CSA). A form of short food supply chain, where both consumers and farmers make long term commitments and share risks. Often producing organically, the ecological footprint of CSA is smaller than that of intensive agriculture. CSA is one of the best examples of sustainable food production and consumption practices. Based its innovative sustainability, business and organizational solutions, the CSA contributes to the objectives of the Europe 2020 Strategy: the EU becomes a smart, sustainable and inclusive economy. For example these partnerships ensure farmers a secure income and support the rural economy. CSA means market opportunities for small-scale farmers who are otherwise too small for local markets. Fostering local food demand also contributes to local employment.

The Be part of CSA! project wishes to facilitate the spread of CSA initiatives by providing knowledge, skills and competences to local communities. The three major pillars of the project are the following: . I) To design a European core training program on CSA by 1) elaborating a modular training, by 2) elaborating supporting educational materials and by 3) running, evaluating and improving the core program. II) To assure the dissemination and the accessibility of the training program to various communities by 1) building expert capacity for staff and multipliers (volunteers of the partner organisations who will disseminate the project results in their local networks) and 3) make the training program accessible on the European level. III) For the long term sustainability of the training program, partners will build new alliances on local and international level.

Our project follows the Erasmus+ priorities. It supports the development of new innovative approaches. The Be part of CSA! project provides an innovative European informal and non-formal training program of 4 modules (1. Theoretical background of and practice on CSA, 2. Starting a CSA initiative, 3. Maintaining a CSA initiative and 4. Field training). The modularity is essential: allows flexible participation for individual learners, free pass between modules and the combination of contents. It also allows tailoring the training to the exact needs of the target groups and the participation both for the knowledgeable and for the beginners. Informal and non-formal peer learning methods of the educational programme will ensure the learner-focused methodology that empowers and teaches adult learners to make commitments and form/maintain CSA communities for the sake of sustainability.

The modules will build upon the advantages of the most progressive education methods, such as edutainment, films, drama pedagogy, peer learning, advanced visual methods (e.g. infographics) and on cross sectorial knowledge sharing.

The target groups of the project will be 1) adult learners including present or future members of community supported agriculture communities: farmers, consumers, volunteers, facilitators etc.; 2) multipliers (volunteers of the partner organisations who will disseminate the project results in their local networks); 3) staff and trainers of the project partners; 4) media; 5) General public; 6) Decision-makers and experts and 7) allies.

During the project period, 1) four training events will be organized in 3 countries, with the participation of 180 adult learners; 2) education content and supporting training materials will be improved and tested with the target audience (such as training plans, booklets for adult learners, guide for trainers, short film, crop planner ICT application, visual materials) and 3) a European multiplier event will be organised. Through dissemination, partners will address allies, organise meetings with decision-makers and experts, as well as disseminate the results to the wider audience reaching 32 European countries and thousands of people (at least 200 000).

The learner based methodology will contribute in short term to the deeper understanding of the concept of CSA, provide target groups with transversal skills and facilitates the promotion of the training programme. The dissemination and post-project use of the project results will contribute to the emergence of strong, community based local enterprises in rural regions of Europe.

COORDINATOR:	TVE/ACC UT GYORI 6 B 1123 Budapest , Hungary www.tudatosvasarlo.hu
CONTACT:	Zsófia Perényi
PARTNERS:	Réseau international URGENCI, FR; CRIES, RO; PRO-BIO LIGA, CZ
GRANT AMOUNT:	189 663 EUR
CONTRACT DURATION:	27 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Employability

PROJECT NUMBER: 2014-1-HU01-KA204-002384**TITLE:** **SOCIAL COMPETENCE TRAINING AND OTHER SUPPORTING MEASURES IN NEWLY DEVELOPED TRAINING COURSES****DESCRIPTION:** Social competence training and other supporting measures in newly developed training courses

Rationale of the project stems from present problems of employment in the EU. Fighting rising levels of unemployment has become one of the most urgent tasks for European governments. Too many young people leave school prematurely and run a high risk of being unemployed. The same risk threatens high number of adult workers with low skills. One quarter of the working age population in Europe, almost 80 million people have only low or basic skills, and a great percent of them are hardly educable or trainable because of different disabilities. Activation of school drop-outs or low-qualified job seekers is a primary field of cooperation in the Public Employment Service (PES) 2020 strategy of the EU.

Most relevant priorities of the project are contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling) and developing partnerships between education and employment. Targeted topics are new innovative curricula/educational methods/development of training courses and labour market issues incl. career guidance / youth unemployment.

Target groups:

1. Unskilled or low-skilled disadvantaged young people and adults between 16-36, who have troubles in finishing/ taking part of trainings in the regular school system as well as of the employment centre, being mentally and/or psychologically unable to follow the usual courses. These persons are excluded from the labour market and belong therefore to a disadvantaged group in social life. Members of the target group are not mentally handicapped, but the social-economic background did not allow them to develop skills, moreover the family and social surrounding often suppresses existing skills and motivation.
2. Trainers, tutors, teachers of the above mentioned group of young adults. They often have no teachers' graduation and have never been trained for educating unemployed young people.

Project partners:

Savaria Szakképzés-fejlesztési Kft. (Hungary)

Berufsförderungsinstitut (BFI) Wien (Austria)

Ce.S.F.Or. Centro Studi Formazione Orientamento (Italy)

NGi (UK) Limited (United Kingdom)

LEED Nonprofit Kft. (Hungary)

Partners are training centres, or organisations involved in labour market development and employment pacts.

The project runs from 01.09.2014 till 31.08.2016 (24 months).

Activities of the project:

1. Project management - general management tasks to ensure continuous flow of activities, financial and time control.
2. Partner meetings: The project partners will meet 4 times, once in each participating country. All partners take part in each meetings.
3. Intellectual outputs:

- Course curriculum for the unemployed: Labour market reintegration of socially-economically disadvantaged unemployed young adults – appr. 120 hours
- Course material for trainers of the course for the unemployed: Attitude shaping of trainers of disadvantaged unemployed young adults – appr. 30 hours.

4. Multiplier events:

Partners will implement 11 events: 4 workshops for trainers and labour market experts to disseminate outputs, 3 pilot courses to test course curriculum and give feedback. 3 further dissemination events will help successful publicity, and 1 conference connected to the project closure.

5. Dissemination activities and events are built in the activities, most of all multiplier events. Face-to-face events as well as printed and online appearances, use of social media, producing gifts and brochures will help dissemination of project results and experiences.

The following indicators and measures will serve to assess how the project reached its aim:

Quantitative outputs/indicators of the project:

- number of newly developed intellectual outputs
- number of delivered pilot courses
- number of unemployed taking part of the pilot courses
- number of trainers taking part of workshop-pilot course

Qualitative indicators of the results of the projects pilot courses on the target groups

- questionnaires delivered to the target groups before and after the pilot courses/workshops in the following contents:
- reading comprehension
- self-assessment
- learning skills
- satisfaction with the course

As expected impact, disadvantaged young people and adults on the short run benefit from suggestions and advices given in order to develop motivation to continue their studies and (re)enter the labour market. On the long run they will benefit more employability due to activities of re-skilling and up-skilling.

Teachers/Tutors will directly benefit from the project activities through the further exploitation of their new competences in their professional activity and the update of their training skills with handling features of the Y and Z generation.

The project will foster social inclusion and employability in local and regional level, involving training providers and public authorities in the activities. Decreasing number and rate of unemployed young adults decrease

COORDINATOR:

Savaria Szakképzés-fejlesztési Kft.
Akacs Mihály u. 8-10.
9700 Szombathely, Hungary
www.savariatiszk.hu

CONTACT:

Kata Andrásdi

PARTNERS:

Ce.S.F.Or. Centro Studi Formazione Orientamento, IT;
NGi (UK) Limited, UK;
LEED Helyi Gazdaság- és Foglalkoztatásfejlesztési Közhasznú Nonprofit Kft., HU;
Berufsförderungsinstitut Wien, AT

GRANT AMOUNT:	211 678 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 2:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Teaching & Training

PROJECT NUMBER: 2014-1-IE01-KA200-000378**TITLE:**

GENDER, CITIZENSHIP AND MIGRATION: A JOURNEY IN TRANSITIONS

DESCRIPTION:

Gender, Citizenship and Migration - A Journey in Transition is a cross-sectoral strategic partnership focusing on the issue of citizenship, migration and memory, providing a critical insight into the distinctive experiences of women migrants in a European context. This partnership is based on a key objective of the Erasmus+ programme which aims to promoting equality and inclusion by facilitating learners with disadvantaged backgrounds and lesser opportunities compared to their peers. In particular, the project supports the participation of women from ethnic minority communities and culturally diverse backgrounds including immigrants, refugees and descendants from immigrant or refugee families. The partnership also addresses the inclusion of participants who may experience social obstacles and discrimination because of gender, ethnicity or religion. The partnership aims to create a synergy of innovative and complementary pedagogical approaches and methodologies, thereby supporting the development of transversal competencies and creative thinking through a complex and valuable range of multi- and interdisciplinary approaches. Alongside this, the project will support the development of effective ICT skills.

The partnership objectives are to:

1. Deliver a series of training events to develop knowledge, skills and competencies among adult and higher educators, youth workers, and migrant communities, in relation to the thematic concept of gender, citizenship and migration.
2. Develop effective ICT skills, re-skilling and up-skilling adult educators, higher education staff, youth workers, adult learners and young people.
3. Contribute to the acquisition of increased social capital, active citizenship and democratic engagement within migrant communities.
4. Promote intercultural dialogue and intercultural competencies.
5. Support the development of greater understanding and awareness regarding migrant experiences and particular needs, challenges and benefits in terms of education and training, relevant to service providers and policy makers.
6. Create and disseminate a series of educational resources and pedagogical tools, including a website, digital videos, a research study, a digital handbook, a photographic exhibition, a facebook page, three developed modules, to support educators and learners.

The project target groups are adult education facilitators, teachers and trainers, higher education researchers and lecturers, youth workers, migrants and ethnic minority communities (including economic and crisis migrants, as well as migrants who emigrate for other personal reasons); women's groups.

Project Consortium:

Lead Partner: Roots Reel Films (RRF), Ireland: a research, education, training, and digital media organisation.

Partner Organisations:

- Fundacja Kobięca (eFKa), Poland: a women's foundation which works to counter gender discrimination, to promote solidarity and independence of women.
- 'Milly Villa', Centre for Women's Studies, Italy: an interdepartmental institute at the University of Calabria and is among Italy's most well-established bases for feminist and gender-oriented teaching and research.
- Kasif Youth and Sport Club Association, Turkey: primarily a youth work organisation, focusing on social issues. The main target group is young people aged between 18-30 years.
- Fraueninitiative Berlin-Warschau e.V., Germany: is a Women's Initiative is a women's association which develops the cooperation and mutual understanding of neighbouring countries.

Main Project Activities:

1. Four education and training events to support the development of knowledge, skills and competencies in relation to gender, citizenship and migration, and digital media.
2. Intellectual Outputs will include a website, research study, digital handbook, digital videos, photographic exhibition, facebook page, three modules.
3. Seminar to disseminate results.

Project Methodology:

Collaborative, interactive, participatory approach involving group work and facilitation, inter-group dialogue, drama, lectures, audio visual and drama techniques, ICT, complementary research methodologies. Underpinned by principles of respect and inclusion.

Project Results and Impact Envisaged:

1. Increased understanding, knowledge, awareness, skills and competences in relation to gender, citizenship and migration for adult and higher education staff, youth workers, and target groups .
2. Increased social inclusion, active citizenship and engagement of target group.
3. Increased knowledge, skills and awareness of relevant stakeholders at local, national and EU level.
4. Increased level of digital competence, through re-skilling and up-skilling of partner staff, participants and learners with regard to ICT.

Potential Longer Benefit:

1. Sustainability and maintenance of project results and impact through website and other project outputs and resources.
2. Development of new partnerships and projects to further the project results.

COORDINATOR:

Roots Reel Films
Augha Nurney
O County Carlow, Ireland

CONTACT:

Helen Maher

PARTNERS:

UNIVERSITA DELLA CALABRIA, IT;
Fundacja Kobięca, PL;
Fraueninitiative Berlin-Warschau, DE;
KASIF GENCLIK VE SPOR KULUBU DERNEGI, TR

GRANT AMOUNT:

323 750 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2:

Promoting the professional development of staff and youth workers in ICT methodologies

TOPIC 1:

EU Citizenship, EU awareness and Democracy

TOPIC 2:

Access for disadvantaged

TOPIC 3:

Gender equality / equal opportunities

CLUSTER(S):

Inclusion & Tolerance

PROJECT NUMBER: 2014-1-IE01-KA204-000334**TITLE:****CHANNEL 3****DESCRIPTION:**

We aim to build on an established link between three international partners; Mayfield Arts Cork, Rocket Artists Brighton and Kuntswerkplaats Amsterdam in the exploration of the possibilities and innovative approaches of studio based arts programmes. This partnership aims to enhance the learning and development opportunities for adults with learning/developmental disabilities.

The partnership will exchange methodologies/approaches and models by using video as a tool to document learners studio arts practices while also developing the outcomes as a learning resource for the wider public. The Adult Learners will be involved in mobilities, development of ICT and video production skills, online interactions and collaborations. The learning and pedagogical outcomes will be enhanced by the involvement and feedback from the Adult Learners.

Objectives:

To bring together adult learners with Learning disabilities with a common focus on creativity and inclusion.

To create opportunities for learners to present and celebrate their creative abilities and practises and share with an international audience.

To share skills and gain new experiences in a supportive environment

To explore each individuals creativity and innovative work practices and document for sharing with a wider audience.

To create space for inter-cultural interaction and communication.

To support learners confidence-building about approaches to learning

Number and profile of participants:

There will be 100+ direct and indirect participants over the two year partnership, including staff, artists with learning disabilities and relevant stakeholders. The learners will have demonstrated an interest in the visual arts through their participation in cultural/ education programmes in their home country,

-they will have interest in participating in an international learning opportunity.

- few of the learners will have had little opportunity to access basic qualifications., or to international learning opportunities

We will design the workshop to facilitate learners with a broad spectrum of learning disabilities and will, in cooperation with their organisations, ensure supports are in place to guarantee a quality learning experience.

Selection will be based on

-the motivation of the learner to engage with the visual arts and to engage in an international learning opportunity

-the capacity of the support organisations to support the learner in preparation and to collaborate with families/ carers to ensure adequate supports are provided

- adequate provision of information around learners needs given by supporting organisation

The core activities will be:

-5 day workshop involving all learners and staff, to learn video production, arts skills and digital learning, focusing on visual communication documenting of approaches to learning and work. We will provide Youthpass and Europass for learners.

A Video and editing training booklet created as a learning tool which will be made available online to the general public.

-Midway meeting to share the work of the group and ongoing progress of partnership. We aim to strengthen the links between each partner while contributing to a joint collaborative video workshop.

-Ongoing over 2 years: Each partner works on their individual video pieces, uploading video content to Vimeo/YouTube channels Online interacting and collaborating through social media, including a Ning site, developing collaborations online, blog,

-Seminar event to disseminate project results - opportunity for learners and staff to share their learning via videos and discussion with the general public.

-Production of DVD for distribution on conclusion of the project which will be made available to the general public.

Methodology to be used: training in video and editing, creating videos of art workshops and learners studio practices, training learners in digital media and visual communication skills, specifically online interaction of learners through social media.

Short description of results: online video channel, learning resource tools, learners online visual communication and collaboration,

Impact envisaged: Highly visual outcomes in creative videos, learning resource tools for the public, promotion of artists with learning disabilities, prospect of further educational and employment opportunities for learners

Long term results:

Personal benefits to the learners and staff, gaining personal confidence through mobilities and intercultural experiences.

ICT skills enhancement for the learners and staff

An opportunity to share existing learning and exposure to new learning.

Creating an awareness of innovative work practices and approaches, thus encouraging duplication.

Creating an on-line resource that is fully accessible to an international audience.

Providing a forum for discussion on topics of learning, innovation and inclusion that is open and accessible.

Allowing the opportunity for collaborations and sharing between European partners.

COORDINATOR:

Mayfield Arts Centre, Newbury House
Old Youghal Road, Mayfield
Cork, Ireland
www.mayfieldarts.org

CONTACT:

Michelle Whooley

PARTNERS:

UNIVERSITY OF BRIGHTON, UK;
STICHTING CORDAAN GROEP, NL

GRANT AMOUNT:

86 313 EUR

CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Creativity and culture
TOPIC 2:	Disabilities - special needs
TOPIC 3:	Access for disadvantaged
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER: 2014-1-IE01-KA204-000354**TITLE:** **KEY COMPETENCES FOR RE-INTEGRATION TO THE LABOUR MARKET****DESCRIPTION:** Long-term unemployment is at record levels in the European Union with nearly half of those out of work jobless for more than a year. These latest figures mean that long-term unemployment in the EU 28 Member States is the highest it has been for at least a decade. Long-term unemployment as a percentage of total unemployment has risen sharply from 33.5 percent in 2009, to 47.5 percent last year. It is widely accepted that when European labour markets emerge from the current economic crisis they will be profoundly changed. If those who are long-term unemployed are to have any chance of finding quality employment they must be given the tools to successfully adjust to this new reality.

Support agencies working with the long-term unemployed are struggling to come to terms with the situation as many of their target group have been removed from education for a number of years. Developing key competences like learning to learn, digital competence, social and civic competence, sense of initiative and entrepreneurship and cultural awareness and expression are key first steps that need to be taken if many of the long-term unemployed target group are to be reintegrated into the workforce. ARIS is a project about promoting and developing the concept of an 'encore career' where long-term unemployed persons in their prime working age – 35 to 50 years old – can access re-training opportunities to add new skills that are appropriate to the knowledge-intensive economy and re-launch their careers at a higher skilled, more sustainable level.

In Europe today 70% of those who will comprise the workforce in 2020 have already left education. For those long-term unemployed over 35 years old the task of finding new employment is extremely difficult as even 'old' jobs now require 'new' skills. While many of this cohort have been outside the education system for over 15 years and more; in the knowledge-intensive economy it is almost irrelevant to focus on one's past disposition towards learning; it is one's present disposition towards continuous learning that counts most. As lifelong learning is the key to the modern era it is more important to start today than reflect on why you didn't start 5 years ago. The knowledge-intensive economy is very demanding but also very forgiving, in that the most sought after skill-sets are the latest skill-sets. Start the journey to an encore career today and playing catch-up in the modern era can be a relatively short process.

Participation rates of adults in learning remain very low in all European countries. In particular marginalized parts of the population, including the low-qualified, unemployed and migrants, continue to be absent from learning opportunities. It is a commonly experienced phenomenon that those who could benefit most from education and training are the ones less likely to engage. We need to start again and build the basic key competences of those displaced by the economic crisis. This project is about developing appropriate tools to achieve that.

There are two primary target groups addressed by the ARIS project namely; long-term unemployed persons over the age of 35 years and adult education organisations and their staff. While it is more than likely that the proposed key competence resources to be developed will be relevant to learners of all ages the project is specifically targeting the 35+ age group and will ensure that the learning tools are customized to suit the learning habits and learning preferences of this target group. A significant emphasis will be placed on developing the digital competence and the learning to learn competence. From partner experience it is clear that the older cohort of long-term unemployed are less likely to have good ICT skills which are essential in almost all employments today.

Europe is slowly but steadily emerging from its darkest economic period in recent memory. Economies are beginning to show signs of growth and confidence is slowly returning to financial markets and the business sector. Although employment is always a lag indicator where economic recovery is concerned an improvement in the outlook for those currently unemployed is on the horizon. However, there is a significant cohort of people over 35 years old, experiencing long-term unemployment for the first time, who have become so detached from the workforce that the only chance of re-integrating them into the workforce depends entirely on the provision of targeted supports and programs to restore their self-esteem and confidence; build their key competences and encourage them to re-engage as active and productive members of society.

COORDINATOR:	Abbey Road County Meath Navan, Ireland www.meathvec.ie
CONTACT:	Imelda Prunty
PARTNERS:	ACROSSLIMITS LTD, MT; Asociatia pentru Educatie si Dezvoltare Durabila, RO; DAFNI KENTRO EPAGGELMATIKIS KATARTISIS, EL; SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LTD, CY; INSTITUTO DE FORMACION INTEGRAL SL, ES
GRANT AMOUNT:	229 239 EUR
CONTRACT DURATION:	27 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Inclusion - equity
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-IE01-KA204-000361**TITLE:** EUROPEAN INCLUSIVE RESEARCH NETWORK

DESCRIPTION: The Convention (UN, 2006), signed by the 4 partner countries in 2007 and ratified by Spain and Austria, provides for State parties to conduct research on the experiences of people with disabilities in the exercise of their rights (article 31), to make research findings accessible to people with disabilities (articles 31 and 9) and to monitor, with the involvement of people with disabilities, the implementation of the convention (article 33). Inclusive research—studies conducted in collaboration with people with intellectual disabilities—is particularly aligned with the goals of the Convention as it generates relevant data on the experiences of people with intellectual disability through participatory approaches.

Ireland has a well-established Inclusive Research Network (IRN) that is led by people with intellectual disabilities. The aim of the proposed Erasmus+ project consortium is to extend the experiential learning of the Irish IRN to support the development of a European Network of people who engage in inclusive research in order to: 1) create inclusive research capacity; 2) inform social policy at national and international levels; and 3) promote active European citizenship.

This project aims to develop EuropIRN, a European Inclusive Research Network, through the partnership of 6 organisations from four key countries, Ireland, Finland, Austria and Spain over a 3 year period. The project builds on existing expertise in each of the countries and it expects that by forging new alliances through the project activities and mobilities the capacity to conduct inclusive research of each member as well as the European network are enhanced and become a resource at local, regional, national and international levels.

The project involves intellectual disability umbrella organisations, service providers and university teams all working in the area of intellectual disability. Specifically, three groups from each country are proposed to participate in the project, people with intellectual disability, supporters, and university researchers adding up to 40 participants, 10 per country, and 10 additional personal assistants. Strategic partnerships between people with intellectual disability, service provider organisations and universities are aimed to enable dissemination of results and sustainability of the project outputs in the long term.

The activities proposed involve four country meetings, four short staff training events in each partner country, and one conference (multiplier event). The project will invite other relevant stakeholders such as local organisations, policy makers, academics, people with intellectual disability, their families, and service providers to the short staff training events and conference. Accessibility of information, usability of resources and participation underpin this project. Formative and summative evaluation methods will be used throughout the project to assess the quality of the activities and results.

Three intellectual outputs are proposed: 1) a website where all the resources generated by the project are available and where partners and any other group of people with intellectual disability, researchers or supporters can interact with each other, download resources, and upload their own inclusive research reports or artefacts; 2) a website pilot study and 3) a project evaluation study.

The project aims to disseminate the results of the three year partnership at local, regional, national and international forums, to become a resource for the monitoring of the Convention (UN, 2006) and for policy making decisions that ultimately enable positive change for people with intellectual disabilities in the EU.

COORDINATOR: TRINITY COLLEGE DUBLIN
College Green
2 DUBLIN, Ireland
www.tcd.ie

CONTACT: Edurne Garcia Iriarte

PARTNERS:	Lebenshilfe Salzburg gGmbH, AT; Kehitysvammaisten Palvelusäätiö, FI; UNIVERSITY OF LIMERICK, IE; UNIVERSITÄT LINZ, AT; UNIVERSITAT DE GIRONA, ES
GRANT AMOUNT:	444 525 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Access for disadvantaged
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER: 2014-1-IE01-KA204-000362**TITLE:** UNDERSTANDING MEDIA FOR ACTIVE CITIZENSHIP**DESCRIPTION:** Media Literacy has been recognised as an important component of adult education as far as 2009, when the European Commission asked EU member states to include media education in their compulsory curricula to help EU citizens become more active users of new media and increase their awareness of potential risks, such as privacy breaches or hidden advertisements.

The Commission considers media illiteracy as a new form of social exclusion and therefore is pushing member states to narrow the gaps that the development of new technologies are creating between generations and between people with different economic or social background.

The links between community media and media literacy were recognised by the European Parliament in its resolution of 25 September 2008 on Community Media in Europe (2008/2011(INI)), where in point 4 of the resolution is pointed out that "community media can play a significant role in training programmes involving external organisations, including universities, and unskilled community members, and act as a valuable hub for work experience; points out that training people in digital, web and editorial skills through their participation in community media activities provides useful and transferable skills; while point number 6 "considers that community media contribute to the goal of improving citizens media literacy through their direct involvement in the creation and distribution of content and encourages school-based community outlets to develop a civic attitude among the young, to increase media literacy, as well as to build up a set of skills that could be further used for community media participation.

The project wants to examine the concept of Media Literacy in Europe, how it has been defined at European institutional level and academia and the experience of community radio, and explore how it has been -or could be- embedded in the content of the training curriculum being delivered by community media as to promote better understanding of how to read the media among citizens, but also how to write more informative and balance content in the shape of media literacy broadcasting products- as to promote equality, pluralism and diversity, and to increase active citizenship actions through media. We believe that media literacy is as important as literacy in today's information society. During the Understanding Media project, we found that there were different approaches to media literacy among the partners, which in our view creates a need for further investigation and an opportunity to enhance media literacy education in the participating stations with a few simple tools and didactical exemplifications. We would also like to initiate an exploration on how to produce media literacy media content.

COORDINATOR: Near Media Co-op
Northside Civic Centre, Bunnratty Road, Dublin 17
Dublin 17 Dublin, Ireland
www.near.ie**CONTACT:** Soledad Galiana**PARTNERS:** Tilos Cultural Foundation, HU;
Radioexpert, CZ;
Turun lähiradioyhdistys ry, FI;
Förderverein für ein Freies Radio TÜR/RT e.V., DE;
ERROBI PROMOTIONS FINANCEMENTS PROMOTION, FR**GRANT AMOUNT:** 76 500 EUR**CONTRACT DURATION:** 24 months**PRIORITY 1 OR MAIN:** Supporting the production and adoption of Open Educational Resources in diverse European languages**PRIORITY 2:** Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)**TOPIC 1:** Social dialogue

TOPIC 2:

Inclusion - equity

TOPIC 3:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-IE01-KA204-000367

TITLE: THE ART OF INCLUSION

DESCRIPTION: CONTEXT/BACKGROUND OF PROJECT;

CIT CCAD has worked in close collaboration from Cork City Council and Crawford Art Gallery to develop work that contributes to the development of the field of creative inclusive educational practices with adult learners/ artists with intellectual disabilities. Work so far has resulted in production of a publication and an exhibition engaging over 32000 visitors, a seminar and public engagement events. The work to date has benefited from international engagement. This proposal will build on the outcomes of this work to date but aims for a much broader impact and dissemination an ambitious but achievable objective to develop an MA programme for practitioners aiming to develop their practice in this field with support from the Head of the school for the development of this programme. The project benefits from commitment of local city council and Corks municipal art gallery, the Crawford Art Gallery. The partnership with between a third level institutes and 3 organisations also involved in innovative practice directly engaging the target group makes for a project with strong impacts, potential and results.

OBJECTIVES OF YOUR PROJECT;

- To exchange, examine and inspire, test, innovate, analyze, highlight and develop creative and inclusive arts education and pedagogical approaches for practice with Adult learners with intellectual disabilities through:

- action based research
- interactive online exchange platform
- large scale international exhibition
- seminar
- international workshops
- public engagement programme.

The project will focus in quality learning experience and relevant personalized and inclusive approaches.

- To explore the relationship of a marginalized group(s) within a 3rd level higher educational institutes and increase learning and progression opportunities for adult learners with intellectual disabilities.
- To support development of a career paths as artists or facilitators and entrepreneurship opportunities for adult learners.
- To support and model good practice in relationship of creative adult learners with intellectual disabilities and cultural institutions
- To develop curriculum and pedagogical approaches that support the learning opportunities of adult learners with intellectual disabilities and to find tools for recognition of learning and achievement.
- To support skills development of art educators/mentors through development of MA level curriculum and pedagogical approaches for artists/ educators who wish to engage in creative learning opportunities for adult with intellectual disabilities.
- to support integration and recognition in society of creative adult learners with intellectual disabilities as active citizens contributing to the cultural and civic life of the community
- To provide learning in inclusive creative practices that are transferable across formal and non formal learning sectors and across range of age profiles

NUMBER AND PROFILE OF PARTICIPANTS;

International workshops: 54 participants

Online platform: 15 Staff/ facilitators, adult learners from partner organisations. Interaction and content comments from 30 other stakeholders beyond partnership.

Target number of visits to website during project duration: 1000

Public engagement with adult learners with intellectual disabilities/ artists: 160

Seminar: 70 participants day one &50 day two for workshop format

Inputs to publication: 15 Stake holders.

Public engagement with exhibition: 35000 people.

DESCRIPTION OF ACTIVITIES & METHODOLOGY

Research, analysis, development and sharing of creative inclusive education practices through-

- Development and implementation of 3 international workshops
- Development of a publishing of a book
- Development of an online platform for exchange of practice and research

Development of accredited creative programmes for adult learners with intellectual disabilities

Development of an MA programme for educators / arts practitioners in creative inclusive education practices.

Development and recommendation for creative inclusive education practices to link with a range of art college programmes.

Curation and presentation of an exhibition

Engagement with stakeholders through dissemination of outcomes and seminar

Engagement with public through workshops

A SHORT DESCRIPTION OF THE RESULTS AND IMPACT ENVISAGED AND FINALLY THE POTENTIAL LONGER TERM BENEFITS.

Increased learning and progression opportunities for adult learners with intellectual disabilities

Development of career as artists and entrepreneurship opportunities for adult learners with intellectual disabilities

Skills development of art educators/mentors practicing in field of creative inclusive learning.

Integration and recognition in society for creative adult learners adult learners with intellectual disabilities

Development of meaningful partnerships with cultural institutions

COORDINATOR:

CIT
ROSSA AVENUE BISHOPSTOWN
CORK, Ireland
<http://www.cit.ie>

CONTACT:

Jessica Carson

PARTNERS:

Debajo del Sombrero, ES;
COPE Foundation, IE;
AIM - Art in Motion, UK

GRANT AMOUNT:	166 250 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Creativity and culture
TOPIC 2:	Access for disadvantaged
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER:	2014-1-IE01-KA204-000371
TITLE:	DRAMA FOR CHANGE
DESCRIPTION:	<p>To conduct a period of research on current practice and needs in relation to education on equality, inclusion and anti racism each partner country</p> <ul style="list-style-type: none"> ▪ To develop a Training for Trainers curriculum that provides training for adult education facilitators in how to use drama and theatre to promote equality, inclusion and anti-racism. ▪ To develop a Toolbox of Resources to accompany the 'Training for Trainers' curriculum including research on equality, inclusion and anti-racism and videos of the training ▪ To establish a web portal to host the Toolbox of Resources including an online 'forum' for educators and the videos demonstrating training exercises ▪ To make a copy of the Toolbox of Resources on DVD for Distribution ▪ The final curriculum will be presented in written and video format. Sections of training from the curriculum will be presented and demonstrated on video by each project partner. Each project partner is allocated a specific number of games and exercises from the curriculum that they will show on video in order to demonstrate how the exercises are implemented and the videos will form part of the Toolbox of Resources. ▪ The curriculum will be developed collaboratively by all project partners. An initial curriculum will be developed and then project partners will 'pilot test' sections of the training within their own countries and then come together to review and further develop the curriculum incorporating feedback from participants who took part in the 'pilot testing' of the curriculum. A total of 75 participants will be trained during the pilot testing. ▪ There will be ongoing development of the curriculum; the Toolbox of Resources and Final Videos throughout the lifetime of the project ▪ Final outputs include a full Curriculum with accompanying Toolbox of Resources and Video demonstrations providing information for training adult education trainings on how to use drama and theatre techniques to promote equality, inclusion and anti-racism work
COORDINATOR:	<p>COLERAINE HOUSE COLERAINE STREET 7 DUBLIN, Ireland www.smashingtimes.ie</p>
CONTACT:	Freda Manweiler
PARTNERS:	<p>INSTITUTO DE FORMACION Y ESTUDIOS SOCIALES (IFES), ES; Cooperatieve vereniging Pressure Line U.A., NL; dialoge sprachinstitut, DE; KU TU EOOD, BG</p>
GRANT AMOUNT:	306 901 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting young people's social inclusion and well-being
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Creativity and culture
TOPIC 2:	Gender equality / equal opportunities
TOPIC 3:	Inclusion - equity

CLUSTER(S):

Inclusion & Tolerance

PROJECT NUMBER: 2014-1-IE01-KA204-000377

TITLE: **EDGE PROJECT**

DESCRIPTION: The EDGE (Enhancing the Delivery of Guidance and Employability) Project aims to enhance the progression prospects of socio-economically disadvantaged adults in order to promote social inclusion and equality measures. Specifically, the EDGE Project aims to develop innovative approaches (career guidance, learner engagement strategies, self-evaluation tools, e-learning resources) in the provision of employability skills development. Amongst the partners (Ireland, Wales, Portugal, Austria, Greece), these learners comprise both young and mature adults who are early school-leavers, as well immigrants. The opportunity presented by Erasmus+ will enable partners to share best practice, drawn from our considerable collective experience in the delivery of second-chance education for adults and young people. The Project will explore the area of career guidance and how to identify practical learner progression pathways, including the obstacles (both personal and structural) that they must realistically overcome.

There are four practical dimensions to the EDGE Project: (1) A comparative examination of the unemployment and activation contexts within the partner countries, each of which has experienced the global economic downturn in different ways. (2) The sharing of best practice with regard to the ways in which our respective organisations have responded to meet the skill needs of vulnerable adults and young people (e.g. access, engagement, retention, career guidance and employability provision). (3) An examination of the potential of the Mozilla 'Open Badges' system. This system, which is transferable, trackable and evidence-based, allows the learner to cumulatively gain formal recognition and credits for the skills (non-formal & informal) they learn. (Source: <http://www.openbadges.org/>). The intention is that each partner will trial the Open Badges system with a sample group of learners and evaluate its effectiveness and potential as a skills validation mechanism. (4) The partnership will develop an e-portfolio template as a dynamic and interactive Personal Progression Planning tool. The e-portfolio will record evidence and illustrate learning gained across modules, programs or different institutions. It will act as a toolkit to promote self-managed learning and career planning in a continuous developmental process and support the planning and delivery of service in a way that is learner-centred, systematic and effective.

It is expected that the results and conclusions from the EDGE Project will be widely disseminated, through a variety of media, at local, national and international levels. It is envisaged that these results will also have positive reputational effects for our organisations and their associated networks and will have real longer term significance (post funding) in terms of how adult education providers can address the unemployment problem. Furthermore, practical ideas for future cooperation and development will have been identified.

Finally, our proposal is informed by the European Employment Strategy 2020, which is a strategy to support employment, productivity and social cohesion in Europe. This Strategy demands that member states develop more effective systems to integrate young people and vulnerable groups into the labour market in the promotion of equality and social inclusion.

COORDINATOR: Limerick & Clare Education & Training
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Limerick, Ireland
www.limerickvec.ie

CONTACT: Colm Galvin

PARTNERS: INSIGNARE - Associacao de Ensino e Formacao, PT;
DIE WIENER VOLKSHOCHSCHULEN GMBH, AT;
WEA YMCA CC CYMRU, UK;
DAFNI KENTRO EPAGGELMATIKIS KATARTISIS, EL

GRANT AMOUNT: 135 601 EUR

CONTRACT DURATION: 28 months

PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Early School Leaving / combating failure in education
TOPIC 3:	Labour market issues incl. career guidance / youth unemployment
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-IS01-KA204-000173**TITLE:** BE ACTIVE THROUGH LIFE LONG LEARNING**DESCRIPTION:** Context/background

An increasingly larger part of the population in industrialized countries is spending longer time in retirement than before. Increased life expectancy will lead to a steady increase in the no. of people in retirement, their „third age“. Within Europe one can expect up to a quarter of the population in this category. Consequently, it is of utmost importance for future Europe to guarantee the highest quality of life for this large group of citizens and ensure that their valuable experience and knowledge are made accessible to younger generations and to society at large. It is against this background that BALL is defined, aiming at facilitating the entry into retirement through early and systematic planning which is essential to be able to add value to the „third age“

BALL

The project addresses the urgency to establish guidelines and practices on how best to prepare individuals at an early stage for the „third age“ with emphasis on learning, cultural environment and ambiance, and sharing of knowledge. This is an innovative approach and has not been done before. The results are directed to all actors interested in providing training for citizens, members or employees approaching the „third age“ We intend to raise awareness of the vast and ever increasing „third age“ human resource of knowledge and experiences and its importance for the society as a whole and to the individuals themselves.

Objectives

The main objective is to develop innovative guidelines and recommendations for use at lifelong learning centres; universities; companies; unions; associations; local and regional authorities who need and wish to prepare and encourage individuals under their auspices to prepare for the third age. We will use the project and its outcomes to raise awareness of these important issues and disseminate the results throughout the European Educational Area and the worldwide U3A network.

Number and profiles of partners

Four partners cooperate in the project. Evis foundation is the applicant partner responsible for management and organization. U3A Reykjavik provides learning and cultural ambiance and activities for its „third age“ members. Lublin University of the Third Age (LUTW) is under the patronage of five universities in Lublin with the organizational and academic supervision of the Society of Polish Free University. Its Gerontology Section is responsible for creating a friendly and inspiring environment for retired people, giving them opportunities to meet, integrate, learn and develop. The Permanent University, UPUA, Spain, is a scientific, cultural and social program, developed by the University of Alicante to promote Science and Culture, and inter-generational relationships, with a view to improve quality of life for the older generation.

Description of activities

The activities will concentrate on mapping and research to shed light on current situation in the partner countries including a survey in each partner country. The survey identifies opinions and expectations towards retirement of a significant no. of individuals in each country. The results of these mapping exercises will then be elaborated, including a comparative study, to form a basis for the resulting recommendations and guidelines. Experts from the partner countries will elaborate on these results and define resulting outcomes and guidelines. A pilot course will be conducted in each partner country to test the guidelines and finally the guidelines will be edited and published.

Methodology

The work will be conducted through research, mapping and by surveying present situation in the partner countries in accordance with best practices in research methodology of social sciences. The results

will be tested through pilot courses that may serve as models for future use of the guidelines and recommendations.

Short description of results and impact envisaged

The project will result in guidelines and recommendations for identified stakeholders, describing "best practices in preparing individuals early for upcoming retirement: An active and enjoyable „third age". The project outcome will have an impact by engaging, guiding and encouraging organizations, institutions and companies to arrange educative and stimulating events and assist their members and employees in realizing the importance of early preparation for retirement.

Potential long-term benefit

It is envisaged that the research undertaken, the resulting guidelines and recommendations will be disseminated widely and that the material will be of use in future activities in a long-term perspective. The future activities of the partners themselves and the stakeholders engaged will certainly be guided by the results. All partners are affiliated with the worldwide U3A network of organizations, which will be a forum for disseminating the results, which in turn influences the future activities of these fellow organizations.

COORDINATOR:	EVRIIS FOUNDATION GRANDAGARDUR 16 101 REYKJAVIK, Iceland www.evris.eu
CONTACT:	Anna Margrét Guðjónsdóttir
PARTNERS:	UNIVERSIDAD DE ALICANTE, ES; Towarzystwo Wolnej Wszechnicy Polskiej Oddział w Lublinie, PL; U3A Reykjavik, IS
GRANT AMOUNT:	199 446 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Creativity and culture
TOPIC 2:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-IS01-KA204-000181**TITLE:**

WORK LIFE GUIDANCE - DEVELOPMENT OF GUIDANCE AND COUNSELLING IN THE WORKPLACE

DESCRIPTION:

The project Work life Guidance - Development of guidance and counselling in the workplace is about bringing together methods used within career guidance and counselling, validation of prior learning and Human Resource Management and build a toolbox for providers of guidance services to use when working with managers and employees in the workplace on a strategic development of the workforce competences. In the modern society people cannot rely on the skills they acquired at school to last them till the end of their working life and companies need up-skilled and re-skilled workforce to be able to cope with the rapid market changes. The main aim of this project is to make it clear to both parties, employees and employers, that a strategic development of skills and competences should be a part of every-day work-life and that the responsibility is mutual.

The target groups of this project are:

a) Individual employees, who wish to enhance their professional skills and competences for a more fulfilling work-life. Focus will be on the importance of maintaining one owns career management skills throughout the entire working life.

b) Managers, especially within human resource management, and employers, who wish to enhance the professional skills of their workforce in a strategic way.

c) Providers of guidance services, as they will be trained in how to approach both groups and gain trust in the methodology used. This is important as the structure of the education of counsellors, at least in Finland and Iceland, is mainly directed to counselling within schools at lower and upper secondary level, where the main objectives are to help children and young adults to stay in school and get education. Through this project, the counsellors will be able to take over new challenges and help adults and managers build a mutual strategy for competence development by using educational offers as well as the opportunities at the workplace.

Through this the partnership wants to:

- Strengthen the competences and believe of managers and middle-managers to use counselling and coaching methods to map competences and possible skills gaps.
- Strengthen the believe of employees towards a systematic development of competences to develop their competences and meet organization or sector needs.
- Bring down barriers towards the use of competence modelling and measurements/mapping of skills mismatch.
- More efficiency in the use of finances used for development of human resource within organisations.
- Strengthen adult education's connections, relationships and service models with companies through the work of career counsellors and through the co-working models of career counsellors and vocational experts
- Share and compare models of guidance at the workplace in order to develop models to be used by adult education / career counsellors

Expected products:

Comparison of methods/models. Research and comparison of methods/models used within career guidance and counselling, validation of prior learning and human resource management. Gathering of the experience of partners within the field(s). On the basis of this comparison partners will be able to understand the issue better and choose models that will better serve the respective employment sector and/or companies that each participating organization is cooperating with.

Toolbox for providers of guidance services will be the core of the project outcomes and include promotional material to be used by the providers of the guidance services, models to be used when providing the service, guidelines on how to approach employees and employers to gain trust in the services, training program for providers of the guidance services.

- Model(s) of counselling, guidance for individuals. This includes production of material to support the providers of the counselling service when working with individuals.
- Model(s) of counselling, guidance for managers. This includes production of material to support the providers of the counselling service when working with managers.
- Training for providers of guidance services

About the partnership:

The participating organizations come from five different European countries, Iceland, Finland, Austria, the Netherlands and Sweden. They bring different aspects to the project work as they objectives of their work are different, covering adult education, guidance and counselling services, validation of prior learning, research on education and training systems in Europe and cooperation with the business world. This will secure a very broad approach to the theme and objectives of this partnership project. The benefits of this project for providers of guidance services will be that they have better access to the companies and employees as both parties will better understand the importance of letting the competence development of employees go hand in hand with the needs of the company.

COORDINATOR:	EDUCATION AND TRAINING SERVICE CENTREFA ETCS OFANLEITI 2 103 REYKJAVIK, Iceland www.frae.is
CONTACT:	Arnheiður Gígja Guðmundsdóttir
PARTNERS:	Multidisziplinäres Institut für Europa-Forschung Graz, AT; Oulun Aikuiskoulutuskeskus Oy, FI; Centrum för flexibelt lärande (CFL), SE; FOUNDATION EUROPEAN CENTRE VALUATION PRIOR LEARNING/STICHTING EUROPEESCENTRUM WAARDEREN VAN LEREN, NL
GRANT AMOUNT:	256 201 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Overcoming skills mismatches (basic/transversal)
CLUSTER(S):	Teaching & Training; Employability

PROJECT NUMBER:	2014-1-IS01-KA204-000187
TITLE:	FLIP THE CLASSROOM!
DESCRIPTION:	<p>Immigration is currently a widespread phenomenon in European societies. Many adults are under compulsion to move to the other country due to the lack of employment. Adults when moving to a foreign country, often don't know even the basics of the local language. It is desirable to offer them language courses with well-trained personnel and innovative methods. The project is aimed to introduce adult's literacy teachers with innovative methods of learning immigrants' foreign languages. It concentrates mainly on the concept of the Flipped Classroom. During the project, it will be explained what the Flipped Classroom exactly is and what are its main strengths. Participants will gain a knowledge about the adult's education characteristics. Teachers will participate in lectures, practical exercises, activities based on role plays and more. Presentations, various types of information and communication technologies (ICT) and other innovative methods will be used. During the project, discussions will be held to compare participants' views, knowledge and experiences associated with teaching adults.</p> <p>Expected outputs (especially in terms of the learning outcomes for the participants and impact on their organisations/institutions):</p> <p>The project aims to provide adult literacy teachers with the knowledge on how to enrich the process of teaching adults foreign languages. Special attention will be given to the technique known as „Flipped Classroom. At the end of the course, teachers should be provided with following outputs:</p> <ul style="list-style-type: none"> ▪ Understanding the definition and the concept of „Flipped Classroom, how to use the concept and why is it useful to teach adults using the concept ▪ Will be given the examples of its usage ▪ Will obtain the knowledge on how to improve the process of teaching adults literacy ▪ Will be provided with an information on how to gain more time during the classes for the practical tasks ▪ Teachers will be able to insert their new knowledge into the organizations/institutions they are working for.
COORDINATOR:	MSS KROSSMOA 4A 260 Reykjanesbær, Iceland www.mss.is
CONTACT:	Guðjónína Sæmundsdóttir
PARTNERS:	SPEAK EUROPE Language Club M.Kosnik i A.Pawlowska Sp.j., PL; North West Academy of English, UK; Evangelisches Bildungszentrum Ostfriesland-Potshausen, DE; Paikuse Põhikool, EE; International Language School, IT
GRANT AMOUNT:	110 729 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	ICT - new technologies - digital competences

TOPIC 2: New innovative curricula/educational methods/development of training courses

TOPIC 3: Teaching and learning of foreign languages

CLUSTER(S): New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER: 2014-1-IT02-KA200-003510**TITLE:****TINKERING: CONTEMPORARY EDUCATION FOR THE INNOVATORS OF TOMORROW****DESCRIPTION:**

The project "Tinkering: Contemporary Education for the Innovators of tomorrow emerges from the need for citizens able to respond to the contemporary global challenges by being competent in science and technology, self-confident and critical thinkers, socially-engaged, with innovative and entrepreneurial attitude. The project responds to these needs through a learner-centred approach aiming at education in STEM (science, technology, engineering, mathematics) and at the development of the twenty-first century skills and competences. To do this, it implements the innovative pedagogy of Tinkering at European level and builds on the cooperation among museums and other education institutions.

'Tinkering' is the term used to define an innovative pedagogy that reflects the current trends in education and the Maker culture. It promotes individuals' active, hands-on engagement with science- and making-oriented activities as ways to relate with, and understand of, the surrounding world. It also promotes skills and competences that can be used in different contexts and become useful for a lifetime.

The objectives of the project are to:

- enrich skills and competences with specific reference to STEM
- contribute to developing the 21st century (transversal) skills: creativity, innovation, entrepreneurship
- promote a learner-centred pedagogical approach through Tinkering
- improve the attractiveness of, attainment in, and lifelong relationship with, science and technology for adults and students
- implement the innovative pedagogy of Tinkering in school and out-of-school contexts at European level and create a Europe-wide community of practice of institutions working with this pedagogy
- encourage cooperation and exchange of expertise and practice between formal and informal learning institutions and professionals.

The main activities of the project are:

- Development of Tinkering activities for adult learners and for schools
- Development of pedagogical materials related to the Tinkering activities
- Definition of a methodological framework for Tinkering as a founding element of the work
- Organization of training events for adult and school educators, aimed at creating the conditions for the implementation of the pedagogy and the activities
- Organisation of multiplier events for the wide implementation of the activities
- Dissemination at local, national and European level
- Management and monitoring of cooperation and operations.

The project addresses school and adult learners as well as school and adult educators and plans to:

- reach 12.500 between adults and school students with Tinkering educational activities
- train about 180 between adult and school educators with Tinkering professional development.

The project will be carried out through cooperation between formal and informal learning institutions, that is, museums, university and school. Partners will work on the basis of a plan of activities, tasks, goals and deadlines monitored by the coordinator and by specific task supervisors. The proposed activities will go through phases of development, pilot testing, evaluation and fine-tuning to become sustainable and transferable. Activities are assigned to one or more specific partners, but the results will be tested and implemented by the consortium as a whole. A series of multiplier events guarantee wider impact of the project.

The results will be the following:

- a) A series of different Tinkering activities for adult learners and schools
- b) Sustainable and transferable pedagogical materials related to the Tinkering activities for adults and schools
- c) A methodological framework for Tinkering
- d) Training events for adult and school educators, including a training workshop by the Exploratorium
- e) Multiplier events for the wide implementation of the activities
- f) A website containing all resources and a series of dissemination publications on the project
- g) A European community of practice working with this pedagogy.

In addition to the quantitative impact (12.700 individuals), the qualitative impact envisaged is the following:

- a) enriched educational practice in school and out-of-school environments
- b) improved attainment in, relationship with, and skills in, STEM for adults and students
- c) improvement of the facilitation role for educators involved at the level of consortium and wider professional community
- d) consideration of the innovative pedagogy of Tinkering at policy level for curriculum and lifelong education
- e) involvement and motivation of early school leavers
- f) reinforcement of skills relating to the job market
- g) sensibilization of directly-interested target groups and stakeholders at local, national and European level.

The long term benefit will be the continuation and reinforcement of the innovative pedagogy of Tinkering within school and out-of-school contexts through the creation of a Europe-wide network of institutions working with it.

COORDINATOR:

MUST
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CONTACT:

Sara Calcagnini

PARTNERS:

Stichting Nationaal Centrum voor Wetenschap en Technologie, NL;
MOBILIS KOZHASZNU NONPROFIT KORLATOLT FELELOSSEGU TARSASAG, HU;
Jedlik Ányos Gépipari és Informatikai Középiskola és Kollégium, HU;
DEUTSCHES MUSEUM VON MEISTERWERKEN DER NATURWISSENSCHAFT UND TECHNIK, DE;
THE CHANCELLOR, MASTERS AND SCHOLARS OF THE UNIVERSITY OF CAMBRIDGE, UK;
International Centre for Life Trust, UK

GRANT AMOUNT:

436 168 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Improving the attainment of young people, particularly those at risk of early school leaving
TOPIC 1:	Creativity and culture
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	Key Competences (incl. mathematics and literacy) - basic skills
CLUSTER(S):	International Cooperation; Teaching & Training

PROJECT NUMBER: 2014-1-IT02-KA200-003610**TITLE:** AQUAPATH**DESCRIPTION:** Water is the commonest substance on the earth surface. Yet, the fresh water resources are endangered by human population and activities and this gets worse with the on-going pollution.

Water is a global challenge, yet action at local level is important, as our way of living and consuming practices have an impact on water resources. Citizens as consumers of products that have a water footprint can affect significantly the consumption of direct and indirect water and make a contribution to water savings.

The project aims at developing an awareness raising campaign, making citizens responsible consumers, as they can affect the water consumption in three ways:

- The change of their consumption habits from products with large water footprint to products with small water footprint;
- The reduction of direct water consumption;
- The pressure of citizens / consumers to manufacturers to alter their processes and produce products with smaller water footprint.

The project idea is therefore to develop a training aimed at: fostering citizens' awareness regarding water consumption; reducing their water footprint and, lastly, making responsible consumers and "sustainable families, divided into 2 target groups (children and adults), to be addressed with their own specific languages:

- for children: interactive games and cartoons,
- for adults: communication through practical tutorial (m-communication) mainly including measures and practical suggestions for water savings, as well as an interactive tool for direct communication with local authorities related to water waste.

The consortium made of 7 partners from 6 EU countries, provides a good synergy thanks to the qualified mix of trans-national, trans-sectoral and interdisciplinary backgrounds, cultures and fields of expertise. It is set up of partners with peculiar and complementary expertise in order to face all aspects, from development of the e-learning platform until training modules until capacity building, being efficient against relevant target groups.

Also, assortment of the consortium is well distributed, combining both partners with long lasting experience on EU projects management and partners at their first experiences as well as introducing into H2O-path project previous experienced relationships, inherited from previous collaborations.

The activities of implementation devoted to an awareness raising campaign on water saving will be the following:

- Web Platform: App - WaterFootprint Calculator including: practical suggestions for water consume through a drop-down menu and guidelines for household management; see-click-fix tool, chat system; connection with social media
- Hardware training material developed in a divulgative manner but having a scientific basis;
- Awareness raising module for children, including games and cartoons
- Needs analysis, state of the art and common terminology surveys

The foreseen impacts:

- It is expected that the project main impact will be an improvement of the order-supply-recovery chain, which would lead to a change of some unsustainable commercial behaviour of the target group and, accordingly, of the customers/consumers behaviours, which would lead to a reduction of water consumption and indirectly a cut to water footprint;

- Better quality of social, cultural and environmental conditions of local communities and neighbourhoods;
- Empowerment of all citizens, able to reach the same learning outcomes, no matters the educational level they have;
- A small but important step against climate changes, encouraging responsible consumes and sustainable behaviours of citizens, according to UN Millennium Development Goals.

COORDINATOR:

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Gianluca Coppola

PARTNERS:

STICHTING WATER FOOTPRINT NETWORK, NL;
COMUNE DI MONZA, IT;
ENERGIES 2050, FR;
AREANATEjo - Agência Regional de Energia e Ambiente do Norte Alentejano e Tejo, PT;
aiforia GmbH, DE;
KNOWLEDGE INNOVATION MARKET S.L., ES

GRANT AMOUNT:

299 565 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Promoting healthy lifestyles (incl. participating in outdoor activities and grassroots sports)

PRIORITY 2:

Stimulating active participation of young people in democratic life

TOPIC 1:

EU Citizenship, EU awareness and Democracy

TOPIC 2:

Environment and climate change

TOPIC 3:

Health and wellbeing

CLUSTER(S):

Inclusion & Tolerance; Education for Sustainable Development; Health & Medicine

PROJECT NUMBER: 2014-1-IT02-KA200-003613

TITLE: IREMEMBER

DESCRIPTION: The iRemember project intends to share, adapt and experiment at the European level the Laboratory of memory, a laboratory model of intergenerational activities (involving teachers/tutors, students and seniors), aimed at updating the skills of teachers/trainers and improving alternative and informal learning of history in schools. Each Laboratory of memory will focus on the theme of conflict (e.g. Transition between communism and market economy in Romania, The Troubles in Northern Ireland, etc..) and the results obtained from the intergenerational laboratories will be virtualized through the Haatch online platform.

The project consists of:

- A Methodology for managing intergenerational learning laboratories;
- A training course for teachers/tutors;
- An online training program for students;
- A virtualization process of the laboratories.

The iRemember Methodology aims to:

- Provide teachers and trainers a major competencies/skills upgrading through a sustainable and interactive tool for non-formal and alternative teaching/learning of contemporary history
- Support the interaction between generations involving senior citizens and young people as main actors addressing emerging issues (conflicts) with historical roots but with concrete impacts on present times
- Support the social inclusion of older citizens involving them in laboratories, storytelling experiences with younger people allowing them to share their personal memories and stories, acquiring an external view on those facts and actively contributing to the creation of a "common memory"
- Support the inclusion of young people in democratic life through a participatory and active citizenship approach
- Foster the use of ICT and web 2.0 tools to create a shared, social and participatory "common memory about specific topics and issues
- Define an effective tool to be used in conflict resolution policies and activities.

It will be composed by:

- A methodology for trainers (tutors) for the design and management of activities (laboratories) involving older citizens and young people.
- A set of storytelling training techniques
- An online platform (Haatch) for the virtualization and online sharing of common memories related to places and events as narrative content, publicly accessible through any device connected to the Internet.

The project strengthens the cooperation between partners, defining and sharing a model of intergenerational laboratory of memory involving:

- Teachers/trainers: subjects with innovative skills in the field of design and management practices of teaching and social inclusion;
- Senior citizens: subjects with experience, knowledge, memory and mediation skills;
- Young people (students): subjects with in digital environments and hybrid spaces, material and virtual, with a capacity of revision and creation of sources of information and shared narratives.

The main output of the workshop will be an innovative and informal methodology for teaching history. The project will also virtualize the laboratories of memory (realized through a specific tool developed by the University of Rome La Sapienza) and the meta dating of the materials produced by the encounter

between the young and elderly. The project therefore aims to share and adapt this method in order to establish an effective and sustainable tool for the informal teaching of history, the social inclusion of the elderly and the sharing of experiences and points of view between the elderly and young people with the meta- objective of preserving memories that would otherwise be lost.

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PARTNERS:	Adult Education and Lifelong Learning, AM; North West Play Resource Centre, UK; Centro de Estudos e Formação Aquiles Estaço, Lda, PT; UNIVERSITA DEGLI STUDI DI ROMA LA SAPIENZA, IT; CONFEDERACION ESPANOLA DE CENTROS DE ENSEÑANZA ASOCIACION C.E.C.E., ES; ASOCIATIA EURO ADULT EDUCATION, RO
GRANT AMOUNT:	300 000 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Revising and strengthening the professional profile of the teaching professions
PRIORITY 2:	Stimulating active participation of young people in democratic life
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Pedagogy and didactics
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-IT02-KA200-003939**TITLE:**

STRATEGIC PARTNERSHIP: SMART CITY COACHING – MULTI-STAKEHOLDER TRAINING CONCEPTS FOR THE CITY OF THE FUTURE

DESCRIPTION:

Smart City initiatives and projects become increasingly important throughout Europe for several reasons but basically these projects focus on technical innovations (green urban technologies, ICT) and are often top down driven by investors, global technology concerns or building developers. This approach excludes other urban actors that could play a crucial role for the quality of results and broad acceptance of the solutions for urban challenges. The project addresses the most relevant urban actor groups of the sustainable city as target groups (decision makers in public administrations and enterprises, science, research, NGOs, citizens and civil society organisations) and introduces a training concepts for so called "smart city coaches with a view to spread this role at different levels of society as multipliers for the development and support of smart cities.

Participants: A) Governance level - Decision makers in public administrations (70), Decision maker in public owned companies delivering services to citizens (30), B) Business Level - Decision makers in enterprises (70), Decision makers at associations level (70), C) Citizens level - People from NGOs, interest groups, associations (140), representatives of citizens oriented services: schools, universities, etc. (140)

Activities and methods: WP1 - PROJECT COORDINATION, WP2 - PROMOTION AND DISSEMINATION

WP3 - EXCHANGE OF PRACTICES: exchange process based on three concept levels and namely practices in the field of smart consumers, smart governance, smart enterprises and how these practices have been (or are) guided/trained (in other words, if a coaching/multiplying approach have been used or structured on top of these three "titles). A 5 days joint staff training event on the state of the art and needs, defining the framework for the development of innovative practices

INTELLECTUAL OUTPUT 1: SMART CONSUMERS, SMART GOVERNANCE AND SMART ENTERPRISES IN EUROPE – OVERVIEW AND BENCHMARKING OF RUNNING PRACTICES

WP4 - INTRODUCE INNOVATIVE PRACTICES IN THE FIELD OF SMART CITY COACHING: DEPLOYMENT OF INNOVATIVE TRAINING MODULES. The project will not only further design these modules but also run a horizontal pilot phase in 3 Level 1 Pilot Countries (Austria, Italy, Netherlands) which will last 12 months). Level 1 Pilot Countries will elaborate and test the concept while Level 2 Pilot Countries (Hungary, Serbia and Greece) will be involved in the elaboration process through dedicated sessions but will test the concept only at a second stage. A second 5 days long joint staff training will be arranged for coaches.

INTELLECTUAL OUTPUT 2: CROSS SECTORAL TRAINING MODULES

WP5 - RECOGNITION AND DIGITIZATION

This part of the project will focus on validating the concept, the methodology, extend its benefits at EU level also through Open Educational Resources and a dedicated e-learning platform.

INTELLECTUAL OUTPUT 3: E-LEARNING PLATFORM

WP 6 – EXTENDING THE PILOT.

In order to extend the impact of this approach and fine-tune it according to other contexts, a second pilot phase will be introduced where the training and its tools will be tested (Greece, Hungary, Serbia). At its end the partnership will work and deliver operational, financial and policy guidelines in order to make replication and extended use of the smart coaching model happen.

INTELLECTUAL OUTPUT 4: RECOMMENDATIONS: OPERATIONAL, FINANCIAL AND POLICY GUIDELINES

Main results expected are: a) availability of checklist to identify training needs of the target groups related to smart cities, b) comprehensive list of training needs, c) State of the art / collection of training and capacity building approaches (for adult education) related to smart cities, d) Raised stakeholder dialogue and exchange of experiences and practices. The expected results on completion of the project: a) Development of innovative training concepts leading to high quality capacity building at different levels of society // integrating ICT-learning tools, b) Evaluation schemes of pilot trainings and availability of transferability methods, including a permanent e-learning platform, c) Smart city coaching curriculum for multipliers at different levels of society, d) Availability of protocols, revenue models and policy guidelines to expand the training concept.

Short Term impact: mutual and interdisciplinary learning processes, contacts and networks- increase level of knowledge based on exchange of international know how in smart city training within

Long Term impact: introduce concepts into daily practices, contribute to changes in communities and working environments, introduce training practice into ongoing professional training curricula (enterprises), qualification courses (public administrations) or educational contexts (schools, universities, etc.), increase qualification in future oriented topics and job opportunities in the mid-term, develop ideas for improving the urban quality of life for (all) citizens.

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PRIVREDNA KOMORA SRBIJE, RS;
MILITOS SYMVOULEUTIKI A.E., EL;
CRAVEB, IT;
STICHTING NHL, NL

GRANT AMOUNT:

442 330 EUR

CONTRACT DURATION:

34 months

PRIORITY 1 OR MAIN:

Fostering the assessment of transversal skills

PRIORITY 2:

Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways

TOPIC 1:

Energy and resources

TOPIC 2:

Environment and climate change

TOPIC 3:

Inclusion - equity

CLUSTER(S):

Education for Sustainable Development; Inclusion & Tolerance

PROJECT NUMBER: 2014-1-IT02-KA200-004149

TITLE: **HELP-ME - HIGHER EUROPEAN LEARNING BY PREVENTION GAME**

DESCRIPTION: HELP-ME is born from a need for Europe determined by continuous natural disasters such as floods and earthquakes which require the delivery of assistance from abroad in a very short time and see the people that has been struck down in a situation of panic and difficulty of handling the situation. 1 phase of project: partners are divided in 2 working groups on basis of calamity event of interest. Each group are compared with each other and with the third country, witness of international experiences in selected calamity event. By workshops, seminars and webinar they discuss, compare their reality, their action plans, their strong points and their weak points in emergency situations. An on-line space will be available to communication activities even after the events in person. 2 phase: will be developed an innovative ICT kit-set targeted at the following groups: trainers, students of every order and degree, citizens, volunteers involved in emergency situations. This tools include: online game on catastrophic event (earthquake or flood). Users have to evaluate the behaviours to be taken to deal with the emergency situation. Output: guidelines for use, manual trainers to administer the game. Everything is available in the languages of partners. Will be set up appropriate schedules containing: training and upgrading, technical and popular documentaries on earthquakes and floods, any other documentation and information necessary to affected communities to environmental emergencies. 3 phase: will be involved trainers. They will be trained to the use and administration of ICT kit; they will increase digital skills because will be trained how, where and for what activities use kit; will be encouraged to use the kit so they understand the potential and are able to train end-users.

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Dimos Lokron, EL;
Mountain Community Iezer Muscel Association, RO;
OPAL YAYINCILIK ORGANIZASYON DANISMANLIK PROJE EGITIM VE TICARET LIMITED SIRKETI, TR

GRANT AMOUNT: 162 109 EUR

CONTRACT DURATION: 36 months

PRIORITY 1 OR MAIN: Supporting the production and adoption of Open Educational Resources in diverse European languages

TOPIC 1: ICT - new technologies - digital competences

TOPIC 2: Environment and climate change

TOPIC 3: International cooperation, international relations, development cooperation

CLUSTER(S): New Technologies & Digital Competences; Education for Sustainable Development; International Cooperation

PROJECT NUMBER: 2014-1-IT02-KA204-003293**TITLE:****LEARNING PATHS ACROSS TRADITIONS HISTORY SOCIETY****DESCRIPTION:**

The project Learning Paths Across History, Traditions, Society (L-PATHS) wants to start a new, different, way of practising inclusion. Inclusion of disadvantaged groups of people very often walks on a strange way of exclusion. Migrants, refugees, handicapped, elderly are often excluded from social living ways by creating something just for them: learning courses for them, cultural paths for them, places for them in which the presence and the work of the others, the so-called normal, is just a fact of leadership, coordination, temporary engagement.

According to the UN resolution of November 2011, the human rights education is an ongoing process through which people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods to ensure that respect in all societies. We're talking about human rights: the right to be born equal in freedom and dignity, the right to personal integrity and self-determination. Human rights are fundamental. They exist independently of the existence of laws and cannot be influenced by the habits and beliefs of a particular community. We have human rights even if there are no laws to protect them, because they are universal and inalienable, belong to every individual, whatever their ethnicity, social status, physical and mental health condition, political condition. We all have a duty to promote the dignity, tolerance and peace, educating individuals and groups to respect them, working to defend and support them.

Through the present project we want to create a stable cooperation between schools, associations, government agencies, voluntary, because the human rights education can move from single and temporary interventions to a continuous joint action in order to start the way for a real opportunity for self-affirmation of the weaker ones whose rights, if they exist, are daily trampled, ignored. Interventions will work on two interconnected paths: a cultural one and a more operative one.

Each partner will put in action learning and cultural opportunities, using Arts and Performing Arts, especially Music, to promote and foster learning as well as social inclusion and a new citizenship. Arts will be the medium to learn about history, cultural identity, language of the country where learners, both native and newcomers, live by involving them in long-lasting lab activities. Integration of different cultures and languages will obviously come along, due the composition of the groups. Language mediators will help in keeping communication alive, yet giving English, language of the project, the prominent role. In particular in the first year labs will be on The Nature Life Cycle: folk rhythms and festivities linked to seasons, weather, harvest... In the second year we'll exploit The Humans Life Cycle: folk rhythms and festivities linked to life and death, divinity, the supernatural....

These actions will be accompanied by more operative measures directed to minor groups and aimed to enhance entrepreneurship. They will be both strictly connected to the making of the projects outputs and to the fulfilment of its objectives. So we all will build long-lasting crafts workshops as well as specific labs according to the target group each partner is addressing. The aim of the laboratories like the one described above is not only to ensure the little revenue to the members of the laboratory, but start a new community that could turn into social cooperative in the future. It is a first step to switch from openness to progressive participation of immigrants to build a common citizenship and acquire a new community that is able to overcome the difficulties of the present, projecting every effort towards the near future, making it feel not the immigrant but most host city in its own right, accepted and integrated into every neighbourhood in a new town atmosphere.

All the activities, both cultural and operative, will be documented by the same learners guided by trainers, through videos, newsletters. This engagement in dissemination means that they will use English and new technologies they will be trained in as a connected learning activity.

Participation in mobility activities will provide opportunities for individuals to gain new knowledge, skills and cultural competences, which in turn can contribute to their personal development and improve their employability. Whilst it is evident that there are universal benefits of mobility, the achievements for those with fewer opportunities are often considered to be life changing. This can be attributed to the fact that

this group often experience barriers to participating in similar educational or social opportunities in comparison to others.

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Fondation Art and Culture - Sevlievo, BG;
Pucko otvoreno uciliste Mencl, HR

GRANT AMOUNT:

144 730 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Fostering the assessment of transversal skills

PRIORITY 2:

Promoting young people's social inclusion and well-being

TOPIC 1:

Creativity and culture

TOPIC 2:

Access for disadvantaged

TOPIC 3:

Romas and/or other minorities

CLUSTER(S):

Inclusion & Tolerance

PROJECT NUMBER: **2014-1-IT02-KA204-003416**TITLE: **ADULT AND WORK: AN AID TO REDUCE THE DISTANCE**

DESCRIPTION: In the first quarter of 2013, according to ISTAT data, the unemployed in the range 35-44 years are 400 thousand and 349 thousand those between 45 and 54 years old, numbers which show that unemployment is far from being exclusively a youth problem. The conclusion of the crisis is far away and appropriate interventions are needed to solve the difficulty of finding employment and reintegrating into the labour market many people with previous experience and skills gained during the course of life and business. A labour crisis that threatens to turn into a crisis of identity of persons who have lost or are at risk of losing that source of livelihood. A crisis which creates difficulties in the assessment on their job prospects but also on their skills, competences and tools needed to activate in order to raise their professional skills necessary for a re- working. The experiences and skills should be valued and capitalized through active labour market policies that can understand the needs and abilities of adults and to accompany them in paths that allow them to spend their skills in the current labour market, even in fields other than those from which they come.

The project AWARD Adult and Work an Aid to Reduce the Distance intends to diversify the supply of the services of active labour market policies for unemployed adults through the exchange of good practices between operators from different EU countries. The policies are addressed to the unemployed in age over 30 years, including workers in the IGC and mobility, with previous work experience, gained through insecure jobs in different economic sectors, paying particular attention to the scope of the manual trades and artisans.

The project will last 24 months and is addressed directly to the guidance counsellors and vocational training operators who deal with active labour market policies, the indirect beneficiaries are adults escaped from the world of work.

The parties involved in the partnership are: the Consortium So & Co (consortium of social cooperatives) , Lucca CNA (National Chamber of Crafts and Small and medium enterprises), the Directorate for Education Sanliurfa (Turkey) , the Agency for the labour and Employment Sanliurfa (Turkey) , the Cooperative ADREP (France), which is in the vocational training field and Non-Governmental Organization My World (Bulgaria) that deals with small and medium-sized enterprises .

Operators will be able to familiarize themselves with the systems of training and rehabilitation for adults adopted in several European countries and will have the possibility to improve their working methods. Will be identified samples of adults to test the best practices identified in the fields of guidance and reintegration. The project aim to strengthen basic skills, professional and relational employable in the labour market and to build pathways agreed with the adults, local services, social partners and businesses is to share and experiment new models of entrepreneurship, of educational models and methodology.

The results will then be shared with other organizations in the territories involved (government agencies, trade associations, etc. ..) in order to propose new tools and strengthen the links between the fields of training and entrepreneurship.

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SAC ADREP, FR;
NGO MY WORLD ASSOCIATION, BG

GRANT AMOUNT:	99 810 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Developing partnerships between education and employment
TOPIC 1:	International cooperation, international relations, development cooperation
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	International Cooperation; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-IT02-KA204-003494**TITLE:**

OPEN EDUCATIONAL RESOURCES – RAISING EFFECTIVENESS OF VOLUNTEERING IN EUROPE THROUGH ADULT LEARNING REVEAL II

DESCRIPTION:

OER-REVEAL-2 is fully in line of priority #2 of Strategic Partnership “support the production and adoption of OER in diverse EU languages. OER-REVEAL-2 builds upon a successful project that produced 12 courses in 6 languages and transposes it into OER environment in 11 languages.

At EU level, volunteering is increasingly recognised as an exceptional catalyst for active citizenship, social cohesion and development, with a remarkable economic relevance. At present, an estimated 92 to 95 million adult Europeans actively engage in volunteering activities for an aggregate contribution to the GDP of Member States varying between 0.5 to 5%; EU Commission, DG EAC, 2010 “Volunteering in EU (VEU). In addition, volunteering is a significantly relevant platform for informal and non-formal learning of various groups of society, thanks to its inherent mechanisms for peer-to-peer collaboration and knowledge sharing. At the same time, volunteering is a unique platform for intergenerational learning, as it promotes mutual understanding and learning between elderly and youth. Ultimately, volunteering triggers positive spill-over in European economy and society as a unique mechanism for greater social inclusion not only for the beneficiaries of volunteering services but also for the volunteers. This is even more important when volunteering is considered as a pivot for intergenerational linkages, as a means to promote social inclusion of an ageing population and active citizenship of the young part of society.

Yet, many capacity constraints undermine the efficacy and impact of volunteering as a whole: volunteering organisations seldom have the right set of managerial skills to maximize the impact of their activities. This low organisational capacity has manifold negative implications for volunteering as a whole, producing the following shortcomings:

- misallocation of resources due to improper planning and management
- diminished impact on beneficiaries of volunteering activities
- jeopardised sustainability of volunteering activities and organisations
- dispersions of (human) resources and low retention of volunteers.

The “professionalization of volunteering (DG EAC, Volunteering in EU 2010) requires effective management of resources and planning of volunteering activities, otherwise vulnerable to inefficiencies. Many evidences pinpoint the binding constraint to effective volunteering because of capacity shortcomings, this is accurately captured by the EC, DG EAC, 2010, “VEU Final Report, p.230: “Professionalisation also means that volunteers are confronted with increasingly demanding tasks that require specific competences and skills.

The proposed project will allow to formalise and value knowledge while identifying training needs of individual volunteers. OER-REVEAL-2 will prompt adult learning solutions to address those needs with the ultimate aim of enhancing, through effective Adult Learning, the relevance, efficiency and impact of volunteering throughout EU.

OER-REVEAL-2 builds on the success and lessons of REVEAL, a best practice project funded by the Lifelong Learning Programme. In this follow-up proposal, the partnership will:

A) widen the geographical scale by including new countries and languages. OER-REVEAL-2 will expand the coverage of the project to include 12 partners representing 11 languages that are spoken officially in 16 EU Member States and Candidate Countries

B) enlarge the technical and operational scope by including new topics for specific training topics devoted to adult learners in the domain of the third sector and volunteering, with a learning offer of Adult Education that encompasses 21 courses along 7 themes, from Project Management for the Third Sector to Fundraising

C) open the project results to the widest public through Open Educational Resources: the purpose of this proposal is to bring into OER environment the wealth of knowledge, materials and content, specifically:

1. the web-based self assessment tool, to map, formalize and value the knowledge and competences of adult learners / volunteers identifying specific capacity and learning gaps
2. a set of multilevel web-based training solutions to address those gaps through customised learning solutions for adult learners and volunteers
3. interactive training content & material, library of relevant knowledge, expertise, case studies, etc

The partnership encompasses representatives of the third sector, volunteering associations, facilitators for the volunteering sector, private sector service providers and research centres active in the field of civil society and volunteering. OER-REVEAL-2 brings together the various participants of the adult learning domain for the third sector, with a strong emphasis on Pan-European Open Educational Resources that are accessible in 11 languages for the realisation of the EU2020 inclusive growth through improved adult learning opportunities to sustain the societal and economic impact of volunteering in EU

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GRANT AMOUNT:

242 388.99 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Supporting the production and adoption of Open Educational Resources in diverse European languages

PRIORITY 2:

Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways

TOPIC 1:

Social dialogue

TOPIC 2:

International cooperation, international relations, development cooperation

TOPIC 3:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

International Cooperation; Teaching & Training

PROJECT NUMBER: 2014-1-IT02-KA204-003515

TITLE: VALORISE HIGH SKILLED MIGRANTS

DESCRIPTION: TARGET GROUP, AND NEEDS TO BE ADDRESSED

The activity of the project is addressed to a specific target:

- Adult migrants with medium-high professional competencies that barely can participate to the Labour Market, or that enter there only with very low positions comparing with their knowledge . They are high-skilled people but considered low skilled by the local Labour Market.

This is particularly true if we consider the situation of high-skilled-migrant women .

Frequently, their technical competencies cannot represent the basis for a Labour Market insertion with a professional profile that could grow with the time (as could happened for a man that, starting from a mechanical low profile, can reach a technical profile in a few time).

For that kind of women there are often only two options: insertion with low-skilled profile that remains the same for a long time or unemployment situation with the stable role of housewives.

MAIN AIMS AND OBJECTIVES PURSUED:

Starting from the needs described above the project will pursue the following objectives:

With reference to Objectives and priorities of Strategic Partnerships:

- fostering the provision and the assessment of key-competences, including basic skills and transversal skills particularly entrepreneurship, language knowledge and digital skills (with particular attention to linguistic and self-empowerment competencies);
- reinforcing links between assessment, training and the world of work;
- improving the capacities of the organisations active in the fields of assessments, education and training, notably in the areas of specific disadvantaged groups (high-skilled person that are considered low-skilled from the world of work;
- fostering social inclusion and employability by developing quality assessment, training and support services for job insertion;

With reference to field-specific priorities for adult education:

- contributing to a reduction in the number of low-skilled adults (in this case people considered low-skilled), increasing the opportunity of validate non-formal and informal learning, giving new guidance and job insertion services.

With reference to The 5 targets for the EU in 2020 (in particular Poverty / social exclusion that foresees a strong reduction of people in this kind of condition) is possible to define these specific objects for the project:

- To develop 3 short modules for the assessment/empowerment/promotion of Soft Skills for high skilled migrants;
- To facilitate a better job insertion of migrants that now works in low profiles if compared with their competencies (or that are often unemployed);
- To increase the propensity to self-empowerment, supporting their capacity to spend their own competencies in the Labour Market finding opportunity to start up microenterprises.

PROPOSAL OF ACTIVITIES AND OUTCOMES

The project plan foresees

- 6 meetings (one in each partner's country)

- 4 Intellectual outputs:
- Another Intellectual Outputs aimed to assembly all the other, aimed to diffusion and Sustainability actions
- 6 dissemination moments

INTELLECTUAL OUTPUT 1

Definition of a Framework of Soft Skill required by Companies for High Skilled Migrants (with particular attention to people with competencies from 4th to 6th level of EQF): What kind of "soft skills are particularly required (or their lack represents an obstacle) for job insertion of migrants in medium-high professions?

INTELLECTUAL OUTPUT 2

Implementation of a model for assessment of competencies (technical and/or "Soft Skills) starting from a model created by Casa di Carità that tries to take care of all the "situations of a migrant person (connected to work but also to his/her social situation, migration history, personal and cultural interests....)

INTELLECTUAL OUTPUT 3

Implementation of a model of empowerment of all the Soft Skills that seems to be inadequate in a benchmarking with Intellectual Output 1 . In that model there will be also some tasks connected to self employment in medium-high professional fields.

INTELLECTUAL OUTPUT 4

Implementation of a model of promotion and self promotion that this kind of migrants can address to companies. In particular the model foresees the use of main social networks and video curricula (2 min each) as promotional instruments (but also as an instrument that underlines and shows especially some of those Soft Skills)

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FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG, DE;
Folkuniversitetet, Stiftelsen vid Lunds universitet, SE

GRANT AMOUNT:

292 570 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Fostering the assessment of transversal skills

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:

Labour market issues incl. career guidance / youth unemployment

TOPIC 2:

Inclusion - equity

TOPIC 3:

Overcoming skills mismatches (basic/transversal)

CLUSTER(S):

Employability; Inclusion & Tolerance

PROJECT NUMBER: 2014-1-IT02-KA204-003517**TITLE:** **RETE UNIVERSITARIA SOCIOCULTURALE PER ISTRUZIONE E IL RECUPERO IN CARCERE****DESCRIPTION:**

RiUscire intends to take advantage of the multi-/pluri-lingual and intercultural dimension of the prison context to turn it into a place of resources, empowerment and rehabilitation through integrated training courses addressed to foreign prisoners, prison staff and teachers working in prison. Starting from the coexistence of cultures and languages in a place of forced residence RiUscire aims to:

- Enhancing inherent multi-/pluri-lingualism and cultural diversity in the prison context;
- Promoting adult education in the prison context through intercultural communication;
- Developing linguistic-cultural and linguistic-professional skills of detainees for the social and occupational reintegration;
- Providing operators with the tools for a better understanding of the process of communication with foreign prisoners and to teachers with a teaching methodology designed to optimize the results of training courses for the target public (foreign prisoner).

As called by the European Commission (Budapest 2010) on the promotion of best practices in prison, Pathways to Inclusion, the present project will, at longer term, contribute to transforming the prison environment from a European point of exclusion and deprivation in place of enrichment and preparation for reintegration into society.

To achieve these target groups, the project foresees a partnership composed by five universities from five different European countries (Italy, Germany, France, Spain and Portugal) all of them with a large experience in second language teaching and/or teaching in prisons. The project will also involve the Italian Institute for Penitentiary Studies (ISSP), which has participated in other applicant's organisation proposals. RiUscire will build a capital of social relationships with other key stakeholders such as: Prison administrations; Offices and organisations for the treatment and educational training of prisoners; organizations and universities that lead research inside of the prison context.

RiUscire will use a methodology based on a participative approach aiming to produce best practices addressed to meet the needs of disadvantaged groups (foreign prisoners) and those with which they are involved every day for their professional activities by managing linguistic and cultural diversity.

In qualitative terms the expected results for foreign detainees will provide an improvement of language skills, a greater chance of re-employment and eventual marketability of the skills acquired in the territory; a decrease of tension due to misunderstanding of events; the growth of self-esteem; the opportunity to participate in a pleasant and useful activity; the certification of linguistic and professional skills for social reintegration.

For operators, RiUscire will provide an extension and upgrading of professional skills; improved interactions with detainees; a decrease of conflict situations and consequent stress; an increase of intercultural competence.

For teachers, the expected results are to achieve a greater understanding of the socio-cultural backgrounds of foreign prisoners; a greater awareness and understanding of the interactive dynamics with foreign prisoners; an increase of intercultural competences; a study of L2 teaching approaches to this specific target public.

At the quantitative level the results will be made of the documents produced by the network (working guidelines, analysis methods of socio-cultural aspects, reports of best practices) by online services (website), by the development and testing of methodologies (syllabi and teaching materials, training, assessment tools and evaluation) and by language professional portfolio (for inmates, prison workers and teachers).

The penitentiaries involved will change their internal communication approach as a result of the project actions and benefit from a less confrontational atmosphere, more operational and really aimed at recovering. The foreign prisoners, as the direct beneficiaries of RiUscire, will be able to improve the situation of conflict due to misunderstandings of language and culture and will have the possibility of achieving an education at the same time promoting personal values and instrumental allowing the possibility to use the competences acquired during and after detention. The activities are: mapping of training activities conducted in contexts prisons of partner countries aimed at foreign inmates, L2 teachers and prison workers; development, implementation and validation of training activities of mediation and communication intercultural addressed to teachers and prison workers that provide a synergy of laboratories in the presence and use of new technologies (ICT) and OER; development, implementation and validation of training activities to skills linguistic and professional; definition of criteria for the evaluation and accreditation of interlinguistic and intercultural skills.

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GRANT AMOUNT:	204 723 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Inclusion - equity
TOPIC 3:	Intercultural/intergenerational education and (lifelong)learning
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER: 2014-1-IT02-KA204-003626**TITLE:** **PEER REVIEW IN ADULT LEARNING TO IMPROVE FORMAL AND NON-FORMAL EDUCATION****DESCRIPTION:** As underlined in the recent study of Panteia "Developing the adult learning sector," "In most countries there is a consensus that quality assurance systems should be developed for the adult learning sector, and especially for the non-formal sector. Most countries are currently developing or revising their legislative framework for adult learning, putting more focus on quality assurance mechanisms. In the last few years, most countries produced white papers, communications, policy proposals and lifelong learning strategies in which they emphasise the importance of quality assurance. Nevertheless, the main challenge is to implement these strategies. Experience shows that it takes a long time to build consensus on the idea and content of quality systems.

PRALINE aims at developing innovative and sustainable initiatives to support Adult Learning providers, specifically those of the non-formal domain, in approaching Quality Assurance in their organization and training provision. Indeed Quality culture, intended as aware focus on learning outcomes, sector professionals training, resources, models of management, organizational patterns, is a priority in the EU Agenda for AL aimed at ensuring the possibilities for adults to access high-quality learning opportunities, regardless of gender and their personal and family circumstances.

To do this, PRALINE partners have set up a double action strategy that whilst rises the awareness of the importance of investing in Quality by initiating AL providers through a "Warming-up Strategy for developing a Quality Culture, calls for a different mind-set offering an engaging tool, based on a bottom-up approach, friendly, able to ensure a focus on learning outcomes and aware of the different/flexible needs of adult learners: Peer Review. It combines self-evaluation and external evaluation carried out by persons of equal standing with the persons whose performance is reviewed: Peers. Already implemented successfully in iVET and cVET in previous EU projects by some of the partners it has proven easy to be used and coherent with the primarily informal approaches that characterise AL at large.

PRALINE 9-partners multi-actor Consortium from IT, LT, AT, PT, MT, HU and FR will contribute to turn quality in Formal and Non-formal AL providers into practice by implementing the following activities:

- Design of the "Warming-up strategy for developing a quality culture, based on a in-depth desk analysis of needs and challenges of the Adult Learning Sector, also integrated by context surveys and learners needs analysis
- Carrying out of the Warming-up Strategy, throughout the whole project development and by the means of events, marketing campaigns, quality prize, informative workshops, initiation to Peer Review, etc.. (at least 300 AL providers reached)
- Adaptation of the Peer Review Methodology for the AL sectors, by the revision of the TOOL-BOX (Quality Areas and indicators) and the Manual
- Transnational training for trainers, targeting staff of the partners' organizations who need to acquire specific competences on the adapted methodology as well as on how to transfer it to other AL providers (20 participants)
- Training for Peers at national level as a way to involve and motivate further AL providers (at least 50) in implementing PR in their organizations
- Piloting of the Adapted Peer Review methodology in at least 15 Formal & Non formal AL providers in IT, PT, LT, MT and FR
- Review and finalization of the adapted Peer Review Methodology through qualitative analysis and with the involvement of AL providers, learners, stakeholder and policy makers
- Production of Recommendations for developing a quality culture and implementing peer review in formal and non-formal adult learning sector
- Dissemination/exploitation of the results.

Activities will lead to the following Intellectual Outputs:

O1 Warming-up Strategy for Quality

O2 PR Tool-Box

O3 PR Manual

O4 Qualitative Analysis on the piloting of PR in AL

O5 Recommendations

The process of transferring and adaptation of the PR methodology, by producing Quality Areas and indicators adequate to AL sector, represents an innovative contribution to the European discussion on quality in adult learning: it will generate a common framework for QA in AL, coherent with the EQAVET indicators and applicable beyond PR for the assessment of adult learning processes and outcomes.

Last but not least PRALINE promotes an active involvement of Adult learners in two key activities: the Warming-up Strategy and the review and finalization as partners strongly believe that through a participatory process, on one side the developed tools will be more responsive to the sector needs and, on the other, learners will become promoters of a quality provision in Formal & Non-formal Learning, able to impact on them in terms of up-skilling competences and increase participation rate (EU priorities set for the Adult Education).

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Europäische Peer Review Vereinigung, AT;
EPLFFPA 76, FR;
Etablissement Public Local d'Enseignement et de Formation Professionnelle Agricole de RETHEL, FR

GRANT AMOUNT:

450 000 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

Quality Assurance

TOPIC 2:

Quality Improvement Institutions and/or methods (incl. school development)

CLUSTER(S):

Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-IT02-KA204-003631**TITLE:** **ENTREPRENEURSHIP AND COMMUNITY COOPERATIVES****DESCRIPTION:** The project "Entrepreneurship and Community cooperatives (EntCoM) aim at fostering active citizenship and entrepreneurship (considering social entrepreneurship) in small or remote areas, with the support of three clear activities:

- 1) the development and consolidation of entrepreneurial competences (knowledge, skills and attitude) in order to structure entrepreneurial initiatives under the specific framework of "community cooperatives;
- 2) Foster learning mobilities at EU level to answer local needs;
- 3) contribute to the recognition and validation of such entrepreneurial competences under the ECVET, ESCO and EUROPASS framework.

The project in hand aim at recognizing the central importance of human capital, and at setting organizational and management models that encourage the participation of all citizens as "active members of their community. At the same time, we must not overlook the financial aspect necessary to the achievement of societal objectives, which become important in the context of the resources made available by the institutions related to the community, such as municipalities. Indeed, by working together businesses can reduce costs, share risks and create new platforms for growth. Consortium co-operatives run on a shared and equal way by, and for the benefit of, their members. Members can be businesses, partnerships or individuals.

At local and regional level, this project aim at providing a realistic, practical and effective answer to address a variety of current issues that exist also at EU level, such as the economical emergency, the unemployment rate, social cohesion, the digital agenda, rural and remote territorial development. At national and EU level, the project aim at providing a workable good practices considering the preparation of the targeted population in terms of competences, considering the recognition, transferability and accumulation of the entrepreneurial competences according to the ECVET framework in order to foster the mobility and improve the employability of the targeted group represented by citizens in remote or rural areas. Mobility indeed represents a key answer to the current low rate employment context at EU level.

The target group addressed by the project in hand are citizens from rural or remote area, and most particularly the "Not in Education, Employment, or Training (NEET) population. The term NEET refers to people between 16 and 24 who are no longer in compulsory schooling and yet have not taken on employment, further education or training schemes such as apprenticeships. Immediately after are the adult learning practitioners, cooperatives (employers), and adult learning bodies in general.

The project provide the following results:

- 1) A training course (TC) comprising:
 - a survey and mapping report on good practices;
 - a curricula;
 - a training guide (e-learning and residential);
 - a tool kit for multipliers (EntCom4M)
 - guidelines for in-service training.
- 2) ECVET guidelines tool kit and recommendations encompassing:
 - applicable ECVET framework;
 - Competences list (knowledge, skill and attitude);
 - definition of Learning Outcomes*.
 - definition of Units of Learning Outcomes*.
 - Credit for learning outcomes (credit)* tool.

- ECVET point* tool.
- Assessment methodologies.
- Credit transfer* tool.
- Memorandum of Understanding (MoU)*.
- Learning Agreement* tool.

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T.F.E.I. Ltd, UK

GRANT AMOUNT:

264 725 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways

PRIORITY 2:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

Labour market issues incl. career guidance / youth unemployment

TOPIC 2:

Recognition (non-formal and informal learning/credits)

TOPIC 3:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

Employability; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-IT02-KA204-003644**TITLE:** EUROPEAN LEARNING INNOVATION FOR SUSTAINABLE TRAINING**DESCRIPTION:** The "European learning innovation for sustainable training (ELIST) project aim at proving answers to two specific emerging needs in EU rural areas:

a) the development and consolidation of entrepreneurial competences (knowledge, skills and attitude) in rural populations, aiming at creating new pathways for employment with non-formal and informal learning activities;

b) contribute to a positive impact on local development in a sustainable way, considering the environment, the economy and the social context.

ELIST addresses a competences shortage and mismatch of quality personnel on the European labour market in the next few years, namely young entrepreneurs in the agricultural sector considering the situation of an ageing population. Improving the quantity and quality of personnel in the agricultural sector is a key factor for rural development and is currently in the centre of major challenges in a variety of fields such as food security, health, proper management, migrants integration, sustainable development goals, gender equality, to name but a few. ELIST provides the design of a state-of-art training course comprising a curricula, a blended learning training method (residential and elearning), an open access internet networking platform (FIME 2.0), and guidelines for multipliers and for ECET framework practitioners. Non formal and informal adult learning in rural areas (farm but also non-farm related activities) is also a key topic to be addressed thus developing practical tool to answer to the emerging jobs demand is of great importance. Capability building must be provided to the young working population, through the accurate preparation, development and enhancement of learning activities.

The selected target group is represented by: 1) young managers in the sector of agriculture and agro-alimentary, peripheral agriculture, and tourism; 2) young people and women from rural and urban periphery (more specifically urban problem zone); 3) adult learning practitioners. ELIST provide a key innovative outcome in the field of adult learning thus the learning methodologies will be specifically adapted to the anticipated target group according to their level of formal education, work experience and previously evaluated existing competences.

Tangible outcomes will be obtained according to the following four (4) specific key activities: 1) mapping, scooping and surveying on current competences mismatch and shortage within the rural population; 2) structure a pilot training programme for entrepreneurs and people looking forward to turn entrepreneurs (rural areas, farm and non-farm sectors), based on the principles of sustainable development (environment, economic and social contexts), comprising the definition of key competences (curricula), and the identification of innovative learning methods to train on sustainable development suitable for adult learners (supported by evaluations on the pilot training programme); 3) provide capacity building of rural population and communities (with the support of a mentoring programme); 4) build a cooperation plan between policy-makers (public authorities), VET providers in general, organisations representative of the referred sector, as well as active civil society organisations (CSO).

Summarizing, ELIST aim at stimulating entrepreneurship activity among rural populations by providing innovative learning tools, as well as creating the conditions for young urban populations to migrate to rural areas, thus will foster employability and mobility of targeted groups, with hands-on and inclusive learning method to improve their competences (knowledge, skills and behaviour), addressing emerging practices on the topic of sustainable development in the rural sector, with tangible outcomes at the EU level such as in-service training courses.

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GRANT AMOUNT:	278 659 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	Recognition (non-formal and informal learning/credits)
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-IT02-KA204-004009**TITLE:**

LEARNING TO LEARN AND SELF-DIRECTED LEARNING: AN INNOVATIVE APPROACH TO SUPPORT EMPLOYABILITY

DESCRIPTION:

Many citizens of Europe have been experiencing unemployment and current labour market has limited job offers (often not matching what potential candidates could offer). Unemployment is nowadays the main challenge in Europe that obliges all countries to think of new strategies and resources to be developed if we really want to create a growing economy based on knowledge. The economical crises bursted in 2008 has created long term effects; despite the economical recovery in some EU countries in the last months of 2013, the unemployment rate is still at 10,6% in the EU28, while in the USA is 6,7% and in Japan 3,4%(Eurostat). Tackling unemployment is much more than helping someone in finding a job! An efficient strategy has to be holistic and consider the human beings in its whole and complexity. It means supporting people in discovering their passions, increasing their self-esteem, creating a supportive network, facilitating their learning competence development. It is about promoting employability

Learning to learn becomes then the most crucial key competence for lifelong learning and for developing employability, therefore, educational staff need to acquire and develop more and more competences and methodologies for implementing this concept of learning. L2L is the key competence in this process – meaning that it provides keys for unlocking the doors to other competences. The speed and the complexity of our society and of the labour market require independent learners able to define what they need to learn, when, how they can do it, what resources they need, to plan it, to take an active role and the responsibility of this process; in other words they need to know themselves as learner and to (self) direct their learning. It implies: self-esteem, self-assessment abilities, engaging in learning processes with the others, ability of planning and realizing the learning, competence in giving and receiving feedback, being able to drive emotions to support inner motivation, ability to stand ambiguity and to take responsibility both of the process and of the outcomes.

In this way, we believe that L2L and SDL can be an innovative approach to be used in working with unemployed since they foster an holistic development of the persons that surely increases their employability level and chances. Thus, the project aims to:

- promote learning to learn and self-directed learning as a tool for personal development and independency for unemployed people;
- explore and become more aware of the role of the environment, of the facilitators and of the group in a learning settings inspired by democratic education;
- increase the competence of a number of adult educators in facilitating the L2L and SDL through specific training actions;
- provide unemployed people an innovative space where they can experience L2L and SDL, discover their passions, create a network and finding useful information for their professional development;
- invite and support adult educators and unemployed people in using ICT for learning and in learning/improving the knowledge of a foreign language
- exchange good practices among the partners

The expected results during the project and at its end are:

- 1) A research on innovative education: role of environment, role of support staff, role of the group (others/peers) in the learning process and the differences with the „ traditional institutional learning places“ so that they can be used as leading principle in the setting of the learning space for unemployed people
- 2) Four learning spaces for unemployed people, one in each country. The space will be available at least twice per week for one year time. The space will be supported by an adult educator properly trained that will help the learners in discovering their passions, finding information on what they need, create a network with the other unemployed people and with different services within the municipality concerned.

- 3) An improvement of the competences of a number of adult educators about SDL, L2L, innovative education: we will train from 3 to 7 adult educator in each country in blended learning (local training, virtual platform and short term transnational training course)
- 4) The realization of an Action Research and the creation of a model that can be transferred to other realities
- 5) Four multiplier events

The partnership is carried on by 5 organisation (2 in Italy, Belgium, Turkey and Iceland) and is an outcome of a previous Grundtvig Learning Partnership

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GRANT AMOUNT:

69 094 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

Labour market issues incl. career guidance / youth unemployment

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Overcoming skills mismatches (basic/transversal)

CLUSTER(S):

Employability; Teaching & Training

PROJECT NUMBER: 2014-1-IT02-KA204-004132

TITLE: **SOCIAL START UPS - UNLOCKING THE ENTREPRENEURIAL TALENT OF EPG'S**

DESCRIPTION: The economic and social crisis that is afflicting Europe from 2008, on one side, and the education more and more focused on using ITC, on the other, generate a gap between the youngest, ITC skilled, inside the Learning Process population and those, adults learners, outside the Learning Process, with low ITC competencies, out of the labour market.

“SOCIAL START UPS - Unlocking the Entrepreneurial Talent of EPG's aims at promoting entrepreneurship and active citizenship through a new learning path (new curriculum, innovative methodologies, etc.), using the “EPGs (Ethical Purchasing Groups) set up and management as a “learning-by-doing lab.

Why EPGs? Because EPGs represent a friendly well known environment where the target group can get re-skilled, gain access to learning paths, get confident with ITC tools, while each phase of running an EPG is leading to the development of a Key competence.

Specific objective of the project is to ameliorate the acquaintance of and the access to key competences of adult learners and, in particular, of low skilled, unemployed people, vulnerable groups including women, housewives, single parents, small farmers, migrants, by using the set up and management of the EPGs as a tool, while supporting adults' empowerment and future learning.

The project is addressed to 3 different target groups:

- 90 among unemployed, low skilled, vulnerable people,
- 8 staff members among the Participating organizations,
- around 100 stakeholders, identified among existing EPGs, local associations working in the field of Adult Education, Support to entrepreneurship, Sustainable Development, farmers' association, Training centres and Universities; Local/Regional Authorities Offices, Development Agencies, Employment Centres; Policy makers/Public Stakeholders. Local and national Media.

The project, lasting 2 years, will focus on activities defining the project methodology and assessment of key and technical competences, as well as the curriculum and the experimentation process. In particular, through:

- the Mapping phase, state of the arte and networking among EPGs operating in each partner country and in EU;
- the Methodological framework development;
- the definition of the Learning Path through the Curriculum Development and Learning Modules;
- the Experimentation, through the set up and management of EPGs and the validation of the Methodology ;
- Several multiplier events organized in formal and non formal activities will be held to support project dissemination and capitalization, ending with the “SOCIAL START UPS - Fair, to unlock the Entrepreneurial Talent of Ethical Purchasing Groups, combining the interest of citizens toward food, model of consumption, sustainable development with personal empowerment, professional development through social entrepreneurship, and lifelong learning.

The main methodology will be focused on learning-by-doing approach. The innovation relies on the fact that EPGs are already existing entities but the project will make them a tool for lifelong learning. New EPGs are borne every day stressing their vitality and the interest that citizens have for them.

Main expected results of the project are, among participants, an increased level of key and technical competences and in particular sense of initiative for employability and business creation (including social entrepreneurship); increased level of technical competences related to food safety, hygiene and quality;

increased opportunities for practical entrepreneurial experiences; more active participation in society of the participants

At systemic level, results refer especially to the assessment of key and technical competences; increased opportunities for professional development; the improved use of ICTs and open educational resources (OER) and a reinforced interaction between non formal, formal and labour system; promoted take-up of practical entrepreneurial experiences; production and adoption of OER, curricula and new methodology in diverse European languages supported. Furthermore, also members of the participating organizations will gain increased level of knowledge and experience, increase their cultural awareness and expression, and their level of technical competences on Entrepreneurial mentoring and food safety, hygiene and quality, due to specific training for partner staff and the participation to the technical training for beneficiaries.

The project results can be used and exploited in the longer-term, as the project support the user through self learning and assessment. All the intellectual outputs that will be provided for free to the general public are self-learning and self-evaluation instruments and they are aimed to empower the beneficiaries and their organisations. That will permit easily a sustainable approach and replicability as the foreseen outputs have been planned especially to make them easily "usable and reusable by not only stakeholders but final users too.

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GRANT AMOUNT:	252 727 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Employability

PROJECT NUMBER: 2014-1-LI01-KA200-000005**TITLE:** COMMUNITY EDUCATION

DESCRIPTION: Short summary in English: The Europäisches Institut für interkulturelle und interreligiöse Forschung stands for research projects and studies on the one hand and regular conferences and educational events on the other, esp. in the academic field of religion and culture. Community Education of course is a main part of this interest. Lifelong learning means an important initial process for society at all. In the context of our strategic partnership we want to come together with the other partner organizations for regular encounter and exchange concerning problems of migration and integration as well as questions of education and social work in Belgium, Germany and Liechtenstein. Each partner will be engaged within the common project by its own possibilities and profiles. To organize our study process on different levels of Community Education it is necessary to use our transnational meetings and workshops to communicate and cooperate with each other in Belgium, Germany and Liechtenstein. Last but not least our strategic partnerships is based on several research reports being published within our European context recently, e.g. Community Education in Österreich (under http://www.equi.at/dateien/CE-Endbericht_IHS.pdf).

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GRANT AMOUNT: 113 014 EUR

CONTRACT DURATION: 36 months

PRIORITY 1 OR MAIN: Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways

TOPIC 1: Intercultural/intergenerational education and (lifelong)learning

CLUSTER(S): Inclusion & Tolerance

PROJECT NUMBER: 2014-1-LI01-KA200-000009**TITLE:****RELIGIÖSE BILDUNG UND INTERKULTURELLES LERNEN****DESCRIPTION:**

Short summary in English: The Europäisches Institut für interkulturelle und interreligiöse Forschung stands for research projects and studies on the one hand and regular conferences and educational events on the other, esp. in the academic field of religion and culture. Concerning the current debate about religion and education the project Religiöse Bildung und interkulturelles Lernen intends to open new perspectives for schools and universities on the one hand and for intercultural learning where people of different confessions and religions meet each other in a pluralistic society. Therefore the strategic partnership of chosen institutions and persons in Germany, Liechtenstein and Turkey will take care for encounter and dialogue in Europe. Intercultural and interreligious learning has to become part of education at school as well as university. Regular exchange of experiences and new insights will be part of the strategic partnership in order to analyze the different results between and within the involved organizations.

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GRANT AMOUNT:

176 040 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Contributing to the modernisation of Europe's higher education systems as outlined in the 2011 EU Modernisation Agenda

PRIORITY 2:

Revising and strengthening the professional profile of the teaching professions

TOPIC 1:

Intercultural/intergenerational education and (lifelong)learning

TOPIC 2:

Quality and Relevance of Higher Education in Partner Countries

TOPIC 3:

Quality Improvement Institutions and/or methods (incl. school development)

CLUSTER(S):

Inclusion & Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER:	2014-1-LT01-KA204-000508
TITLE:	COLLECT. RECYCLE. MANUFACTURE.
DESCRIPTION:	<p>One of the biggest global problems in the world is the increasing felling of forest areas, where the wood is used for paper production. Another important issue is the growing paper consumption and excessive consumerism. During the project all learners will analyze situations in their countries and share their experiences with other participants from partner countries. Project participants will learn to produce handmade paper out of collected used paper and will teach other members of community to do the same.</p> <p>We will encourage the learners to look back to the past. Using our ancestors' wisdom, we will learn to produce ecological dyes extracted from herbs and ground pigments. Ecological dyes will be used in the process of handmade paper making. Afterwards, the handmade paper sheets will be used to make post-cards, aromatherapy papers, books tags.</p> <p>Our handmade showpieces will be exhibited and sold in exhibitions and fairs. Moreover, we will not only encourage people to re-use paper and teach how to bring it back to life, but will also inspire to use the knowledge of our ancestors.</p> <p>The whole process of producing handmade paper and ecological dyes will be filmed. From all this material we will create a film which will be available for all educators to use in their future seminars and training sessions. We will also make a publication which will include handmade paper methodology and an album with all the showpieces made by the project participants.</p> <p>We will also learn the most popular words and phrases of all the partners' languages and create a digital multilingual vocabulary and phrase book.</p>
COORDINATOR:	Algirdo Z3A LT-03219 Vilnius, Lithuania www.zidinio.vilnius.lm.lt
CONTACT:	Ilona Filipenkovaite
PARTNERS:	KERRY ACTION FOR DEVELOPMENT EDUCATION, LTD., IE; EUROPEAN CENTER IN TRAINING FOR EMPLOYMENT, EL; Associação Intercultural Amigos da Mobilidade, PT; ASTERISCO - Associazione per lo sviluppo socioeconomico, IT
GRANT AMOUNT:	55 300 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Promoting young people's social inclusion and well-being
TOPIC 1:	Creativity and culture
TOPIC 2:	Environment and climate change
TOPIC 3:	Intercultural/intergenerational education and (lifelong)learning
CLUSTER(S):	Education for Sustainable Development; Inclusion & Tolerance

PROJECT NUMBER:	2014-1-LT01-KA204-000610
TITLE:	AT HOME WITH NATURE
DESCRIPTION:	<p>Project At home with Nature will unite adult educators from 3 different countries (Lithuania, Turkey, Hungary) in order to share their experiences and to create the new Eco-friendly tool - pedagogical material - for reduction of low skilled adults. Eco-friendly tool will consists of the best non-formal education practices and examples of eco-building and eco-gardening. Also practical videos with the suggestions of experts and impressions of adults will be created. Testing activities of methods that will be collected during the study preparing will be tested within more than 180 participants from partner organizations, representatives of other NGO's, Eco-businesses, employment institutions, training companies and local communities. Concerning benefits to participants, the project will give deeper knowledge on different cultures, it will also show the importance of non-formal learning for different organizations. Moreover, it will increase participation and inclusiveness of participants within the local community. Moreover, professional environment inside the partner's organization will be created and professional competences of the staff from partner organizations will be developed. After the official end of the project, pedagogical material will be used in a daily work of partner organizations. Moreover, pedagogical material will be introduced to vocational schools, training centres, organizations of adult and non-formal education. Articles in partner local languages, multiplier events will disseminate results and it will ensure innovative, eco-friendly methodology that will be used within other organizations.</p>
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CONTACT:	Martynas Norbutas
PARTNERS:	<p>EGYUTTHATO KOZOSSEGEPI TO EGYESULET, HU; OLTU HALK EGITIMI MERKEZI MUDURLUGU, TR</p>
GRANT AMOUNT:	53 768 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Environment and climate change
TOPIC 2:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 3:	Research and innovation
CLUSTER(S):	Education for Sustainable Development; Inclusion & Tolerance; Research & Innovation

PROJECT NUMBER: 2014-1-LT01-KA204-000611**TITLE:** EUROPEAN HOMELESS AND MOBILE CITIZENS NETWORK

DESCRIPTION: In several major cities of North-Western EU countries, EU mobile citizens are amongst the most affected by homelessness and, although the main trend concerns people moving from Central and Eastern European countries to Western Europe, recent reports in the press refer to homeless people who have left Southern EU countries. According to a FEANTSA survey conducted in 2012, homeless services from 12 EU Member States report a growing proportion of immigrants among service users (On the Way Home, 2012). Regarding the worsening situation, public authorities in some Member States have introduced 'reconnection' programmes for EU citizens who are homeless. However, there is no obligation for Member States implementing this kind of programmes to ensure that people who return back will not be homeless upon arrival in their country of origin. Evidence shows that some of those people returning to their country of origin experience homelessness when they arrive (On the Way Home? FEANTSA, 2012).

Sustainable and targeted solutions are needed and can be found only through a partnership between organisations working with homeless people both in the countries of origin and countries of destination - as at present there is some collaboration between organisations, but not in a structured thus effective way as a network could allow. This innovative project puts together sending (eastern, central and southern) and receiving (western, northern - UK, Denmark) countries, where issues of emigration or immigration are topical and organisations with a lot of experience in the field of homelessness and migration. The establishment of such a network will also help developing a toolkit that will gather experiences and identify good practice. This project seeks not only to create an organised network of organisations from sending and receiving countries, but also to find sustainable solutions to provide effective support to those EU mobile citizens who become homeless in another EU Member State.

It is expected that this project will allow such results:

- to establish the strong partnership between project partners;
- to produce a toolkit for organisations helping to homeless and migrants;
- to create policy recommendations for policy makers at national and local levels;
- to develop a wider network of organisations helping to homeless and migrants in different countries of Europe;
- to create e-catalogue that put together national contacts of organisations helping to homeless and migrants;
- to create a Secure login

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PARTNERS: Asociatia Casa Ioana, RO;
Caritas Diecezji Kieleckiej, PL;
FEDERATION EUROPEENNE D'ASSOCIATIONS NATIONALES TRAVAILLANT AVEC LES SANS-ABRI AISBL, BE;
PRAKSIS, EL;
Homeless Unit of Copenhagen, DK;
Stowarzyszenie MONAR, PL;
Taff Housing Association, UK

GRANT AMOUNT: 120 428 EUR

CONTRACT DURATION: 24 months

PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
TOPIC 1:	Access for disadvantaged
TOPIC 2:	International cooperation, international relations, development cooperation
CLUSTER(S):	Inclusion & Tolerance; International Cooperation

PROJECT NUMBER: 2014-1-LT01-KA204-000617

TITLE: CHOOSE A JOB NOT A DOLE

DESCRIPTION: The Project offers innovative solutions to foster integration of people with disadvantaged background and fewer opportunities into the labour market by 1) upgrading their low soft skills coherent with the employment-related key competences: sense of initiative and entrepreneurship, social and civic competences, digital competences and learning to learn; 2) improving the quality of training provided by adult education (AE) organisations active in employment-related training in order to attract low-skilled people and motivate them to learn. Thus, the project contributes to "Europe 2020 strategy to reach employment rate of 75% as well to achieve benchmark of 15% of learners' participation in lifelong learning as defined in European agenda for adult learning.

The objectives are: to contribute to a reduction of number of low-skilled adults; to increase motivation of people with disadvantaged background and fewer opportunities through participatory approach; to facilitate access for learners to employment-related training by offering tailored for individual learners learning opportunities based on Open Educational Resources (OERs); to increase motivation of people with disadvantaged background and fewer opportunities to learn by providing information on validation of non-formal and informal learning; to strengthen the capacities of AE organisations active in employment-related training to offer high quality ICT-based training tailored for individual learners with disadvantaged background and fewer opportunities; to enhance the professional development of AE staff by introducing new innovative educational methods: reversed training, Open Educational Resources (OERs), blended-learning approach with new role of trainer as facilitator, and to increase the adaptability of employment-related learning to the nowadays labour market's needs by reinforcing social partnership between AE organisations, labour exchange offices and world of work (enterprises).

Seeking to address these objectives two main intellectual outputs will be developed for two main project's target groups:

- people with disadvantaged background and fewer opportunities - Innovative model for integration into labour market (IMILM model) based on ICT-enabled solutions and OERs;
- AE organisations and their staff – AE organisation modernisation model (AEOM model) to ensure the effective implementation of the new educational methods and tools proposed within the IMILM model.

The methodology for developing IMILM model is based on participatory approach and use of online tools tailored for learners. The main results are: Self-need analysis tool, Set of employment-related OERs, Knowledge portfolio, Action plan, User guide for learners. Piloting of IMILM model will be done with 75 learners with fewer opportunities. The website part for learners provides them with open access to the learning tools of IMILM model. The national groups in social network (Facebook) for learners will ensure the feedback from testing the IMILM model. As well they will contribute to the sustainable use of the IMILM model beyond the project's lifetime.

The AEOM model is a supplementary intellectual output designed to strengthen the capacities of AE organisations to apply the innovative IMILM model effectively in their daily work. The methodology of AEOM model is based on applying reversed training, Open Educational Resources (OERs), new role of a trainer as facilitator to ensure the learners' participatory approach. This output consists of interrelated methodological materials: e-Guidebook for AE organisations for implementation of the IMILM model; Collection of good practices with learners' success stories; Framework for social partnership between AE organisations, Labour Exchange Offices and Employer's organisations. European group in social network (LinkedIn) will be a place where adult educators will have a possibility to provide feedback on the AEOM model. This group will also contribute to the sustainable use of the AEOM model by AE organisations and their staff beyond the project's partnership and lifetime.

The main impact on learners with disadvantaged background and fewer opportunities is upgrading their soft skills coherent with employment-related key competences with the longer-term benefit: fostering their integration into the nowadays labour market. Thus, the expected impact of the project after its lifetime is the reduction in number of low-skilled adults by increasing the level of their soft skills and increased employment rate of people with disadvantaged background and fewer opportunities.

The main impact on AE organisations active in employment-related training is strengthening their capacities to offer high quality ICT-based learning opportunities tailored for individual learners with disadvantaged background and fewer opportunities with the longer term benefit - increasing the level of learners' participation in employment-related training.

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PARTNERS:	DEFOIN Formacion para el Desarrollo y la Inserción, ES; MERSEYSIDE EXPANDING HORIZONS LTD , UK; Kauno teritorine darbo birza, LT; CESIE, IT; Vidzeme Region vocational competences centre, LV; Viesoji istaiga Baltijos edukaciniu technologiju institutas, LT
GRANT AMOUNT:	280 373 EUR
CONTRACT DURATION:	28 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Labour market issues incl. career guidance / youth unemployment
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Employability; Teaching & Training

PROJECT NUMBER: 2014-1-LT01-KA204-000643**TITLE:** **STRATEGIC PARTNERSHIP IN ADULT MIGRANT EDUCATION: PERSPECTIVES FROM MEDITERRANEAN, BALTIC SEA REGIONS**

DESCRIPTION: Strategic Partnership in Adult Migrant Education: Perspectives from Mediterranean and Baltic Sea Regions (MEDBALT)Diversity Development Group (Lithuania) is the project coordinator; Partner organizations: Uninersidad de Salamanca (Spain), Tamat Centro Studi Formazione e Ricerca (Italy), Centre for Advancement of Research and Development in Educational Technology LTD (Cyprus), Koperazzjoni Internazzjonali (Malta), Fundacja Osrodek Badan nad Migracjami (Poland)Length of the project: 36 months (01 01 2015 – 31 12 2017)The aim of the MEDBALT project is to prepare a methodology for the adult migrants education in Lithuania based on good practices. Objectives: 1) each partner organization has to develop a case study on the adult migrants integration and education in each in the project participating country; 2) each partner organization has to prepare political recommendations in the field of integration of the migrants, including education; 3) to organize the final conference of the project; Existing situation in Lithuania presupposed that there is no methodology for the integration and education of the adult migrants. The necessity and need of such methodology is based on these aspects: 1) adaptive and special education programmes/packages of tools based on a detailed methodology are needed for migrants education (special target group which has special needs); 2) starting to form a coherent integration policy and prepare a strategic document of migrant integration, as well as establishing an integration infrastructure, creation of such a methodology is the key instrument for the implementation of all integration programmes. Prepared methodology will directly complement the implementation of the strategic document of the integration policy forming packets of tools of integration of migrants and establishing education infrastructure on the local, national and international levels, as well as developing the inter-sectoral (governmental and non-governmental) cooperation and adopting the good practice for the Lithuanian case. Key activities organized in the project: 1) study and overtaking the good practice visits; 2) analyses of the methodology of adult education and integration programmes (case study of each in the project participating organization); 3) preparation of the education of adult migrants for Lithuania; 4) recommendations for the programmes and infrastructure for the integration of adult migrants (from each in the project participating organization); 5) final project conference. All these activities are inter-related and coherent, coming one from another and will be coordinated by DDG as the applicant of the project. In the preparation phase the project coordinating institution will make the preparational work defining common guidelines, structure, methodology for all partner organizations for the creation of each countries case studies and during the visits will introduce to each organization. There will be observation of good practise in each country during the visits (practise of integration and education of migrants, organization, infrastructure, etc.). To all these visits will go three experts from DDG and the timetable of the visits will be structured in accordance with the logic of regional cooperation: countries of the Mediterranean and Baltic Sea regions. During the time of the second activity will be developed case studies which will open the regional and comparative perspective and will allow the overtaking of the good practice, as well as will be the background for the preparation of the Lithuania's case and political recommendations. The third activity, the development of the methodology of adult migrant education, will be precisely for Lithuania after taking over the good practice in both theoretical and practical levels The fourth activity will allow each organization to provide political recommendations aiming to improve the legal reglamentation of adult migrant integration and specific education programmes at both local and national levels. The final project conference in which will take part all the participating organizations and policy makers, implementators from the governmental and non-governmental organizations, migrants and their organizations, experts in the field of migration and all the interested persons. The main aim of the conference is to present the publication in which will be published all the case studies, methodology of the adult migrant education for Lithuania and political recommendations. Overall, the results of the project can be distinguished following: 1) the main level of the execution of the project is inter-regional cooperation in the EU level will provide the perspective in the field of migration education from various European regions. 2) This European level through the partner organizations activities (case studies and political recommendations) will have an impact on the national level. 3) monitoring, sharing, overtaking and ad

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PARTNERS:	CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD- CARDET, CY; Fundacja Osrodek Badan nad Migracjami, PL; Kopin (Koperazzjoni Internazzjonali - Malta), MT; UNIVERSIDAD DE SALAMANCA, ES; Tamat Centro Studi Formazione e Ricerca, IT
GRANT AMOUNT:	83 350 EUR
CONTRACT DURATION:	25 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Inclusion - equity
TOPIC 2:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-LU01-KA200-000036**TITLE:**

SANTÉ PUBLIQUE ET SANTÉ MENTALE : NOUVEAUX BESOINS, NOUVELLES FORMATIONS : QUELLE EMPLOYABILITÉ DES USAGERS EN EUROPE ?

DESCRIPTION:

Skills development and improvement of professional qualifications represent a major public health and education challenge. Since the main psychiatric reforms, the reduction of hospital beds, and the development of neuroleptic drugs, patients and users are now able to live alone or with their relatives, far from psychiatric hospitals. They can expect an autonomous life made of social and professional activities, close to the life of any other citizen. The global action plan of the World Health Organization between 2013 and 2020 recommends "the empowerment of users.

The project is based on the improvement of professional practices of social workers who accompany vulnerable groups in their own professional integration. At European level, their qualifications must be adapted to the new economic climate.

Besides technical knowledge, this audience must acquire psychosocial skills in order to access and maintain employment on the real labour market instead of being placed in sheltered workshops.

Social workers usually haven't received adequate training for professional integration of people with mental disorder. To adapt the training to the economical environment, we must take into consideration the reality that is faced by companies and create a close partnership with a strong network of managers and well-trained team leaders on the issue of mental health.

Furthermore, for those professionals, currently there are not a traced path or guide of good practices in order to cope with an increasingly demanding labour market. The training cursus of social workers could become obsolete in the current labour market conditions, if a upgrading is not included in their training (initial or continuous training).

Our project aims to improve qualifications, because the stakes are high for both users with mental disorder, and social structures, which support their employability. Today, the economic context and the labour market are strangled: there are strong challenge to bring closer users, socials workers and companies. Although the users have mental disorder, they are often graduated and qualified. They must have access to employment like any other citizens.

The project is built on the expertise of network competent partners from five different countries: Romania, Switzerland, France, Luxembourg and Belgium. It consists of psychosocial structures specialized in employment, of training centres in mental health issues and of research centres and universities, specialized in those matters.

The general purposes of this project are:

- Identify what has already been done in these five countries.
- Analyze the needs of the triptych of the 150 major players "users, social workers and companies to develop employability in the real labour market for people with mental disorder.
- Build with all partners, validated skill reference, following the needs and analyses of each of the five country's experts, social workers and team managers from various companies.
- Create and develop five training seminars involving 15 participants per country. 75 professionals from 5 countries will have therefore benefited from the pilot training.
- Make recommendations at a European level that could be transferable and accessible at a macro political level as well as at a micro structural level (training organizations, universities...).

In a participatory approach, our project will produce methodological tools of scientific support to:

- Analysis (interview grid, auditions and focus groups containing items and criteria for need assessment)

- Development of a common referential training: founding and federative tools.
- Development of tested training modules in the five countries: Goals, content, teaching methods, speakers, etc.
- A negotiated participatory evaluation of the pilot trainings: working together on implementing quantitative and qualitative tools.

Those tools will be downloaded from an Internet site for distance learning and remote information.

To conclude, this innovative project attempts to measure the quality and set various benchmarks of the pilot trainings in each country in order to submit a recommendations report.

Intended to inform the European Commission and the World Health Organization as well as the Ministries of Research, Educational and Public Health Authorities of each partner country, this report will ensure the sustainability of the project by implementing an European university degree which will respond to the training needs of social workers to develop employability for people with mental disorder.

COORDINATOR:

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CONTACT:

Laurence Fond-Harmant

PARTNERS:

FEDERATION AGAPSY, FR;
FONDATION TRAJETS, CH;
article 23 asbl, BE;
UNIVERSITATEA AUREL VLAICU DIN ARAD, RO

GRANT AMOUNT:

272 593 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Developing partnerships between education and employment

PRIORITY 2:

Aligning VET policies with national, regional or local economic development strategies

TOPIC 1:

Disabilities - special needs

TOPIC 2:

Overcoming skills mismatches (basic/transversal)

TOPIC 3:

Research and innovation

CLUSTER(S):

Inclusion & Tolerance; Employability; Research & Innovation

PROJECT NUMBER: 2014-1-LU01-KA204-000032**TITLE:**

OUTIL PLURILINGUE POUR AMÉLIORER L'EXPRESSION DANS LE DOMAINE DES SOINS ET DE LA VENTE

DESCRIPTION:

Subject:

Our proposal targets the skill "Communication in foreign languages in the key competences for the Lisbon strategy by creating a language tool in LU, FR, DE and EN unlike all those that already exist. The project will create 36 sequences to practise expression and vocabulary, both written and oral, in the fields of health care and sales.

Rationale:

For Luxembourg, many foreigners and people living in the border zones work or want to work in the country but are not very, or not at all proficient in the Luxembourg language. This obliges the inhabitants of Luxembourg to adapt to the language of the people they deal with on a daily basis.

This situation is particularly visible in the fields of sales and health care when French is a problem for older Luxembourg residents who were not able to learn French during the war, for young people who do not yet speak it well and for the large numbers of people who learnt it but do not speak it well enough to explain exactly what they want when trying to purchase something or when trying to describe their health problems, or to understand exactly what a healthcare professional is saying.

This problem also affects the German-speaking community in Belgium where they have more or less the same problem with German.

More generally, proficiency in one of the foreign languages proposed in this tool encourages mobility on the job market in Europe. In addition, the two sectors targeted by this project offer a good deal of job openings.

Description of the tool:

Our proposal is based on three LdV projects which led to different versions of "Bienvenue à Graphoville, which won a European Languages Label. This software program has some hundred characters going about their daily lives in a little town. Each of these personages has a specific job or profession and very particular characteristics.

We intend to use this panel of characters to create our 36 future sequences.

We will place them in situations involving:

- Care extended to the sick and the elderly
- Sales and catering

Each sequence will include:

- an illustrated sketch, written and oral, putting the characters in situations where they speak simply and precisely.
- mini sketches, both written and oral, in which two characters are shown in a dialogue to create automatic language reflexes in the fields of health care and sales.
- a table of at least 20 words found in the sketches (in the fields of health care and sales).
- 2 written exercises to use the vocabulary given in the table.
- exercises to practise speaking by replying to a character in the mini sketches, choosing from several possible suggestions.

- a glossary with all the words used in the sequences relating to health care or sales with their translation in a choice of languages.

These sequences will be presented:

1. In interactive form for PC, also compatible with tablets that are easy to handle in any circumstance
2. In paper form with a possibility to hear the texts in separate files.

A model sequence is available in FR.

Target audience:

Our proposal belongs to the e-learning and Life Long Learning sectors and targets adults with a view to:

- developing or increasing their language skills
- helping and encouraging people to enter professional life in Luxembourg or in another country.

The tool is designed to be used in groups or for self-learning, or in individualised teaching sessions. The aim is to go beyond knowledge acquired in lessons or on one's own by creating automatic language reflexes that can be used for practical or professional purposes.

For people in Luxembourg, the tool will help to save and use a language that is not taught everywhere. The 4 versions will make it easier for learners, who will be able to go from one version to the next.

Consortium:

It comprises 6 partners from 4 countries: Euro Cordiale (LU), Centre de formation Lucien Huss (LU), ALV (BE), the Collège Général de Gaulle in Sierck les Bains (FR), Top Traduction Service (FR), Mouvance and BEST (AT).

We have formed a group of varied partners to enrich the work through the diverse skills of each one, as we wish to share skills and expertise rather than juxtaposing them. In addition, the partners come from different contexts and each has many opportunities for dissemination.

Impacts:

The consortium's composition ensures a direct impact with the target audience; the Centre de formation Lucien Huss, ALV, the Collège Général de Gaulle, Mouvance and BEST will use the tool in all the groups concerned and will disseminate it via their wide networks.

ALV is in contact with teachers from Belgium, the Netherlands and Germany, which will create a widespread, direct impact, aided by the tool's multilingual aspect.

In 2013 the Euro Cordiale website received 147,845 visits from 194 countries with a bandwidth of 12,358 Gb, which shows the considerable potential impact when the tool is put online.

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CONTACT:

Dominique Faure

PARTNERS:

Centre de Formation Lucien Huss asbl, LU;
Action langues Verviers, BE;
Collège Général de Gaulle, FR;
Top Traduction Services, FR;
BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH, AT;
MOUVANCE, FR

GRANT AMOUNT:	230 053 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Teaching and learning of foreign languages
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER:	2014-1-LU01-KA204-000033
TITLE:	PARTNERSHIP FOR MEDIA EDUCATION
DESCRIPTION:	<p>The Partnership for Media Education is an innovative project that will bring together four adult education organisations - Together Luxembourg, Connect from Slovenia, Together Czech Republic and Rexlegis from Croatia. It will enable the organisations to share their experience and good practices and work strategically in the field of media education. The two-years co-operation will give an opportunity to create new and innovative practices and methodologies to teach adult learners how to work with media.</p> <p>There will be many activities included in the project. Firstly, partners will identify existing resources and know-how in the field of media education and make these available to the other partners. They will then use these to develop innovative set of non-formal education methodology to promote media education. This will be tested during two international seminars for 40 adult learners. These will take the form of a blended mobility. There will be intensive virtual preparation before the seminars. We will prepare one-on-one Skype conferences with the participants to prepare them. They will work together through an online collaborative workspace. There will also be interactive online quizzes and we will use social networks to prepare participants. This will be followed by a 7-days international seminar. This will include a variety of simulation and role game, practical workshops, presentations, discussions, small group and plenary sessions. After the seminar, the collaborative workspace and other activities will continue. We will also produce a newsletter. The methodology will be tested and evaluated during the first seminar and then improved and repeated again during the second seminar.</p> <p>There will be three partnership meetings between educational staff in the organisations. The Kick-Off Meeting in Slovenia will start the project and enable partners to exchange their existing resources. The Mid-Term Meeting in Czech Republic will help to evaluate the project in the middle and mainly to adapt the methodology after the first seminar. The Final Meeting in Luxembourg will serve to evaluate the project, finalise the tangible results, prepare the dissemination strategy and discuss follow-up projects.</p> <p>The result of the project will be new non-formal education methodology and innovative ICT tools to complement physical mobility. All of these will be made available to the public and widely disseminated to adult education organisations.</p>
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CONTACT:	Ilja Gorohhov
PARTNERS:	Udruga "Arbitrazna institucija Rexlegis", HR; Connect, drustvo za promocijo aktivnega drzavljanstva, SI; Together Czech Republic, CZ
GRANT AMOUNT:	58 935 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
TOPIC 1:	EU Citizenship, EU awareness and Democracy
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER: 2014-1-LV01-KA200-000500**TITLE:** **MOBILITY OF EDUCATIONAL SERVICES FOR ADOLESCENTS WITH DYSLEXIA**

DESCRIPTION: The project will improve the mobility and availability of educational services for adolescents with dyslexia and other specific learning disabilities (SLD) in general education. The project plans to work from school, social and government level to remedy the break in the educational services - remediation and accommodation including ICT - after grades 1- 4 in which services needed by those with learning disabilities does not continue to junior high school and secondary education. This will improve the opportunities available in further education by assuring that as a student with dyslexia is in education, he/she gets the additional assistance he/she needs. In some countries helping students with dyslexia and other specific learning difficulties is concentrated only in special education classes or schools. There is no mobility of individualized educational services from one stage of education to the next one - the service often is tied to an institution but does not follow the individual student and it not accordingly modified as the student moves on in education. This is a very drastic problem in secondary education, e.g., in Latvia there is not a single student with dyslexia in general secondary education schools who receives any special education services. In Czech Republic there are only 2% of students with SLDs in the secondary education. This is a clear discrimination of students with SLDs. In some countries legislation and thus also educational services are fragmented - services are different in different stages of education and also different in testing situations and everyday learning process. All these legal and practice inconsistencies seriously damage ability of students with dyslexia to fully utilize their academic potential that damages their quality of education and later employability.

In many countries there is no provision and thus practice of use of ICT and assistive technologies. The project will undertake an analysis of the situation in partner countries to create a training for teachers (plus a related handbook), provide that training in a pilot situation and which will be shared in significant dissemination activities. Finally, the project will use a stakeholder analysis to create a prioritized list of legislative and regulatory changes needed, then will create new text for those changes and advocate for those changes to be inserted in the respective legislation or regulation. A very important feature of the project is helping adolescents with dyslexia to develop self advocacy skills via participation in the project. This project takes a holistic approach to assisting adolescents with dyslexia via: training teachers, making a set of training materials and also changing the legislative framework to ease mobility for adolescents with dyslexia.

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CONTACT: Eva Birzniece

PARTNERS: SDRUZHENIE "ASOCIACIA DYSLEXIA - BULGARIA", BG;
DYS-centrum Praha o.s., CZ;
Kocaeli Disleksi Dernegi, TR

GRANT AMOUNT: 119 112 EUR

CONTRACT DURATION: 24 months

PRIORITY 1 OR MAIN: Promoting the professional development of staff and youth workers in ICT methodologies

PRIORITY 2: Improving the attainment of young people with low basic skills

TOPIC 1: Disabilities - special needs

TOPIC 2: Early School Leaving / combating failure in education

CLUSTER(S):

Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-LV01-KA204-000489**TITLE:** **SOCIAL ENTREPRENEURSHIP DEVELOPMENT IN BALTIC SEA REGION****DESCRIPTION:** BACKGROUND:

EUROPE 2020 states that growth has to be delivered through strong emphasis on job creation and poverty reduction. Social entrepreneurship (SE) is exactly new method to be used to overcome existing challenges as main aim of social entrepreneurship is to bring - positive impact of society. In the Social economy and social entrepreneurship Social Europe Guide Volume 4 (2013) it is said that several key challenges of Social economy (build be SE) are found and those are: lack of visibility; lack of specialised training; lack of support network and infrastructure; access to finance; lack of uniform regulation.

7 SE support organisation across the Baltic Sea developed idea to have a better educational and overall support for SE in Baltic Sea region.

OBJECTIVES:

- Facilitate SE sector development in Baltic Sea region through proper adults education;
- Educate public bodies, municipalities, NGO's and other players about relevant tools of SE support at national and regional level;
- Research SE and share research findings, incorporate those in the legislative, education and other support methods and tools;
- Promote OER also as a network and start-up tool to start national and cross border SE activities;
- Create stable SE support organizations network and SE network.

TARGET GROUP:

Project intends to work with wide range of target groups to maximise the effect, ensuring that complex approach towards SE stimulation in Baltic Sea region, is efficient.

Public sector will be involved to get better understanding and cooperation with SE and at least 350 persons involved;

Adults learners is mostly characterized by the educational needs to be fulfilled of existing and possible SE start-ups, existing SE, NGO and other organisations. Those are going to be main adults learners to receive SE educational support.

In general, we foresee that created Intellectual Outputs and other intangible results will positively affect around 5000 - 50000 new and existing adults learners (interested or involved in SE) and marginalized groups to be involved in SE . The range is given, taking into account number of inhabitants per country. The stated number is given per year, starting from the 2nd year of project realization.

ACTIVITIES:

ACTIVITY 1 Study of SE educational and other type of support SE impact and methods in Baltic Sea Region countries.

ACTIVITY 2 Develop three different SE educational support materials for different stakeholders groups. Educational material 1: Latvian organization leads development of the educational material and collect examples of leading SE business models. The collection of best practice modules will form a base, where theory will be combined with practice.

ACTIVITY 3 Guidelines How to stimulate SE start-ups in Baltic sea region .

Develop guidelines for optimal path for SE to enter the market and break down barriers in this respect. The material will be developed in the form of proposals /recommendations.

ACTIVITY 4 OER - Baltic Sea Region platform for open education and networking on SE.

Activity leading organization: (Sweden). OER will be main tool to disseminate during project developed results, connect existing webpages of partners, stimulate networking of stakeholders and SE in region.

RESULTS :

1. Reliable and updated information collected and used to improve general and SE ADULTS EDUCATIONAL SUPPORT.
2. GUIDELINES CREATED for public institutions and other stakeholders to foster SE SUPPORT AND EDUCATION OF SE by public sector.
3. EDUCATIONAL SUPPORT for new and existing SE in Baltic sea region created and available through OER.
4. OPEN EDUCATION RESOURCE and networking tool developed and functioning.

Develop OER, where all created materials during the project will be easy accessible at one set. As well promote cooperation in between SE start-ups, to foster up with cross-border SE ideas. Use OER also as a networking tool, where best practices from Baltic sea region SEs leads to cooperation.

OTHER INTANGIBLE. At first, creation of network of Baltic/Nordic countries, share best practices of social business support. Second, "Round table discussions, followed by result oriented problem solving and networking of different national stakeholders, are innovate practices to be started in social business area development in Nordic/Baltic network.

BENEFITS:

We foresee that at Baltic Sea region benefits will be:

- Improvement of SE educational support available in different languages for self-study approach;
- Awareness of SE and cooperation and education possibilities;
- Availability of new OER;
- Improvement of networking facilities to allow more effective co-operation between organizations involved in work with SE and cross-border;
- Better supported educational methods of SE from public bodies;
- Improved cooperation with public bodies and other stakeholders to support SE in region;
- Development of ES economy in Baltic Sea region.

COORDINATOR:

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2124 DAUGMALES PAGASTS KEKAVAS NOVADS, Latvia
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CONTACT:

Renate Lukjanska

PARTNERS:

Socialiniu investiciju fondas, LT;
Social Entrepreneurship Academy of Finland co-operative, FI;
Sociale Entreprenører i Danmark (Social Entrepreneurs in Denmark), DK;
MTÜ Sotsiaalse ettevõtete Võrgustik, EE;
Centrum Rozwoju Inicjatyw Społecznych CRIS, PL;
Social Kapital Forum, SE;
Socialines ir ekonomines pletros centras, LT

GRANT AMOUNT:

160 118 EUR

CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	Inclusion - equity
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-LV01-KA204-000497**TITLE:**

JOINT MEASURES TO PROMOTE SOCIAL ENTREPRENEURSHIP EDUCATION

DESCRIPTION:

The project „Joint Measures to Promote Social Entrepreneurship Education (SEED)

The aim of the project is to

Develop joint measures for promotion of Social Entrepreneurship education by:

- Identifying and promoting best existing practices of social enterprises in different EU countries;
- Developing set of materials that adult educators can use in trainings intended for new social business start-ups;
- Providing experience exchange through learning mobilities for potential social business start-ups;
- Implementing pilot activities in all partner countries with main focus to promote development of new social entrepreneurs.

Project target group:

- Adult educators
- Adult education organizations
- NGO centres and NGOs
- Social entrepreneurs
- Social entrepreneurship start-ups
- Organizations that promotes development of social entrepreneurship.

Planned activities:

- Project management , 5 transnational project meetings
- Intellectual outputs
 - o Research on current situation
 - o Tool Box with collection with tools/methods/approaches for Social Entrepreneurship education and best practices
 - o Development of curriculum: education for Social Entrepreneurship
 - o Development of Training materials: Entrepreneurial skills development for social entrepreneurs
 - o Multi-functional website with on-line learning space for entrepreneurial education of social entrepreneurs
 - Multiplier events:
 - o 5 national events with aim to disseminate project outputs
 - o Final conference
 - Transnational learning activities:
- o Staff learning costs;
- o Learners mobility
 - Dissemination
 - Evaluation

COORDINATOR:	Zemgales nevalstisko organizāciju atbalsta centrs Lielā iela 15-2 LV-3001 Jelgava, Latvia www.zemgalei.lv
CONTACT:	Uldis Dumins
PARTNERS:	ISIS GmbH, DE; INSTITUTO DE SOLDADURA E QUALIDADE, PT; Fundatia Centrul Educational Soros Miercurea Ciuc, RO; FTU asbl, BE
GRANT AMOUNT:	204 388 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-MK01-KA204-000246**TITLE:****TAKING THE ROAD TO EMPLOYMENT - DEVELOPING NEW SKILLS AND KNOWLEDGE OF UNEMPLOYED PERSON****DESCRIPTION:**

Main objective

In that directions the main objective of the project is to prepare guide books for improving the competences and skills of unemployed persons such as improving the personal development, use of Information technology, platforms for marketing and entrepreneurship which are in compliance with the modern needs of the labour market for the purpose of facilitating the access to employment.

Concrete objectives

The persons covered by the project will need to achieve progress in:

1. Professional and personal development;
2. Time management
3. Stress management
4. Project management
5. Management of financial resources
6. Identification of personal skills and competences;
7. Identification of market opportunities
8. Internet marketing in function of promotion and sale;
9. Use of internet platforms
10. Methodology for development of creativity and innovation in direction of generating business idea
11. Methodology of development of business plan.
12. Management of own business

Pursuant to the General objective of the project and the aims of strategic partnership among institutions in Erasmus+ program, the following concrete aims have been acknowledged that should be realised during the project and after the realisation:

- To encourage employment/self-employment initiative;
- To encourage the innovation and creativity of unemployed;
- To apply innovative form of teaching and learning;
- To develop know-how in the area of entrepreneurship, marketing and business;
- To develop competence of the unemployed in the field of management of professional and personal development
- To encourage the unemployed for the entrepreneurship initiative for social entrepreneurship;
- To encourage the unemployed of creativity for new working places through application of internet and information platforms

After realisation of the project the participants that will be covered by this project should achieve progress in the following education areas:

The candidates involved in the project will expand their knowledge in:

- Personal development
- Professional development

- Drafting project applications
- Marketing and Internet marketing
- Management of own business
- Innovation and entrepreneurship

The unemployed persons involved in the project will learn:

- How to develop personal skills;
- How to draft project applications
- Financial analysis of small business
- Use of internet platforms
- Use of innovative and entrepreneurship initiatives

For the purpose of realisation of the objectives of the project the applicant and the partner organisation will draft and perform:

1. Guidance – professional and personal development
2. Training for professional and personal development
3. Guidance – Drafting Project Applications
4. Training – Project Applications
5. Guidance Internet marketing
6. Training for use of internet platforms for marketing
7. Guidance – innovation and entrepreneurship
8. Training for development of innovation and entrepreneurship

Within the trainings of the project 64 unemployed persons will be covered that is per 16 of each partner organisation.

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CONTACT:	Svetlana Temelkovska
PARTNERS:	ALERON TRAINING CENTER S.R.L., RO; SYNTEA SPOLKA AKCYJNA, PL; Teza EOOD, BG
GRANT AMOUNT:	84 565 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

Employability; Teaching & Training

PROJECT NUMBER: 2014-1-MT01-KA204-000533**TITLE:** **BREAKING BARRIERS - EMBRACING LITERACY THROUGH DIGITAL MEDIA****DESCRIPTION:** Background

Literacy is a key competence that ensures social cohesion and personal fulfilment. Adults with difficulties in understanding the written word in both print and digital forms face barriers to actively participate in society. Furthermore people struggling with reading and writing difficulties may hide their needs and this makes identifying learning needs more challenging.

Adult educators also face new challenges and opportunities to adapt to the digital environment and to use digital-supported teaching methods (digital pedagogies) for basic skills teaching. The emergence of web tools offers new possibilities to explore innovative teaching methods.

The lack in basic literacy skills is highlighted in the international survey of adults' skills conducted by the Programme for the International Assessment of Adult Competences (PIAAC). The Global Report on Adult Learning and Education (UNESCO, 2012) report identifies a key conceptual problem related to the lack of a common global understanding of how to approach literacy. This suggests the significant need for cross-border collaboration and innovation in the development of literacy programmes for adults and teaching tools for educators.

Aims and Objectives

How can digital tools meet the needs of low-skilled adult learners?

Breaking Barriers: Embracing Literacy through Digital Media tackles this question, in a bid to address the needs of adult educators and underserved adult learners. This will be done through the strategic collaboration of 8 European partners specialised in adult learning, education and digital media. The project aims to explore and show how adult educators can engage and motivate adult learners by using digital tools and storytelling.

The four key project objectives are:

1. Researching and sharing cross-border best practices to understand approaches in tackling basic literacy for adults through digital innovation;
2. Training of adult educators who specialise in the teaching of basic literacy skills;
3. Development of customised, quality literacy courses (Levels 1 and 2) for adults who face literacy challenges and marginalisation;
4. Creation of an innovative toolkit for adult educators focusing on the use digital media and interactive story-telling to teach basic skills.

Profile of Participants

Breaking Barriers includes the participation of 8 organisations from 8 different European countries with a track record in adult education and who are share a vision of innovative approaches to adult learning. The project targets adult teachers/ educators/trainers/ as well as researchers and administrators. It includes 6 exchanges in job shadowing and an estimate of 56 exchanges for in-service training.

Activities

1. Launching Workshop
2. Research on the impact of using digital media in teaching basic skills to adults and to combine digital media to previously established techniques in basic adult literacy.
3. Peer Learning Activity (PLA) (2 sessions)

4. Capacity building of adult educators
 - a. Job shadowing for adult educators and coordinators in basic literacy courses in the United Kingdom.
 - b. In-service courses for adult educators in the United Kingdom, Cyprus and Italy
 - c. Study Visit for adult educators in Norway
5. Intellectual Outputs
 - a. Designing of a digital toolkit to be utilised in basic literacy courses for adult learners.
 - b. Creation of a 10-week course consisting of a 2/3 hour weekly for adult learners – enhancing everyday literacy through storytelling.
6. Outreach publications
 - a. Stands with leaflets including contacts for basic literacy skills
 - b. Newspaper articles
 - c. Radio clips
 - d. Video clips (audio/vision)
 - e. Television spots
7. Project Website
8. Concluding conference

Results

1. Published research on adult literacy and innovative methods of teaching to encourage and engage adult learners attending basic skills courses.
2. Improved capacity building and enhanced professional development of adult educators competent in the teaching of basic literacy skills to adult learners.
3. Increased level of digital competence and professional development of adult educators in the teaching of basic literacy through digital media and storytelling.
4. Creation of a toolkit and customised courses on basic literacy for adults to be used by the eight participating partners.

Impact and Long-term Benefits

Breaking Barriers aims to tackle the need of the cohort of low-skilled literate adults between 25 and 65 years of age to ultimately help learners build new skills and improve career prospects. Each participating country faces different difficulties in tackling low- skilled literate adults. The ubiquity of digital media makes this need more significant and opens up new opportunities for more engaging teaching and learning methods in basic literacy teaching. Through the strategic collaboration of 8 partners, the project aims to introduce cutting-edge techniques to tackle literacy challenges in adult learning across cultures.

COORDINATOR:

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Christianne Fenech

PARTNERS:	Institute of Education,university of london, UK; Friesland College Stichting voor Algemeen Voortgezet Onderwijs, Beroepsonderwijs en Volwasseneneducatie, NL; SYNDESMOS EKPEDEFSIS ENILIKON KYPROU, CY; VOX-NASJONALT FAGORGAN FOR KOMPETANSEPOLITIKK, NO; AIM Agenzia Intercultura e Mobilità - AIM Agency for Interculture and Mobility, IT; Association Alliance for Development of Adult Education and Lifelong Learning, MK; Deinde Sp. z o.o., PL
GRANT AMOUNT:	413 000 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Creativity and culture
TOPIC 2:	Access for disadvantaged
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-NL01-KA200-000624

TITLE: **VALIDATION POLICY FOR VOLUNTEERING ORGANIZATIONS**

DESCRIPTION: During the last ten years, many tools for recognition of competences of volunteers have been developed and tested, on national as well as on EU-level. Some of these tools are spread widely, some are only used in one country or in one organization.

Not many volunteer organizations have implemented “recognition” in the policy of the organization. Therefore, there is a risk that only offering a recognition tool to volunteers has limited result.

The aim of the project is to support organizations in developing a recognition policy and strategy, so “recognition” is not limited to the availability of tools, but becomes part of the organizations policy in recruiting and supporting volunteers.

Special attention will be paid to volunteering by students at universities, and how this volunteering can be linked to their scientific study / development.

We want to develop a training. This training aims to develop a recognition policy. The training could contain these subjects:

- What is recognition? What is non-formal learning? Introduction of terms, background information about European policies, best practices from several EU member states.
- A little taste of recognition: what are my competences, how can I describe these competences, why would I like to have external recognition, how to get external recognition.
- Recognition on the level of the organization: what can the organization do to support the recognition of learning outcomes of the volunteers. What are the advantages, disadvantages, and risks. Examples of recognition policies and models.
- Linking the training outcomes to the own organization: planning, presentation and implementation.

The training will be developed and tested in cooperation with different volunteer organizations. The training will be flexible, so form and content can be adapted to the needs of the organization. The target group are policy makers / board members of volunteer organizations.

The first year of the project will be used to develop and test the training. The second year of the project will be used to disseminate the training. In this year, we will support volunteer organizations to develop mobility projects in the framework of Erasmus+, in this way giving them the opportunity to have more people trained.

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 www.edosfoundation.com

CONTACT: Jo Peeters

PARTNERS: Alliance Européenne pour le Bénévolat et le Volontariat, BE;
 PRESOVSKA UNIVERZITA V PRESOVE, SK

GRANT AMOUNT: 54 790 EUR

CONTRACT DURATION: 24 months

PRIORITY 1 OR MAIN: Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways

TOPIC 1: Recognition (non-formal and informal learning/credits)

CLUSTER(S):

Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-NL01-KA204-001109**TITLE:****AUTONOMOUS LITERACY LEARNERS: SUSTAINABLE RESULTS****DESCRIPTION:**

Context/background of project

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

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

Project objectives

The project intends to develop

- Profile of competencies required for autonomous literacy learning
- Curriculum of learning strategies to develop those competencies
- Set of learner materials to support the curriculum
- Learner portfolio which supports the learner to plan and evaluate learning
- Profile of competencies required for coaching autonomous literacy learning
- Development programme for autonomous literacy learning coaches

It will then pilot and evaluate these tools.

Number and profile of participants

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

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

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

Description of activities

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

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

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

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

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

Results and impact envisaged

Results and impact from the project will include:

- Innovative, tested methodology and tools to support sustainable literacy acquisition
- New knowledge about learner autonomy and literacy coaching
- Learning gains for all participating individuals and organisations
- Greater understanding of interconnections between formal, non-formal education and impacts on access to labour market
- More efficient provision of literacy courses (due to improved working between practice research and policy).

Potential longer term benefits

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

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

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

COORDINATOR:

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CONTACT:

Elwine Halewijn

PARTNERS:

WESTFAELISCHE WILHELMS-UNIVERSITAET MUENSTER, DE;
Oxfordshire Skills Escalator Centre Community Interest Company Limited, UK;
UNIVERSITAET LEIPZIG, DE;
Stichting Melkwegplus, NL;
LEEDS BECKETT UNIVERSITY, UK

GRANT AMOUNT:

237 750 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

Access for disadvantaged

TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: **2014-1-NL01-KA204-001204**

TITLE: **DIGITAL GENERATION GAP IN MIGRANT AND LOW EDUCATED FAMILIES**

DESCRIPTION: Mira Media, Ervet, the Migrant Resource Centre and Active Watch work in multicultural and socially marginalized neighbourhoods in Utrecht, Amsterdam, London, Bologna en Bucharest with schools, migrants, Roma and socially marginalized families on media literacy- and education related issues. They observe the growing attention for safer Internet use and digital skills in general, but also notice an apparent lack of attention and information for parents from Migrant, Roma parents Socially marginalized families (MRS – parents) concerning these issues . Based on a joint investigation they found that MRS parents are not always able to support their children in their use of Internet as they themselves do not always have the appropriate skills, knowledge and experience. Existing information on Internet use of children, is not appealing to them and sometimes not understandable because of language used. Conversations with (multicultural) schools, educational - and media literacy professionals showed little experience in working with MRS parents.

DGGMLF aims to provide MRS parents with alternative pathways to improve their knowledge, competences and skills by giving them new opportunities to access adult education. It reaches out to MRS parents which normally do not participate in activities and aims to support these parents to cope with their educational challenges regarding the internet use of their children and their basic (digital) skills needed to support their children and to participate in the digitalizing societies. By training intercultural media coaches and MRS Cyber parents, DGGMLF is involving the expertise from within the communities itself, which will both offer schools and adult education the needed intercultural support and the communities the necessary accessible support from within their own community. In order to do so, DGGMLF aims to create to sustainable local adult learning offers for MRS parents by using and improving the quality and local co-operation between organizations involved in adult- and school education and between the MRS communities and these educational institutions .

1200 Migrant, Roma and parents from Socially marginalized families (MRS – parents) are the direct target groups of the project. 500 Educational professionals , policy makers and other professionals are the indirect target group.

All partners will conduct a national research on the internet use of MRS children and their parents. They will recruit and train ten intercultural media coaches, which will facilitate educational information- and follow up meetings with MRS parents and the coaching and training of MRS cyber parents. DGGMLF develops and executes in four pilot neighbourhoods five educational workshops for parents about the internet use of their children. Ten MRS cyber parents will be selected and recruited. They will be trained on how to anticipate on educational questions from fellow parents, how to support schools in involving MRS parents. Five follow up thematic workshops and digital skills courses for MRS parents will be developed and executed. In the second transnational DGGMLF Academy implementation plans will be discussed on how to establish and maintain and on how to implement the project to neighbourhoods in the rest of the participating cities. Based on this, in local conferences existing educational networks will be encouraged to participate in implementing DGGMLF in schools and community centres . Ten more educational information meetings, selection, recruitment and training of new cyber parents, twenty follow up information meetings and courses improving digital skills will be realized . Moreover, each city will establish five flagship digital support points in schools and public spaces. The implementation process will monitored and evaluated based upon the joint transnational Quality Assurance (QA) plan. A transnational DGGMLF toolkit will be produced , which will be presented and disseminated during the Final European DGGMLF conference in the Netherlands. DGGMLF develops a bottom up approach, by using intercultural media coaches who know the cultural background of the MRS parents and are, if needed, able to speak their languages. MRS cyber parents are from the same communities and will be able to identify problems in an early stage and are able to answer simple questions. The educational activities will take place in trusted environments during convenient timeslots and the materials used in the information meetings, workshops and courses are directly linked to and recognizable for the MRS parents. The flagship digital support point will be supported by volunteers and MRS cyber parents. Planned results : 40 intercultural media coaches; 80 MRS cyber parents; 500 involved educational professionals and policymakers. 20 flagship digital support points. 4 national reports. Transnational DGGMLF toolkit. Durable implementation DGGMLF in 4 major EU cities.

COORDINATOR:	Stichting Mira Media Mariaplaats 3 3511 LH Utrecht, Netherlands www.miramedia.nl
CONTACT:	Ed Klute
PARTNERS:	THE MIGRANTS' RESOURCE CENTRE, UK; ASOCIATIA ACTIVEWATCH, RO; ERVET - EMILIA ROMAGNA VALORIZZAZIONE ECONOMICA TERRITORIO SPA, IT
GRANT AMOUNT:	443 752 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Intercultural/intergenerational education and (lifelong)learning
CLUSTER(S):	New Technologies & Digital Competences; Inclusion & Tolerance

PROJECT NUMBER: 2014-1-NL01-KA204-001215**TITLE:** PARASKILLS COMPETITION**DESCRIPTION:** Context/background:

In this project the partners will develop a new skill competition model for people with disabilities - the ParaSkills Competitions. In the EU 47% of people with disability are employed, and only 28% of people with severe disability are employed. Employees with a labour disability, supported by Sheltered Workshops often have difficulty joining the open labour market due to the economic crisis, poor certification and bad image of the employees with a labour disability. Competitions like the Paralympics and skills competitions like Euro/World Skills and the Abilitympics are influential instruments in creating attention and a perfect showcase to show the abilities of people with a disability and it also improves learning opportunities and creates qualified and highly motivated employees and improves their chances to join the labour market. The PSC will be a spectacular promotion of the SW employees and their professions. Employers from the open labour market will play an important role in the support of the employees with a labour disability and the promotion of the project.

The project focuses on the following target groups:

- Employees with a labour disability (SW employees)
- Employers in the open labour market
- Workers organisations
- Sheltered Workshops - management
- Sheltered Workshops - trainers/coaches/adult learning staff
- Policy making organisations
- Umbrella organisations
- General public
- Government (regional/EU)
- Adult educational organisations

Objectives of the project:

Main objectives:

- Enlarge the socioeconomic participation of disabled employees in a structured and sustainable way
- Improve lifelong learning possibilities for people with a labour disability and provide certification based on learning outcomes
- Improve the image of disabled employees and affirm they role as reliable, important added value, interesting source of labour capacity, and are or can be trained and qualified to join the common labour market
- Decrease the reluctance of organizations to employ people with a labour handicap
- Improve the basic and vocational skills of disabled employees
- Improve the connection between the open labour market and the disabled people
- Further development of the P-Scales certification system
- Increasing formal certification for people with a disability (referenced to the EQF and ECVET-compliant)

The activities that will be developed during the PSC project :

- Further development of the P-scales system and training of assessors
- Selection and certification of employees with a labour disability

- Extensive networking
- National try-outs and national workshops in partner countries
- International ParaSkills Competitions
- Final webinar
- Feasibility study and business plan for future ParaSkills Competitions (focus on sustainability)
- Transfer of knowledge and results

Methodology used:

The PSC project combines ParaSkills Competitions with the innovative certification methodology P-Scales referenced to the EQF and focused on transparent assessment of learning outcomes (ECVET).

Short description of the results:

- Organizing 6 national try-outs and 1 European PSC (expected visitors: 80)
- Create a base for biennial recurring PSC, with employees with a labour disability from different countries
- 3-6 SW companies will join the PSC
- Approx. 50 candidates (SW employees) with 4-6 different job types will be prepared and compete during the PSCs
- All 50 candidates of the PSCs (national and international) will be assessed and certified (P-Scales)
- At least 20 assessors in different countries are trained (train-the-trainer) to use the P-Scales assessment and certification model and platform
- At least 10 trainers/coaches are involved in workshops (exchange and transfer of knowledge)
- At least 10 employers are involved in the project
- A workshop at all partner countries (total expected visitors: 80)
- 1 final webinar, website, brochures, newsletters every 6 months, use of Facebook, Twitter, and other media like television to disseminate the results
- Disseminate the results of the project to 20 countries, through existing and new networks, and to different target groups (SW companies, employers, policy makers etc.)
- Feasibility report with plan for sustainable development of PSC

Potential longer term benefits:

This PSC create a unique and innovative event within Europe. We can raise awareness of the importance of professional excellence of the employees with a labour disability and the importance of training this target group for Europe. It also promotes the education and training excellence within the Sheltered Workshops in Europe. It creates a sustainable skill competition model which can be developed further. It increases the certification rate of people with a labour disability and tightens the gap with the open labour market. So together we meet the challenge and build on an inclusive society.

COORDINATOR:

PRO WORK
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www.pro-work.nl

CONTACT:

Tessa Grefkens

PARTNERS:	Euroface Consulting s.r.o., CZ; stichting Skills Netherlands, NL; Salo + Partner Berufliche Bildung GmbH, DE; Natsionalen ucheben tsentar, BG; Associazione Nazionale Famiglie degli Emigrati, IT; Andragoski zavod Ljudska univerza Velenje, SI
GRANT AMOUNT:	357 961 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Access for disadvantaged
TOPIC 3:	Recognition (non-formal and informal learning/credits)
CLUSTER(S):	Inclusion & Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-NL01-KA204-001286**TITLE:****GENERATIONS USING TRAINING FOR SOCIAL INCLUSION IN 2020****DESCRIPTION:**

The GUTS project contributes to one of the most important goals of the Erasmus Plus program and the Europe2020 strategy: the decrease of poverty and social exclusion as well as increase of unemployment. As most of the countries didn't succeed in this during the last years, the GUTS consortium is convinced that common European knowledge is necessary to fight this problem. Concretely GUTS will realise new knowledge and innovative pathways in education and training in order to create possibilities to invest in older people and youngsters in order to improve their social inclusion and the youth employment.

First of all 20% of the European elderly population are considered at-risk-of-poverty or social exclusion. Specific population subgroups are particularly vulnerable: oldest old, older women and older migrants. Although, the participation of older adults in educational activities has been related with positive outcomes such as better social inclusion it has been found that older learners are underrepresented. Educational providers often find it difficult to adjust their courses or develop specific learning areas for them. According to the results of the Grundtvig projects EASY and IGL00 especially intergenerational learning and cultural settings can optimise the learning process for older people. Therefore new innovative pathways in learning in cooperation with youngsters seems to be a solution.

On the other hand chances on the labour market for youngsters seems to be decreasing over the last years. Therefore new possibilities concerning orientation and connection with the labour market seems to be necessary. Older people are mostly experienced in being active on the labour market and based on their knowledge and human capital they can motivate youngsters for new experiences in life and on the labour market.

Therefore the present GUTS project will focus on developing, testing and implementing 10 innovative, intergenerational and cultural, learning areas based on a constructive and valid desk research. These learning areas will be developed by the innovative methodology of co-creation between older people and youngsters. Using process and product evaluations, these innovative learning areas will be scientifically investigated in order to develop an action manual for professionals and policy makers to develop new European learning areas.

The consortium of GUTS will develop intergenerational and cultural learning areas, in which older people will learn from youngsters in order to overcome barriers in daily life (for example in using new technologies in their own environment). Youngsters will provide them with nowadays knowledge and will try to upgrade their skills in order to increase the social inclusion of these older people. On the other hand the older people will stimulate the youngsters to develop their key competences in order to find a proper job on the labour market. More concrete this e learning process will attract more youngsters in joining education and training in order to acquire better key competences fitting the goals of ET2020. According to the contents of these learning areas it should be flexible and fitting into the local context of the learners (serving the goals of the Renewed Agenda for Adult Learning).

Based on the developed learning areas a toolbox for professionals will be developed in order to organise comparable learning areas. Most important is a practical tool box offering tips and tricks for local and regional institutions advising them in realising learning areas fitting policy and the organisational framework of the institution itself.

Finally one of the most important parts of the GUTS project is the strategic influence on local, regional, national and European policy makers in order to facilitate future cultural and intergenerational learning areas in order to increase chances of older people and youngsters in society and labour market. This will be done by realisation of an action manual including recommendations for stakeholders and policy makers. Each country will organise multiplier events in order to ensure sustainable use of this action manual and future innovative intergenerational learning areas for older people and youngsters.

The results of the project will be delivered in all EU Member States in order to professionalise trainers and policy makers in developing and facilitating own sustainable learning areas in co-creation with disadvantaged older people (oldest old, migrants, women) and youngsters. The co-operation of different

generations and cultures will be practised by using learning spaces in order to improve their daily life situation and social inclusion (next to their position on the labour market).

COORDINATOR:	Stichting Vugherstede Molenrijnselaan 48 5262 TN Vught, Netherlands www.vugherstede.nl
CONTACT:	Tinie Kardol
PARTNERS:	CESI- Centar za edukaciju, savjetovanje i istraživanje, HR; bbb Büro für berufliche Bildungsplanung R. Klein & Partner GbR, DE; UNIVERSITA DEGLI STUDI DEL MOLISE, IT; UNIVERSITATEA DIN CRAIOVA, RO; Evangelisches Erwachsenenbildungswerk Nordrhein, DE; VRIJE UNIVERSITEIT BRUSSEL, BE; Talakizglitibas biedriba, LV; CVO Antwerpen, BE
GRANT AMOUNT:	227 388 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Promoting young people's social inclusion and well-being
TOPIC 1:	Inclusion - equity
TOPIC 2:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-N001-KA200-000095**TITLE:**

EXPLORE – INNOVATIVE AND SUCCESSFUL OUTDOOR TRAINING MODELS FOR DISADVANTAGED YOUNG LEARNERS TO IMPROVE THEIR BASIC SKILLS, SELF-AWARENESS AND SOCIAL INTERACTION

DESCRIPTION:

All over Europe, unemployment figures for young adults (16-25) have become alarmingly high, with recent forecasts not being positive for this group of population in particular. Albeit to different extents, this is also the case for the countries involved in the EXPLORE partnership: NO, AT, DK, IT (EUROSTAT, January 2014). In Italy, to take the most dramatic example, 42% of 16-25 year old people are out of job. Even in Norway, Denmark and Austria, the percentage of young unemployed is considerably higher than the overall unemployment (e.g. almost 10% for young, compared with an overall 4,2% in Austria).

Obviously, among these young unemployed, the group of those showing low qualification levels is over-represented. Accordingly, the Annual Growth Survey of the European Commission (AGS, EC, 2013) clearly states that it is low-skilled young early school leavers who will still face highest risk of unemployment in the future in Europe.

In this overall connection, European experts keep emphasizing that the obvious lack of basic skills, social skills and key personal competences necessary to increase steady employability chances for young disadvantaged adults needs to be addressed in joint effort of policy makers, employers' organisations and educational providers. Most importantly, these educational providers still need to apply pedagogical approaches and methodologies that do actually attract young learners having made negative experience with conventional school education and, consequently, often show a striking lack of motivation to attend further courses or training programmes.

Correspondingly, the project EXPLORE aims at answering current needs by offering new learning and counselling environments within outdoor training models to otherwise excluded groups and to provide for a didactic concept and toolkit focusing on motivating, joyful, holistic and efficient basic skills and employability skills delivery to prepare disadvantaged young learners for future workplaces and/or further educational pathways. - Respective skills shall include reading, writing, numeracy, foreign language skills, ICT, social and communicative competences delivered via this environment, as well as competences of (self-) organisation, self-awareness and personal skills to increase one's employability.

As its main outputs, the EXPLORE project will provide:

- a didactic HANDBOOK enabling pedagogic staff to apply successful models of outdoor basic skills delivery in order to empower young disadvantaged learners
- learning and teaching Materials for concrete, practical and joyful use in different learning settings
- a multilingual internet Platform (OER) for learners and educators

EXPLORE shall have an impact on the training and counselling practices of educational providers (teachers, trainers, guidance counsellors, youth workers etc.) in order to make final users of the produced outputs benefit, i.e. young and young adult disadvantaged learners, NEETs.

It shall help improve structures on a regional, national and European level by introducing new learning models into educational systems of the countries involved and beyond.

In the course of the funded lifetime of EXPLORE, the partnership aims at actively involving at least 100 professionals working with at our targeted learner groups (100 participants of that group will also be involved).

COORDINATOR:

Møllehagen skolesenter
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4016 Stavanger, Norway
www.mollehagen.no

CONTACT:	Svein Nossun
PARTNERS:	Rogaland skole og bedriftsutviklingsforening, NO; BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH, AT; AOF-Øst, DK; ASSOCIAZIONE FORMAZIONE PROFESSIONALE DEL PATRONATO SAN VINCENZO, IT
GRANT AMOUNT:	275 768 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Improving the attainment of young people with low basic skills
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-N001-KA200-000425**TITLE:** **MOBILE ENHANCED TOOLS AND APPROACHES FOR INNOVATIVE LANGUAGE LEARNING AND ASSESSMENT****DESCRIPTION:** The motivation behind the M-Lang project is the need to upgrade the professional skills of teaching staff and improve learning outcomes by means of state-of-the art mobile enriched technologies and Open Educational Resources (OER). In a European landscape in which the imperative is for better qualified teachers (The New Skills for New Jobs initiative; ET2020 Agenda) and the emphasis is on rethinking the nature of learning and teaching in Europe (Opening Up Education initiative; Rethinking Education initiative) through innovative teaching/learning approaches and OER, the M-Lang consortium is situated in the triangle of innovative educational approaches and OER> mobile and digital technologies> learning/teaching skills.

Partners have identified gaps in terms of training of their staff in innovative learning and assessment methods and strive to close these gaps by joining forces in a collaboration built on complementary partner profiles: a Higher Education Institution (HEI) delivering and customizing mobile solutions for learning, two private and one non-profit organisations, and one research centre/HEI specializing in adult education, all located in different countries - Greece, Italy, Norway, Spain and Sweden.

The cross-country approach is also cross-sectoral, as partners will involve staff teaching languages and also Social Sciences and Humanities subjects. The means to achieve better qualified staff and better learning outcomes for students is an ICT-based learning and teacher training approach that is supported by mobile devices (smartphones, tablets) and computers. To cater to the reality of all institutions and to meet business imperatives, the technological solution will be very cost-efficient as it is based on a Bring Your Own device (BYOD) concept for both learners and teachers.

M-Lang supports the teachers throughout the project by offering hands-on demonstrations of the range of mobile learning applications, and more importantly continuous proactive and reactive teacher training support by experienced team members while the teachers implement the mobile enhanced approach with their learners. The project also gives educational staff the opportunity to join an intensive 5-day joint training course to further develop their skills, by co-creating, negotiating and publishing pedagogical scenarios, activities and tasks - both language specific and across languages - also joined by teachers in Social Sciences and Humanities. Assessment of progress in terms of teaching and learning skills and attitudes will be continuous and based on quality indicators.

Freely licensed project results as guidelines for learning and assessment with mobile devices, pedagogical materials for use in class in the form of OER, and a study on progress made on attitudes and skills of both learners and teachers will be produced in GR, FR, IT, NO and SE and disseminated at national and European level. The partnership will organize multiplier events in each country so that its educators and educational policy makers can foster penetration of the approach and to highlight good practice emerging from class interaction. Teachers and learners with disabilities are given special attention as the project financially supports their participation in the teacher training course and the five multiplier events in Europe.

COORDINATOR: HiST
E C DAHLS GATE 2
N-7004 TRONDHEIM, Norway
www.hist.no**CONTACT:** John B. Stav**PARTNERS:** TIBER UMBRIA COMETT EDUCATION PROGRAMME, IT;
Institut Français d'Espagne, ES;
Kentro Ellinikou Politismou - Ifigenia Georgiadou, EL;
GOETEBORGS UNIVERSITET, SE**GRANT AMOUNT:** 294 476 EUR

CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Research and innovation
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Teaching & Training; Research & Innovation

PROJECT NUMBER: 2014-1-PL01-KA200-003493**TITLE:** HBM HOME BUDGET MANAGEMENT**DESCRIPTION:**

European Union, as well as the whole world, is in a very difficult economic situation. Almost all countries have to cope with the crises and their citizens have to deal with a new, demanding, financially difficult situation. Additionally, the societies of Europe are facing another problems; aging of the society, increasing number of people ending education very early in their lives, reducing provisions by the State and employers. On the other hand young people have to deal with this financially difficult situation and they are not prepared to it, schools don't take the financial education much in consideration. The majority of people have a serious lack of knowledge about planning their finances and about the financial matters. The necessity of financial education is becoming more and more obvious in all European countries as living in the circumstances of globalization, ICT growth and overwhelming inflow of new, completely innovative goods becomes more and more demanding for customers. The financial goods are changing and a variety of new products is introduced on the market every month, every week or even every day. People have to deal with debt traps, banks have a variety of offers for customers which are so complicated that without any knowledge about finances we risk losing our money. The project is based on needs analysis in partner countries and is suitable for different fields - is cross fields as

nobody can be completely up to date with the financial matters and the people 50+, are in the worst position as for them, born more than 50 years ago that flow of modern technologies is very difficult to follow. They feel confused and often lost in innovations. They have never been taught how to manage their finances, how to calculate their pension, how to economize. The situation is also difficult when taking into account young people and students. Although, they know a lot about ICT devices their knowledge about finances is really poor, schools do not prepare them to this challenge.

The project supports the development of innovative ICT-based content for lifelong learning in terms of financial education, digital competence across the sectors. HBM project fosters the uptake of ICT for learning in education and training systems, including open and distance learning and open educational resources. This universal subject - the financial education is applicable to many sectors almost in the same shape, the needs are the same for students, youth, adults, seniors.

The aim of the project is to improve the level of competences and skills (also key competences economic and financial literacy, ICT, digital) by developing e-course (tutorials) to teach people how to take responsibility for their financial future, how to gain financial independence taking into consideration the following issues: understanding the concept of money, financial needs through life, including retirement, the concept of money, management in the short, medium and long term, the meaning and consequences of saving and borrowing, debt, how to manage it and avoid difficulties, the concept of investment. The project will enhance the ICT uptake in teaching and learning, through the support of learning and access to OER.

The main and final objective of that project is to create the modules Home Budget Management. To reach this objective the following activities are planned within the main phases of the project: preparation, implementation, monitoring, dissemination and evaluation.

Project main phases:

1. the research conducted in the partnership countries with the aim to find some basic characteristics that should be included in those modules in the area of financial aspects of the people's lives, then the data will be compared and a common approach will be built to the modules.
2. partners meetings, during which the results of research will be discussed, next work will be planned,
3. short term joined staff trainings - on financial education - 2 trainings with involvement of experts within financial education,
4. The creation of the content for e-modules (probably 5-6 e-modules) on financial education (understanding the concept of money, financial needs through life including retirement, the concept of money, management in the short, medium and long term, the meaning and consequences of saving and borrowing, debt, how to manage it and avoid difficulties)
5. transformation of e-modules into e-learning

COORDINATOR:	Globalnet sp. z o.o. Ratajczaka 20/18 a 61-815 Poznań, Poland www.globalnet.com.pl
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PARTNERS:	CENTRO TECNOLOGICO DE CALCADO DE PORTUGAL, PT; EURELATIONS GEIE, IT; Institut für Interkulturelle Kommunikation e. V. Jena, DE
GRANT AMOUNT:	197 186 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER:	2014-1-PL01-KA200-003494
TITLE:	PLEASE : PARENTAL SUPPORT FOR LEARNING ENGLISH
DESCRIPTION:	<p>PLEASE Parental Learning with EASE but also to EASE children's acquisition of English as a foreign language is the ERASMUS+ Strategic Partnership Project which gathered four partners from Poland, Greece, Spain and Portugal around the subject of intergenerational language education. The project is intergenerational in its nature but also inter-sectoral as partners represent a public primary school, a private language school, two NGO organisations of the third-age generation.</p> <p>The project is aimed at two target groups: families with fewer opportunities that cannot afford additional private education of English in order to offer their children a helping hand with the English homework and practice thus reinforcing the basic language instruction offered by the state schools. The other target group is teachers of English at primary level who will be equipped with tools they will be able to use to continue spreading the results of the project on a larger scale in the future. Both target groups will be show how to use easily available OER for the benefit of children, but also parents/grandparents. Partners and teachers participating in the project will work out and deliver in form of seminars, the theoretical aspects of family education such as scope of parental control, the safe-for-children Internet, OER online. Partners will collect examples of OER available online, particularly the European Shared Treasure and the eTwinning platforms, YouTube and similar.</p> <p>Best practices will be collected in form of an e-book 100 Ideas for Happy English which will be disseminated as the project main product. As a result of the project, parents/grandparents/children will learn from each other reinforcing their language and ICT basic skills. The highlight event of the project - the SUMMER CAMP OF ENGLISH - based on the principles of experiential learning - will be organised by partner organisations for the target families in each of the partner countries, with the participation of both home and incoming teachers. This pilot-course will constitute experimental basis for the IST course curriculum which will be another product of the project and will secure long-term benefits of the Strategic Partnership.</p>
COORDINATOR:	LOGMAR Raciborska 39 44-200 Rybnik, Poland www.logmarschool.com.pl
CONTACT:	Maria Margońska
PARTNERS:	CEIP "Santa Teresa de Jesús", ES; ASSOCIAÇÃO PROSAS ,PROJECTO SÉNIOR DE ARTES E SABERES DE SINES, PT; 50 + HELLAS ASTIKI ME KERDOSKOPIKIETAIRIA, EL
GRANT AMOUNT:	60 000 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 3:	Pedagogy and didactics
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-PL01-KA200-003642**TITLE:** **BUILDING KEY COMPETENCES AND FOLKHIGHSCHOOL PEDAGOGY IN XXI EUROPE****DESCRIPTION:** The main objective of the project Building Key Competences and Folkhighschool Pedagogy in XXI Europe is to explore the methodology of folkhighschools in adult education in modern Europe in order to respond to new challenges, particularly of high unemployment. Innovative is linking the old European tradition in adult education from marginalised areas with the new idea of key competences developed by EU, in other words: to creatively use Grundtvig's philosophy and methodology of education to improve effectiveness of adult education in our countries and thus foster entrepreneurship and employability of young adults.

The partnership consists of various adult education providers, from 2 Universities through the Association of biodynamic farmers and ngo active in rural area, to folkhighschools. Polish regional authority joined the partnership to promote gained experience and the project results in vocational schools in the area. The geographical, economic and historical range of partnership is very wide: Poland, Bulgaria, Denmark, Germany, Switzerland, which provides a good sharing of diverse experience in the field in a multicultural context.

The concrete topic for exploring and adapting folkhighschool methodology will be organic production course for 20 young adults which will be realised in Poland with a grant from Danish Foundation. The Erasmus + partnership will work together to develop curriculum and handbook for this folkhighschool course, which later will be implemented and evaluated.

Two other outputs developed during the project will be: Guidelines on building key competences through Grundtvigian pedagogy: tools, examples, good practices and publication which will summarise the project: Folkhighschools in XXI Europe: past, present time and future of folkhighschools in modern Europe – articles, reflections, recommendations, conclusions. These two outputs will gather the most important experience, good practical examples, conclusions and recommendations for future. All outputs will be distributed free and disseminated on e-platform of the project.

Main activities of the project will be 4 short-term joint staff training events in all participating EU countries and one intensive Study Programme for teaching staff to Switzerland in order to learn about a school initiated (30 years ago) and run by organic farmers, now officially validated and supported by the government. We decided to invite a partner from outside EU because of the unique know-how in creating and successfully running for many years a vocational school (with the approach similar to folkhighschool methodology) by association of employers (in this case biodynamic farmers).

Expected impact would be recognition of the value of folkhighschool methodology in adult education particularly in countries like Poland and Bulgaria, linking key competences building with this methodology, introduction more dual system in vocational training, more links between education with employment, development of sustainable, organic enterprises in rural areas of Europe.

COORDINATOR: ZIARNO
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09-533 Słubice, Poland
www.ziarno.eu**CONTACT:** Ewa Smuk - Stratenwerth**PARTNERS:** Brenderup Højskole, DK;
Verein für biologisch dynamische Landwirtschaft, CH;
AGRAREN UNIVERSITET - PLOVDIV, BG;
Kaszubski Uniwersytet Ludowy, PL;
Powiat Plocki, PL;
HOCHSCHULE FÜR NACHHALTIGE ENTWICKLUNG EBERSWALDE, DE**GRANT AMOUNT:** 341 207 EUR

CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Environment and climate change
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Education for Sustainable Development; International Cooperation; Teaching & Training

PROJECT NUMBER:	2014-1-PL01-KA204-002858
TITLE:	KEY COMPETENCIES FOR LIFELONG LEARNING IN EDUCATION OF SENIORS
DESCRIPTION:	<p>Education is an important pillar of Information Society. In new reality attending in Lifelong Learning is necessary, because it is the only way to keep up with changes of reality. Therefore, Parliament of the European Union appointed key competences for Lifelong learning.</p> <p>The aim of project will be development of key competences of older people because this social group is most at risk of social exclusion. The first step of project will be diagnosis what competences have seniors. It will be base to create and conduct workshop and courses which develop key competences to Lifelong learning. The goals of workshops and courses will be: improve of abilities to use new technologies, learning of English, development social competence and interpersonal.</p> <p>In the project will be carried out scientific research. In the research will be included: the narrative interview; focus group and questionnaire. Seniors will write story about how they interpret Information Society and what is their place in society. Senior will create own blogs where put yours story about Information Society and will be writing about situation older people in modern society. Blog will be place of express their thoughts and opinions seniors. Using blog will be good opportunity to develop ITC skills. The intellectual outputs of project will be study on learning seniors: ITC, English and interpersonal lessons. Moreover, results of project will be science articles where will be describe how implement curriculum in the seniors' education. The effect of project will be science articles about implementation of key competences to Lifelong learning of seniors.</p> <p>In the Project will participate 3 partners: Pro Scientia Publica Foundation, Company Kairos Europe Limited and University Ca' Foscari.</p>
COORDINATOR:	Fundacja Pro Scientia Publica Redycka 37 51-169 Wroclaw, Poland www.proscientiapublica.pl
CONTACT:	Aneta Kobylarek
PARTNERS:	UNIVERSITA CA' FOSCARI VENEZIA, IT; Kairos Europe Limited, UK
GRANT AMOUNT:	59 982 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Inclusion - equity
TOPIC 3:	Intercultural/intergenerational education and (lifelong)learning
CLUSTER(S):	New Technologies & Digital Competences; Inclusion & Tolerance

PROJECT NUMBER: 2014-1-PL01-KA204-002882**TITLE:** CSR PLUS THE MISSING D**DESCRIPTION:** The prime objective of the project called CSR+the missing D is to improve the competences of CSR managers, trainers and adult educators in the field of corporate social responsibility and disability (CSR+D).

The project has the following specific goals:

- exchange of experiences in the implementation of CSR+D strategies in the partner countries;
- development of a body of good practice as regards the application of the CSR+D notion in companies in Poland, the UK, the Netherlands and Denmark, and
- development of recommendations concerning the inclusion of disability in CSR strategies.

The CSR+the missing D project is intended to promote the inclusion of disability as a theme in CSR activities as well as to offer adult educators tangible competences in that field. The rationale behind the project is the fact that in many European countries the notion of CSR is still understood as meaning acting exclusively for environmental protection and sustainable development, with disability skipped in the process. Furthermore, persons with disabilities are frequently treated as recipients of charity aid offered by business rather than prospective employees who could generate the company's profit on a daily basis and on an equal footing with other staff members.

The CSR+the missing D project opens vistas for exchange of experiences in that field within a diverse and experienced partnership, improves the competences of the project participants and offers trainers, CSR managers and adult educators an opportunity to analyse conclusions on how to build a full CSR strategy, that is one including the modern approach to disability in the spirit of the UN Convention on the Right of Persons with Disabilities ratified across the European Union.

There will be five project meetings where each of the partners will present selected good CSR+D practice from their respective countries. The most interesting options in terms of social inclusion will then be chosen, commented on by a team of experts, and presented on the project website. Additionally, recommendations will be made on the implementation of CSR+D strategies in companies which, complete with the good practice described there, can be used by trainers delivering programmes for company staff and adults. Information about the project will be disseminated by means of electronic channels: the project website, the partners' websites, their profiles in social media, mailing as well as publications on local industry and thematic portals.

The expected project impact on its direct participants (staff of the partner institutions) will be their improved competences in the field of CSR+D. It is estimated that 70% will improve their knowledge in that regard. Further, the project will have an impact on the institutions they represent, by strengthening their potential in terms of organisation and training in the field of CSR+D. The partners also expect the project to result in more interest expressed by CSR managers, trainers and adult educators in the notion of CSR+D, mainly through learning about good practice in the field as showcased on the website.

The partners also hope that in the long run the materials and experiences compiled throughout project duration will help to better transfer knowledge to local entrepreneurs who will be trained by partner institutions and others and benefit from the materials worked out by the project. Thanks to all the above, the result of the CSR+the missing D project and contacts made in its context will help initiate - and carry out until complete implementation - various activities in the area of social responsibility on local, national and European levels.

COORDINATOR: Fundacja Menedżerowie Jutra MOFFIN
Kalinowe 19/25
31-815 Kraków, Poland
<http://moffin.eu>**CONTACT:** Ireneusz Białek

PARTNERS:	Stichting Ctalents/CtheCity Foundation, NL; Pragma - Equal Access, NL; Code of Care, DK; Nucleo Interactivo de Astronomia, PT
GRANT AMOUNT:	49 100 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Employability; Teaching & Training

PROJECT NUMBER: 2014-1-PL01-KA204-003034**TITLE:****ACTING UP****DESCRIPTION:**

ACTING UP addresses the problem of low level of participation of adult learners in lifelong learning. The project aims to exploit the potential of drama techniques to increase the motivation of adult learners. The methodology will foster the work of trainers and counsellors supporting the adult learners. The programme will be implemented in 5 EU countries: Poland, UK, France, Italy, Portugal.

The project sets the objective to engage adult learners (especially those low-skilled with fewer opportunities) in continuing education through the use of drama techniques and up-skill them to find proper education and employment pathways.

ACTING UP focuses on two target groups:

- firstly, it will address adult educators, trainers, vocational counsellors, and socio-cultural practitioners who will be trained to use drama activities as pedagogic method to support vulnerable adult learners
- secondly, it will address adult learners at particular risk of exclusion, those who require up-skilling or re-skilling, often affected by unemployment, restructuring and career transitions, and contribute to social inclusion, active citizenship and personal development

The activities of the project include:

1. Research activity: development of European Guidebook on best practices on the use of theatre as a methodological tool
2. Development of the Course curriculum and materials of drama course for teachers. Workshops for group of 25 trainers/ teachers/counsellors who will apply ACTING UP methodology to their work (5 people per country)
3. Digitalisation of the training content and materials into VLE (Virtual Learning Environment) to support a wider audience and make the training materials more widely available to other counsellors across the sectors.
4. Designing the course for beneficiaries. The trainers involved in the project, once trained, will design a course for adult learner at risk of exclusion using the drama techniques.
5. Piloting the drama workshops by trainers in Poland, France, Italy, Portugal and UK. Exploiting drama as tool to motivate and engage adult learners. In each country 30 participants will be engaged. A final performance will be delivered at the end of the pathways.
6. Setting up and proceeding with Evaluation
7. Dissemination and Exploitation the project results. It will include producing promotional materials such as leaflets, project website and development of the dissemination reports. Local small scale multiplier events will be organized in participant countries. At the end final conference to disseminate the outputs to for national adult education providers, policy makers and representatives from local government and national funding bodies will be organized in Lodz, Poland.
8. Management and coordination

The objectives to be reached at the end of the piloting phase are the following:

- Teachers / trainers / counsellors will integrate theatre techniques in their work methodologies to support vulnerable adult learners;
- Adult learners at risk of social exclusion (low-skilled, unemployed NEET)
 - a. life skills (creative problem solving, decision making, visualizing goals)
 - b. social skills (respect, confidence, self discipline, intrapersonal and interpersonal skills)

c. work skills, such as: cooperation, collaboration, punctuality, dedication, concentration, acceptance of disappointment, adaptability and attention to nuance

COORDINATOR:	36,6 Competence Centre Eugeniusza 19/6 93-487 Łódź, Poland www.36and6.pl
CONTACT:	Anna Ziemecka-Poteraj
PARTNERS:	Glasgow Clyde College, UK; SOCIEDADE PORTUGUESA DE INOVACAO - CONSULTADORIA EMPRESARIAL E FOMENTO DA INOVACAO S.A., PT; GIP-FCIP de l'académie de Caen, FR; Associazione N.E.T. Networking Education & Training, IT
GRANT AMOUNT:	281 267 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Labour market issues incl. career guidance / youth unemployment
CLUSTER(S):	Inclusion & Tolerance; Employability

PROJECT NUMBER:

2014-1-PL01-KA204-003037

TITLE:

EUROPA 50 PLUS

DESCRIPTION:

There are huge challenges that Europe faces nowadays: the economic crisis, demographic changes, evolving labour market and need for new skills. The statistics show that the effect of aging will be difficult to eliminate after the year 2020. Numerous authors indicate that among the initiatives implemented in the Member States should be those relating to an extension of the retirement age as well as to introduction of legislative solutions facilitating the employment of people over 50. On the other hand, numerous surveys exploring the attitude of employers towards the employees aged 50 + point out that people in this age group are seen as unable to deal with the changing reality, basing their professional activities on a routine only and being reluctant to innovation. Respondents point to a lack of key competences among which are: poor knowledge or lack of knowledge of foreign languages, poor computer literacy and unwillingness to raise qualifications, which results in having obsolete skills. The reluctance of mature workers to change, and their lack of interest in further training translate into the difficulty in taking full advantage of their potential. Consequently, their work is inefficient and does not bring measurable benefits to the employers.

All that has contributed to a recognition that adult learning and lifelong learning strategies should play a key role in the policies for social inclusion, competitiveness and employability. At the same time the benchmark target for adult participation in lifelong learning across the EU established by the Council at 15% by 2020 is far from being reached. It shows how much there is yet to be done.

We address the project to two target groups. The first one involves training staff, coaches and training organizers in adult education from 4 partner countries: Poland, Italy, Germany and Czech Republic. The choice of both project participants and participating partner organisations is made in the way that ensures a variety of perspectives, which are supposed to provide fruitful experience exchange as well as a comprehensive view and approach to the development of the project results. The other target group consists of people aged 50+ as a disadvantaged social group of people who while left on their own would be exposed to social and professional exclusion due to their age and low qualifications.

The main objective of the project is to develop innovative methods of reintegration and activation of people aged 50 +. It involves the following measures: targeting this special social group, recognition of their barriers, needs and expectations, recognition of key competences, breaking the barriers associated with age, often worse state of health, anxiety, alienation, a sense of "being behind the today's world, etc., motivation to take up new challenges, encouraging lifelong learning, and teaching foreign languages and basic ICT better adjusted to elderly needs and possibilities. Innovative solutions in adult education are especially important also for the reason that the previous actions targeted in particular at the unemployed in this age group did not deliver the expected results. In spite of special support designed for people aged 50+ (e.g. strategic criteria in ESF based projects) there are no explicit methodologies of dealing with the process of motivating and training. Numerous preferences at the stage of recruitment facilitating the participation of the elderly in these projects often do not translate into the expected results (trainings interruptions, not keeping pace with curricula, not taking exams, worse exam pass rate, etc.). The impact of our project on this target group will be of a long-term nature contributing to more efficient process of encouraging lifelong learning and in result, extending the period of professional activity. The developed solutions related to active ageing are also expected to reawaken self-esteem, feeling of being needed and the desire to live fully in older people. The psychological aspect is an important part of the whole process which in the long run will lead to a sense of satisfaction and fulfilment.

An important result of the project will also include the improvement of competence of project participants through the exchange of experience with international partners as well as staff training and workshops. Jointly developed solutions will be checked in practice during the testing period provided in project and a guide including recommendations and guidelines for the implementation and application of the new methodologies will be available for the general public. In view of the universality of the issue of too short period of professional activity in Europe the positive impact of the project will be visible at all levels: local, regional and European level. Methodologies and good practices developed within the project will be implemented on an ongoing basis in partner institutions and disseminated on the outside.

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CONTACT:	Aleksandra Wąsik
PARTNERS:	ALVIT - inovace a vzdelavani s.r.o., CZ; wisamar Bildungsgesellschaft gemeinnuetzige GmbH, DE; CENTRO STUDI ED INIZIATIVE EUROPEO, IT
GRANT AMOUNT:	74 100 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Access for disadvantaged
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER:	2014-1-PL01-KA204-003177
TITLE:	STRENGTHENING GLOBAL AWARENESS IN THE LOCAL COMMUNITIES - KOLPING 2020 STRATEGY
DESCRIPTION:	<p>The project Strengthening global awareness in the local communities - Kolping 2020 Strategy will be realized by 6 partners from Lithuania, Germany, Poland, Slovenia, Slovakia and Romania.</p> <p>The project objective is to strengthen the quality, relevance and European perspective of adult education in the field of global education and learning practices through European cooperation and exchange.</p> <p>The overall aim of the project is to:</p> <p>raise the competences and skills of key staff in adult education (focused on global education) and the key competences for active citizenship in order to increase the quality of teaching to make it relevant to the needs of time and society at large (linked to the objectives of the strategic framework for European cooperation in education and training of The Erasmus+ Programme).</p> <p>Moreover the project shall contribute to the achievement of the promotion of European values like respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities (linked to general objective of The Erasmus+ Programme).</p> <p>Planned project activities combine innovation and complementary activities. There will be six meetings, one in each country. Activities are addressed to: trainers involved in global education and decision makers – members of organization's board.</p> <p>It is assumed that in every meeting will be attended by three-four people from each country and host organisation, i.e. a total of 18-24 people will participate in a meeting. The selection of participants will be carried out by the sending organisations. Every selection will be fair, transparent, coherent and documented.</p> <p>The most important added value for all partners is the opportunity to gather practices, activities and ideas by considering the thematic area and to improve them as well as learn from each other's realities what is in the topic global education very important – other point of view. All organisations already have their own activities focused on global education. This project will serve as motivation and stimulation and can support to develop the ongoing regular activities by improving or enriching them.</p>
COORDINATOR:	<p>FUNDACJA DZIELA KOLPINGA W POLSCE ul. ZUŁOWSKA 51 31-436 Cracow, Poland www.fundacja.kolping.pl</p>
CONTACT:	<p>Monika Dąbrowska</p>
PARTNERS:	<p>Kolpingovo dielo na Slovensku, SK; Lietuvos Kolpingo draugija, LT; ZDRUZENJE KOLPINGOVIH SOCIALNIH DEJAVNOSTI SLOVENIJE, SI; Organizatia Centrala a Familiilor Kolping din Romania, RO; Kolpingwerk e.V., DE</p>
GRANT AMOUNT:	<p>127 400 EUR</p>
CONTRACT DURATION:	<p>36 months</p>
PRIORITY 1 OR MAIN:	<p>Promoting the professional development of staff and youth workers in ICT methodologies</p>
PRIORITY 2:	<p>Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)</p>

TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; International Cooperation; Teaching & Training

PROJECT NUMBER: 2014-1-PL01-KA204-003326**TITLE:****TAP-RAZEM PRZECIW UBÓSTWU****DESCRIPTION:**

The main objective of the project is to develop educational tools aimed at combating poverty in relation to two target groups: 1) those most vulnerable to poverty and social exclusion [i.e. unemployed, low-skill or education, single-parent families or families with many children] and 2) the politicians and decision-makers in the field of social policy. The project is a result of diagnosed lack between real needs of people from both target groups, relies on a misunderstanding of the problem of the risk of poverty and social exclusion and inadequate support.

In the first group, is planned to provide support the field of education with focus on entrepreneurial skills, so as to motivate the group to take self-protective actions by setting up a business. To the second group, is planned to provide support in terms of knowledge of the mechanisms of poverty and the best ways out of this situation by raising the level of knowledge on how to optimize the model of social security. It will be based on the cross-analysis of current solutions, identification of the most optimal model of social security, thematic workshops on specifics of entering and getting out of poverty, review of solutions applied in other countries and identifications solutions for the particular country. It is assumed that people who belong to group 2 do not have wide knowledge of the possible solutions (improvement of the situation of people from group 1), and are unable to suggest any optimal actions that would improve the system.

The activities implemented within the project have been split in two phases and each will include two actions (executed in parallel). The first phase is the research of two areas: deep analysis of poverty in the target group (group 1) and a functioning model of social security (group 2). This phase will run from 09/01/2014 to 31/08/2015. The second phase includes workshops for people of both target group (workshops on development of entrepreneurial skills for group 1 and workshops on management of the social policies management for group 2). This phase will run from 01/09/2015 to 08/31/2016.

As a result of activities in the project is planned to obtain four intellectual outcomes:

01-Scientific publication on poverty,

02-Scientific publication in the theme of functioning models of social security,

03-Methodology for conducting workshops in the group of persons in risk of poverty and social exclusion,

04-Methodology for conducting workshops in the group of policy makers and social politicians.

All results will be placed in a specially created online repository in open access.

The project involves the broad participation the representatives of target groups in the process of project's implementation. During the implementation will involve the direct participation of min. 150 people including target groups and stakeholders. Information about the project outcomes will reach about 2000 persons. During the research, development of methodology and especially during the workshops – there will be a broad impact of the project. It expresses by providing information, dissemination activities and above by all providing intellectual outputs and results consistent with the real needs of the target groups.

During the research, development of methodology and especially during the workshops – there will be a broad impact of the project. It expresses by providing information, dissemination activities and above by all providing intellectual outputs and results consistent with the real needs of the target groups.

An impact of the project will be felt in long term, primarily in change the model of assistance and social security and the creation of new, more active attitudes at risk of poverty and social exclusion among people from first target group.

COORDINATOR:	CWEP ULICA K HOFFMANOWEJ 19 35 016 RZESZOW, Poland www.cwep.eu
CONTACT:	Elżbieta Szczygieł
PARTNERS:	Volontariato Torino, IT; Consortiul International Lectura si Scrierea pentru Dezvoltarea Gandirii Critice, RO; CONFEDERACION ESPANOLA DE CENTROS DE ENSEANZA ASOCIACION C.E.C.E., ES; Mittetulundusühing MITRA, EE; STICHTING LANDELIJK EXPERTISE- EN INFORMATIECENTRUM DUAAL ONDERWIJS, NL
GRANT AMOUNT:	299 540 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Promoting young people's social inclusion and well-being
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Social dialogue
TOPIC 3:	Inclusion - equity
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER: 2014-1-PL01-KA204-003342**TITLE:** **INNOVATIVE METHODS FOR INCREASING EFFECTIVENESS OF TEACHING ENGLISH OF 55+ LEARNERS****DESCRIPTION:** Teaching foreign languages, especially English, to seniors, is becoming one of the most crucial elements of education in later life in Europe.

Existing analysis concerns mainly the needs and current state, but there are not enough didactic materials which would support teachers in their daily work with learners 55+. This concerns in particular those materials that go beyond the traditional language course, and include such elements that are emotionally engaging, motivating, and provide new incentives: mental, physical and sensory – so essential in later-life pedagogy.

The partnership consists of 3 partners from Poland, Hungary and Italy, who possess considerable experience in senior education, especially in language teaching and represent a complementary approach, including academic.

This has enabled the partners to identify the most urgent needs and gaps in teaching languages (especially English) to older learners and to propose innovative solutions to address them.

The project goal – which is to develop tangible propositions of innovative methods for increasing effectiveness of teaching English to 55+ learners – will be achieved by intensive and well-structured cooperation and common development of three intellectual outputs:

- 1) a resource-pack of possible resources: materials, ideas and guidelines which could be used during the English lessons to increase cognitive functions of elderly learners, in particular, their attention, motivation, emotional involvement, memory functioning, senses and body involvement, communication sensitivity and capability, and also their well-being,
- 2) nine detailed lesson outlines together with teaching/learning materials for teachers and students (each for two levels: elementary (A2-B1) and intermediates (B2) including innovative elements taken from external sources like art, historical heritage of our countries, memory rules and methods, music, poetry, body expression and para-theatrical forms, etc.
- 3) two curricula for a one-year (60 hrs) course for learners 55+, two levels – elementary (A2-B1) and intermediates (B2)

The dissemination of project results and outputs will be a very important part of our project, which multiplies its outcomes and impacts. We will promote a free access to intellectual outputs offering our products to our target group (seniors' educators from non-profit sector). The dissemination activities will be held throughout the entire project using diverse means and channels. The final dissemination events will take place in each partner country separately to address local needs and expectations best.

Project realisation will bring tangible and longer term benefits (the three outputs mentioned above) which will also serve as a starting point for further development of innovative teaching/learning resources for the elderly, and as a source of inspiration for both direct and non-direct project beneficiaries.

The project will foster and expand partners' cooperation and will push it towards a more product-oriented and innovative approach to transnational projects.

COORDINATOR: Akademia Pełni Życia
Władysława Łokietka 57A/39
31-279 Krakow, Poland
www.apz.org.pl**CONTACT:** Barbara Kaszukur-Niechwiej**PARTNERS:** Unione italiana di educazione degli adulti - UNIEDA, IT;
Tan-Folyam Oktatási és Kulturális Egyesület, HU

GRANT AMOUNT:	59 450 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER:	2014-1-PL01-KA204-003397
TITLE:	PARTNERSHIP FOR GEO-EDUCATION
DESCRIPTION:	<p>Partnership for geo-education is a project of collaboration between four non-governmental organizations from four different corners of Europe: Poland, Portugal, Iceland and Croatia. Despite different geographical and cultural contexts we have at least one thing in common: we work towards developing knowledge and awareness about natural values of our regions through education. Our regions are renowned for their geological interest, therefore have become subjects of geo-education.</p> <p>Our most important goal in this project is to equip the teaching professions (teachers, educators, trainers, guides) of non-formal education in knowledge, experience and methods for conducting interesting field-trips, complexly describing natural phenomena. We want to base this education on local natural values, especially geology, because we believe that pupils (whatever the age) understand natural science best, when it is relevant to their everyday experience.</p> <p>The project activities include four international trainings (consisting of workshops and field trips) for project participants (teachers, educators, guides) and appointing an international team of experts to establish field-trip geo-education methodology and study materials. The project ends with a two day-by-day multiplier events - conference and a field-trip in Poland and 3 local conferences in Portugal, Iceland and Croatia.</p>
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CONTACT:	<p>Julia Jankowska</p>
PARTNERS:	<p>ADRMAG - Associação de Desenvolvimento Rural e Integrado das Serras de Montemuro, Arada e Gralheira, PT; HASKOLAFELAG SUDURLANDS EHF, IS; Lokalna akcyjnska grupa "Barun Trenk", HR</p>
GRANT AMOUNT:	<p>199 868 EUR</p>
CONTRACT DURATION:	<p>24 months</p>
PRIORITY 1 OR MAIN:	<p>Supporting the production and adoption of Open Educational Resources in diverse European languages</p>
PRIORITY 2:	<p>Revising and strengthening the professional profile of the teaching professions</p>
TOPIC 1:	<p>Natural sciences</p>
TOPIC 2:	<p>New innovative curricula/educational methods/development of training courses</p>
TOPIC 3:	<p>Pedagogy and didactics</p>
CLUSTER(S):	<p>Teaching & Training</p>

PROJECT NUMBER:	2014-1-PL01-KA204-003406
TITLE:	ACTIVATION WOMEN 50 +
DESCRIPTION:	<p>The idea to create this partnership project resulted from the need to insight into the subject which is very topical nowadays, namely the situation of Women 50 + in different European countries, their activities undertaken in private life. Changes in the contemporary world affect people, their lives, experiences and perception. The aim of the project is to elaborate the effective model of the support for Women 50 + that want to improve their potential employability by acquiring or updating basic and general skills, play active role in the society. During the project we want to effective catching skills gaps Women 50 + and broaden their competence with new areas through effective working tools for trainers Women 50 +. The partnership offers the participants an opportunity to exchange experiences, practices and methods of their daily work, set up of new contacts, cooperation and possibility of developing common new projects in the future.</p>
COORDINATOR:	<p>Jagiellońska 78 03-301 Warszawa, Poland www.aki.edu.pl</p>
CONTACT:	Barbara Omelan
PARTNERS:	<p>Sinergias de formación continua S.L., ES; AKDENIZ UNIVERSITY, TR; Keski-Pohjanmaan koulutusyhtymä, FI; CENTER ZA IZOBRAZEVANJE IN KULTURO TREBNJE, SI; Vsi Tarptautinis darbo kontakto tinklas, LT</p>
GRANT AMOUNT:	145 435 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Health and wellbeing
TOPIC 2:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 3:	International cooperation, international relations, development cooperation
CLUSTER(S):	Health & Medicine; Inclusion & Tolerance; International Cooperation

PROJECT NUMBER: 2014-1-PL01-KA204-003408**TITLE:** EDUCATION - THE CHALLENGE OF THE LATER YEARS

DESCRIPTION: The aim of the project Education - The challenge of the later years - Live and Learn is to improve the education of the third and fourth age people. It will consequently reduce the marginalization of the elderly. The duration of the project is 2 years. Flexible partnership will be characterised by a flexible work system with partners. The project proposal is based on the permanent analysis, existing knowledge, know-how and practice.

The target group consists of elderly people who need wider range of educational activities.

It is necessary to create training materials for educators in the areas of leisure, hobbies, health, talent development and transmission of values.

Elderly people meet a number of barriers making their come back to learning difficult. The barriers may be:- perceiving oneself as too old -fragile health, - commuting difficulties - lack of companion, - too little information.

Until the middle of the 20th century, psychological research on the education of older people was dominated by the deficit model . This model describes the process of aging by means of reduced cognitive and intellectual abilities .

Currently the attentions is rather put on the resources available for older people.

The project responds to the needs of :

- Education based on realistic problems - seeking and finding solutions to problems.
- Support in dealing with critical moments in adults' lives - immersion in the professional development and growth,
- Acquiring new knowledge and skills,
- Overcoming anxiety, fear and shyness in some cases
- Inspiring, encouraging and motivating .

The participants of the project are teachers , coaches and workers for partner organizations..The main objective of the project is to improve learning opportunities for older people in partner countries.

The specific objectives of the project are :

- To increase the education of the third and fourth age people
- To improve the social acceptance for the period of old age as a stage of life.
- To Develop cooperation between institutions and to gain greater potency .

The objectives of the project have been identified and can be reached on the nature and experience of partnership. The project is realistic and provides a solution to the problems relevant to the participating organizations and the target group.

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CONTACT: Franciszek Ręka

PARTNERS:	Adapazari Mesleki Egitim Merkezi, TR; Sinergia Società Cooperativa Sociale, IT; The Geminarie Group, MT; T.F.E.I. Ltd, UK; INSTITUTI PRINCIPE REAL - ASSOCIACAO PARA A INOVACAO E DESENVOLVIMENTO, PT
GRANT AMOUNT:	122 401 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting healthy lifestyles (incl. participating in outdoor activities and grassroots sports)
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Health and wellbeing
TOPIC 3:	Intercultural/intergenerational education and (lifelong)learning
CLUSTER(S):	Inclusion & Tolerance; Health & Medicine

PROJECT NUMBER:	2014-1-PL01-KA204-003504
TITLE:	BEAUTIFUL MIND - OPEN EDUCATIONAL RESOURCES IN NON-FORMAL SENIOR EDUCATION
DESCRIPTION:	<p>The main objective of the partnership is creating the manual "Guide for trainers. Beautiful Mind – Open Educational Resources in non-formal senior education with three methodological and practical components:</p> <ul style="list-style-type: none"> ▪ Active Mind and Body (Italy) is a module that consists of active teaching materials for seniors, connected with healthy nutrition, psychophysical exercises and stress management. A special guide will be written to present the ways of preserving wellbeing among people over 50 which influence the growth and raising awareness of the importance of psychological and physical well-being, which can be achieved through the development of innovative training materials. ▪ Speed Reading and Mnemotechnics in active learning (Poland) is a module of methodical work, together with scenarios and work cards. Additionally, there will be also three instructional videos for the implementation of speed reading techniques (CD and online platform). ▪ Learning on the net for adults (Spain) is a module of the handbook and the associated useful and handy e-course designed for trainers. Each part of the module will contain theoretical guidance for the trainer and practical exercises related to modern technologies, which can be used while teaching traditional methods: face-to-face learning, distance learning, self-education and peer-learning. <p>The handbook will be dedicated to trainers, lecturers and teachers connected in non-formal adult education with particular attention to the needs of people over fifty years of age (as a group of disadvantaged and at risk of social exclusion).</p> <p>Each partner specializes in the field which will create training materials. Three parts of manuscript will form a coherent whole thanks to partners' cooperation. The manual will contain training materials, worksheets, scenarios, test results, descriptions of teaching methods as well as visual materials, e-course that will be published in the open access on Creative Commons License. The whole is intended to support the process of teaching and learning seniors. The manuscript will published in English, Italian, Spanish and Polish.</p> <p>Thanks to dissemination of the project outcomes, the institutions involved in adult education will be able to use ready-made training materials in their work. The three key issues of the manual are designed to meet the needs of contemporary people and enable them to be the active participants of modern societies.</p>
COORDINATOR:	CSB Kasowa 6/7 93-173 Łódź, Poland www.csb.info.pl
CONTACT:	Aleksandra Marciniak
PARTNERS:	Centre for the innovation and development of education and technology, ES; Università delle LiberEtà del Fvg, IT
GRANT AMOUNT:	152 180 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Intercultural/intergenerational education and (lifelong)learning
TOPIC 2:	New innovative curricula/educational methods/development of training courses

TOPIC 3: Open and distance learning

CLUSTER(S): Inclusion & Tolerance; Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER: 2014-1-PL01-KA204-003519**TITLE:****METODYKA NIEFORMALNEGO UCZENIA SIĘ JĘZYKA RYNKU PRACY PRZEZ IMIGRANTÓW I OSOBY Z NISKIMI KWALIFIKACJAMI, W TYM OSOBY 50+ — METHODOLOGY FOR INFORMAL LABOUR MARKET LANGUAGE LEARNING FOR IMMIGRANTS AND LOW-SKILLS CITIZENS, INCLUDING ADULTS 50+****DESCRIPTION:**

Language training institutions, Foundation Ad Meritum from Poland and Active Language School from Slovakia want to adapt the methodology for informal language learning for immigrants, developed by the Greek institution Action Synergy during the European multilateral project called: METIKOS- Informal Language Learning for Immigrants in the years 2011-2013. The methodology of the project Metikos concerns how immigrants can learn informal language of the host country through participation in activities such as: language cafe, the tandem and cyber cafe.

In this project we will transfer this methodology to enlarged target groups and to another language range using the same methods: language cafe, the tandem and cyber cafe.

Target groups:

-immigrants who already exist in the community, often operate on the labour market, often stay in the host country for their families, their children attend the schools in the host country, they are already familiar with the realities of the culture and language of the host country in the way that enables easy communication, often hold a work permit and a residence permit. While they lack sufficient knowledge of the language associated with the labour market;

-people from host communities, which have low qualifications on the labour market, low awareness of the labour market and they are therefore threatened by unemployment, or even remain unemployed persons; the particular attention we will devote to persons over the age of 50 years old.

These groups are well known to the partner organizations as partners on a daily basis carry out actions on them. Their needs have been identified by the partners and described above.

Informal learning tools: cyber cafe, language cafe and the tandem method are the tools that allow them to learn without incurring the high costs of participation in the courses, these tools facilitate informal learning, which does not require high financial expenditures from the participants.

Language range, which will be the subject of the methodology:

the host country language: Polish, Slovak and Greek related to the labour market, to facilitate communication in search of work and acquire awareness of the functioning of the labour market in the countries of the partners.

Knowledge of such language will allow the target groups for a better understanding of the labour market, its rules and mechanisms and - as a consequence, this will allow them to better functioning of the labour market.

The new methodology will be developed jointly by the three partners involved in this project, and the project partners plan to run the language and cyber cafe and the tandem method. This methodology, in the form of an e-book, will be published on the project website and available free of charge.

The project contributes to the promotion of equality and social cohesion, improving the quality of education, equal opportunities for groups with fewer opportunities and requiring special support dissemination and exploitation of project results and to open access to educational materials.

In particular, the project contributes to the raising of the key competences and skills of adults needed to be the active members of the society and in the labour market.

COORDINATOR:	Fundacja Ad Meritum ul. Poleczki 21 02-822 Warszawa, Poland www.admeritum.com.pl/connect
CONTACT:	Ewa Kubel
PARTNERS:	Jazykova skola ACTIVE, s.r.o., SK; ACTION SYNERGY SA, EL
GRANT AMOUNT:	76 348 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Early School Leaving / combating failure in education
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; Employability

PROJECT NUMBER:	2014-1-PL01-KA204-003589
TITLE:	DO YOUR BEST - JUST INVEST!
DESCRIPTION:	<p>Project DO YOUR BEST - JUST INVEST! This Strategic Partnership in Adult Education between Spain, Romania, Slovakia, Italy and Poland involves a two-year collaboration and involves work on two levels. On the one hand we want to expand the field of work with a selected group of adults. The aim of that work is to increase their opportunities to participate in society and improve their family situation. This part of our project is mainly based on workshops in soft social skills is to adapt our group to the requirements of the labour market, to increase their life satisfaction and improve their language skills associated with operating the computer and on the opportunities for active leisure. We would like each partner organisation to create such a local group, consisting of about 15 people and it worked under the said training.</p> <p>On the other hand, our project involves work on an international level concerning the development of the competences of professionals involved in the project working group . Each partner organization will create the 6-8 person group and it will be organizing local activities. Within the framework of international cooperation, this group will also participate in Short-term trainings for staff, or meetings devoted to building international partnerships and exchange of experience.</p> <p>Furthermore, under the management of the project we are going to organize two international projects meetings: at the beginning of the project in Poland and in Spain at the end of the project.</p> <p>Our aim is not only the above described work, but also the preparation of the Handbook Do your best - just invest! containing all methods and ideas used during the project (by all partner organizations). This Handbook will be promoted during the five conferences summarizing the project. Each organization will be responsible for organizing such a conference in its country, and inviting to the conference representatives of local authorities, representatives of organizations / institutions / establishments engaged in activities for adults (particularly those with fewer opportunities) .</p>
COORDINATOR:	<p>STRIM Pawlikowskiego 5/5 31-127 Kraków, Poland www.strim.org.pl</p>
CONTACT:	Dorota Skwarczewska
PARTNERS:	<p>Asociación Cultural YOUROPÍA, ES; Mladiinfo Slovensko, SK; Vicolocorto, IT; Asociatia EIVA, RO</p>
GRANT AMOUNT:	76 711 EUR
CONTRACT DURATION:	26 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Early School Leaving / combating failure in education
TOPIC 3:	Intercultural/intergenerational education and (lifelong)learning
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-PL01-KA204-003607

TITLE: ENTER (TO) ENTREPRENEURSHIP

DESCRIPTION:

Project ENTER (to) entrepreneurship answers to problems concerning changing labour market and insufficient preparation to new situation by young people as well as lack of entrepreneurial education in formal system. Thanks to this project we need to change people's attitude and thinking. Our aim is to teach entrepreneurial attitude and opening people's mind for innovation and activity by showing them advantages in both professional and everyday life. We want to create strategic plan of development, from entrepreneurship attitudes to whole business support.

Our project stands out with innovative approach, which comes from combination of psychological and social factors as well as hard entrepreneurial and business skills as well as strategic thinking to gain sustainability of created business. Our aim isn't only business education which we estimate as not fully efficient. After several years of practice we know that education only in professional business aspects like management skills, financial of company course did not lead to expected results. We cannot build efficient business system without create at first right entrepreneurial approach.

Project is addressed to young adults – 20-35 years age. We address the project to inhabitants who are in difficult position on the market egg. young people after schools, colleges or universities with no professional experience; are under the change of their professional career, in danger of unemployment to gain new skills and start counting on themselves; are keen to migrate to metropolis to develop professionally because of lack of perspective in their place of living and also to people who already started their own business. We can expect some participants outside this age group but for the aim of promoting and developing entrepreneurial attitude and skills for people who are enter to the market this group will be majority.

Project activities will consist of:

- Laboratory training courses and support, which are leading to create a Guide Book with innovative approach to entrepreneurship development. Laboratory will consists of 35 days of workshops in motivation, entrepreneurial attitudes, entrepreneurial or business skills areas and 10 days for mentoring. In each workshop will take part 10 participants
- Laboratory result analyze for Guide Book preparation - 35 days of results analysis, aims and solutions formulation.
- Transnational meeting - 3 meetings in each project partners countries, which are planned on each levels of project implementation to gain commonly prepared policy - Guide Book and improve management skills and problem solving on the field of entrepreneurship development. In each meeting will take part 30 participants.
- Multiplier events - networking meetings and conferences for support and integration of entrepreneurship environment and experience and results exchange between partners. In each conference will take part about 100 participants with free access after registration.

Activities listed above will lead to create an Intellectual Output - Guide Book for Community Entrepreneurial Strategic Development.

Project assume following products: Guide Book for Community Entrepreneurial Strategic Development, which will be a final result of two years project working on workshops laboratory, evaluation from them and transnational meetings with project partners; established laboratory for testing new teaching methods, which based on workshops from different areas of entrepreneurial learning and 3 transnational meetings in every participating country. As a results of project we expect increased a sense of initiative and entrepreneurship, changed attitude among participants of laboratory workshops into more open, active, entrepreneurial, increased of self confidence, motivation, social skills among participants of laboratory as a result of opening themselves, increased level of entrepreneurial and business skills among laboratory participants, increased number of learning adult people with promoting profits from continuous learning and still to gain a new valuable skills, development of partners skills of management on the field of entrepreneurship development and promoting best practices on entrepreneurship education on local and European level.

Methods used in project are appropriate to each activity - workshops, analyze, research, panel meetings and conferences. All of that will lead to intellectual output and will help to achieve project aims.

As an impacts we expect to gained new skills which might help participants in finding better work or inspire them to open own company; expanded horizon of thought by involvement trainers; developed intercultural competences by project partners; show the project assumptions for not involvement citizens through network; possibly used a developed policy in next project and spread on new countries.

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CONTACT:

Wioletta Chrzęszcz

PARTNERS:

Boston College, UK;
WESTFALISCHE HOCHSCHULE GELSENKIRCHEN, BOCHOLT, RECKLINGHAUSEN, DE

GRANT AMOUNT:

140 520 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

Enterprise, industry and SMEs (incl. entrepreneurship)

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

Employability; Teaching & Training

PROJECT NUMBER: 2014-1-PL01-KA204-003654

TITLE: **E-PROCESS IN E-LEARNING**

DESCRIPTION:

Project "E-process in e-learning is an answer to the lack of e-learning courses which are based on rules of adult learning. The most important rule of adult learning is to give the adult person (participant of workshops or course) the opportunity to learn from his/hers experience and to share it with other participants. Our researches result is, that most of e-learning programs aims is only sharing the theoretical knowledge and student (participant) cannot implement it easy to his/her life.

This project will combine the experiences of all Partners from Poland, Belgium, Germany and Latvia in non-formal education and especially in e-processes and learning adults.

The aim of the project is to create a model of distance learning process which will consist of best practices in e-learning (using new technologies, ICT tools) and methods related to methodology of adult learning. The second aim is to increase knowledge in the field of open data resources, which can and should be used in nowadays learning, especially in distance learning.

Participants: target group of the project are: trainers, facilitators, educators, project managers, who design distance learning processes and ICT experts. Number of participants is c.a. 400 and it contains participants, who will take part in the events of the project (240) and the number of participants who will be involved in activities taken by trainers (seminars and webinars – about 160 all in total), who will finish ToT course or will be given the manual.

Below listed activities will be taken during the project (from 09.2014 till 08.2016):

- Research in each partner country regarding distance learning, finished with report (analyzing of the contents of e-learning access in each partner countries, the way of implementation of e-learning, what tools are used, what is the role of the trainers, how much the students are involved, what are their tasks to do.)
- ToT (Train the Trainers course-seminars) for staff of the partners' organizations (trainers, managers, experts) from each partner country (theoretical concepts, methodologies, methods, instruments, tools and techniques of a training: distance learning course). During this activity each participant will learn:

a/ how to teach the trainers of using ICT in the education

b/ how to prepare complete educational program of training with using of ICT

b/ how to combine all important elements without forgetting about aims and people

c/ how to write a scenario of that course

d/ about copyright law in education

e/ roles and rules for trainers in adult education.

After course, each partner organisation will conduct at workshops directed to trainers and facilitators interested in work with distance learning methods.

- Manual for trainers (about 40 pages), it will contain: ToT program in distance learning, practical aspects and experiences ToT course participants, recommendations regarding ICT tools and active methods in adult learning, auxiliary materials - including a glossary, articles and references to the open educational resources.
- Open Source Trainer Box (presenting all materials and outputs of the project and data and other useful information and open resources for trainers of adult)
- 4 local dissemination events: in Belgium, Germany Poland and Latvia. Their aim is a dissemination of the model of distance learning process, discussion about the challenges in this area with experts.

- 8 webinars: each partner will organize webinars for trainers and experts of adult education interested in e-learning that will give the opportunities to participate for those who cannot come on other events like seminars and conferences.
- 16 seminars: each partner will organize seminars for trainers and experts of adult education interested in e-learning.

Each activity will take into account special needs groups, threatened by social and e-exclusion: elderly people or blind/visually impaired.

Results:

- 4 national reports of ICT used in non formal adult education (e-learning, b-learning, mobile-learning, others)
- Manual/guide for trainers and educators using distance learning in learning process
- Model of distance learning
- 3 ToT programmes for trainers interested in using distance learning in learning process
- Trainer Box about Open Data Resources and consisting of useful information about new technologies in learning

This results will have impact on:

- international exchange of experiences in field of distance learning,
- broadening the knowledge of usage of e-learning and ICT in training on the national level and in partners countries,
- increase of competences of the staff in e-learning field,
- increase of the usage of ICT in common organizations' work, especially with contact of stakeholders (webinars),
- raising the awareness of the role of ICT in adult education/trainings, the measurement as the number of people participating in seminars conducted during the project,
- increase of quality of distance learning in Partners countries

COORDINATOR:

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Daria Sowińska-Milewska

PARTNERS:

Centre for Education and Innovation Research, LV;
wisamar Bildungsgesellschaft gemeinnuetzige GmbH, DE;
Nieuwe Media School vzw, BE

GRANT AMOUNT:

211 447 EUR

CONTRACT DURATION:

26 months

PRIORITY 1 OR MAIN:

Promoting the professional development of staff and youth workers in ICT methodologies

PRIORITY 2:

Revising and strengthening the professional profile of the teaching professions

TOPIC 1:

New innovative curricula/educational methods/development of training courses

TOPIC 2:

Open and distance learning

CLUSTER(S):

Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER: 2014-1-PT01-KA200-001084

TITLE: **#UPTAKE ICT2LIFE-CYCLE: DIGITAL LITERACY AND INCLUSION TO LEARNERS WITH DISADVANTAGED BACKGROUND#**

DESCRIPTION: According to Eurostat, in 2013 one in every three Portuguese has never used the Internet. Portugal is the fifth country with the highest percentage of people in this situation (33%), preceded by Romania (42%), Bulgaria (41%), Greece (36%) and Italy (35%). On the other hand Denmark and Sweden have the lowest, both with 4%. The average in the 28 EU member countries is 21%.

This project aims to address this problem by engaging synergies of nine partners in four countries (Portugal, Italy, United Kingdom and Germany) two of which silent partners (J.P. Inspiring Knowledge and Microsoft International) whose good practices will be shared and validated by the Science and Technology Foundation. This network will work both at local, regional, national and international levels in transversal and trans-sectorial areas, both in terms of the partners involved (academic and enterprise), and in terms of the focus group (VET; adult education with disadvantaged background; HEI with special focus on this group) literacy inclusion, re-qualification and employability. Each partner has strong complementary skills that will be widely useful for the project (cf. part D).

As a strategic partnership project this proposal intends to promote actions, to build contents, digital instruments and to analyse the impact of ICT in a global (global&local) world, rooted in a process of civilisational change (social, political, economic and cultural). Always taking leverage of the individual skills and competences of each partner, anchored by the best research and state of the art practices.

In fact the project aims to:

- 1) Identify and share good practices in Societal innovations (digital literacy, inclusion and employability);
- 2) Focus on new knowledge and skills: basic and transversal development;
- 3) Ensure equity in the exercise of rights, namely to help citizens with disadvantaged backgrounds (social / geographical) to integrate ICT in their lives;
- 4) (Re) and (up) skilling, access to success;
- 5) Disseminate results (in a diversity of modes), promote impact (in science, society, technology, policy and market), sustainability, dissemination and exploitation.

In order to accomplish these five aims, a progressive path will be divided in the following five steps:

- 1- Preparation of the project (State of the art, Logo and Webpage development, Promotional videos);
- 2- Production of multi-format educational content (e-modules, ebook, MOOC);
- 3- First phase of training (training of the stakeholders);
- 4- Second phase of training (training of target group by the stakeholders supervised by the project members);
- 5- Requalification of the target group (MOOC on employability) and final conference/ dissemination of results.

The adopted methodology will be, in a first moment, 1) identify the most preminent needs and ways of integrating ICT in daily life; 2) share current good practices (in the areas of new competences- digital literacy, inclusion and employability); 3) enrich each other's knowledge in complementary fields; 4) analyse the impact of ICT in a global world in a process of civilisational change (social, political, economic, and cultural). In a second moment the results achieved will contribute to shape the local implementation of good practices.

Tangible and intangible results are expected. Among the tangible ones are: studies and reports, audio-visual materials, multimedia website, events, seminars, e-modules, MOOCs, ebooks... Intangible results will be, not only the increase of knowledge and experience in the areas dealt with by the project, but also the deepening of experience in the area of the digital instruments that will be built.

Moreover, we intend to create new strategically partnerships on local and regional (in all countries) levels for future developments of the project. Besides, as long-term result we expect that this project will have long lasting impact on Science, Society, Technology and Policy areas. Especially in the Policy area, a report will be sent to the Ministries of Education and Science, the Network of Higher Education Reform Experts (HEREs), Vocational Education and Training (VET) entities and employment agencies. In the technology area, the impact will consist of the interoperability among the various academic institutions and the enterprises. As for Society, the fulfilment of the various courses and actions will promote equity and inclusion for people with educational difficulties or with social and geographical constraints. Finally, as for the scientific impact, papers and articles will be written to make this experience known in the academic field.

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PARTNERS:	VIATECLA - Soluções Informáticas e Comunicações, S.A., PT; UNIVERSITA DEGLI STUDI DI ROMA LA SAPIENZA, IT; UNIVERSIDADE ABERTA, PT; UNIVERSITY OF STRATHCLYDE, UK; praxis und wissenschaft projekt gmbh, DE; Digizen Srl, IT
GRANT AMOUNT:	327 633 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Access for disadvantaged
TOPIC 3:	Key Competences (incl. mathematics and literacy) - basic skills
CLUSTER(S):	New Technologies & Digital Competences; Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-PT01-KA204-001044**TITLE:** **ONLINE PORTAL AND ACTIVE LEARNING SYSTEM FOR SENIOR CITIZENS IN EUROPE****DESCRIPTION:** Europe is transforming into a knowledge society that increasingly relies on information delivered through computers and mobile technology devices. However, senior citizens form a large part of society that mostly lacks the required skills to participate in this development. This situation creates a group of disadvantaged citizens and contributes to the digital divide of European society.

However, this imbalance also means lost opportunities, as technology can offer many ways of improving quality of life, especially for senior citizens. Since many older people have mobility issues, technology can keep them connected. This in turn would offer the opportunity of opening a door to learning, staying active and mentally fit, and preventing isolation and loneliness.

The goal of the project OPALESCE is to create a learning system focused on senior citizens that runs on mobile devices and downloads open learning content from an online platform. The system will integrate different media formats and interactivity into an innovative "micro unit format suited even for small screen devices such as smartphones and easy enough to be used intuitively. The idea is to present learning content in small units that only fill one screen, and the user can go to the next page by swiping to the next screen almost as if turning the page of the book. Swiping back takes the user to the previous screen.

Ingenious Knowledge has produced mock-up screens to explain the concept that were discussed by the consortium. They can be found here: <http://ingeniousknowledge.com/OPALESCE>

The consortium also envisions a simple learning community by adding a function that lets the user see comments and questions of other learners on each screen of the current course. Learners can add their own comments and questions or answer the questions of others.

The number of potential users will be very large thanks the international availability of the app. The number of learners involved in the training courses is expected to be at least 60.

Since many senior citizens are not very well versed in using technical devices, the consortium will prepare a training course that teaches them the basics and quickly introduces them to learning on modern touch screen devices. The course will be held in all project countries and it will be distributed to other adult learning organizations.

The consortium believes that designing and supporting such a system has a huge potential thanks to the scalability of the approach. In addition the partners see the growing interest of senior citizens in technology and are eager to deliver a product that can actually make such a big difference.

COORDINATOR: RUTIS
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www.rutis.pt**CONTACT:** Giselle Janeiro**PARTNERS:** Ingenious Knowledge GmbH, DE;
NATIONAL CENTER FOR SCIENTIFIC RESEARCH "DEMOKRITOS", EL;
UNIVERSITAET PADERBORN, DE;
A &
A Emphasys Interactive Solutions Ltd, CY**GRANT AMOUNT:** 214 095 EUR**CONTRACT DURATION:** 36 months

PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Access for disadvantaged
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences; Inclusion & Tolerance

PROJECT NUMBER: 2014-1-PT01-KA204-001056**TITLE:** **DEVELOPING FINANCIAL COMPETENCIES FOR EU CITIZENS UTILIZING ONLINE LEARNING AND DIGITAL LITERACY**

DESCRIPTION: In the current times of economic turbulence and market shortcoming, where the majority of EU citizens are struggling to manage the financial challenges they face, a real life need for the development of their financial literacy competencies has been identified. These would allow people to understand the mechanics of the economy and the market, how to deal with daily financial issues, and protect them from slipping in to extremely negative situations. Moreover, the current project directly and indirectly will promote the digital numeracy, language, reading, collaboration and communication Skills of financial disadvantaged young EU adults (18-35). The eFinLit will develop an online educational platform which will encompass social networking tools, online games, data bases, and a training packages of online self-regulated modules, which will also be available through mobile platforms. The proposed online training modules to be developed (covering each one of them 2 ECTS - 50 -60 hours of study/work/play) are:

1. Digital Literacy and Access to Financial Information
2. Basic Maths
3. Budgeting
4. Savings
5. Indebtedness
6. Credit and Loans
7. Consumer Rights
8. Investment and Entrepreneurship
9. Glossary

The specific objectives of the project are:

- Identify and address specific needs of EU citizens in financial literacy
- Utilize ICT tools and digital literacy to improve EU citizens' competencies in dealing with financial issues
- Develop a partnership model of a wide range of expert organizations in the fields of training, online learning and literacies
- Address the challenges of financial management generated by the current economic transformations taking place in EU
- Meet the basic objectives of EU 2020 strategy such as social cohesion through digital literacy

The project aims to reach out:

- At least 30 stakeholders per partner country to participate directly in the project development
- More than 20000 EU citizens will be informed during the project about the eFinLit Platform and access the online tools of the project
- More than 20 000 organizations and institutions will be informed about the eFinLit Platform and be provided with specific guidelines to integrate it in their normal financial information and training

The consortium of the eFinLit is consisted from 8 partner from 7 different EU countries; partner come from a wide range of backgrounds including training centres, family care centres, research and development centres, and SMEs. The eFinLit is in full alignment with the priorities, objectives and aims of the ERASMUS+ Strategic Partnerships call for Adults as it envisions in adults up-skilling and provision of transversal skills, provide access to Open Educational Resources based on ICT, link adult education with higher education (ECTS), carry awareness campaigns, and promote validation, accreditation and certification for adult training.

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PARTNERS:	Fundació Privada Institut d'Estudis Financers, ES; INTEGRA INSTITUT, Institut za razvoj clovekovih potentialov, SI; INNOVADE LI LTD, CY; CE.S.CO.T. VENETO - Centro Sviluppo Commercio Turismo e Terziario, IT; SCIENTER ESPAÑA S.L., ES; QUALED občianske zdruzenie pre kvalifikáciu a vdelávanje, SK; CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET, CY; E-C-C Verein fuer interdisziplinaere Bildung und Beratung, AT
GRANT AMOUNT:	231 931 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Promoting young people's social inclusion and well-being
TOPIC 1:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER: 2014-1-PT01-KA204-001070**TITLE:** **ECOLOGICAL ECONOMICS IN PRISON WORK ADMINISTRATION****DESCRIPTION:** Employment is known to be a key factor in helping to reduce re-offending. Research confirms that this social reintegration is directly linked to re-entry into the labour market and prison workshops aim to fulfil a key role in providing and maintaining essential work habits (ExOCOP Policy Forum Berlin (2012); Allan and Steffensmeier (1989); Uggen's (2000); Visher, Christy, Sara Debus and Jennifer Yahner(2008); Latessa, Edward (2012)).

Prison systems, across Europe aim to provide more prisoners with the skills and motivation to turn away from crime, improve their employability, and become productive members of society. The focus is to provide inmates with the chance to learn the skills need to get a job upon release. Prison industries seen as "professionalized prison work are nowadays at the spotlight in several European countries.

European economic crisis has generated financial restrictions in European prison systems. In addition, many European prison services face overcrowding. Besides these trends, prison systems have to manage how to comply with the respect of human rights and European rules. Costs per inmate are expected to increase sharply in the forthcoming years putting huge pressure to prison systems which need to address these challenges with less public resources, namely from state budget.

One opportunity arising can combine inmates' preparation to labour market return with prisons' own funds increase. Prison Industries provides a supporting role to prison establishments, for the management of their industrial workshops. It facilitates and coordinates the in-house production and supply of essential clothing and goods for internal consumption, providing essential employment for prisoners and opportunities for them to gain skills, qualifications and work experience to improve their employability prospects upon release. The importance of prison work and industries at the European scene has been reinforced by different EC reports, and by the conclusions of the XVIII European Prison Research Forum held in Lisbon in March 2014.

Prisons staff is highly trained in legal, security, psychology, social work and other support domains, but is commonly understood the lack of entrepreneurship, business development and management, marketing, design and communication and marketing skills. "Business orientation is critical to engage with companies or to have a rational use of prisons' existent resources.

The project is based on the concept of ecological economics and on the ecological model of social work. Ecological economics is related to the question of economic activities sustainability with scarce resources and the need to reduce the throughput, which is achievable by enhancing the productivity of the resources in hand. On the same line, the ecological model of social work looks for alternative answers to the reintegration process, mobilizing the scarce resources at hand.

Project's transnational dimension facilitates the exchange of experiences between partners. It will facilitate the dissemination of best practices and enrich offenders' labour market re-entry integrated strategies.

This project gathers in its consortia Prison Administrations from different countries, universities, training organizations and private companies, aiming to develop a work-based joint curricula - to be delivered in a blended learning format using ICT, intensive short-term training courses addressing prison work initiatives and management skills, namely: prison work and industries awareness; marketing, management, innovation in public correctional organisations, entrepreneurship, communication, ICT and teamwork. The course will be complemented by the development of pilot actions that will create two teams, in one or two prisons per country, supported by: knowledge exchange with ICT platforms; the establishment of a community of practices/knowledge; short-term transnational trainings and other events with the goal of setting at least one prison work initiative in each participating prison.

Project specific goals:

1. Create 1 joint curricula: work-based VET training courses to promote inmates reintegration throughout prison work initiatives, by developing staff management skills, namely: prison work and industries

awareness, marketing, management, innovation, entrepreneurship, communication, ICT , ecological economics and teamwork in prison staff;

2. Train 36 prison staff, in 3 countries, in multidisciplinary teams of 6 members (2 per country), with 3 short-term transnational training events, to develop and implement innovative „prison work actions engaging at least 20 inmates per country;
3. Improve community and businesses participation in staff and inmates labour reintegration actions by engaging key stakeholders and experts in national seminars, validation workshops, transnational events and involvement in trainings pilot actions

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Mário Raposo

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 QUALIFY JUST - IT SOLUTIONS AND CONSULTING LDA, PT;
 European Organisation of Prison and Correctional Services (EuroPris), NL;
 DIRECAO-GERAL DE REINSERCAO E SERVICOS PRISIONAIS, PT;
 Penitenciarul Timisoara, RO;
 CEZA VE TEVKIFEVLERI GENEL MUDURLUGU, TR;
 UNIVERSITATEA DE VEST DIN TIMISOARA, RO

GRANT AMOUNT:

342 225 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2:

Promoting the professional development of staff and youth workers in ICT methodologies

TOPIC 1:

Inclusion - equity

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

Inclusion & Tolerance; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-R001-KA200-002902**TITLE:**

INTEGRATION OF GOOD PRACTICES AND NEW METHODS FOR PROFESSIONAL TRAINING IN THE FIELD OF HERBS PROCESSING FOR FOOD AND FOOD SUPPLEMENTS

DESCRIPTION:

The main objective of the project is to educate, train, inform and disseminate the latest/new scientific evidences, legislation in force, hygienic rules as well as the best manufacturing practices of herbs in order to ensure the quality, safety, nutritive and functional quality of herbs useful for food and food supplements industries. In this way it will be increased the opportunities of professional development and improved the professional competence, cooperation and competitiveness.

5 partners, 3 from Western and 2 from Eastern Europe with expertise in herbal food processing (spices, natural food ingredients and food supplements) but also in teaching, training, dissemination and knowledge transfer will work together for developing a training kit in the field of an emergency request by the food industry employees and also by the policy makers. A cooperation of 2 university, 1 food research institute and 2 associations with the main activity research and technology and knowledge transfer, putting together their expertise for implementation the project activities is one the big impact for the partners benefit.

In order to have the best audience and the most appropriate learning/teaching approach there will be taken into account the following specific objectives: finding the existing best practices in training/learning and analysis the actual context in those 3 domains; stimulation of adult interest and motivation for continuous learning; training adapting curriculum to different audience categories; using the creative thinking of trainers for courses design and deliver of teaching; facilitating of adult learners to participate to collaborative learning and practical demonstration, as well as the new learning opportunities; delivering accessible, interesting and attractive training; development of the new competences.

The target groups envisaged are adult learners, VET students, professors, teachers, trainers and educational and administrative staff employed at participating organizations.

One of the first activities are the Analysis of actual context in the field of herbs processing and Inventory of the best and innovative training/learning/teaching practices which will have the same approach: to collect data. An integrated report will be done from bringing information from all country reports. The summary with the conclusions will be extracted, posted on the website and published. The next activity, Developing a common route of the 80 hours curriculum on herbs processing, will be followed by the adaptation/reviewed of the curriculum after receiving 100 questionnaires filled in by participant countries from different interested stakeholders. Further, a half a day workshop on ECVET procedures and modalities will be organized by Spanish partners to follow it when the module is developed.

Developing a training guide is the next activity which will accompany the course. The training guide is addressed to trainers who are people working in participant organizations. From the kit package a demonstrative movie will be the third part which will be done in partner organizations laboratories or pilot plants.

Developing an e-Good Herbs Platform which will comprise the course, training guide and demonstrative movie and will be developed on the project website.

Piloting the curriculum before and after feedback will be checked the functionality of the training curriculum both through conventional and e-platform. 55 adults learners will be trained by each organization, in total 275 people, including 50 trainers during 5 days Intensive Study Programs for learners in Spain and in Romania.

A Meeting for policy recommendations and a Project Sustainability meeting are 2 half a day meetings in order to better disseminate the outputs of the project and to identify the activities that will be done in order to have the appropriate project sustainability.

2 Conferences will be organized in Spain and in Romania for project results dissemination but also for defining the sustainability of the project. 80 people will be invited to participate.

Concerning the management activities, 5 transnational meetings will be organized in order to assess the progress of the work and to organize the next activities.

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CENTRO TECNOLOGICO NACIONAL DE LA CONSERVA Y ALIMENTACION, ES;
UNIVERSIDADE CATOLICA PORTUGUESA, PT

GRANT AMOUNT:

186 379 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

PRIORITY 2:

Developing partnerships between education and employment

TOPIC 1:

New innovative curricula/educational methods/development of training courses

TOPIC 2:

Quality Assurance

TOPIC 3:

Reaching the policy level/dialogue with decision makers

CLUSTER(S):

Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-R001-KA204-002700**TITLE:**

EMPOWERING ENTREPRENEURIAL SKILLS AND UNLEASHING POTENTIAL OF UNEMPLOYED SENIORS.

DESCRIPTION:

Unemployment is one of the biggest challenges that Europe is facing in the context of economic crisis in which we are submerged. One of the most affected groups of population suffering from unemployment is senior workers. People over 50 are generally characterised by the acquired knowledge and extensive professional experience but, at the same time, face huge difficulties to re-enter the labour market. According to Eurostat, more than 9% of the 23,000 million individuals affected by unemployment in 2011 were over 55 years old.

Most of mature unemployed are often not aware of the possibility of creating their own businesses by exploiting their many years of experience and acquired knowledge. To become entrepreneurs they need to acquire proper business skills and competences on entrepreneurial development. Older people that are interested in self-employment may have spent their entire careers in paid employment which gives them a lot of experience and a certain skill-set, but this may not be enough to ensure success in self-employment, since it requires a broader set of skills that includes opportunity recognition as well as a broad set of business expertise.

Hence, one of the responses to moving people back into work is through business creation and self-employment, which is a key outcome, sought from inclusive entrepreneurship policies. In fact, Europe2020 strategy recognises entrepreneurship and self-employment as key elements for achieving smart, sustainable and inclusive growth.

MYBUSINESS project aims to foster the labour market reintegration of senior unemployed by empowering education and training to create their own business and develop their entrepreneurial skills and spirit. To this purpose, the project shall create and test a customised action programme tailored to unemployed seniors interested in becoming self-employed or entrepreneur, on the basis on their own identified needs and barriers, strengthening their entrepreneurial skills and competences while taking advantage of their experience and promoting self-confidence, contributing not only to the creation of new jobs, but also addressing wider social and economic challenges related to aging population. Apart from tailor made training and mentoring modules (including learning outcomes), the Action Programme also include policy recommendations and cases studies.

The project will also achieve following results:

- A Transnational Report of the needs of unemployed seniors to become self-employed or entrepreneurs.
- Six individual analyses on target groups' needs.
- At least 90 interviews with the target group and 12 focus groups.
- 6 regional assessment teams (at least 48 members).
- Six multiplier events.
- 3 training and mentoring courses (30-45 beneficiaries).
- An effective dissemination strategy, encompassing:
 - A networking of complementary stakeholder, initiatives and partners (150 members)
 - One project website and connection to social networks.
 - Full media coverage via the release of press notes and the organisation of press conferences.
 - Project logo and project brochure translated in all partner languages.

Unemployed seniors will be the main beneficiaries of the project intellectual outcomes. They will benefit from the outputs, especially from the Senior Entrepreneur Action Programme. This programme will be designed taking into account their own identified needs, since target group will participate in the analysis of potential barriers faced to business creation and self-employment and the identification of training

needs. The Action Programme will be designed to be useful at European level, so project beneficiaries will not be limited to partner's territories.

Other groups benefited from the project include regional public institutions in the field of employment and entrepreneurship, organisations aimed to promote entrepreneurship, coaching and mentoring experts, trainers, social services, business centres and incubators, decision makers, etc.

The partnership has been built on the basis of three pillars: technical capacity, communication skills and networking and geographical balance, gathering experienced organisations in entrepreneurship, employment research and social innovation and as well as wide experience in management of transnational co-operation projects at European Level. The project consortium is formed by public and private institutions from six European countries (Romania, Ireland, Belgium, Greece, Spain and Austria).

MYBUSINESS project expects to increase the managerial and entrepreneurial skills of senior unemployed, giving them confidence and providing them with the tools to create their own business, and, eventually, to promote healthy aging, active citizenship, lifelong learning, employability and social inclusion. In addition, the project expects to create a good environment for business creation by connecting relevant stakeholders and offering solutions to policy-makers.

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GRANT AMOUNT:	157 540 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Reaching the policy level/dialogue with decision makers
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Employability

PROJECT NUMBER: 2014-1-R001-KA204-002705**TITLE:** **INCREASED OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT IN APITHERAPY SECTOR****DESCRIPTION:** Today Europe figures says 600.000 beekeepers and 14.million beehives in this continent, this is a great industry.

Honey is important for beekeepers but beekeeping is not limited only with honey production. Today, bee products including propolis, royal jelly, and bee pollen are popular, traditional health foods. On the basis of the scientific assays, propolis is the most powerful antioxidant of all the bee product examined, Pollen too, exhibited strong antioxidant effects. Today, the use of bee products in the health sector calling APITHERAPY.

Apitherapy is a growing sector and a fascinating one as well. The project overall goal is to develop a new curriculum for an awareness of the beneficial aspects of bee products to beekeepers, agricultural, medical sectors and aiming at finding alternative solutions to known health problems with human in Europe. Because there are too much dirty details and approaches that deceives the people in this sector too. Therefore marketing of these products is not easy. Traditionally, honey is considered the major beekeeping product. Wax has played a considerable role in only a few parts of the world and propolis is even less known. However, with increasing knowledge about beekeeping and an awareness of the beneficial aspects of many bee products, the use and demand for other products is increasing. Many agricultural and medical research have shown that many bee products can be used in alternative medicine recently. The five popular honeybee products work in different ways to treat various ailments and conditions. But most of beekeepers and health care providers need a scientific training and information about bee products for health at both, national and European level. Today, the beekeeping industry produces honey, wax, and other bee products the fruits of beekeeping that have a number of medicinal applications. Their use in medicine, called apitherapy has been practiced for centuries in many parts of the world. This practice is receiving renewed and increasing attention from scientists. Modest training develop a new curriculum will suffice to enable people to other bee products like royal jelly, propolis and bee venom. On the other hand, increase in the EU support for the beekeeping that approved the national programmes of the 27 member states to improve the production and marketing of apiculture products for the period 2011-2013.

The main objective of the project is to create completely updated teaching materials on bee products in alternative medicine.

The main targets are vocational education institutions (public, private) adult education centres teachers on beekeeping, alternative medicine and food sector, related vocational high school teachers (Agriculture, Veterinary, Pharmacy) and vocational high schools in beekeeping and environmental foundations and training centres.

The project overall goal is to develop a new curriculum for an awareness of the beneficial aspects of bee products to beekeepers, agricultural, medical sectors and aiming at finding alternative solutions to known health problems with human in Europe. Apitherapy project will further define the needs of rural and remote regions in participating countries and beyond, adapt the curriculum and materials to specific regional and national needs, add modules and chapter on further issues such as scientific methods of use of bee products in alternative medicine.

Today this deficiency is a serious phenomenon that conscious people avoiding the use of drugs. At the same time many beekeepers have a lack of information on the use of these products in health science in Europe. It means related professional groups (Beekeepers, Medical sectors staff including) vocational education institutions (public, private) adult education centres teachers on beekeeping, alternative medicine and food sector, related vocational high school instructors (Agriculture, Veterinary, pharmacy, vocational high schools in beekeeping and environmental foundations and training centres need for training to bee products and use of alternative medicine. In this context, this project will solve a major deficiency.

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GRANT AMOUNT:	122 620 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	Health and wellbeing
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Health & Medicine; Employability

PROJECT NUMBER: 2014-1-R001-KA204-002754**TITLE:** **RURAL ENTREPRENEURSHIP FOR DEVELOPING THE AGRO-FOOD SECTORS****DESCRIPTION:** Context/background of project:

At European level the percentage of unemployed persons reaches 12%, in January 2014. In the countries from the project partnership, the percentages are: 7.3% Romania, Spain 25.8%, Estonia 9.3% and Ireland 11.9%.

The existing analyses show that about 56% of the EU27 population is in rural areas.

The (semi)subsistence agriculture is the main activity of the inhabitants of rural areas, which severely limits the areas of skills of these individuals, throwing them unable to find a place on the current labour market.

Project's objectives:

The project "Rural Entrepreneurship for Developing the Agro-Food Sectors is aiming as main objective to eliminate the differences between urban and rural areas, raising entrepreneurial development opportunities to the rural population, with the purpose to make the transition from the unemployed stage to starting developing their own businesses.

Number and profile of participants:

The target group will gather:

- 60 NEETs
- 240 Decision makers
- 200 Experts, specialists, professionals.

Description of activities:

The project will first investigate amongst the characteristics of the rural area and seek the entrepreneurial opportunities for developing food and agriculture sectors.

Then it will be generated 2 training curricula:

- one of them on rural entrepreneurship specialized in food and agricultural sector, and
- the other one in ICT.

A local experience (pilot course) will be organized in each partner country:

- 1 on rural entrepreneurship, specialized in food and agricultural sectors
- 1 on ICT.

The project will also show to the NEETs 3 successful business examples in rural areas/country, in the field of agriculture and food, with the purpose to serve as an inspiration for the future entrepreneurs.

The project will have a specific activity on Monitoring and Quality assessment and transversal activities will also be implemented: Project management, Dissemination and exploitation of results.

Methodology to be used in carrying out the project:

The project coordinator will ensure the smooth communication flow between partners.

To legally ensure the successful realization of the project, a consortium agreement will be signed by all project partners.

The project leader will require 4 financial reports in order to follow up the project expenses by all partners. The first transfer to each partner will be made immediately after receiving the project funds, and the following tranches will be made upon achievement of results demonstrated by submission of 4 interim technical and financial reports.

The lead partner will create a Management Group (one delegate/ partner), who will be responsible to report to the project coordinator and to the management team all the financial and administrative tasks of the partner he/she belongs to. The Project Management Group will meet face to face 3 times, monitoring the development and progress of projects activities with the partners responsible and coordinating each project components (3 evaluation reports).

A short description of the results

The project will achieve as main tangible results:

- a study of the potential of establishing rural businesses, for the development of the agricultural and food sectors;
- 2 training curricula: 1 on rural entrepreneurship, specialized in food and agricultural sectors, and another one for ICT;
- 2 pilot courses implemented/country: one Pilot course on rural entrepreneurship, specialized in food and agricultural sectors, and another one in ICT; 5 days each course, 20 participants/course;
- Visits to successful entrepreneurs/ business from the rural area in agro-food sectors, 3/ country- will focus mainly on relating the first stages of the business creation, the idea, the difficulties encountered, presenting the products/ services produced/offered, the market/ clients;

Impact envisaged

The impact that this project aims is to eliminate the differences between urban and rural areas, raising entrepreneurial development opportunities to the rural population, with the purpose to make the transition from the unemployed stage to starting developing their own businesses in the agriculture and food industry sectors.

The potential longer term benefits

The main tool that will ensure the future impact is the Project Website. This tool will survive the project at least three years after it is finished, as the subcontracting of the hosting shows.

The potential long term benefits will be from the 2 training curricula (Training curricula on rural entrepreneurship, specialized in food and agricultural sectors and the Training curricula for ICT), that can be downloaded free of charge and used by different target groups.

The Project Website will be active in the following years in order to be a reference of training and accompanying of the rural entrepreneurial initiatives and spirit.

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GRANT AMOUNT:	30 000 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 3:	Key Competences (incl. mathematics and literacy) - basic skills
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER: 2014-1-R001-KA204-002757**TITLE:**

COMPETENCE DEVELOPMENT FOR CARERS AND EDUCATORS OF CHILDREN IN FOSTER CARE IN THE CONTEXT OF TRANSITION FROM INSTITUTIONAL TO COMMUNITY BASED CARE

DESCRIPTION:

In the context of transition from institutional to community based care of children, all CEE countries face the challenge of changing the institutional culture, re-training and continuing competence development of carers and foster parents who look after the children facing multiple disadvantages and being highly exposed to the risk of social inclusion. To facilitate the development of transversal (social, creative and recreational) skills of the carers and foster parents, who must be able to facilitate group living, must be excellent communicators and advocates, have to know how to access a wide range of child protection and child care legislation information, and also have to be able to create a friendly and nurturing environment by mastering the domestic skills this requires, the present project proposes the following objectives:

1. Development of professional competence of trainers of carers and foster parents by offering them training curriculum, training materials and best practice models to be used in their daily work.
2. Development of the transversal skills of carers and foster parents by training them in fields such as: handling challenges, working with others, verbal and non-verbal communication, creative thinking, critical thinking, learning to learn, planning own work, problem-solving , etc.

Besides the immanent development of project management staffs competencies, 12 specialists (3 from each country, psychologists, social workers) will be trained in the project on how to use the Curriculum, the Training material and the Best Practice Database produced throughout the project. These specialists will then organise national pilot trainings for 40 carers and foster parents (10 persons per country). The transnational joint staff training event will facilitate not only the professional development of the participants, but will also promote transnational cooperation and collaborative learning of specialists in child protection beyond the lifetime of the project and beyond the borders of the participating countries.

Main activities to accomplish the project objectives will be: 1) needs analysis of the target group resulting in a transnational report on training and continuing development needs of carers and foster parents; 2) developing a CMS based website that will host not only project information and downloadable outputs but also a best practice database; 3) elaboration of a Curriculum on Developing transversal skills of carers and foster parents; 4) Development of Training materials to support the implementation of the training course based on the curriculum.

To support the dissemination and exploitation of project results a Stakeholder Analysis, and a Dissemination and Exploitation plan will be elaborated and implemented, so that the project results can have a considerable impact on the child protection systems in each country, increase the quality of social services supporting the children in foster care and facilitate transnational initiatives to promote social inclusion of disadvantaged children and youth.

Two types of multiplier events will be organised to exploit and search mainstreaming possibilities of project results: 1) in three countries (Austria, Croatia, Romania) dissemination workshops will be organised where representatives of the target group, project stakeholders and policy makers will participate, 2) in the fourth project country, Hungary, a final transnational conference will be organized to promote further European cooperation on child protection issues.

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GRANT AMOUNT:	135 058 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Promoting young people's social inclusion and well-being
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Inclusion - equity
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-R001-KA204-002776**TITLE:** **COUNSELLING VIA SOCIAL MEDIA****DESCRIPTION:**

Career guidance is expected to address a variety of issues related to the labour market, always with the intention of improving labour market outcomes and efficiency, as well as supporting development goals. The role and tasks of the career professionals are very complex, given the fact that they are called to address specific labour market shortages and mismatches, foster lifelong learning and motivate adults to participate in learning and training activities, promote professional mobility, contribute to the stabilisation of the labour market, address the issue of an ageing society and contribute to job satisfaction. It is evidenced that a career advisor is expected to perform tasks which are not limited to simply identifying training and employment opportunities, but providing a much more complex range of services.

In addition to the above, it has been evidenced by research undertaken by OECD and CEDEFOP that a lot of career advisors and professionals have found it very difficult to deliver career information and guidance in the remote regions, and that ICT represents a very powerful tool for overcoming such barriers. This is particularly true if, rather than just providing information on the nature of occupations and on vacancies, the software allows self-exploration, self-assessment of vocational interests and abilities and interactive sessions with counsellors, with the internet providing a portal into a broad and flexible network of inter-linked services.

Bearing in mind the aforementioned, the consortium intends to develop a set of tools for career advisors and counsellors which will be available through social media and which aim at decreasing the workload they need to carry out, as well as facilitate access to their services for people who live in remote regions or face other problems that make it difficult for them to visit a career advisor on a regular basis. In addition to the tools, the partners will develop a training course, targeted to help them use effectively the tools developed, while at the same time enhancing a range of skills that are mostly important for promoting motivation, engagement, mobility and decision making process of the job seekers.

In specific, the partners will carry out an analysis in order to be in the position to summarise what exactly is intended at policy level in the participating countries when it comes to the profession of career advisors. Through the analysis, the partners will also aim to register their learning opportunities and frequency, their overall satisfaction level, as well as their computer literacy. Following the data analysis and the compilation of the report, the partners will develop the set of tools, meant to be available through social media, given their integration level to the lives of people, with the intention of reducing the amount of time each career advisor will need to dedicate in filling out forms and questionnaires and reinforcing the motivation, empowerment and decision making of their clients. A blended training course will also support the use of the tools, while enhancing the relevant skills of the career professionals to carry out their tasks in a most efficient and successful way.

The project results include: a set of tools to be used through social media, a training course on how to use the tools developed and enhance the skills mentioned above, an eLearning platform to support the course, making it easier for career professionals to attend and policy recommendations drafted by each partner at national level, based on the outputs of the analysis carried out at the beginning of the project and the results of the project, which will suggest the changes that need to be made at policy level in order to promote the role of career professionals and identify ways to facilitate them.

It is expected that a total number of over 200 career advisors and counsellors will be involved in core project activities, giving valuable feedback and information on the quality and usability of the project results. Moreover, over 100 job seekers (with priority to disadvantaged groups), as members of the indirect target group, will be asked to assess the tools through their career advisor. Local, national and international stakeholders will be let known about the outcomes of the project and their importance in the role and tasks of career professionals. Project sustainability will be pursued through all available media (website, platform, social media, emailing lists, international/ national conferences) and the partners will make sure that the policy recommendations drafted will increase significantly the impact of the project.

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GRANT AMOUNT:	241 331 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Promoting the professional development of staff and youth workers in ICT methodologies
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Labour market issues incl. career guidance / youth unemployment
TOPIC 3:	Open and distance learning
CLUSTER(S):	New Technologies & Digital Competences; Employability

PROJECT NUMBER: 2014-1-R001-KA204-002910

TITLE:

EUROPEAN NETWORK OF SOCIAL ECONOMY INITIATIVES FOR ADULTS WITH DISABILITIES-NO LIMIT

DESCRIPTION:

Partnership entitled NO LIMIT will take place at European level and will have 4 partners from Romania , Denmark and Italy.

Partnership has as target group 36 adults with disabilities who have skills and abilities in the arts, crafts and other services, but fail to exploit them in the direction of financial and social autonomy. So this partnership will create a network of NGOs and will develop their skills of social economy, entrepreneurship and TIC, which will lead to the initiation of income generating activities for the target group.

The purpose of the project: entrepreneurial training and personal development for adults with disabilities by development of organizational skills in NGOs, the management and administration of an online shop .

The project will develop products and effective tools such as: European network of NGOs for development and promotion of income generating activities, training for adults with disabilities, network access methodology, guide of promotion of European network in order to sell services and products but also to expand the network throughout Europe.

Objectives of the project:

- promoting equity and inclusion of disadvantaged adults by creating a network of NGOs for 36 adults with disabilities in order to develop social economy activities;
- promoting entrepreneurship for 36 adults with disabilities and the development of active citizenship ;
- increasing the percentage of adults with disabilities who are involved in the labour market by integrating the 36 adults with disabilities in structures of 3 new NGOs for sustainable development
- creation of marketing tools for products made by adults with disabilities on European free market
- Improving ICT skills, so that they manage their own website, an online shop to promote their business ;
- creation of four curricula for the training of 36 participants in the fields of NGO management, online shop management, website management, skills and abilities of social economy ;
- formation of the 36 participants in workshops based on the four curricula developed
- institutional development of the five partner organizations by staffs participation and involvement in the design, development and implementation of the project.

Project activities:

- needs analysis will be the basis of selection, activities, outputs and training programs.

-Selection of 12 participants with disabilities / country, a total of 36;

-Making the project of the website, Facebook page and an online shop;

-Mobility 1 organized in Romania with the five managers of partners for establishment of the responsibilities of the project;

-The establishment of NGOs NO LIMIT by each country;

- Mobilities 2, 3, 4, 5 in which exhibitions of products made by them are organized and also training courses for 36 adults with disabilities in the areas of: administration of NGO, website, online shop and skills in social economy;

Multiplier events-3 conferences in Belgium, Portugal and the UK in order to promote NGO network and attract new ones;

Methodology for accessing European network of NGOs

Guidance on the promotion of the European network of NGOs

-Evaluation and dissemination of project.

Other results:

- for the 36 adults with disabilities - development of skills and communication skills in English, ability of networking and collaboration with others, communication and teamwork, increasing self-esteem, personal development and stimulation of the desire for involvement and development of new initiatives with European society, development of a positive sense of being European.
- For the staff of partner organizations -development of skills and project management skills, creativity, that can generate new project applications in various European programs.

Impact:

- professional and social integration of 36 adults with disabilities;
- intellectual outputs which are free and open to the European level for any organization or person interested to take best practices
- development of organizations involved in the project issue
- community of persons with disabilities will have access to a European network that is open in order to be accessed by anyone with initiative

COORDINATOR:

Beethoven, 2
200218 Craiova, Romania
www.liceulbeethoven.ro

CONTACT:

IONUT SMARANDACHE

PARTNERS:

Det Europæiske Hus, DK;
Associazione di Promozione Sociale "Il Tarassaco", IT;
Asociatia pentru Dezvoltare si Promovare Socio-Economica Catalactica, RO

GRANT AMOUNT:

129 074 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Promoting young people's social inclusion and well-being

TOPIC 1:

Disabilities - special needs

TOPIC 2:

Gender equality / equal opportunities

TOPIC 3:

Inclusion - equity

CLUSTER(S):

Inclusion & Tolerance

PROJECT NUMBER: 2014-1-R001-KA204-002936**TITLE:**

INNOVATION, DEVELOPMENT AND COMMUNICATION FOR A BETTER EDUCATION IN PRISON SYSTEM

DESCRIPTION:

Prison services are being continuously challenged by society to deliver a complex mission: implement judicial sanctions, keeping society safe of harmful individuals, while preparing inmates return / release with resources that work to prevent recidivism on criminal behaviour.

Prison staff, not only educators (social workers, psychologists, etc..), are challenged to comply with this complex mission, but only a minority have specific qualifications in educational and social sciences. Prison personnel consist in its majority of prison guards (officers), which have mainly surveillance responsibilities, and administrative staff placed at operational sections. Normally, these staff groups did not attend in specific transversal skills training courses. The absence of specific training actions has an impact in the introduction of innovative educational practices and actions, due to, among other reasons: new learning and teaching methods knowledge; difficulties in presenting and participate effectively in implementing; the need to develop more communication to present innovative proposals.

We must understand that guards and administrative staff are central in the system, among other reasons; they interact with inmates on a daily basis and can provide critical inputs to their daily life in custody. So developing transversal skills can tackle inefficiencies and increase the number of innovative opportunities lost in the VET actions preparation and implementation processes.

This project gathers Universities, training organizations, companies and prison services organizations, aiming to develop work-based joint curricula - to be delivered in a blended learning format using ICT, intensive transnational short-term training courses on transversal skills, namely: innovation and entrepreneurship, communication, ICT and teamwork. Integrated in the courses trainees, in "local teams, will have to create pilot actions targeting inmates VET participation, supported by knowledge exchange with ICT platforms, community of practices/knowledge, study visits and other events, etc... These training courses are aligned with Declaration of Bruges, Prison organizations and EU recommendations for adult education. The project focus on delivering value integrated in training courses throughout the implementation of work-based sessions. Trainees can verify the added value of participating in training actions directly in their work context.

Program goals alignment:

- develop new, innovative and multidisciplinary approaches to prison staff teaching and learning;
- stimulate entrepreneurship and entrepreneurial skills of prison system education teaching staff, guards (officers) and administrative staff;
- facilitate the exchange, flow and co-creation of knowledge through a work-based joint curricula, piloting, conjoint training sessions and other activities

Project goals will focus on achieving:

1. Create 3 joint curricula and training programs: work-based VET training courses to develop innovation, entrepreneurship, communication, ICT and teamwork competencies in prison staff;
2. Train 144 prison staff in innovation, entrepreneurship, communication, team work and ICT to develop and implement innovative education actions inmates, with transnational short-term trainings (1 for each training)
3. Develop, improve and pilot new education actions for 160 inmates
4. Promotion of VET innovation in prisons through 4 seminars (3 national and 1 international) and engagement of experts and key stakeholders in 8 validation workshops
5. Delivering 12 outputs, 10 centred directly to VET innovation in prison, 1 to ensure dissemination and exploitation strategy efficacy and 1 to assure outputs quality and transferability

Other objectives are foreseen to be pursued, but the mission is to improve prison VET actions for inmates. IDECOM believes better prepared and motivated staff can make prisons a gateway to a second opportunity in society.

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PARTNERS:	UNIVERSITATEA DE VEST DIN TIMISOARA, RO; CENTRUL PENTRU PROMOVAREA INVATARII PERMANENTE TIMISOARA ASOCIATIA, RO; European Organisation of Prison and Correctional Services (EuroPris), NL; QUALIFY JUST - IT SOLUTIONS AND CONSULTING LDA, PT; CEZA VE TEVKIFEVLERI GENEL MUDURLUGU, TR; UNIVERSIDADE DA BEIRA INTERIOR, PT; Department of Penitentiary Institutions, MD
GRANT AMOUNT:	300 857 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Inclusion - equity
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; Employability

PROJECT NUMBER: **2014-1-R001-KA204-002980**

TITLE:

NEW CROPS - SOCIAL ENTREPRENEURSHIP TO CREATE NEW OPPORTUNITIES FOR SOCIALLY EXCLUDED IN RURAL AREAS

DESCRIPTION:

Rural areas are facing a higher risk of poverty, and significant problems in access to adequate education and training, with agriculture still significant in terms of employment, a sector affected by low incomes, more so given the problems of fragmentation of farms, determinant of poverty and exclusion for farmers and their families, and seasonality of work. A vital source of growth and jobs is the social economy sector, which may include people with poor qualifications or reduced work capacity and provide the social services not produced by the market in areas without mainstream companies and employers. Social and coop enterprises play a key role in involving rural inhabitants as European citizens more fully in society as stakeholders, i.e. workers, volunteers and users of these enterprises, by rule involved in their management. In order to access opportunities created by various EU policies that can have a positive influence on poverty of rural areas, enterprises and inhabitants of rural areas need and adequate access to training and advice services. The project will contribute to the development of the social economy in rural areas through support for cooperatives and reintegration enterprises, the encouragement to start up such enterprises and promotion of this sustainable model of social enterprises. The objectives are to design and develop innovative training and coaching materials for start-up and management of social enterprises and coops in rural areas and alternative learning approaches that facilitate inclusion of marginalised citizens into entrepreneurship training activities, and to develop capacity of training organisations by providing them adequate tools for quality support to these enterprises, and thus improve the management of these enterprises. Project results are 40 best practices of social enterprises and coops identified and promoted, with the most successful business models documented into case studies for training purposes, new Training materials developed – a general course materials on start-up and management of social enterprises and coops, one module on farmers groups coops, one for work integration and social services social coops, one for other rural social enterprises and coops (micro-credit, utilities and consumer social enterprises) and one on green social enterprises based on collective experience sharing from 4 member state, 500 Trainers, facilitators and advisers for community social enterprises and coops with access to newly produced materials - an European toolkit for coops and social enterprises start-ups in rural areas available at both the national (in hard copies) and European level (online), at least 1000 social enterprise practitioners able to use tools from the project publications - Guides for starting up and managing social enterprises and farmers coops and many more through the publications on-line, 144 End-users directly involved through pilot dissemination workshops - 124 social enterprise practitioners from rural areas and 20 farmers and rural disadvantaged people, over 100 Policymakers and leaders in the cooperative & social enterprise systems in the participating countries informed, and one video Learning material- a film the Story of a New Crop on coops and social enterprises in rural Europe, at least 25 trainers, advisers specialising social enterprise & cooperative management informed about practices and policies in other member states and EU level and actively sharing their knowledge and experience for the development of a European training platform for this sector. The longer term impact will be an improved training capacity of partner organisations, enriched with the knowledge and practical info resulted through this programme, information which is not currently available. In addition target groups social enterprises and coops, as well as start-up groups that want to initiate such enterprises in the participating countries will have the open end resources available beyond the life of the project: Guides as hands-on, do-it-yourself tools with practical info for start-up and management of such enterprises. Other training providers will have access to the European training toolkit that will include the a selection of the materials produces and will be also available on-line. The film on farmers' coops and social enterprises will contribute to raising awareness about this form of enterprise and the research products – the cases studies and the country reports will improve existing information on social enterprises and coops in the various EU countries among the academic community and to decision makers. The coop and social enterprise networks in the participating countries as well as national and European policy makers will benefit of national and comparative research reports on the legal, fiscal and policy frameworks, as well as the support system for such enterprises necessary for their development and policy recommendations.

COORDINATOR:

FDSC
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31044 Bucuresti, Romania
www.fdsc.ro

CONTACT:	Irina Sinziana Opincaru
PARTNERS:	ASOCIACION DE ORGANIZACIONES DE PRODUCTORES DE FRUTAS Y HORTALIZAS DE ALMERIA, ES; UNIVERSIDAD DE ALMERIA, ES; Federazione trentina della cooperazione, IT; Coompanion Kooperativ Utveckling Skaraborg, SE
GRANT AMOUNT:	263 858 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	Access for disadvantaged
TOPIC 3:	Enterprise, industry and SMEs (incl. entrepreneurship)
CLUSTER(S):	Inclusion & Tolerance; Employability

PROJECT NUMBER:	2014-1-SE01-KA200-000989
TITLE:	ACTIVE AGEING AND HERITAGE IN ADULT LEARNING
DESCRIPTION:	<p>The Active ageing and Heritage in Adult learning (AHA) project addresses older adults learning and development needs. Through the work with reminiscence the project aims at improving the quality of life and well being for people with memory problems, usually with dementia. The project will create a methodology with guidelines for how this kind of work can be carried out in a heritage setting. It will also carefully evaluate the outcomes of such activities. In addition to this AHA will also give attention to the needs of relatives and create a short course that will teach them methods of working with reminiscence at home. A similar course will also be created for staff at care homes. This will enable more people to participate in these kinds of activities. The use of heritage in this is particularly beneficial since you can build on the individuals' personal memories, skills and experiences.</p> <p>The partners in this project are five open air museums in Europe and three Universities (two of them as part of the museum team). The museums all have previous experience of working with reminiscence for people with dementia, but believe that the quality can be greatly improved and new and innovative ways of working can be found through the cooperation. While some of the museums (Den Gamle By, Denmark, Beamish, UK, Jamtli, Sweden) have worked for several years on this and feel the need of renewal and new input other museums (Maihaugen, Norway and Szentendre Skanzen, Hungary) have recently started their activities and need the experience of the others while they have new and exciting ideas. The partner Universities (Newcastle University, Aarhus University and Linnaeus University) all work on the connection between heritage and health. Their role in the project is to facilitate a proper evaluation - since no larger scale evaluation of these kinds of activities has previously been made.</p>
COORDINATOR:	<p>Jamtli Museiplan 831 28 Östersund, Sweden www.jamtli.com</p>
CONTACT:	<p>Anna Hansen</p>
PARTNERS:	<p>Den Gamle By, Danmarks Købstadmuseum, DK; Szabadtéri Néprajzi Múzeum, HU; LINNEUNIVERSITETET, SE; Beamish Museum Ltd, UK; Stiftelsen Lillehammer museum, NO; UNIVERSITY OF NEWCASTLE UPON TYNE, UK</p>
GRANT AMOUNT:	<p>291 403 EUR</p>
CONTRACT DURATION:	<p>36 months</p>
PRIORITY 1 OR MAIN:	<p>Promoting healthy lifestyles (incl. participating in outdoor activities and grassroots sports)</p>
TOPIC 1:	<p>Creativity and culture</p>
TOPIC 2:	<p>Disabilities - special needs</p>
TOPIC 3:	<p>Health and wellbeing</p>
CLUSTER(S):	<p>Inclusion & Tolerance; Health & Medicine</p>

PROJECT NUMBER: **2014-1-SE01-KA204-000952**

TITLE:

OPPOSING FORCE: HOW TO COMBAT ONGOING DRAIN OF YOUNG ADULTS IN RURAL AREAS

DESCRIPTION:

The aim of the project "Opposing Force: How to combat the on-going drain of young adults in rural areas is a joint development of tools for lifelong learning.

Our project is based on the research that emerged amongst youth in Söderhamn, Sweden, carried out by Ms. Lotta Svensson, PhD in Sociology at the University of Uppsala and at R&D Söderhamn. <http://www.soderhamn.se/lottasvensson>

<http://liu.diva-portal.org/smash/record.jsf?pid=diva2:21857>

Background:

In the transition between school and working life all young people are facing difficult decision making about their own future. For many of the young people in the rural areas there is an additional component to ponder, namely the question if they should stay where they are or move. These kinds of decisions play an important role for the individual, but also for the regions where these young people were raised, but later in many cases move away from.

The migration of young people from more or less all small municipalities to big cities is a major concern. Civic leaders fear population decline and worry that shrinking demographics and smaller tax bases may impact local welfare. Business people are concerned over a potential shortage of competent workers. In addition, what happens to the expectations and hopes of the future in an area that young people are moving away from?

The norm – which says that young people who wish to gather symbolic capital and be perceived as modern and youthful, ought to move to urban areas is highly general. In addition, it seems that the feeling of not being wanted or needed in the municipality of origin is widespread among the ones who have no desire to leave or relocate, which are the ones with parents without a higher level education. The preconceived notion that "young people with ambitions want to move often leads the adults to the conclusion that young people are not interested in working with local development.

This leads to that young working class people living in the rural areas face contradicting messages; on the one hand they must and wants to shoulder the future of the region, and on the other they are stigmatised and viewed as passive because it is their wish to do so. The norm and internal logic, which state that those young people who "count for something are going to want to move, result in the attitude that there is no point in trying to engage young people in local development work. In this way, the municipal civil servants and politicians contribute to an increased individualisation and stigmatisation, which is mainly expressed in working class youth having an insufficient belief in the fact that those with regional power and influence really want them to stay in the region. If young people who stay in the local community do not "count, they will not perceive themselves as interested in influencing society. In order for resources that are contained in social relationships to become assets to the individual or to the group, the individual must be aware of his or her resources. Even if the need for renewal is acknowledged in our municipalities, the prevailing values reduce the value of young people who show interest in and wish to stay in the region, and they are not seen as renewers of social capital. Young people who express an interest in "taking over and shouldering the responsibility from previous generations are not seen at all, or are regarded with distrust by many of the surrounding adults, because they are considered to be passive and disengaged. In this way, these young individuals will not experience, or become aware of, the possibility that they could have something to contribute to regional development. Instead, their lack of self- confidence is confirmed, and they continue to see themselves as poor in resources and lacking in influence.

Objectives:

- Improve the access to lifelong learning for young adults: to provide high quality AE by learning centres and facilitate an academic career by the use of distance education.

- Encourage and support the young adults to take over already existing small enterprises.
- Develop the use of social media and the opportunity for young adults in rural areas to inspire each other and to increase their influence on local democracy.

The partnership will include partner organisations from Ireland, Sweden, Romania, Iceland and Finland and consist of both AE providers and rural action associations with close links to popular education movements.

Adult education/training will be developed for groups of young adults in each partner country related to the topics and the results will be published in an Opposing force manual aimed to inspire learning centres and AE providers in rural areas to participate in the combat against the ongoing drain of young adults in rural areas.

COORDINATOR:

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CONTACT:

Klas Tallvid

PARTNERS:

Thekkingarsetrid Nyheimar, IS;
RIKSORGANISATIONEN HELA SVERIGE SKA LEVA, SE;
Landsbyggðin lífi, IS;
Teachers' Union of Ireland, IE;
Fundatia Central Educational Soros Miercurea Ciuc, RO

GRANT AMOUNT:

264 650 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

Inclusion - equity

CLUSTER(S):

Inclusion & Tolerance

PROJECT NUMBER: 2014-1-SE01-KA204-000995**TITLE:** STORY REGIONS**DESCRIPTION:**

The Story Regions project wants to develop and share storytelling approaches for community development, social cohesion and learning. In this project we want to explore the potential of oral storytelling as a tool for learning for different target groups in adult education and in social and cultural contexts. Not only by using stories as carriers of (cultural, historical) knowledge and to practice listening and speaking skills, but also because it offers a strong tool for empowerment and social inclusion. We think that storytelling has a great potential to attract and motivate people to learn, to connect with others, with other generations, to express oneself and to integrate in society. We also think that storytelling offers a common approach to personal development and learning that has the potential to unite the different sectors in a community.

From the combined expertise of the partners the consortium will develop an approach and strategy for learning and community development based on inter-organisational storytelling projects and for professional development of all actors involved.

The main aim of the project is to develop new projects and materials involving storytelling and include them as innovative approach and new content in different in-service training initiatives for professional development using storytelling in order to offer:

- a common approach to learning that transcends the formal and non-formal education sectors and the socio-cultural sectors. Storytelling is extremely well fit to lower the threshold for participation and learning and to create innovative and attractive pathways to the development of key competences: literacy, foreign languages, cultural awareness, civic and entrepreneurial competences.
- tools for inclusion as storytelling is a way of expressing individual and cultural identity, inviting the listener to identify with "the other. Anyone who gets to tell his/her story and is heard finds a sense of being part of the group, the community.
- tools for community development, community story-art projects, common tools and approaches for local and regional organisations to cooperate on common goals and the creation of an inter-sectorial and inter-organisational network.

The primary target group for the material and methodology developed in Story Regions are cultural administrators (community/city/regional level) community workers, socio-cultural actors, non-formal adult educators working with disadvantaged groups, second chance education ...

For cultural administrators and socio-cultural actors we expect higher awareness of the potential of storytelling projects in their work, improved professional capacity for applying storytelling techniques and projects, being prepared for inter-sectorial networking and building community art projects based on storytelling approaches.

For storytelling curators we expect better insight in their professional competence profile, improved professional capacity for promoting and supporting regional storytelling projects, better contacts and networks at European level.

For the city/region we expect more frequent and better inter-sectorial and organizational cooperation, better structure in community building policy, more storytelling projects involving different sectors and community groups.

For the citizens / population / learners we expect better integration of disadvantaged groups, more participation of people in socio-cultural activities, higher level of linguistic and transversal competences, better links with culture and heritage, improved learning achievements, increased (European) citizenship awareness.

COORDINATOR:	RVN VASTRA NORRLANDSGATAN 13 90109 UMEA, Sweden www.regionvasterbotten.se
CONTACT:	Anders Karlsson
PARTNERS:	Centro Studi Holden, IT; Landcommanderij Alden Biesen, BE; BIELSKIE STOWARZYSZENIE ARTYSTYCZNE "TEATR GRODZKI", PL; BUPNET BILDUNG UND PROJEKT NETZWERK GMBH, DE; Q21 - Agentur für Qualifizierungs und Transfermanagement GmbH, DE
GRANT AMOUNT:	228 987 EUR
CONTRACT DURATION:	27 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Creativity and culture
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Regional dimension and cooperation
CLUSTER(S):	Teaching & Training; Education for Sustainable Development

PROJECT NUMBER: 2014-1-SE01-KA204-001024**TITLE:** **ECONOMICAL EMPOWERMENT OF WOMEN THROUGH EDUCATION**

DESCRIPTION: The economic situation since the crisis of 2008 has been at the roots of a huge increase in the unemployment figures across Europe. No country has been spared and we know that the longer people are unemployed, the more difficult it becomes for them to re-integrate "active life. Many grassroots "social educators feel simply out-of-their-depth faced with the scale of the problem in their communities. Many suffer from burn-out as a result. Even those who have ideas of what could be offered have no idea what funding is available for such work or how to look for it so many ideas are not initiated – or are not sustainable for developing within a long-term perspective.

This project aims to tackle the efficiency of training and employment initiatives for unemployed women. Secondly, to explore professional training and support gaps for the facilitators and educators involved in this field of work and to develop responses at both regional and European-levels.

There are 6 participating countries in the project with different backgrounds and experience of the problem. Each organization will bring specific expertise that complements each other. There will be two levels of target groups. Adult Educators who we will work with directly, that will attend the workshops and the method improving work. The other target group is the women we are addressing that will benefit indirectly by the project in the long run.

Our activities will include: launching of networks on regional levels: Exploring the field, Partnership Kick-off meeting, Establishing Cooperation Strategies & Identifying Best Practices, European-level Event: Exchanging Best Practices & Planning New Developments, Female unemployment: a state of the art, Time for Action, European-level Event: Evaluation of Phase, Conclusion of the Action Research, Follow-Up and Focus on Training Module Development.

Through these events we will both have a survey of methods and examination of what results have been achieved through current practices, to reflect over our own methods, identifying some concrete examples of good practice and methods of working. From this survey of needs and practise the project will develop some ideas of what "new aspects of this work could be developed in terms of cooperation between organizations and exchange of practices. Developing methods to be practised on national level, shared and defined in the transnational events and implemented on regional level for the benefit of the target group.

We expect the adult educators to be more proactive and independent, to have a European vision on the topic, and to have developed a set of competences that will increase the quality of their job. One of the impacts will also be a greater ability in avoiding burn-out for a more continuous and secure job. They will gain a greater cultural competence in order to enhance understanding, build bridges and create a safe environment in the workplace. The participants in the project will be able to bring their knowledge to the organization to quality secure and help develop the whole organization. We will develop strong networks with local organisations and services designed for unemployed female and so the whole community can benefit from it. The desired impact on local and regional level is that more women should be able to integrate into society, gain self-esteem and a job to break their isolation from society. This will be a benefit for both the women and the sociality.

COORDINATOR: SDF Askim-Frölunda-Högsbo
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CONTACT: Marie Svensson

PARTNERS: Associazione Work in Progress, IT;
Röktólar Samvinnumiðstöð ehf., IS;
European Inclusion Programme (EIP), FR;
Take Initiative vzw, BE;
ASOCIACIÓN POSIBILIDADES DE FUTURO, ES

GRANT AMOUNT:	201 070 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Gender equality / equal opportunities
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Recognition (non-formal and informal learning/credits)
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-SI01-KA204-000560**TITLE:**

I AM AN ACTIVE MEMBER OF MULTINATIONAL SOCIETY

DESCRIPTION:

The strategic partnership of this project consists of Slovenian public adult educational organization - Ljudska univerza Nova Gorica, Italian social cooperative- Cooperativa Orso, French NGO - Association pour le Développement des Initiatives Citoyennes et Européennes, Croatian public adult educational organization- Pučko otvoreno učilište Zagreb and Turkish NGO educational/cultural association - Mozaik Kultur Egitim Genclik ve Doga Dernegi, with the common aims and similar development strategies.

The most relevant priorities addressed by the project are: contribution to a reduction in number of low-skilled women immigrants and facilitation of the validation of non-formal and informal learning by fostering the assessment of key-competencies, including basic skills and transversal skills (particularly entrepreneurship, languages and digital skills).

With that purpose there are different target groups addressed in project activities: women legal immigrants third country nationals as one of most vulnerable groups in EU area, the professional staff from partner organizations (trainers) with the aim to upgrade their pedagogical and management skills and some of the key stakeholders (employers, institutions with the direct connection to main target group) for developing the effective connections between education and the labour market.

And so the main objective of the project named 'I AM AN ACTIVE MEMBER OF MULTINATIONAL SOCIETY' (IamMS) is to promote the social integration of women who are legal immigrant third country nationals, with special intention to integrate them into the labour market. The project also wants to develop the intercultural dialogue between the mentioned target group and other EU citizens. All this can be achieved by developing and upgrading the model of good practice of Slovenian partner Ljudska univerza Nova Gorica with the process of identification and validation of non-formal and informal learning and some other innovative elements. To achieve these aims 2 connected intellectual outputs will be prepared: (1) Methodology and guidelines for implementation of train the trainers programme (2) Curriculum and recommendations of the programme for promoting social integration and development of intercultural dialogue with women third country nationals (stressing their integration into labour market). To develop those intellectual outputs several activities will be implemented, such as 1 short-term staff training programme and pilot implementations of the new programme for immigrant women. 15 future trainers will participate in the staff training programme which will be implemented in Slovenia. Pilot implementations of the new programme will be implemented in all project partner countries, so there will be 5 implementations with inclusion of at least 75 women third country nationals and at least 20 employers who will offer them the work training/ rehabilitation. At least 5 cultural mediators will participate in all programme implementations. This activity will offer the main target group possibilities of integration in new environment by respecting their specifics and needs. There will also be 5 final multiplier events.

The project wants to raise employability of women in Europe in the age between 20-64, especially among those with fewer opportunities by improving the level of their key competencies and skills and thus making them more compatible to the needs of the labour market and society in general. The project will enable disadvantaged groups to take part in lifelong learning programmes, career guidance and counselling. The project follows the main objectives of main European priorities listed in different strategic documents, such as European strategy 2020, EU Education and training strategy 2020, European platform against poverty and social exclusion, Erasmus+ programme, European Qualification Framework for LLL, European agenda for adult learning, PIAAC, The Treaty of EU etc.

The project will increase the educational offer by providing a new programme for social integration process of disadvantaged groups on local, regional, national, EU and international level. This is especially important for Turkey as a new EU candidate country.

COORDINATOR:

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CONTACT:	Tanja Krpan
PARTNERS:	ASSOCIATION POUR LE DEVELOPPEMENT DES INITIATIVES CITOYENNES ET EUROPEENNES, FR; Pucko otvoreno uciliste Zagreb, HR; Cooperativa Orso s.c.s, IT; Mozaik Kultur Egitim Genclik ve Doga Dernegi, TR
GRANT AMOUNT:	275 090 EUR
CONTRACT DURATION:	25 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Access for disadvantaged
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Recognition (non-formal and informal learning/credits)
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-SI01-KA204-000608

TITLE: **LINKINJOB: JOB-HUNTING WITH THE HELP OF LIBRARIANS**

DESCRIPTION: In February 2014 there were approximately 25,920 million unemployed people in Europe, unemployment rate was 11,9%. It is essential for unemployed to keep informed, that they receive new knowledge and develop social and civic competences as tools in preventing social exclusion. The unemployed are faced with many problems when looking for employment. Many of them have a lack of information literacy and skills for detecting own personal strengths, weaknesses and interests. Public libraries as socially responsible institutions can help to change this.

Contemporary public libraries are local centres for education, culture, information and at the same time they function as social meeting points. Seven public libraries (Mestna Knjiznica Ljubljana, Regional Public Library "Petko Rachev Slaveikov, Monaghan County Library Services, Volkshochschule- Stadtbibliothek Linz, The County Library in Brasov, Library and Information services/ The City of Vantaa and Kaunas county public library) will try through use of innovative practices and methods to raise competences of unemployed to reduce the number of less educated unemployed (especially on the field of ICT) and to strengthen connection between education and labour market.

Objectives of the project LinkINjob - Job hunting with help of librarians:

- Developing training course for library staff working with the unemployed (16 participants). With new practices in the field of adult education the project stimulates professional development of library staff and strengthens position of libraries as learning organizations.
- Developing of Guidelines of best practice based on training activities for unemployed in libraries and on new skills related to library staff. Guidelines will be translated in seven national languages and on this way support multilingualism.
- 28 learning activities for unemployed, among them 7 based on ICT (cc. 280 participants). Activities (workshops, courses, presentations etc.) will be prepared in partners' libraries, based on new skills and ideas of library staff. Learning activities will be focused on new skills and competences: financial literacy, computer and information literacy and entrepreneurship as a key competence for lifelong learning of unemployed. As unemployed are a heterogeneous group the libraries will form learning activities adapted to the needs of smaller groups and individuals: long term unemployed, old workers, less educated, women, migrants, people with special needs, first job seekers.
- Libraries will inform the target group and wider community about lifelong learning and access to it in libraries.
- Building a strong partnership of public libraries from 7 European countries.
- Other European libraries and institutions for adult education will have open access to Guidelines of best practices and other products of the project (OER).
- The project will contribute to the general development of civil society at the local level and will favour the integration of the target groups of unemployed people.

Partnership is established on basis of former cooperation and on detection of similar problems with which library staff are faced when work with unemployed.

Partners will communicate through transnational partners meetings (4 meetings, cc. 56 participants), library staff training course and also via different communication channels.

For monitoring and evaluating results of project partners will use indicators based on library statistics, list of participants and questionnaires.

Impact of the project will be focused on participants (unemployed and library staff), on partners' organizations and on other relevant stakeholders.

Dissemination of project results is very important phase in project structure. Partner will disseminate results and good practice on valorisation meetings with relevant stakeholders in local community (7

meetings, 120 participants) among different national and international networks, project web page will be prepared. All partners will take part in dissemination activities and use proven methods of public relation.

COORDINATOR:	Mestna knjižnica Ljubljana Kersnikova ulica 2 Si 1000 Ljubljana, Slovenia www.mklj.si
CONTACT:	Simona Resman
PARTNERS:	Landeshauptstadt Linz, AT; BIBLIOTECA JUDETEANA "GEORGE BARITIU" BRASOV", RO; Monaghan County Council, IE; Regional Public Library "Petko Rachev Slaveikov", BG; VANTAAN KAUPUNKI, FI; Kauno apskrities viešojoji biblioteka, LT
GRANT AMOUNT:	108 224 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing partnerships between education and employment
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER: 2014-1-SK01-KA200-000491**TITLE:** RUSSIAN ONLINE**DESCRIPTION:** The project focuses on Russian, which has a vital economic importance with significant trading partners and there is an increasing demand within EU countries for learning and teaching the language.

The goal of the project is to develop a free online portal for learning Russian language (A1 and A2 levels and additional lessons focusing on business Russian), for learning about the country and its culture as well as to offer as additional information important for business in Russia. Such a learning opportunity does not exist at the moment. Thus the project develops and disseminates new language learning materials, including online courses based on CEFL and develops a new and relevant OER. It will have multimedia content collected in an interactive e-learning media library linked directly to built in dictionaries and interactive and engaging exercises, games, competitions, etc. and will be developed in 9 languages: Bulgarian, Czech, English, German, Lithuanian, Polish, Slovak, Slovene and Spanish.

The project also aims at empowering older citizens mainly in Eastern Europe, students from universities and young adults to take a more active role at the work place through using their Russian language competence: It will teach business Russian, and offer all kinds of helpful downloadable model documents (forms and letters for different purposes) to be used for work. A website forum will allow for sharing experiences and discussing different issues with other users.

The main target audience are university learners in Eastern Europe, Spain and Germany but also all other users who can assess the course in English. The portal will also target school pupils, especially in Eastern Europe, where the numbers of pupils, who want to learn Russian are on the rise again.

We envision the following impact:

- Improved access to learning Russian language, including business Russian through a new OER since no similar resources exist at the moment;
- Potential long-term commercial use (applications for cell phones in the future, ads on the site, etc.);
- Improved understanding of Russia, its culture and doing business in Russia.

COORDINATOR: E@I
Vítazná 840/67A
95804 Partizánske, Slovakia
ikso.net**CONTACT:** Peter Baláž**PARTNERS:** Fundacja Novinka, PL;
KATOLICKA UNIVERZITA V RUZOMBERKU, SK;
CHAMBER OF COMMERCE AND INDUSTRY -DOBRICH SDRUZHENIE, BG;
STUDIO GAUS GMBH, DE;
VILNIAUS UNIVERSITETAS, LT;
Statny pedagogicky ustav, SK;
OSTRAVSKA UNIVERZITA V OSTRAVE, CZ;
Mediaost Events und Kommunikation GmbH, DE;
Inter-kulturo, d.o.o., SI**GRANT AMOUNT:** 294 269 EUR**CONTRACT DURATION:** 36 months**PRIORITY 1 OR MAIN:** Supporting the production and adoption of Open Educational Resources in diverse European languages**PRIORITY 2:** Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways

TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER: 2014-1-SK01-KA204-000435**TITLE:**

L'UDOVÉ REMESLO-ŠANCA PRE KAŽDÉHO

DESCRIPTION:

Project "Folk craft – a chance for everyone is focused on two goals from the five goals for the EU:

- employment,
- fighting poverty and social exclusion.

The project pays attention to:

- people with low or basic qualification,
- people who lost their jobs,
- older people and seniors,
- disabled people.

Our aim is to take care of them in the form of teaching them the selected folk crafts, so that they will be able to perform them.

With this purpose the project partnership of six partners from five EU countries /Poland, the Czech Republic, Hungary, Slovenia, Slovakia/ and Serbia has been created. The partners are organisations and institutions which are long-term devoted to work with citizens who form the target groups of the project.

The main aims of the project are:

- mastering the folk crafts and gaining craftsmen skills by the low qualified people and people who lost their jobs at such level that they can re-qualify and be included in the work process again,
- gaining self-confidence and good mood among seniors and disabled people,
- increasing professional education of managers and occupational therapists in the social services homes,
- looking for craftsmen – volunteers for teaching folk crafts,
- cooperation with social workers of labour offices in finding interested people and in introducing the re-qualified people into the work process,
- promotion of folk crafts among the general public by organising festivals of folk crafts.

The project will last for two years and for all the project activities participants from the employees /internal as well as external/ and low qualified, unemployed, seniors and disabled people will be provided by every project partner, so that they fulfil all the requirements and parameters for a successful course of activities of the project and managing all the set goals. The total number of project participants is 140.

Project activities which will be implemented in the course of two years of the duration of the project are divided as follows:

- local activities,
- educational-training activities,
- activities connected with multinational project meetings.

For arranging and control of fulfilment of project activities the work plan of activities and events has been prepared. The fulfilment of the plan will be continuously monitored /minimum once per 8 weeks/.

Within the project 6 international meetings will take place /in every participating country one meeting/ and 6 educational-training activities.

During the project and after its completion we expect the following results:

- ability to presents own work by low qualified and unemployed people at festivals of folk crafts and the following self-realisation,
- new activities for increasing self-confidence and comfort of seniors and disabled people,
- the possibility of using activities for support of development and rebuilding of the identity of seniors,
- creation of an internet communication tool for teachers and learners for exchange of opinions and experience.

In case of successful mastering of all activities of the project and fulfilment of all basic goals we expect also fulfilment of impact on all participating people and participating organisations:

- creating the space for re-qualification of low qualified people and people who lost their jobs,
- finding interest in folk crafts and this way to improve the psychic state of seniors and disabled people,
- improving the methodology of teaching folk crafts in participating organisations.

We expect the impact of the project also on the local, regional, national and international level. Within the place of activity of project partners in the close region the local community of inhabitants will be informed about the needs of learners. We expect creating networks of associated organisations.

At the local and international level, we expect the use of results of the project by institutions and associations which are active in the area of care for minority groups.

In organising of international festivals of folk crafts we expect significant promotion of folk crafts for general public.

The long-term benefits of the project "Folk craft – a chance for everyone are mainly in the areas of employment of low qualified people and people who lost their jobs and in care of psychics of seniors and disabled people.

International festivals, together with suitable promotion of folk crafts as well as emphasising the variety or similarity of folk crafts in several countries of the unified Europe are the key for our project.

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CONTACT:	Miloš Kunkel
PARTNERS:	Mosonmagyaróvári Éltes Mátyás Általános Iskola, Ovoda, Készségfejlesztő Speciális Szakiskola, Diákotthon, Egységes Gyógypedagógiai Módszertani Intézmény, HU; Centrum socialnich služeb Cesky Tesin, prispevkova organizace, CZ; Miejski Dom Spokojnej Starosci w Ustroniu, PL; Klub Kreatornica, RS; Rokodelski center Ribnica, SI
GRANT AMOUNT:	99 200 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Creativity and culture
TOPIC 2:	Access for disadvantaged

TOPIC 3: Intercultural/intergenerational education and (lifelong)learning

CLUSTER(S): Inclusion & Tolerance

PROJECT NUMBER: 2014-1-SK01-KA204-000437**TITLE:** EDUCATIONAL SENIOR NETWORK

DESCRIPTION: The project EduSenNet is the project which focuses on the learning possibilities of the elderly over 50 on the chosen UTAs and countries with the aim to realise pedagogical research with the outcomes about formal, non-formal and informal learning of the elderly. The partners will focus on non-formal and informal learning possibilities of UTAs, evaluate them and describe links with formal education at the universities. The offer of the study programs for elderly learners will be described by collected data in the form of a Peer Review table.

The findings from the interviews and from questionnaires will be completed and evaluated by the Research Study. Qualitative and quantitative analysis of the collected data from both groups of the elderly (students and non-students) will be used for the evaluation. The contacts with the young university students can bring the results for effective solutions towards the intergenerational learning in the university environment.

Summarizing of experience, encouraging of the elderly will promote the development of their learning interests and taking part in learning activities. Active engagement of the elderly will promote and extend their abilities and knowledge. It is necessary to investigate Learning objectives, motivation and barriers of the elderly participants in adult learning programs, as well as of those who don't take part in the study. The project activities will contribute to the inclusion of the elderly in the learning activities and promotion of their educational needs.

All the findings will be used to design new innovative study subjects, appropriate programs and educational methods for elderly learners not only at the universities, but especially for those who are not involved in the learning process yet. The elderly in city communities, clubs, residential homes and in rural areas will be contacted by the elderly learners from the UTAs, who will give them information about learning possibilities in their background, advantages of learning and participation in the educational activities as well. The elderly will be asked for the information and their opinions about the motivation, barriers in the study, their educational needs, using of ICT in learning, suggestions for new learning subjects with the intention to reduce the number of elderly with low skills and knowledge.

The elderly will directly take part in the project activities by arranging debates, doing interviews and filling in the questionnaires as elderly learners as the elderly not involved in learning.

Most relevant priorities as Contributing to a reduction in the number of low-skilled adults and Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways will be guaranteed by the position of the project partners, the UTAs which are part of the state universities or have link to the parent universities.

The project partners will enlarge their international cooperation in the European context at the universities and their international relations also with other universities not involved directly in the project as partners by realising the project tasks.

All the findings will be published in the final Booklet which will be a part of the EFOS (European Federation of Older Students at the universities) website freely available for the public. This also applies to the project Newsletter, which will be important for the sustainability of the project findings.

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<http://www.uniba.sk>

CONTACT: Nadežda Hrapková

PARTNERS:	OTTO-VON-GUERICKE-UNIVERSITAET MAGDEBURG, DE; Stichting Senioren Academie Groningen - Friesland - Drenthe, NL; Uppsala Senioruniversitet, SE; UNIVERSIDAD DE ALICANTE, ES; TECHNISCHE UNIVERSITAET CHEMNITZ, DE; VYSOKE UCENI TECHNICKE V BRNE, CZ
GRANT AMOUNT:	111 400 EUR
CONTRACT DURATION:	35 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Inclusion - equity
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Inclusion & Tolerance; International Cooperation; Teaching & Training

PROJECT NUMBER: **2014-1-SK01-KA204-000486**

TITLE:

STRENGTHENING OF THE CAPACITIES OF INDIVIDUALS THROUGH ESTABLISHMENT OF THE MUNICIPALITY SOCIAL BUSINESS / POSILŇOVANIE KAPACÍT JEDNOTLIVCOV PROSTREDNÍCTVOM OBECNÉHO SOCIÁLNEHO PODNIKANIA

DESCRIPTION:

The social economy and the social business, established by the municipalities, are becoming more and more popular tool for the local and regional development and support of people with low qualification. Based on the experience, both from Slovakia and from abroad, the municipality social business is often the only tool for the local development support, in the environment of small municipalities. The main motivation of the municipalities at establishment of the municipality social business is increasing employment of local people. However, the practice shows that the functional municipality social business implement a lot of activities focused on education of own employees, on support of their skills and on support of the community development and the overall municipality development.

In spite of the big interest of the municipalities in Slovakia, currently there exists no supporting structure, where the municipalities could gain training, education or skills, necessary to establish / or to successfully manage the municipality social business. The similar situation exists in the Czech republic.

In spite of the great interest and the efforts from municipalities, the practice show that one of the biggest problems of municipalities, in relation to the municipality social business, is the inability to identify the real business opportunity and afterwards to elaborate the sustainable business plan, which would meet both the standards of the business environment, as well as the criteria of the social business. The principles, used in relation to the identification of the business opportunity, creation of the business plan or sales of the products/services, are the same at standard business and at municipality social business. The only difference between the standard business and the municipality social business is in division of profit: the profit, generated by the municipality social business, is not divided among the shareholders or business founders, however, the profit is used in favour of the solution of the particular social problem. The municipalities have to understand that the municipality social business is not the institution, whose establishment and functioning is fully financed from the public sources. Within our activities we cooperate with the municipalities, which are willing to perceive the municipality social business as the standard business subject, which is based and operated with the aim of local development and incorporation of people with low level of qualification. Thus, it mostly supports business skills and thinking of the inhabitants in the municipalities.

The project objective is:

- create accredited educational program in the area of social business, designed for the municipalities; and through transformation of the educational program into the e-version, published on internet, create the database of the freely disseminated information about the municipality social business
- verify the capacities of the municipality social business in relation to the support of capacities of people with low level of education and qualification;
- verify the capacities of the municipality social business in the tourism, in relation to the support of the capacities of people with low level of education and qualification (mainly people from Roma communities);
- define the recommendations for the relevant institutions, in relation to the municipality social business, as the tool to support the capacities of people with low level of education and qualification directly in the municipalities.

The main aim of the project is:

- increase the qualification level at minimum 20% of the project participants out of the total number of 100 (people with low level of education and qualification)
- strengthen the entrepreneur skills and thinking (of the social business, so the business with the positive social impact) in minimum 70 municipalities

- initiate the debate among the stakeholders about the legislative and financial framework for the support of the municipality social business, focused on support of the capacities of people with low level of education and qualification.

The project activities will be primarily used in Slovakia, however, when they are created and used, the experience with the support of the social business from Slovenia, Czech Republic and Poland will be used.

During the project implementation, the special attention will be given to the tourism as the main, however still not used area of the municipality social business.

COORDINATOR:	NEZISKOVA ORGANIZACIA EPIC PANENSKA 29 811 02 BRATISLAVA, Slovakia www.epic-org.eu
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PARTNERS:	EPIC Assist Charity, UK; Otevrena společnost, o.p.s., CZ; PREMIKI-ZAVOD ZA SVETOVANJE, PROMOCIJO IN RAZVOJ DOSTOPNEGA TURIZMA LJUBLJANA SOCJALNO PODJETJE, SI; Obec Spissky Hrhov, SK; NOMADA Stowarzyszenie Na Rzecz Integracji Społeczeństwa Wielokulturowego, PL
GRANT AMOUNT:	243 401 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Romas and/or other minorities
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Inclusion & Tolerance; Employability

PROJECT NUMBER: **2014-1-TR01-KA200-012958**

TITLE:

X-LIBRIS- SMART ICT 3.0 LIBRARIES SERVICES TO ADDRESS ON FUTURE SKILLS AND COMPETENCES -LEARNING SPACES 2025

DESCRIPTION:

The EU is hampered by a shortage of ICT skills and could lack the skills to fill as many as 700 000 IT jobs by 2015 – chapter 2.6 COM(2010) 245 A Digital Agenda for Europe.

X-Libris focus on educational innovations that are social both in their ends and in their means. Specifically, we define social innovations as new ideas (products, services and models) that simultaneously meet social needs and create new social relationships or collaborationism as a way to create new learning path. In other words, they are innovations that are both good for society and enhance society's capacity to act. Moreover Adult learning adapted to the individual needs of learners is important for increasing inclusiveness. The training offer should be made more flexible and modularised and should offer individualised learning pathways.

As stressed in the Europe 2020 Strategy, E&T systems should focus their curricula on creativity, innovation and entrepreneurship.

The X-Libris Project provides experience-based and active learning to promote the acquisition of e-skills, a risk-taking culture, initiative, curiosity, intrinsic motivation and the critical thinking of individuals to improve their education.

All this embed in new services designed in cooperation with the final user plus ad hoc in training service for librarians. The whole stakeholder map involves citizens of all ages in cooperation with libraries, municipalities, educational centres, NGOs and private companies (which are part of the strategic partnership) to address the role of the user that changes from a passive to an active player.

A new generation of Open Educational Resources (OER) and MOOCs are developed and make it available through on line courses through a process of 8 Intellectual Outputs.

Setting up the X-Libris focused among others on;

1.The intensive use of distributed networks to sustain and manage relationships, helped by broadband, mobile and other means of

communication.

2.Blurred boundaries between production and consumption.

3.An emphasis on collaboration and on repeated interactions, care and maintenance rather than one-off consumption.

4.Reform of approaches to pre-service training and pre-service training structures

5.A strong role for values and missions redefining the role of the users.

Tangible outcomes:

100 adult learners involved creating a Learning Adult Community

25 Librarians involved to develop new program for in training service

20 School teachers trained they run library services

20 New SMART ICT 3.0 services

1 X-Libris Methodology to learn how to implement X-Libris in other Libraries and Schools

- 1 XLibris Multilingual Platform
- 3 Vimeo X-Libris Educational Channel-Multilingual
- 5 Social Media Networks (TR,BG,DE,LT,EN)
- 8 Intellectual Outputs

Impact

X-Libris pioneers a new form of co-operation among multilevel actors to fully realize a new adult training based on innovative Methodologies to embrace novel training practices and competences involving the final user in the service definition and training implementation at Library level.

5 sub-objectives are set in accordance with EU Cohesion Policy implemented along the Intellectual Outputs plan disseminate these sub-objectives.

INNOVATION & ENTREPRENEURSHIP

COORDINATOR:

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CONTACT:

Serap Kurbanoglu

PARTNERS:

wisamar Bildungsgesellschaft gemeinnuetzige GmbH, DE;
Pencho Slaveykov Regional Library, BG;
ISES-INNOVATION SOCIAL EMPRENDEDORES SOCIALES, ES;
Gemeinde Kabelsketal, DE;
Radviliskis district municipality educational and sport service centre, LT

GRANT AMOUNT:

224 747 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Promoting the professional development of staff and youth workers in ICT methodologies

PRIORITY 2:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

ICT - new technologies - digital competences

TOPIC 2:

Intercultural/intergenerational education and (lifelong)learning

TOPIC 3:

Quality Improvement Institutions and/or methods (incl. school development)

CLUSTER(S):

New Technologies & Digital Competences; Inclusion & Tolerance; Improving the Quality of Education / Training Systems

PROJECT NUMBER: 2014-1-TR01-KA200-013388**TITLE:** ENGAGE

DESCRIPTION: While most CSR definitions mostly evolved around the concept that business can and should act in a manner that respects the legitimate goals and demands of all stakeholders, more recently the concept was enhanced to recognize and include social responsibility and sustainability as an integral part of the business model, fitting and tuned to the core business strategy and thus directly and effectively contributing to the long-term success of the enterprise.

This seeks to refocus the meaning of CSR and avoid the unfortunately numerous abuses when it was used for window dressing, ticking boxes of different local regulations to avoid certain taxation burdens or defensive measures for protecting image and reputation. The key challenge is to turn CSR into a true and powerful tool to a proactive cost-benefit calculus that factors in financial gains from productivity improvements (e.g. resulting from enlightened human resource management or from higher energy or material efficiency) and ultimately becomes the basis for brand equity and the driver of organisational learning, innovation and technology management.

The new and simpler definition put forward by the European Commission refers to CSR as the responsibility of enterprises for their impacts on society and outlines what an enterprise should do to meet that responsibility. The European Commission's new strategy on corporate social responsibility (CSR), part of a package of measures on responsible business, aims to help enterprises achieve their full potential in terms of creating wealth, jobs and innovative solutions to the many challenges Europe's society is currently facing.

Following the rationale and background of the project (described above), three tools (small, medium and large organizations) that facilitate the operationalization of the model RSO Global 3P and evaluating its implementation are presented .

The tools allow users to monitor and measure the progress and performance of each step of the integration of the principles of Corporate Social Responsibility and Sustainability process. These principles are translated by a set of requirements , guidelines and related indicators that allow us to understand which actions are undertaken by the organisation.

Thus, the ENGAGE project will directly reach relevant addressees (stakeholders, target groups) in order to make a new understanding of CSR evident and practicable to them. The main outputs for this sake will be

- a Platform (for self-assessment, open educational resources, project area),
- Sectorial CSR-kits (for employers, managers, stakeholders),
- Integrative Guidelines (for boosting CSR),
- training events,
- respective dissemination and exploitation measures in order to guarantee for sustainable implementation of the project and its practical use also beyond the funded lifetime of ENGAGE.

In this way, the ENGAGE project will be of innovative value for all partner countries involved.

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CONTACT: Serkan Yeşilyurt

PARTNERS:	Fundació Cecot Persona i Treball, ES; BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH, AT; Mid Yorkshire Chamber of Commerce and Industry - Branch Bulgaria, BG; Centrul de Resurse pentru Educatie si Formare Profesionala, RO; INSTITUTO DE SOLDADURA E QUALIDADE, PT; ISTANBUL VALILIGI, TR
GRANT AMOUNT:	250 290.50 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Gender equality / equal opportunities
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-TR01-KA204-011357**TITLE:**

THE EFFECTS OF THE COMMON VALUES/MERITS ON THE ESTABLISHMENT OF SUSTAINABLE COMMON PEACE IN EUROPE IN TERMS OF PREVENTING RACISM AND DISCRIMINATION.

DESCRIPTION:

The main aim of the project is to identify the common values of Islam, Christianity and Judaism for prevention of racism, xenophobia and violence and to reveal the contribution of these values to common peace of humanity, culture of living together, and integration process of EU. By this way it is hoped that the project activities will contribute a more powerful European peace and to develop an awareness of the common and joint mobility with the new values against racism in the society. specifically, this project aims:

- 1) to reduce the negative qualities exist in adults,
- 2) to enable adults to acquire new positive qualifications,
- 3) to add new and positive EU values on racism and xenophobia,
- 4) to bring new approaches on racism and xenophobia,
- 5) to add new values to cultural differences.

The target group of the project includes adults and youth over 18. Managers, experts and academicians working with this target group are also included within the project.

The project partnership aims to produce the following products and perform the below mentioned activities:

Product 1: Web-based material and establishment of a Website named CoReVAX.

Product 2: Situational Analysis Report reflecting the yesterday and today of racism and xenophobia.

Product 3: Identification of the verses in the Koran, the Torah and the Bible about Shared Values and printing brochures.

Product 4: Seminars/Conferences on related topics, also making of Bibliotherapy in these seminars on the subject.

Product 5: Dissemination through International Symposium on Racism and Xenophobia themes.

Product 6: Poetry/Article and Sermon contests to announce a wider audience and increase the impact.

Product 7: Publishing the book titled as "The Impact of Common Values on the European Peace".

The means of dissemination and sustainability are:

- a) local seminars
- b) national conferences
- c) international symposium
- d) website and elements of social media (Facebook, WhatsApp etc.)
- e) the book titled as "The Impact of Common Values on the European Peace"

COORDINATOR:

TOYEV
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CONTACT:	SÜLEYMAN ASLAN
PARTNERS:	ASPECT-MANAGEMENT AND INTERCULTURAL RELATIONS, BG; ASOCIACION MALAGUENA DE EDUCACION Y FORMACION EUROPEA (A.M.E.F.E.), ES; EDUcentrum o.s., CZ; Frauenzentrum Marzahn - Marie e.V., DE
GRANT AMOUNT:	242 242 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Promoting young people's social inclusion and well-being
TOPIC 1:	EU Citizenship, EU awareness and Democracy
TOPIC 2:	Creativity and culture
TOPIC 3:	Ethics, religion and philosophy (incl. Inter-religious dialogue)
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER: 2014-1-TR01-KA204-012939**TITLE:** ICT IN DAILY LIFE AND E-LEARNING IN ADULT EDUCATION

DESCRIPTION: In this project, various organizations in the European Union will collaborate to fight digital illiteracy among adults and youth who are not able to use or unaware about ICT in daily life and who belong to vulnerable social groups like school drop outs, immigrants and women in order to equip them with the skills needed to use digital technology. We live in a world today where using digital technologies and accessing information via internet is becoming increasingly necessary, using services like health and education, attaining jobs, connecting friends, relatives and colleagues, sharing moments, ideas and experience, expanding innovation and remaining globally competitive. It is thought that target group are struggling to gain basic access to technology because of various reasons and ways. In this respect by providing different activities people will be equipped mentioned basic digital skills which are needed to do all of these and be gained the necessary skills to face the online challenge. Throughout the project period, basic computer knowledge, internet usage, smart phones, tablets and their applications for the specified purposes will be the main subject of the activities with the help of seminars, meetings, courses, competitions and exhibitions. The partnership also aims to support people by using web tools to socialize with other EU citizens online and personal (through mobilities), therefore they will have new friends and have chances to improve cultural experience and to see the differences and it can be used to reduce their loneliness and in some ways their isolation and helps to improve social cohesion. The project will also enable different organizations from different countries and cultures in the EU to share best practice, their expertise and experience in supporting target group to face challenges brought about by online technology. The project aims to equip and to make active the target group of the project to keep them active online with the help of activities using the methods of both formal and informal educational techniques in order to fight with digital illiteracy among people from vulnerable social groups. To do all these, project partners will organize courses, seminars, meetings, contests, seminars and exhibitions to keep target group active and online, to use the opportunities of digital world to take advantage of the benefits of the online technology, including the subjects like basic computer knowledge, internet usage, tablets and smart phones.

The approach that we will take to achieve our objectives is to work with people from vulnerable social groups who do not have or lack the skills to stay active online. They will be provided with training which will enable them to operate a PC, use the internet and other relevant software such as communication software (Skype, Facebook, etc). With the help of local and international activities throughout mobilities people in the EU to share experiences, connect with each other and learn new cultures, reducing isolation amongst certain groups of people. With project activities partners intend to work on these problems and further to make digital technologies and internet more accessible to the target group and attractive on both a non formal and informal basis. On personal level the learners will raise their self-esteem by fighting with digital illiteracy by learning new things, by improving their knowledge and developing contemporary communication skills as they catch the world, communicate and share their knowledge and experience.

Project activities will stimulate awareness of the possibilities of learning digital world, make them user instead of just being watchers. The project will give a chance to see the richness and possibilities of digital world. Project volunteers will also have a chance to improve their language skills with language course activities. Projects participants will see the similarities and differences of cultures; to exchange theoretical and practical information, to include in project activities non-formal education, to give opportunity of life-long learning to people from vulnerable social groups, people with low income, with low educational level and immigrants. On national level partner organizations will address and inform project target groups about project activities; inviting people to join in local workshops. On international level online interactive E-Learning modules about ICT will be the most effective and beneficial side of the project.

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CONTACT: Hasan Hüseyin Kurak

PARTNERS:	SCOALA GIMNAZIALA NR. 95, RO; Stowarzyszenie Zalasowian, PL; Verein für Inklusion und Soziale Arbeit e.V., DE; Molkoms Folkhögskola, SE; CEPER FUENSANTA, ES; Oslo Voksenopplæring Skullerud, NO
GRANT AMOUNT:	246 437 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Access for disadvantaged
TOPIC 3:	Inclusion - equity
CLUSTER(S):	New Technologies & Digital Competences; Inclusion & Tolerance

PROJECT NUMBER: **2014-1-TR01-KA204-013041**TITLE: **FOOD RECOVERY AND WASTE REDUCTION-FOODWARD**

DESCRIPTION: The issue of food losses and waste has recently been given high visibility. According to FAO (2011), almost one-third of food produced for human consumption—approximately 1.3 billion tonnes per year is either lost or wasted. Food losses happen at the earlier stage of food chains; major issues are the post-harvest losses mainly in developing countries, the development of infrastructure and the most suitable technologies to address them while food waste happens at retailing and consumption stages mainly in developed countries but also as an increasing concern in developing countries. Food losses and waste can be first seen as a reduction of food availability for the poor and hungry. By reducing the amount of food available, they also have an impact on prices and thus on access to food. Reducing food losses and waste would also reduce the pressure on natural resources. Reducing food losses and waste appears thus as emblematic of better resource efficiency, a key dimension of more sustainable food systems. The Committee on World Food Security (CFS) in its thirty-ninth Session (October 2012) requested the High Level Panel of Experts (HLPE), to undertake a study on 'Food losses and waste in the context of sustainable food systems' to be presented to the Plenary in 2014. Causes of food losses and of food waste are very different and call for very different solutions. Most of food losses can be traced back to biophysical, including bio safety aspects, or technical causes. Food waste is often linked to behavioural causes. Reducing food losses and waste appears thus as emblematic of better resource efficiency, a key dimension of more sustainable food systems. Food loss refers to a decrease in mass (dry matter) or nutritional value (quality) of food that was originally intended for human consumption. Food waste refers to food appropriate for human consumption being discarded, whether or not after it has been kept beyond its expiry date or left to spoil and both occur between the moment when a product is ready to be harvested to the moment when it is consumed. Sustainable food systems can be contemplated at different scales, including regional scales. How food losses and waste ultimately impact the sustainability of food systems (and how solutions can be found) is to be looked within scales, but also across scales, including regional ones. For cultural or for economic reasons, some systems generate waste which for another system is useful resources or food. Enabling the transfers of those foods from regions where they are considered not edible to regions where they are considered edible might be seen as a contribution to the reduction of food losses and waste across geographic scales, as well as a contribution to food and nutrition security of poorer people.

FAO estimates that roughly one-third of all edible food produced for human consumption is wasted or otherwise lost from the food supply per year, or about 1.3 billion metric tonnes. The FAO estimates that the per capita food lost by consumers in Europe and North America is 95-115 kg/year, while this figure in Sub-Saharan Africa and South/Southeast Asia is only 6-11 kg/year. Without accounting for undesirable gas (methane) emissions from land use change, the carbon footprint of food produced and not eaten is estimated at 3.3 Gt of CO₂ equivalent. The direct economic cost, based on producer prices only, is about USD 750 billion. Processing techniques also fractionate food into different components, for example, extraction of juice from fruits resulting in loss of nutrient and bioactive components in non-utilized leftover residue including losses due to spillage and degradation during industrial or domestic processing, e.g. juice production, canning and bread baking. Losses may occur when crops are sorted out if not suitable to process or during washing, peeling, slicing and boiling or during process interruptions and accidental spillage. These are either discarded as waste or are channelled into non-food use. In dried fruit and vegetables, significant amount of nutrients especially vitamins are lost during drying and other pre-drying processes such as blanching. In dried fruit and vegetables, significant amount of nutrients especially vitamins are lost during drying and other pre-drying processes such as blanching. As a result, even though the food is preserved for later use, its nutritive value is lower. Food loss along the food chain be avoid by:

- Developing a harmonised definition and methodology for gathering data and estimating food loss.
- Paying particular attention to food wastage when developing policy and evaluating applications for new innovations that have the potential to prevent spoilage and food loss. The impact on food loss should be taken into account in the impact assessment for relevant policies.

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PARTNERS:	CASSOVIA LIFE SCIENCES, SK; HOCHSCHULE NIEDERRHEIN, DE; SPREAD EUROPEAN SAFETY GEIE, IT; EUROCREA MERCHANT SRL, IT; MIDDLE EAST TECHNICAL UNIVERSITY, TR; MKV INTERNATIONAL CONSULTING TRAINING SERVICES AND TRADE COMPANY LIMITED, TR; MINISTRY OF FOOD AGRICULTURE AND LIVESTOCK, TR
GRANT AMOUNT:	263 270 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Aligning VET policies with national, regional or local economic development strategies
TOPIC 1:	Energy and resources
TOPIC 2:	International cooperation, international relations, development cooperation
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Education for Sustainable Development; International Cooperation; Teaching & Training

PROJECT NUMBER: 2014-1-TR01-KA204-013064**TITLE:** LOVE POWER OF NATURE**DESCRIPTION:**

YASAD has been suggested that the South Marmara Development Agency (GMKA) Social Development Program, won and implemented Mentally Handicapped Children in Nature Rehabilitation Model disabilities in the field of rehabilitation work positively to support , in service efficiency will increase innovative , applied as a model is proposed .

Rendezvous with nature , nature and animals live in the building with the bond of love , affection rehabilitation work on the basis that facilitates the exchange of children with disabilities in the community in its efforts to gain is expected to be quicker results . With our project team together , we , rendezvous with nature , in natural environments , sharing concept emphasizing rehabilitation program and were able to set off .

Naturally turned it into a vibrant living environment of children , day to day lives were shared ; in nature and in natural environments making use of drama education provides children have to spend a happy day . Our innovative model created through natural affection, communication has reached a high level of success that we have seen and heard so much happiness .

Now, in this project to promote national and European levels ; that social workers , psychologists, teachers, agricultural engineers, veterinary professions, such as teaching elements , we want to accomplish with a strong teaching staff .

The project will establish in the process of Nature Rehabilitation Trainer Platform different , but our project will provide much needed to be taught to professional groups , the project will ensure sustainable .

We have noted, on the basis of understanding and application of the General Purpose of the project ; Rehabilitation of Mentally Retarded Children and Young People in Nature Model of learning in the European countries and Turkey , is to ensure dissemination .

Specific Objectives ;

1 - innovative practices to be learned by members of the profession , to be supported by enabling the sharing of experiences in the field of mentally disabled children and young people to improve the quality of rehabilitation work .

2 - Rehabilitation innovative experiences in the area of our corporate development at national and European level , is to be transferred dissemination .

Dissemination activities as the coordinating organization will be responsible for the YASAD organization . From our partners Balikesir University , Balikesir Provincial Directorate of National Education ; the creation of the website , will be responsible for updating and monitoring . Will take an active role in networking activities . Models will take part in the promotion . Awareness meetings and be prepared for this meeting will contribute to the creation of a set of presentations . Will contribute to the preparation of the documentary .

Our partners are Poloeuropa from Italy , Dame from Spain , Arid from Poland , Acta from Romania , Geo-clube from Portugal. Act ; Model will be the country s organizing seminars for presentation will take place.

They will take an active role in networking activities . Models will take part in the promotion . Awareness meetings and be prepared for this meeting will contribute to the creation of a set of presentations . Will contribute to the preparation of the documentary .

We would like to build good collaboration each others.

COORDINATOR:	Akıncılar mh Cumalı sk 13 /B (toplu taşıma merkezi karsısı) 10100 Balıkesir, Turkey www.yasad.gen.tr
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PARTNERS:	Balıkesir University, TR; Geoclube - Associação Juvenil de Ciência, Natureza e Aventura, PT; Asociatia Central European pentru Integrare Socioprofesionala ACTA, RO; Stowarzyszenie Rozwoju Inicjatyw Regionalnych "Lacjum", PL; ISTITUTO COMPRENSIVO STATALE B. LORENZI FUMANE VR, IT; Balıkesir İl Milli Eğitim Müdürlüğü, TR; Associació Departament d'Estudis dels Medis Actuals, ES
GRANT AMOUNT:	260 265 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Developing partnerships between education and employment
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Disabilities - special needs
TOPIC 2:	Access for disadvantaged
TOPIC 3:	Social dialogue
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER: 2014-1-TR01-KA204-013144**TITLE:****DRUG ADDICTION AWARENESS ON ADULTS****DESCRIPTION:**

The overall objective of our project is to develop innovative communications strategies and products for adults in order to provide a concrete contribution to the formation of social consciousness and awareness on drug addiction.

Under this objective, our project involves;

- The activities to exchange the experiences and implementation between the partners
- The activities to develop, to test and to implement innovative practices
- The activities enable the recognition and validation of the knowledge, skills and competencies get form formal and informal learning.

Our project;

- will contribute to the development of the corporate capacity of the partner organizations,
- will encourage local, national and international cooperation between project stakeholders,
- will improve the quality of continuing education and learning about drug addiction.

Project Name:

To Develop a Communication Strategy and the Communication Tools To Create Awareness on Drug Addiction

Overall Objective:

To develop innovative communications strategies and products for adults in order to provide a concrete contribution to the formation of social consciousness and awareness on drug addiction.

Project Duration:

2 Years

Target Audience:

Adults at and over the age of 25, particularly parents. However, the final beneficiaries will be children, young people and the whole community.

Result:

Output 1: A communication strategy on drug addiction

- Target audience and needs analysis in every partner country: First part of the survey
- Staff training programs (short-term transnational mobility between partner's countries)
- Analysis of example applications (short-term transnational mobility)
- A workshop in Turkey (Each partner will participate)
- To develop a communication strategy and the application methods accordance with the strategy

Output 2: Media tools (short films, viral films, posters, etc.).

- A competition between university students of communication faculties in the each partner country (to prepare a Specification (according to the strategy), announcements, evaluation, award ceremony)
- Adaptation and implementation of the tools to the partner countries.
- Evaluation the effect of the tools used on the target: The second part of the survey

Coordinator: Turkish Green Crescent Society (TR)

COORDINATOR:

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CONTACT:

Hilal Aydos

PARTNERS:

Associação Dianova Portugal, PT;
Istanbul Halk Sagligi Mudurlugu, TR;
Nacionaline tabako ir alkoholio kontroles koalicija, LT;
Stichting EURAD (Europe Against Drugs), NL

GRANT AMOUNT:

134 745 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2:

Promoting young people's social inclusion and well-being

TOPIC 1:

Health and wellbeing

TOPIC 2:

Intercultural/intergenerational education and (lifelong)learning

CLUSTER(S):

Health & Medicine; Inclusion & Tolerance

PROJECT NUMBER: 2014-1-TR01-KA204-013247**TITLE:** WASTE MANAGEMENT TECHNOLOGIES

DESCRIPTION: One of the objectives of our project is to evaluate Turkey's experience and EU waste management legislation and technologies and to put one out in this direction to create awareness and increase participation in the society about the waste management is one of our goals. In our project, by creating a training module, it will be tried to close the gap in the context of waste management between developed countries and underdeveloped countries in Europe with the participation of people who are specialized in the area. On the other hand, it is planned to constitute one more training module based on integration to eliminate existing inequalities in the field of waste management. Thus it will be manageable to close the gap between disadvantaged countries and developed countries, provide stability in EU, provide integration, create new possibilities for the European investors, increase employment and ultimately create a more competitive environment.

Our local project partners are Kuşadası Municipality and University of Akdeniz and our partner from overseas are Waste Management Plant from Spain, UNIVERSITATEA DIN ORADEA from Romania and MAISON DE LA PROMOTION SOCIALE from France. For a closer inspection and identify of the EU's waste management and technologies in the scope of the objectives of our project workshop takes place in France, Romania and Spain. WASTEMANPORT portal will be set to ease sharing of information and stabilize communication to carry our project to its purpose. Questionnaire which will be held in the portal with the information given will be tested by determining the number of visitors. Our association will create a WASTEMANDU training modules that examine over the EU waste management legislation and technologies and Turkey's situation in the scope of the project to issue certificates to the participants. WASTMANOFFIELD camp will be held in Kuşadası city to create public awareness and increase participation of waste management legislation and practices. During the camping period surveys will be organized and impact of the camp on the participants will be reviewed. In the last month of our project David Newman, Head of ISWA (International Solid Waste Association) will participate the conference to evaluate our project.

In conclusion of the project, our association GEKSANDER members will have more data and communication capacity about the waste management legislation and technologies. Waste management camp will provide more conscious participants about waste management around Kuşadası city and surroundings. This camp will trigger progress in other cities of Turkey. Also, they will be more prestigious in the waste management sector with the given certificates after the trainings. Sharing information will be permanent and easy via the portal established with European and domestic partners. Prestige and innovations that obtained by our association will trigger the competition amongst other organizations in this sector. With increasing competition in the sector employment opportunities will increase. Our project will help boost of economics as well as in reducing the size of environmental pollution in the sector.

COORDINATOR: GEKSANDER
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CONTACT: Rasim CANATAN

PARTNERS: EKOVAR CEVRE GRUP GERI DONUSUM ATIK DEPOLAMA INS. TAAH. SAN. VE TIC. A.S., TR;
Kusadasi Belediyesi, TR;
BIOTRAN GESTION DE RESIUDIOS, ES;
AKADEMICEVRE, TR;
UNIVERSITATEA DIN ORADEA, RO;
ASSOCIATION POUR LA PROMOTION SOCIALE, FR;
INSTITUTO TECNOLÓGICO DE CASTILLA Y LEON, ES

GRANT AMOUNT: 147 260 EUR

CONTRACT DURATION: 36 months

PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Energy and resources
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Regional dimension and cooperation
CLUSTER(S):	Education for Sustainable Development; Teaching & Training

PROJECT NUMBER: **2014-1-TR01-KA204-013317**TITLE: **CONSUMER ACADEMY**

DESCRIPTION: According to the recent studies on consumer profile, carried out in Turkey, the level consciousness among the consumers on the issues such as consumer rights, legal framework and recourse mechanisms needs to be improved to establish a properly and efficiently working consumer protection system. Under the previous Twinning Project conducted by the Ministry, the Consumer Information System (TUBIS) was formed. The system accessed via www.tuketici.gov.tr address was established in order to simplify the reach of consumers to information; however a more extensive platform is needed for consumer protection and consumers' education.

On the other hand, the new law on consumer protection entering into force in May the 28th 2014 is designed according to the needs of the consumers and the by-laws are currently being revised in concordance with the related EU directives. The 28th Chapter of the negotiations between Turkey and EU is Consumer and Health Protection. Scanning of the legal framework and implementations within EU and the rest of the world is on the Ministry's agenda for the past decade especially.

Combining those necessities, building an online education platform ensuring the participation of individual consumers, NGOs, public institutions, private sector representatives, members of the academic units and judicial organs, as well as partners from the EU has emerged as the basis for Consumer Academy.

Consumer Academy, primarily aims at building an online education platform, on which;

- various audio-visual materials are produced and classified in concordance with the user profiles,
- the users of different profiles get in contact and interaction in line with their own roles and purposes in terms of consumer protection,
- besides sharing the current information and experience, an environment available for producing new information is formed through the interaction among the actors in the field of consumer protection,
- that information produced is transmitted to the masses and specifically targeted groups in Turkey and abroad through various communication channels.

Reaching these ends would also mean;

- an increase in the level of consciousness among the consumers, in terms of the legal framework in Turkey and the EU especially.
- a decrease in the unnecessary workload of the Ministry, Consumer Problems Arbitration Committees and Consumer Courts.
- a new channel for the NGOs and academic units to gather information, produce knowledge out of the gathered information and transfer the knowledge to the target groups using a reliable source of communication administered by a public institution.
- a new mechanism to submit compliances on consumer issues, product safety and advertisements using e-state software and a source of instant information concerning those applications.
- a medium where online education tools are made available to the e-learners and teachers at the end of the project.

To enhance the quality of the products of the project and incorporate the legal attitudes and implementations from within the EU, Hungarian Authority for Consumer Protection (Public), Docklands Academy London (Education Institution) and Aviva Ltd. Poland (Private) participated in the project as partners. As well as their role in the formation of the platform, these partners will also contribute to the dissemination activities abroad. Those three institutions will also function as a hub to establish a network within Hungary, England, Poland and eventually to form links with other stakeholders from the rest of Europe. The Ministry is currently work on the chances to foster cooperation with various countries from and outside of Europe in terms of consumer protection.

At the local level, TÜPADEM (Hacettepe University - The Centre of Consumer and Market Research, Consulting, Test and Education), TÜKÇEV (Foundation for Consumer and Environment Education) and Ankara Provincial Directorate of Trade - one of the most active provincial organization units of the Ministry of Customs and Trade - are included in the project due to their high potential to contribute in the formation of the content within Consumer Academy and their capacity to disseminate the project results throughout the country.

In order to reach the desired results and disseminate project results during the project term and onwards, 4 transnational meetings; including the Kick-off meeting and Closing Conference to be held in Turkey and one meeting in Hungary and England each, 1 local and 4 project evaluation meetings have been planned. Building of Consumer Academy on-line education platform, production of TV and radio ads, printing of project and academic study results and translation activities will be subcontracted.

In the long term, Consumer Academy is projected to contribute to the interactive information production and sharing culture among the actors in the scope of consumer protection.

COORDINATOR:

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Ece ÖZÇALIŞKAN

PARTNERS:

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AVIVA POLAND - VOCATIONAL TRAINING SP. Z O.O., PL;
SIMPLY ALLIANCE LTD, UK;
TUKETICI VE CEVRE EGITIM VAKFI, TR;
NEMZETI FOGYASZTOVEDELMI HATOSAG, HU

GRANT AMOUNT:

214 235 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Aligning VET policies with national, regional or local economic development strategies

TOPIC 1:

ICT - new technologies - digital competences

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Open and distance learning

CLUSTER(S):

New Technologies & Digital Competences; Teaching & Training

PROJECT NUMBER: 2014-1-TR01-KA204-013351**TITLE:**

INCREASING EMPLOYABILITY OF WOMEN WITH PHYSICAL DISABILITIES AND INACTIVE WOMEN VIA INTEGRATED E-TRAINING & E-MENTORING

DESCRIPTION:

Equality between women and men is one of the European Union's founding values. It goes back to 1957 when the principle of equal pay for equal work became part of the Treaty of Rome. The European Union's achievements in fostering equality between women and men have helped to change the lives of many European citizens for the better. However, looking closely to the EU statistics, we still see significant differences between male and female unemployment. In addition to gender differences unemployment, a new term has been introduced: that of people being inactive, i.e. neither employed nor unemployed and sitting at home. Moreover; employment has always been a problem for disabled people. Disabled people face a lot of unusual obstacles and barriers in getting a job or building their own business. Under these conditions it is important that to provide physically disabled people with the same level individual choices opportunities and control in their daily lives as non-disabled people for contemporary societies.

Based on this phenomena, the concrete aim of this project is "to train inactive women as e-mentors and consequently support micro-entrepreneurship of women with physical disabilities by means of e-mentoring, so that they can work from their home.

These inactive women have probably worked before and know working life, most of them were successful entrepreneurs and would like to offer their knowledge but on home based basis since they cannot leave home due to several reasons. Knowing the fact that the home based working is one of the best working models for people with physical disabilities in general, it was also mentioned that almost half of non working persons with physical disabilities need some form of assistance to work throughout the EU.

For this purpose and realising the philosophy, ID-Women idea brings together many different professionalism together for reaching to project aim. World of work, company, AVT, University, NGOs and Research & Development organisations came together for the implementation of this project. Some partners have been invited from mentioned former projects and some of them have not been participated above ones but similar other projects:

POINT [TR], coordinator who is professional in ICT and project development field, also promoted above subject projects will bear all management and technical infrastructure development; apart from being the previous VOCA and IT&E projects coordinator, H-FOUNDATION [RO], experienced disabled organisation concentrating in AVT of physically disabled people; will support project as a technical bridge between the project and physically disabled women who will be future mentees, also giving input for pedagogical dimension based on this aspect; PENTHESILEIA [EL], is a Women NGO and growing steadily in Greek social environment and was created in order to offer services in women and other vulnerable groups that experience social racism of any type. GAZI [TR], one of the biggest universities in Turkey who will support from learning material development point of view as well as reaching their network members. ZARIF [SK], a women NGO bearing many members from various disciplines. They will primarily contact women e-mentors to be trained via ID-Women and also reach nearby countries such as Czech Republic, Hungary and Austria. IFI [ES], is a reputable AVT and VET organisation also very experienced in EU projects. TAKIDD [TR], is a women NGO concentrating in women development and employability also having former EU project experiences. ITeE-PIB [PL], large research centre will support ID-Women for developing its new innovative tools. As they are extremely experienced in EU project development and execution, project will aim to utilize their non-stereotype approaches in developing its own tools to reach to project aims.

This partnership is for developing e-learning platform with enhanced e-learning material inserted. To develop the model to improve the employability of inactive women and women with physical disabilities which will also be a model for other similar activity fields than e-mentoring. It will also improve the output quality in the sector by means of increasing the meeting opportunities of supply and demand and resulting increase in competition.

Aim is to end up with virtual working and employment will be encouraged which will also encourage e-learning methods, especially useful for inactive women and women with physical disabilities.

This approach has been designed in parallel to Europe 2020 main strategy, which has main strategy to become a smart, sustainable and inclusive economy to achieve high levels of employment, productivity and social cohesion. Concretely, all ambitious objectives of the programme were set. Please visit www.id-women.net for detailed information.

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GRANT AMOUNT:	264 135 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Gender equality / equal opportunities
TOPIC 3:	Open and distance learning
CLUSTER(S):	Inclusion & Tolerance; New Technologies & Digital Competences

PROJECT NUMBER: 2014-1-TR01-KA204-013399**TITLE:****TRAINING ENTREPRENEURS IN CONNECTING GENERATIONS AND SUPPORTING SUCCESSFUL BUSINESS SUCCESSION PLANNING FOR MICRO-SMES****DESCRIPTION:**

Micro-SMEs entrepreneurs hold a significant role in all economies and are the key generators of employment and income as long as drivers of innovation and growth. In the OECD area, SMEs employ more than half of the labour force in the private sector. In the European Union, they account for over 99 % of all enterprises.

SMEs need specific policies and programmes – hence the comprehensive range of SME measures currently in place across the OECD members. However, at the present time, SMEs have been especially hard hit by the global crisis. More than 60 % of all European companies are family owned, representing between 40 % — 50 % of all jobs. Also, family businesses face the same financial constraints as any other type of business and also face certain specific challenges. According to the Overview of Family –Business and Relevant Issues, research, networks, Policy Measures for the Promotion of SMEs' competitiveness in 2009, SMEs face 3 types of challenges

- “Challenges that arise from the environment in which companies operate: Unawareness of policy makers of the specificities of family businesses, and their economic and social contribution; Financial issues (e.g. gift and inheritance tax, access to finance without losing control of the firm, favourable tax treatment of reinvested profits).
- Challenges that develop as a consequence of the micro-SME's internal matters: Unawareness by micro-SME of the importance of planning business transfers early; Balance between the family, ownership and business aspects within the enterprise; Difficulties in attracting and retaining a skilled workforce.
- Challenges related to educational aspects, which have an impact on both the business environment and on family firms' internal matters: Lack of entrepreneurship education and family-business-specific management training and research into family-business-specific topics, plus effective.

The InToGeneration project will focus especially on how to efficiently plan and organise the business transfer to a successor. The project aims to provide training to assist the successors in taking over an existing business from their parents, using a mobile learning application, combined with an innovative modular training material approach.

Following outcomes are to be delivered:

- A curriculum, course content and training material that meets the needs of micro-SMEs and that follows a case study approach through which successors can learn via handy examples and easy to learning concepts.
- A mobile and online self assessment service, which will be portable, handy and address the main concerns of a successful business transfer.
- A learning environment, both mobile and online, where micro-SMEs can exchange best practices.

Partners include:

- Türkiye Cumhuriyeti Gazi Üniversitesi Teknoloji Fakültesi (TR)
- BERLINK ETN GmbH (DE)

INTERPROJECTS (BG)**K POULOPOULOS E.P.E. (GR)****SINDICAT TREBALLADORS ENSENYAMENT P.V. (ES)**

- Ankara Ticaret Odası (TR)

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PARTNERS:	ANKARA TICARET ODASI, TR; INTERPROJECTS, BG; SINDICAT TREBALLADORS ENSENYAMENT P.V., ES; K POULOPOULOS E.P.E., EL; BERLINK ETN GMBH, DE
GRANT AMOUNT:	244 315 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER: 2014-1-TR01-KA204-013427**TITLE:****JOB COACHING TRAINING : PLACE, TRAIN, MAINTAIN FOR PEOPLE WITH INTELLECTUAL DISABILITIES (ID).****DESCRIPTION:**

Job Coaching Training : Place, Train, Maintain for people with Intellectual Disabilities (ID).

Unemployment rate is very low (0,009%) among youth with ID in Turkey. In Europe, people with ID are unemployed on a long-term basis and their employment levels and economic activity fall well below that of even people with other types of disabilities. In Poland, very few are employed and there is no framework for supported employment. In Greece, although there is a greater access of people with ID in education and training, the families face with the relatively adequate social and financial support, and there is very limited access to employment. Thus, job coaching in the concept of supported employment can be considered a well-suited access to improve the sustainability in their jobs and facilitate the integration between the employers and co-workers without disabilities in the job environment. In this context, job coaching training of people with ID may contribute the facilitation of the long-term success in the job environment. Therefore, the aim of the project is to create a job coaching concept and a team of 20 Yeditepe graduates specialized in promoting employability of people with ID in Istanbul and develop a curriculum with "a Job Coaching Training: Place, Train, Maintain module together with Polish-Greek colleagues and Down Turkey in 18 months time, which can be applicable for nationally and internationally.

The participants of the project are from Yeditepe University (Turkey-S.Inal, N. Burcoglu, F.Subasi, S. Demirbas, R. Muammer, D. Takinaci, A. Kizildag, E. Ustun, A. Uzun, N. Seyedy), Alexander Technological Educational Institute of Thessaloniki (Greece- P.Tsaklis)

Akademia Wychowania Fizycznego Jozefa Pilsudskiego w Warszawie (Poland- B.Molik, G. Prokopowicz, J. Mucha) and

Down Turkey (Turkey- G. Bilgin, F. Ekmen, S. Aliosman).

The activities of the project are,

-Developing a model of training module of Job Coaching: Place, Train, Maintain,

- Structuring the Training module manual on Job Coaching: Place, Train, Maintain
- Preparation of a transnational book titled with Job Coaching for People with Intellectual Disabilities: Place, Train, Maintain the model for Turkey, Greece and Poland,
- Offering an elective course on the concept of supported employment and training job coaches for people with ID,

The similar activities are expected to be achieved in the partner countries, as well.

In the first year, the project focuses on organizing a workshop Job Coaching: Place, Train, Maintain for people with ID and preparing a Training Manual. In the second year, an elective course to the students and the new graduates in the three partner universities will be offered. A transnational book titled with Job Coaching for People with Intellectual Disabilities: Place, Train, Maintain the model for Turkey, Greece and Poland will be prepared and a Symposium will be organized for the dissemination of the project. A scientific article will be prepared by the project team. The prepared brochures, posters and leaflets will be disseminated during the workshop and symposium, as well as after the funding ends. Internet facilities of the partner universities will be utilized; informative meetings, verbal presentations will be performed to sustain the outcomes of the project.

At the end of the project, we expect at least 10/30 students acquire skills and knowledge about job coaching enrolled to the course have intention to work as job coaches or be trainers of trainings after graduation. 10 person with ID will be placed and maintained as employees in work places for at least 3 months. Almost half of the employers will satisfy about the productivity of the employees with ID that is assessed according to Likerts scale. Regarding to the intellectual impact of the project, the written materials (transnational book, training manual, brochures, posters and leaflets) distributed to enterprises,

governmental and non-governmental organizations seeking for qualified job coaches for their employees with ID will contribute on increasing the awareness and fulfilling the needs of the people with ID on this issue.

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GRANT AMOUNT:

111 310 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Developing partnerships between education and employment

PRIORITY 2:

Promoting young people's social inclusion and well-being

TOPIC 1:

Access for disadvantaged

TOPIC 2:

Intercultural/intergenerational education and (lifelong)learning

TOPIC 3:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-UK01-KA200-000047**TITLE: EDUCATING ADULTS ABOUT VOLUNTEERING AND ORGANIC FOOD PRODUCTION ON FARM ENTERPRISES**

DESCRIPTION: Educating adults about volunteering and organic food production on farm enterprises (EDVORG) is the focus of this partnership project with national organisations from ten European countries. It will develop and promote a Learning Guide as an online open educational resource (OER) for adult learners about organic food production, entrepreneurship, volunteering and cultural exchange on farm enterprises. The adults, especially 18-34 year olds, can then relate this online learning to practical residential work experience and informal learning on a range of small enterprises in different European countries.

There are over 20,000 adults or WWOOFers (mainly 18-34 year olds) registered with the 10 partner organisations who all support working worldwide on organic farms or WWOOF. There are also over 2,000 farm enterprises registered with the partners who are willing to offer practical learning opportunities to these adult volunteers. The WWOOFers learn informally as residential volunteers on host farm enterprises each year. However there is currently no free online education that can be offered to them about volunteering and organic food production on farm enterprises.

The EU 2013 Indicators of Rural Development Report has shown that “the agricultural sector in the EU-27 is characterised by an ageing farming population, that “rural areas have the lowest share of lifelong learning and lastly that “learning by doing is the main form of training for the majority of EU farmers. So rural areas and farming in Europe needs to retain and attract young adults, build its lifelong learning and compliment the practical learning experience on farms with online learning. Linking this with the fact that “the agricultural area under organic farming (5.5%) in the EU continues to increase is strong evidence of how vital online education about organic food production and cultural understanding is for young adults in rural areas.

The Learning Guide will be freely available and usable online on an open educational resource for anyone who wants to learn about organic food production, sustainable lifestyles, rural entrepreneurship, cultural understanding and volunteering on farm enterprises. It will help any entrepreneur or cooperative to set up a new small farm/garden enterprise (singularly or cooperatively) based on organic food production, as well as enable people to learn how to volunteer, live and work on a farm enterprise in a responsible, sustainable, safe and healthy way.

The Learning Guide will be a significant part of the future educational service of the partner organisations as they extend their workshops, courses, and collaboration with farm enterprises and educational centres. The future will look bright in rural areas of Europe if young adults educated in sustainable farming and ways of living can bring their youthfulness, innovation, cultural sensitivity and entrepreneurship to ageing and disadvantaged rural farming communities.

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WWOOF Magyarország Nonprofit Kft, HU;
WWOOF Italia, IT;
WWOOF ESPAÑA, ES

GRANT AMOUNT:	124 140 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Supporting the production and adoption of Open Educational Resources in diverse European languages
PRIORITY 2:	Promoting healthy lifestyles (incl. participating in outdoor activities and grassroots sports)
TOPIC 1:	Agriculture, forestry and fisheries
TOPIC 2:	Enterprise, industry and SMEs (incl. entrepreneurship)
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Employability

PROJECT NUMBER: 2014-1-UK01-KA200-001769**TITLE:** **BREAK DOWN OR BREAK OUT!****DESCRIPTION:**

'Break Down, Break Out' demonstrates and documents how new learning strategies for long-term unemployed adults 40+ in difficult situations, can empower them to take action. These low qualified Europeans are hit the hardest from economic pressures and the process provides simple and practice based guidance.

Learning through acting in the community, the adults become subjects of change instead of objects of change

The partnership finds new ways to help these adults change mind-sets and engenders much needed innovation in adult learning: unfolding in the community: the community is the classroom, the landscape of mentality change produced through community action.

The project is based on a simple methodology cycle: OBAMA

- Orientation
- Briefing
- Ability
- Meeting and Action

This process is an iterative one, with a variety of themes and initiatives, through which it will create a spiral of increasing capacity to act, including social needs and innovation, local entrepreneurial activity, creating resources and funding,

health and environment issues and active citizenship. Initiatives start and end in the community, and the end is always a new beginning. Learning, capacity-building and empowerment takes place through community, not prior to or isolated from it and is always linked to an authentic situation, an emerging need, not to an abstract dictum.

In the first year the project will work side-by side with the first group of adults, learning to create and practice step by step the community action mentality. This 'Breaking Down' year will take as its starting point the life and work situation of the long-term unemployed adults, and identify opportunities and potential resources.

An initial group of 10-20 adults will be established by each local partner, who will be supported to:

- slowly increase capacity to address the community
- build up small eco-systems of networks as a consequence of their efforts
- directly benefit from their entrepreneurial actions or take further action for change
- mentor other adults and contribute to the Virtual Guidance services

In Year 2, second local groups of 10-20 adults are helped, this time mentored by a team of unemployed adults from the first year. Impact expected is that mentors feel enabled to offer post-project virtual guidance and/or create new life directions for themselves based on their new competences

It is anticipated that 75% will follow the full activity and change mentality; 50% benefit from the activities in different ways; 25% benefit directly through leaving difficult situations and/or becoming mentors

Secondary target groups include facilitators, forming part of the local project partner team. They will build up important community relations and networks in support of their missions, supervise and support adults and mentors and serve as key players in the virtual guidance services. They will themselves be increasingly empowered along the first project year, learning alongside the unemployed adults, participating in their own local groups but with direct opportunities for meeting and working with local groups transnationally as part of four focussed six day workshops held at the same time as partner meetings in four different

partner localities. It is anticipated that all will increase their community action competences and networks and 50% will choose to engage in the virtual guidance services post-project

Indirect audiences are Europe wide and include local communities, Adult empowerment provision, Policy-makers and funding programmers, labour market services and outreach initiatives to long-term unemployed adults

The following results are expected from the project.

1. Breaking out virtual platform including all guidance and counselling materials
2. OBAMA community action Guide
3. Breaking News - thematic appetizers
4. 'Breakin' on' virtual guidance services
5. Video documentation
6. Policy paper on support measures
7. Local Breaking Out workshops
8. Final celebrations linked to virtual guidance services
9. Validation of mentoring competences
10. EACEA – Empowered Adults Conducting Empowerment of Adults

The virtual platform will be maintained for at least 3 years after the project and is the reference point for all dissemination and exploitation activities, through the project and beyond. This will intensify as outputs become available. Dissemination is integrated in the project's documentation and sharing policy with target groups seen as co-creators, empowered by the use of professional virtual networks, going far beyond the impact of traditional dissemination. Post project, the local eco-systems of collaboration will link the outcomes to new initiatives, the project's policy papers are expected to be in circulation for several years and increasing interest in 21st century learning across Europe will motivate stakeholders and players to identify and use innovative resources in this field.

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Fondazione Risorsa Donna, IT;
HELSINGIN YLIOPISTO, FI

GRANT AMOUNT:

297 853 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

Access for disadvantaged

TOPIC 2: New innovative curricula/educational methods/development of training courses

TOPIC 3: Entrepreneurial learning - entrepreneurship education

CLUSTER(S): Inclusion & Tolerance; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-UK01-KA200-001801

TITLE: INFO-ABLE

DESCRIPTION: The European Disability Strategy 2010-20 states that about 80 million people in the EU live with mild to severe disability with a 70% higher than average poverty rate. They experience many barriers to learning and employment including discrimination and prejudice, poor basic skills and education due to, for example, missing school due to disability or illness, lack of confidence, lack of accessible learning and work environments.

InfoAble will develop an Information, Advice and Guidance (IAG) Mentors Toolbox, using the Europass model, for people working in a paid or voluntary capacity in lifelong learning and VET as support staff, trainers or tutors for disabled adults and young people. The materials will be delivered through a blend of self-directed and e-learning, face-to-face group seminar and professional structured support. Partners will establish local panels of disabled people and IAG practitioners to advise on the Toolbox development and will pilot it with 50 mentors (paid and volunteer - a minimum of 15 of these will be disabled people themselves) and 100 disabled adult and young people 'mentees' looking for work/training.

Objectives include:

- Needs analysis report outlining the status of IAG for people with disabilities in partner countries
- Development of the Toolbox , self assessment materials
- IAG Mentor Passport
- Pilot of training, self assessment materials and framework
- Green Paper 'Lessons Learned' Report

The Toolbox will be designed to be delivered through 18 hours self-directed learning and 4 x 3 hour group seminars led by IAG practitioners and a range of pedagogical methodologies will be used to develop the materials including collaborative learning, explorative learning, game-based learning, virtual experimentation.

The project will use a Prince II based project management methodology to ensure effective delivery against the specified work plan and targets underpinned by robust quality assurance.

A key feature of the project is that it exploits an earlier KAICT3 project managed by some of the partners - Web2SEE (web2see.eu) which currently provides online information to disabled people. Experience from this project demonstrated to partners that there is a strong need for dedicated disability specific IAG mentoring and support in a range of media and settings, face-to-face as well as online. InfoAble will create a portal on the existing Web2SEE site for the public to download the IAG Toolbox and other project products.

Project impacts and outcomes will include: Project impacts and outcomes will include:

- Trainee IAG mentors will develop skills and competences and improved strategies to deliver IAG to disabled people – enhancing their professional development and increasing their competitiveness in the labour market.
- Anticipated impacts on disabled mentees will include increased opportunities for inclusion and integration in education and/or the labour market through taking part in the project and benefiting from targeted IAG.
- IAG and Learning providers will be reached through partners' current networks and there is already interest in the project. They will be impacted through a range of project activities: the needs analysis in identifying barriers to inclusion and potential solutions and accommodating the varying needs of a range of disabilities; dissemination through their own networks; contributing to and reviewing the draft learning and self assessment materials and contributing to the post-project sustainability strategy.
- Those IAG mentors who are volunteers will contribute to their local social capital and community cohesion, particularly relevant in 2014 which continues the 2013 EU Year of Citizenship.

- Organisations employing/hosting the IAG mentors will benefit from an upskilled workforce and improved understanding of the needs of disabled people.
- Partners will have gained mutual understanding of their working cultures and practices within the context of disability and the EU
- The profile and abilities of disabled people will be raised across in partner countries and through the Toolbox launch event at the EU Parliament Building more widely in the EU.
- At least one teacher/trainer from each partner will cascade learning from the pilots through
- The project methodology is potentially transferable to other IAG practitioners working with socially excluded groups in other countries.
- Widening participation for socially excluded groups is a priority for all partners. As lifelong learning, education or social welfare providers, all partners' strategic plans include widening participation in learning, VET and employment by disabled adults and young people.
- A significant contribution will be made to the development of training materials, framework and standards which partners are committed to promoting their adoption them in their own countries will have great potential to become common across the EU.

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GRANT AMOUNT:

277 625 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Fostering the assessment of transversal skills

PRIORITY 2:

Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways

TOPIC 1:

Disabilities - special needs

TOPIC 2:

Access for disadvantaged

TOPIC 3:

Labour market issues incl. career guidance / youth unemployment

CLUSTER(S):

Inclusion & Tolerance; Employability

PROJECT NUMBER: 2014-1-UK01-KA200-001830

TITLE: **SOCIAL SEDUCEMENT — EMBRACING VULNERABILITY IN ENTREPRENEURSHIP DEVELOPMENT**

DESCRIPTION: WHY SOCIAL SEDUCEMENT?

Social Seducement promotes self-entrepreneurship through an on-line gaming experience. Social inclusion means enabling every citizen, notably the most disadvantaged, to fully participate in society, including having a job, that means:

- Adequate income support together with help to get a job
- Inclusive labour markets making it easier for people to join the work force,
- Access to quality services helping people participate actively in society, including getting back to work.

The fight against poverty is at the heart of the Europe2020 strategy for smart, sustainable and inclusive growth: 2011 statistics states that 24% of all the EU population (about 120 million people) are at risk of social exclusion – 20,5% of those over 65, and 9% of those with a job [DG employment and social affairs].

One of the most promising areas to address these problems is the promotion of business creation by people who are disadvantaged in entrepreneurship and self-employment. In the last years the employment losses were concentrated among temporary and permanent employees and overall there was job-creation among the self-employed [EU Employment Observatory Review2010]. A great example is represented by cooperative enterprises. According to the ILO an increase of cooperative start-ups has been noticed [EACB2010], showing resilience over the last 165 years, adapting to different political regimes, continuously integrating new needs and aspirations linked to the deep social and economic transformation through democratically controlled enterprises [2014, Resilience of the Cooperative Business Model in Times of Crisis, ILO].

Despite these significant challenges, many people with disadvantage still want to, and can have careers as entrepreneurs. What they often lack are the support systems, funding, access to training and especially the encouragement that can make the difference in bringing their entrepreneurship hopes and aspirations to fruition. The inclusive aspects of cooperative enterprises can lead to self-empowerment including confidence-building and social inclusion for individuals at risk of exclusion.

HOW IT WILL HAPPEN?

Consistently with Erasmus+, the project will contribute to improve the level of key competences and skills of disadvantaged individuals that are potential or actual self-employers, through strengthened cooperation between education and training, work and the social economy, non-profit and voluntary sectors, in a EU dimension.

Operationally this will be achieved by developing and testing an ONLINE ROLE-PLAY PLATFORM, designed to discover, enhance and promote entrepreneurial skills

WHY A GAME?

Playing is maybe the most natural human instinct and it is the best way in which people learn and experience reality. Most people intuitively understand that when they play, they learn. Learning within serious games occurs through smart play. In this context, the partnership sees 'play', as a construct of innovation connecting, reorganizing and redeploying from small groups to more players around specific endeavours and enabling them to self-organize based on their capabilities, interests and reputation capital.

WHY AN ON-LINE ROLE PLAY GAME TO APPROACH SELF-ENTREPRENEURSHIP?

Starting from these considerations, the partnership thought about the potential use of games in transferring knowledge and competences in the context of Social Economy, focusing in particular on social entrepreneurship and cooperation. What makes cooperatives unique and powerful is the centrality of

each member, in particular of those with experience of vulnerability. Being a member of a cooperative is about building relationships, sharing rules, common intents and working together in order to produce mutual benefit. This inborn humanity is what makes cooperatives flexible and resilient, in some way it is what makes them so similar to Role Play Games (RPG). In RPGs each player has its own proper abilities, strengths and weaknesses, he/she has to face threats and seize opportunities. Through cooperation with other players, he/she can achieve objectives that would have been impossible to reach if alone.

Players can't help but learn the skills necessary to master a game while they play, and they usually improve quite rapidly. This approach improves access to learning for vulnerable groups while shifting from costly and infrastructure-heavy training and development programs to more flexible contextual learning models that allow people to develop emerging new skills as needed.

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RESEAU EUROPEEN DES VILLES ET REGIONS DE L'ECONOMIE SOCIALE AISBL, BE;
Coompanion Göteborg ek. för., SE

GRANT AMOUNT:

435 370 EUR

CONTRACT DURATION:

36 months

PRIORITY 1 OR MAIN:

Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2:

Promoting young people's social inclusion and well-being

TOPIC 1:

Access for disadvantaged

TOPIC 2:

New innovative curricula/educational methods/development of training courses

TOPIC 3:

Entrepreneurial learning - entrepreneurship education

CLUSTER(S):

Inclusion & Tolerance; Teaching & Training; Employability

PROJECT NUMBER: 2014-1-UK01-KA204-000013**TITLE:**

SUPPORTING IMPROVED LEARNING OPPORTUNITIES FOR HARD TO REACH GROUPS THROUGH THE USE OF PARTICIPATORY ARTS

DESCRIPTION:

The AIM of SILO is to address issues of adult social exclusion, expounded by lack of basic competencies and lifelong learning opportunities. The OBJECTIVE is to provide pedagogy, to enable our target group of practitioners to engage and support their beneficiaries i.e. socially excluded adults, to achieve validated competencies supported by distance travelled methodology, by engaging in non-formal learning via participatory arts projects.

24.2% of the population (EU27) is at risk of poverty or social exclusion and reduction of this number is one of the five headline targets of Europe 2020. Learning can directly provide the skills, knowledge and qualifications that are important in social and labour market participation.

The Council recommendation of 20.12.12 on non-formal/informal learning stated that “the validation of learning outcomes acquired through non-formal learning can play an important role in enhancing employability .. as well as increasing motivation for lifelong learning, particularly in the case of the socio-economically disadvantaged.

SILO will tackle those issues by providing new pedagogy for practitioners to:

a. Engage socially excluded adults via participatory art projects.

Participatory arts cover the full range of art forms and involve an artist working with at least one other person to take part in a process that the artist has facilitated. Arts Council England found that the ability of participatory arts to “address priorities and provide cost- effective responses to what sometimes seem intractable social problems is not widely acknowledged and often not capitalised upon.

b. Validate the non-formal learning from participatory arts projects to enable achievement towards key competencies and

c. Support client progress by the assessment of distance travelled or the “journey of change

No products currently exist which combine all these elements for the benefit of the beneficiary and no pedagogy currently exists which provides comprehensive support to practitioners to develop a participatory arts programme to include all these elements.

Our direct target group is practitioners within organisations working with socially excluded adults. These could be practitioners in adult and community learning organisations; arts based organisations; social and health care sector. We will also target managers and policy makers both domestically and within the EU, covering the three types of practitioner detailed above ,and practitioners within other sectors and specifically those working with young people who are NEET and young people at school.

During the project:

- 100+ practitioners in our direct target group will be involved in focus groups
- 120+ of our target group will be involved in launch events
- 20+ policy makers will be involved in a policy panel in the UK and a further 20 will be contacted by other methods
- 50+ of our target group will be involved in the final conference in the UK along with 5 international participants

Beneficiaries of SILO methodology are socially excluded adults and up to 50 beneficiaries will be involved via the participatory arts tests and beneficiary focus groups.

We have four IO's supported by a range of management and administration tasks covering dissemination, management of risk, quality, monitoring and evaluation. Key outputs are listed below:

- a. Production of a **BASELINE AND LITERATURE REVIEW** – social exclusion, engagement, participatory arts, non-formal learning, validation, key competencies, distance travelled
- b. Development of the **SILO PEDAGOGY** – produced as a series of training modules covering the topic above available via download from the SILO website
- c. Production of the **SILO BEST PRACTICE FILM** to support the training modules
- d. To ensure our products develop to meet real need:
 - 5 **PARTICIPATORY ARTS TESTS** with beneficiaries

5 BENEFICIARY FOCUS GROUPS

5 PRACTITIONER FOCUS GROUPS

- e. Production of the **SILO POLICY AND RECOMMENDATIONS REPORT** and review with the **POLICY PANEL**.

We will **LAUNCH SILO** in Spain, Poland, Greece and Bulgaria and at a **FINAL CONFERENCE** in the UK

Our methodology includes:

- Involvement of all partners during bid development and throughout delivery.
- Clarity of partner roles and responsibility.
- Allocation of tasks to ensure a balance of work building on expertise, strengths and interests
- Production of a detailed work plan supported by a partnership information pack and SLA
- Regular monitoring/quality review and feedback, providing opportunities to build a common understanding of quality, key issues, and concerns and of actions that need to be taken.
- Establishment of clear communication channels

Our long term aim is for the SILO methodology to be recognised and utilised specifically in the partner countries but also within other EU countries and ultimately for socially excluded adults to become engaged and be able to gain the key competencies by involvement in participatory arts projects,

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GRANT AMOUNT:

242 664 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Supporting the production and adoption of Open Educational Resources in diverse European languages

PRIORITY 2:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:	Creativity and culture
TOPIC 2:	Access for disadvantaged
TOPIC 3:	Pedagogy and didactics
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-UK01-KA204-000029**TITLE:** **EFFECTIVE TRAINING FOR NEETS****DESCRIPTION:**

According to Euro stat's January 2014 publication on Unemployment statistics for the year 2013 for the EU28, youth unemployment is one of the major challenges of EU employment policy .12.9% of those aged 15–24 in the EU28 are currently not in employment, education or training which corresponds to approximately 5.5 million young people.

The project aims to develop, improve and provide innovative support and deliver significant impact on the quality and effectiveness of training available and offered to young adults who are from disadvantaged backgrounds and are Not in Employment, Education or Training (NEETs) .

These young adults are generally disproportionately affected by a lack of opportunities which has been accelerated through the current economic crisis. This situation engenders a lack of motivation that affects not only their educational and work prospects but also their integration into society.

Training programmes for NEETs incorporate a variety of elements to teach key competences and basic skills and are currently being designed and delivered by local governments, charities and NGOs. These training providers have no platform to discuss experiences, problems, successes or results and therefore opportunities to exchange best practice are missed.

The project will work together with its Target Groups to gather, analyse and produce data to support the development of a common framework for identifying indicators to measure successful training.

The project will produce a Web Platform which, for the first time, will bring together training organisations from all levels (locally, nationally and EU-wide) which enables them to communicate, organise exchange and find methods of best practice. It will also allow them to publish and evaluate their own methods and assist them to compare programs offered by other organisations using the web platforms Matrix software tool.

The findings and results produce from the gathered data will form a Final Report-Best Practices for Effective Training for NEETs. This report will be published onto the web platform and be available for stakeholders to download and use as a reference guide for training NEETs.

The project will design and deliver two 5-day Pilot NEET Training courses where cross border mobility will be included in the experience. The two courses will be evaluated (including vital feedback from the NEETs) and the results will be available in a Pilot Performance Report(PPR) and published onto the web platform.

From the results of the Final Report and the PPR the project team will design and produce a course for teachers and trainers of NEETs to use. The Training Materials for NEET Teachers (TMNT) will include elements, methods and techniques that have been tested and proved to be successful. The TMNT courses will promote mobility as a significant factor in delivering more effective results in this sector of adult education.

The project will bring together a mix five partners from four EU countries that include, a local government authority, an adult education college, two private adult training providers and an ICT specialist in adult training software programs in key competences and basic skills.

The project partners have, between them, the relevant experience, expertise and links required to the NEET community to deliver the work and fulfil the aims of the project.

The aim of this consortium is to significantly decrease the numbers of young adults who are NEETs by offering them better training.

The major change envisaged by this project is to provide European stakeholders with exchange and to share the success of effective training offered to NEETs.

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GRANT AMOUNT:	281 572 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Improving the attainment of young people with low basic skills
TOPIC 1:	Labour market issues incl. career guidance / youth unemployment
TOPIC 2:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 3:	New innovative curricula/educational methods/development of training courses
CLUSTER(S):	Employability; Teaching & Training

PROJECT NUMBER: 2014-1-UK01-KA204-000036**TITLE:** **BE YOUR OWN BOSS**

DESCRIPTION: Be Your Own Boss is a project which responds to the growing need for adults in peripheral communities to be able to develop their entrepreneurial skills so that they can enter the labour market at a point of their own choosing through creating their own jobs. This set against a background of economic recession, persistent unemployment and a shrinking job market. The context for Be Your Own Boss is that job creation, and entrepreneurialism, are proven ways for peripheral communities to develop their own futures and grow local economies – yet they are rarely given access to the tools and support, such as business incubation, which is necessary to allow this to happen.

BYOB aims to transfer and adapt a successful methodology of raising entrepreneurial skills and job creation to new socio-cultural and linguistic contexts across Europe. The objectives are to give adult educators, and therefore learners, access to a proven methodology, which is grounded in experience provided inside business incubators and supported by online learning materials. The results will be increased capacities of adult educators to develop entrepreneurial skills in learners and the actual creation of micro-businesses and jobs by the adult learners.

The partnership brings together a private business, an international NGO, national incubators, and those experienced in adult education from 6 different countries with a broad geographical scope. The profile of those the project will work with are adult educators, adult learners and business incubators who work in, and alongside, peripheral individuals and communities. These groups could be peripheral for any reason such as geographical, economical, social, etc. The aim is to work alongside these groups to create 30 new businesses, and therefore jobs, by the end of the pilot.

The partnership activities will include creating a detailed state of the art review of entrepreneurial support for adults and those in peripheral regions, the creation of handbooks for adult educators and business incubators to engage with these individuals, 30 e-tutorials for those both using and experiencing the methodology, a pilot in 3 different countries of the methodology and a website where the project experiences and created tools will be available in all partner languages. Alongside this there will be a detailed dissemination and exploitation plan, a monitoring and evaluation plan, a quality assurance plan and a set of 5 transnational meetings between partners which will include multiplier events in the forms of conferences, seminars or press events.

The methodology to be used in carrying out the project is an open approach to project management and participation where each partner has the lead on a different activity under the ultimate control of the project leader. There will be monthly Skype meetings between the project lead and each partner and technology such as Skype and dropbox will be used to allow all partners to access necessary documents and pro formas.

The results of the project will be a flexible model and methodology of job creation and entrepreneurial teaching for adults. It is a programme which will be supported by downloadable tools and resources. The result of the pilot will be 30 peripheral adult learners who have been supported to set up their own micro-businesses in their regions and the jobs which result from this. There will be a replicable and robust teaching model for the adult educators which has been disseminated at local, regional, national and international level. This will result in an impact at policy level.

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GRANT AMOUNT:	250 511 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Developing partnerships between education and employment
TOPIC 1:	New innovative curricula/educational methods/development of training courses
TOPIC 2:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Teaching & Training; Employability

PROJECT NUMBER: 2014-1-UK01-KA204-000049**TITLE:**

SOCIAL INNOVATION FOR RESILIENT COMMUNITIES

DESCRIPTION:

The Sustainable Innovation for Resilient Communities (SIRClE) project uses adult education to address one of the most pressing needs of our time, namely how to marry effective grassroots responses to climate and social change with the capacity to make a sustainable living in a challenging economic climate. Adult learners will acquire the skills needed to set up and run a social enterprise and sustainable business that contributes to the sustainability of their region. In this way they will be supporting the development of a new economy based on the creation and distribution of the goods and services needed to deliver a sustainable and resilient future.

Social enterprises are an essential source of jobs, in particular for groups of people who find it difficult to obtain work. These include youth, long-term unemployed, disabled people and people in rural communities, as well as members of the other disadvantaged groups cited above. While social enterprises operate on a commercial basis, their primary purpose is to serve their communities. This includes the delivery of local products and services and the creation of job opportunities for people who otherwise might remain unemployed.

The SIRClE Project brings together a diverse range of organisations from Austria, Belgium, Romania, Spain, Portugal and the UK (including a university; a social and holistic business, grassroots communities that train people in sustainability, resilience and social enterprise; organisations with consultative status to the UN and the EU, and others which work at the coalface with marginalised people such as the Roma communities in Romania and Spain) to achieve two aims over a three-year period, from November 2014 to October 2017.

Year One: Capacity Building. Starting in November 2014, two representatives from each of the 7 Partner organisations will meet in the Findhorn Foundation eco village in Northern Scotland for 5-days to experience together one of the cornerstone trainings that the new curriculum will be built upon, the Transition to Resilience Training. The curriculum will be highly experiential and innovative, using a core 'story' as the principal vehicle for the learnings and then adding different ingredients according to the nationality, size and composition of each group. It will also be translated into seven languages to meet the needs to each Partner country.

Partners will then meet monthly online and in person in regular intervals in order to share a variety of training methods and materials in order to create the new Sustainable Innovation for Resilient Communities (SIRClE) curriculum. Alongside the face to face meetings and monthly online conference calls, webinars will be conducted and at least 16 15-minute teaching videos produced to augment the trainings.

Years Two and Three: Delivery of the trainings. In this phase of the SIRClE Project, each Partner organisation will run 2 Pilot Trainings of the new curriculum. Each training will have a minimum of 16 participants, thus the Project will reach at least 228 participants. We aim to ensure that the courses comprise around $\frac{2}{3}$ people from the disadvantaged groups and $\frac{1}{3}$ people from groups that are more established in the mainstream and are now expanding their awareness to include issues relating to sustainability. Each group will learn from the other, the final outcome being the creation of at least xxx social enterprises in each country that will enable participants to develop a source of livelihood while exhibiting active citizenship in a way that serves the transition to resilient and sustainable communities.

The long term impact of this SIRClE Project will be the creation of at least 18 sustainable ventures in 6 EU countries, the creation of a cutting edge, innovative curriculum that supports both societal transition to resilience and the establishment of social enterprises; and the opportunity to disseminate this curriculum and the best practice that accompanies it, within the UN, parts of the EU and within universities.

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GRANT AMOUNT:	446 285 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Promoting the take-up of practical entrepreneurial experiences in education, training and youth work
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	Environment and climate change
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Entrepreneurial learning - entrepreneurship education
CLUSTER(S):	Education for Sustainable Development; Teaching & Training; Employability

PROJECT NUMBER: **2014-1-UK01-KA204-000050**

TITLE:

UNDERSTANDING AND SUPPORTING DYSLEXIC MIGRANTS' FAMILY MEMBERS

DESCRIPTION:

The migration processes are strongly influence upon removing the barriers to free labour market and the possibility of free movement, as well as the combination of economic, political and social factors.

The population of Europe is approximately 503.5 million.

Averaged from Eurostat data, it can be summarized, that about 10% of citizens do not live in their home countries, regardless of the reasons for that.

Between 10 and 15% of these people are affected by dyslexia.

Dyslexia involves difficulties with reading, writing, maths, and, in the majority of cases, difficulties studying a foreign language. These difficulties remain for life and the genetic element is of considerable importance.

These difficulties are either inherited, or acquired, whereas, the same family might have dyslexic children, as well as dyslexic parents. Very often, family members are unaware that their difficulties are the result of dyslexia, since they have never been diagnosed.

Relocating to a foreign country in pursue of a job, education, or a career, these people and their families, find themselves in predicaments because of the poor communication, as well as limited possibility to access administrative services, or for legislation related reasons, and often they become social security users, instead of being capable of finding good professional realization to themselves.

Dyslectic kids of migrant families have difficulties with their studies and lag behind in their education, thus being exposed to risk of remaining illiterate. And it takes only one step from being illiterate and being impecunious.

The project objective is to elaborate an accredited course for migrant families with a family member with dyslexia, to provide information, support, guidance and resources, to inform other institutions and organizations, working with migrants.

The partners share a common viewpoint, that it is not so much identifying the condition, as it is the lack of information of parents, regarding the support they can provide to their child or to themselves in their situation of migrants.

In cases, in which the entire family lives abroad and communication in a foreign language is required in all aspects of life: work, daily routines, leisure activities, schooling, such a difficulty becomes even more conspicuous.

The objectives under the current proposal:

- To support the parents to migrants in their effort to provide proper care of SpLD child in their individual process of development;
- To provide information to migrant families and help them understand better their problems /if a family member is a dyslexic/
- To provide information on available self-help and information about services, institutions and legislation:
- To inform respective services and institutions, working with migrants, on the nature of their difficulty;
- To support teachers, specialists and stakeholders, working with migrants.

All that shall be achieved through providing the following resources:

- an Self Help eBook in project partner languages;
- an eBook version of the brochure with information to institutions and organizations;
- an eBook version of the Manual with lectures, designed for teachers, specialists and stakeholders, working with migrants.

These constitute the main products.

These materials shall be accessible on the project site and the sites of partner organizations, aiming to encourage the widest possible dissemination.

The content of materials shall take into consideration the difficulties of people with dyslexia, especially reading difficulties, since the content shall be organized in a dyslexia-friendly way. This shall help dyslexic parents as well.

The project will give the opportunity for proper guidance in searching jobs according to the difficulties of dyslexic people and by offering tailored learning opportunities to individual in the role of migrants, as well as professional guidance for children with dyslexia in order to find their own successful path in life with the necessary social standard.

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GRANT AMOUNT:	269 359 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting young people's social inclusion and well-being
PRIORITY 2:	Improving the attainment of young people, particularly those at risk of early school leaving
TOPIC 1:	EU Citizenship, EU awareness and Democracy
TOPIC 2:	Disabilities - special needs
TOPIC 3:	Access for disadvantaged
CLUSTER(S):	Inclusion & Tolerance

PROJECT NUMBER: 2014-1-UK01-KA204-000064**TITLE:****MOTIVE****DESCRIPTION:**

The Motive project aims at boosting skills and employability through the development of an informal learning and validation methodology which supports adult learners and community development. This will be piloted in 5 different countries with 5 groups of marginalised learners. Motive provides a flexible pathway for adult learning including validation of prior learning. The project will develop the methodology and accompanying training and learning resources through 5 phase approach:

Phase 1- Research and Consultation The partnership will research good practices around personal development in their own country and 15 effective validation tools within community informal and non-formal learning. The partnership will use the findings to inform the development of the Intellectual outputs and to identify the ways that the Motive method and resources are both innovative and complementary to existing European resources. The partnership will also consult with target learners to ascertain what the specific barriers they face and to begin the recruitment of Community Learning Champions within each of the partner countries.

Phase 2- Motivate: 5 national Trainers will participate in the initial pilot of the Community Learning Champions course. They will travel to the UK to be trained with the developed CLC training course. This training will equip them with the skills and knowledge to support the CLCs in their new role of Community Learning Managers - CLMs They will recruit 5 CLCs 25 in total and deliver a local training course to adult learners on how to support personal and self development within informal and non formal learning and support learners from marginalised backgrounds to validate their skills. Broadcasting clips involving CLMs, CLCs and adult learners will be developed on a national level targeted at learners and the wider public to raise awareness and increase attractiveness.

Phase 3 - Innovate: P25 CLCs will engage with 150 learners through facilitating practical informal and non formal group workshops CREDOs (Community Resilience Employability Development Opportunities which will help learners to develop their own personal pathway of learning and harness their interests and passions. These learning opportunities will also be of benefit to the wider community, for example health promotion days. The CLCs will provide further support and guidance to enable the adult learners to recognise the skills and competencies that they already possess and are using within the learning activity and new skills that they are developing. During this phase of the project CLMs will also pilot the Motive process guidelines and learning resources which the partnership develops to support the CLCs.

The pilot will investigate 3 dimensions of the training resources and toolkit developed for Community Learning Champion the toolkit itself, b.) How to create a rich learning initiative for others? c.) And, how this process supports learners to move onto positive pathways for example further education?

Phase 4- Validate: As discussed in Stage 3 the CLCS will support the Adult Learners to recognise existing and developing skills and competencies which are identified as key skills within employability. They will do this through the piloting of the Motive Validation toolkit for informal learning. This will be developed through the partnership using the collection of good practices developed in Phase 1 of the project. The Partnership will also develop other OERs which enable learners to validate their skills in a variety of ways. – through use of methods such as a personal learning journey, action planning, learning portfolio linking to Europass and EQF. Broadcasting clips involving Adult Education staff, CLCs and adult learners will be developed on a national level demonstrating the successful journey of informal learners in validating these skills. As part of this phase of delivery the CLMs will support CLCs to validate their own skills and learning using the Validation toolkit.

Phase 5- Evaluate: 16 of the Community Learning Champions will also be given the opportunity to undertake a new and innovate 3thinking Impact Assessment. This impact assessment will be based on creative approach which has been developed by P4 which looks at a project in relation to the person, the organisation delivering it, and the community as a whole. The CLCs will travel to LT to participate in a pilot training course in the 3thinking Impact Assessment. Following on from this the CLCs will complete the impact assessment in their own countries with support from their CLM and P4 and P1. The findings of the Impact Assessment will be put into a National Impact Assessment report and these will be summarised

in an EU Executive Summary detailing the findings and conclusions from each of the partner country pilots and making recommendations about how to improve the Motive method and how it can be used in different settings

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GRANT AMOUNT:	298 809 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	Access for disadvantaged
TOPIC 2:	Early School Leaving / combating failure in education
TOPIC 3:	Intercultural/intergenerational education and (lifelong)learning
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-UK01-KA204-000065**TITLE:**

EQUIPPING EUROPEAN PRIMARY CARE HEALTH PROFESSIONALS TO DEAL WITH GENETICS

DESCRIPTION:

With one person in 20 being affected by a genetic condition in their lifetime, medical professionals in primary care are increasingly expected to deliver genetic services in daily patient care. Professionals in primary care are increasingly expected to answer patient queries about genetic conditions, deliver genetic information and triage patients who require genetic or other specialist services. This requires appropriate skills and genetics knowledge to deliver care in daily practice that addresses patient needs, reduces morbidity and mortality and maximises the use of health resources. Genetics education is only very slowly starting to become a common part of medical curricula and continuing medical education that is case based and grounded in daily practice of primary care practitioners is urgently needed. However, postgraduate training programmes in primary care and public health are currently failing to meet these perceived educational needs, for example for general practitioners and midwives. This project has been designed to help primary health care workers to identify patients who may have a condition or healthcare concern with a significant genetic component and to manage the patient appropriately.

The aim of the project is to implement adult education via an innovative Train the Trainers programme in genomic healthcare among European primary care practitioners. The education will be embedded in a Care Bundle that includes appropriate tools and resources for use in daily clinical practice. This project will be achieved via a partnership between expert patients and specialists in adult education, primary care and health genetics to achieve the long-term outcome of improvement in care of patients with genetic conditions or concerns. The objectives are to:

- 1) conduct an educational needs assessment in genetics for primary care practitioners and produce a course curriculum
- 2) produce a Care Bundle with both education and practical clinical tools to facilitate primary care practitioners to provide care for patients with genetic conditions or concerns
- 3) deliver adult education for primary care practitioners in six countries
- 4) create a sustainable online educational training course for primary care practitioners in Europe.

A needs assessment (systematic review and stakeholder meeting) regarding education and training required by primary care practitioners to deliver effective genetic healthcare will be undertaken as a basis for the curriculum. The educational programme will be embedded into a Care Bundle for primary care practitioners that will include not only the training component, but tools and resources for practical use in clinical settings. We will use Train the Trainers methodology to deliver the adult education programme to a core group of practitioners, who will then also be equipped to train others in their own countries to provide genetic healthcare to patients. This will be interactive, case based and incorporate feedback from actual patients in each country. Using links with European and national patient groups, we will include interactive training sessions with real patients and online sessions with simulated patients: this is innovative in medical education in general and genetics education in particular. After an initial pilot course, the training programme will be modified according to feedback, translated for use and delivered in at least six European countries. In addition, the online course will be available in an asynchronous version for those who wish to undertake training in their own time. Sustainability will be assured through publication of outputs for use of educators and hosting of the course webpages by the European Society of Human Genetics, a stable pan-European organisation, the mission of which includes support of professional education and adoption of the programme by national professional organisations.

Using Kirkpatrick's model of educational outcomes (Kirkpatrick 1967), we will test changes in knowledge and skills of the adult learners via an online survey, but will also evaluate changes in clinical practice and patient care through interviews with a proportion of learners three months after they have completed the course.

The programme will enhance understanding of the appropriate management of patients with genetic conditions or concerns in primary care practitioners, improving the quality of healthcare in Europe. Through use of the Train the Trainers model, we will create a cohort of peer trainers that will exponentially increase

the impact of the programme, as will the availability of the online training programme for at least five years beyond the project. Although this proposal covers education delivered in six languages, the programme will be freely available for others to translate into their own languages for their use nationally, creating further impact on practitioner knowledge and skills in Europe.

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GRANT AMOUNT:	246 748 EUR
CONTRACT DURATION:	36 months
PRIORITY 1 OR MAIN:	Fostering the assessment of transversal skills
PRIORITY 2:	Supporting the production and adoption of Open Educational Resources in diverse European languages
TOPIC 1:	Health and wellbeing
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Open and distance learning
CLUSTER(S):	Health & Medicine; Teaching & Training; New Technologies & Digital Competences

PROJECT NUMBER: 2014-1-UK01-KA204-000071**TITLE:** **DIGITAL TIMELINES****DESCRIPTION:** Digital Timelines is a training course and support materials to produce videos for the benefit of people with dementia. The project maximises the use of developments in ICT with regards "multi-media digital devices and associated progress in consumer access to produce a training programme and bespoke digital resources which can encapsulate memory stimulating information from a variety of media to benefit specifically the person with dementia and their family and friends, as well as professional careers.

The project aims to allow practitioners in care as well as family members to produce an effective resource which is at very little or no cost to the persons with dementia or their careers. The project encapsulates a research element which then makes an international comparison of the partner countries (UK, Romania, Slovenia, Turkey & Sweden) Which informs the development of the training package that is easily transferable and accessible to individuals, carers, family and professionals alike. The training package will be cascaded on a one-to-one basis or in small groups. It will further be available as an eCourse, and will be supported by examples of digital timeline videos, as well as an instructional video, to ensure that along with many other complementary support interventions, the products are universally and freely available as open educational resources. As well as the national research and international comparison report, it is intended that the project will train up to 72 participants, create 12 example videos, with 6 instructional videos. The resources will be available in the partner languages as well as English.

Dementia is a universal phenomenon which is increasing at an exponential rate. It is estimated that there are currently 1.04 million (1.65%) sufferers in the UK, 270,300 (1.26%) in Romania, , 32,000 (1.57%) in Slovenia, 331,000 (0.44%) in Turkey and 173,000 (1.82%) in Sweden. (Alzheimer Europe 2012 stats) There are more than 10 million across Europe and 44 million globally. Directly linked to longevity, this is set to double over the next 20 years. Until, indeed if, dementia becomes curable, it represents an increasing cost challenge for governments, as well as an increasing social and moral challenge for humanity. These challenges therefore create demand by governments, communities and families for new, innovative and low- cost services which help to manage progress of the disease, maintain quality of life and help people stay away from expensive chronic support services

This means that care for people with dementia is a growth industry and offers economic opportunities for European workers. Furthermore, the scope to use increasingly sophisticated ICT to help people with dementia is likewise a growth field, with new assistive technologies regularly coming on stream. Already, there are a variety of therapies accessible to dementia carers, family, friends and professionals , which help the person with dementia to sustain activity of the memory function and maintain good quality of life for as long as possible e.g. compilations of favourite songs; written and photo-annotated life story personal accounts.

In our initial exploration of the potential value of and demand for the outputs of this project, Alzheimer's Society UK have been most encouraging and supportive.

The envisaged impact will be that many people in direct or indirect contact with people with dementia will become trained in the production of the digital timelines videos across Europe as well as be trained in the ability to train others in the production of same.

This will allow them to appreciate how they or those trained by them can improve the life of a person with dementia by stimulating memories in a technical based multimedia way. A number of third sector organisations and SMEs providing health and social care. will benefit from knowledge exchange opportunities that might not otherwise be easily available via our community of practice, they will be able to share best practice and adopt the project learning materials as part of their programmes of education and training.

Sustainability is an area where we already have very positive responses from internationally respected organisations including Alzheimers UK. our sustainability plans, and our reach at local, regional, national and EU level is one of the major strengths of this project. We envisage that this project will sustain itself indefinitely and will generate a whole raft of similar intervention which focus on the individual.

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GRANT AMOUNT:	238 194 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Promoting the professional development of staff and youth workers in ICT methodologies
PRIORITY 2:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
TOPIC 1:	ICT - new technologies - digital competences
TOPIC 2:	Health and wellbeing
TOPIC 3:	Intercultural/intergenerational education and (lifelong)learning
CLUSTER(S):	New Technologies & Digital Competences; Health & Medicine; Inclusion & Tolerance

PROJECT NUMBER: 2014-1-UK01-KA204-000077**TITLE:** SQUARED WOMEN

DESCRIPTION: One of the The Dakar Global Education for All (EFA, in the annex 2 point 4) aims to be achieved, is A 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. In fact, as stated in many documents dealing with global education needs, good governance, supporting institutions and economic policies will be slower in achieving their objectives, if large proportions of people remain illiterate and excluded from many sources of information. So as an institution dealing with linguistic and social/cultural education, we felt the need to contribute to improve the level of knowledge of foreign languages(the language of the hosting country) among migrant women. Women play a very important and sensitive role in modern European societies:

Better integrated women help the society to develop, especially when such women are mothers or new entrepreneurs, who need to have the linguistic skills in order to be efficient in their daily routine or profession. Often migrant women are forced to follow their family to places which, especially at the beginning, may appear to them very foreign or inaccessible. Lack of linguistic and cultural preparation, first experience abroad, young or advanced age, etc. may make them feel inappropriate or excluded, with all the consequences one can imagine, either in their working or family environments. More than often migrant women cannot use the skills developed in their countries in formal educational contexts and they end up with accepting any job offered. With this project we intend to create a better integration and circulation of prepared and motivated people inside the European community. Because of the presence of more and more National identities and languages spoken in Europe, it is of course necessary to know foreign languages, but it is beneficial as well to use the own native language as a tool for cultural enrichment in the new, hosting society. During the project we will use any material apt to represent minorities' needs and competences, which can also allow a cooperative learning environment where the participants will be not only learners in the process but also tutors for others at the same time. The use of a woman educator, didactical material coming only from women, may they be writers or painters or artists of any other sort, will help to build with the female learners a relation of trust able to avoid affective filters, improving motivation to learn and making possible for the new women citizens to feel part of the new society in which they will eventually play a fundamental role.

The project aims to provide the target group, European female teachers/trainers, with didactical techniques to be used when teaching literacy to migrant women in a mother tongue or in L2 (foreign language) classes. Participants in the project will be taught on how to be more effective in communication with this very particular target group, using strategies which take into consideration intercultural competences and, most of all, artistic production (literature, art, music etc.) of female Europeans. The project focuses on such techniques and on how to exploit the European female artistic production when teaching a foreign language of the hosting country. Different kinds of selected materials will be used in order to reach the needs and the expectations of the participants. Through these artistic material, we will analyze traditions and customs related to some ethnicities and cultures, in order to create a set of intercultural abilities/competences for teachers/trainers. These competences are meant to be transferred by the teachers/trainers prepared in this project and used in different fields and teaching contexts. In the educational one in general, but also for social skill development, in particular the ability to build different kinds of connections in a new society.

So, the project aims to enhance emotional and social literacy as well, giving to the participants' didactic tools to teach to the final learners (migrant women) the skills acquired during the project.

FINAL TANGIBLE PROJECT PRODUCTS

- new didactic materials basing on artistic female production in different languages (languages of 6 partners - EN, IT, IS, SE, PL, DE)

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GRANT AMOUNT:	116 705 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Gender equality / equal opportunities
TOPIC 2:	New innovative curricula/educational methods/development of training courses
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Inclusion & Tolerance; Teaching & Training

PROJECT NUMBER: 2014-1-UK01-KA204-000081**TITLE:****CREATIVE THINKING IN LITERACY AND LANGUAGE SKILLS****DESCRIPTION:**

Having considered the four main strategic objectives for the ET 2020 framework and in particular its strategic objectives of

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

Our own professional experience and the analysis of a number of key European strategies and documents have informed the selections of the pedagogical theme and approach of this project for a range of professionals. We have carefully considered how educators in adult education (through their work in raising literacy and languages skills of adults) can support the wider European agenda.

In particular, we have considered the following:

'The current difficult economic climate has highlighted the importance of education as a catalyst for economic growth ... We have to tackle the problem of 80 million low-skilled adults whose future looks increasingly marginal in a Europe that will concentrate on knowledge-intensive jobs.' (European Commission 2012)

'To increase economic competitiveness and create a more equitable and inclusive society, lifelong learning should be a reality for everyone in the EU. Adults participation in lifelong learning should be increased, particularly for individuals and groups at risk of exclusion, such as those with a low level of education' (Bruges Communiqué and ET 2020 Strategy).

Therefore, there are significant imperatives to increase the participation rates within adult education, to achieve higher standards of literacy and language skills for 'everyone' eligible to benefit from the various aspects of lifelong learning. Clearly this objective serves the interests of individuals and the wider European community.

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

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

The consortium includes public and private organisations representing adult education and higher education, all having good networks with contacts at, local, regional, national and European levels, providing a good geographical representation in Europe -UK: LEAP Ltd; DE: VHS Cham; HR: Faculty of Teacher Education; IT: Istituto comprensivo 10.

A structured approach to the project development is planned based on shared collaborative principles through which partners will engage in a number of planned activities in order to achieve the following expected results:

- a set of guidelines around the key principles of creative thinking;
- a training package which includes a set of modules around the key thematic areas of creative thinking

- 5 training /multiplier events/workshops in which selected staff will be trained around the key thematic areas of creative thinking
- a compilation of good practice examples around the key thematic areas
- a project portal which will include interactive training materials and a repository
- multiplier events (1 in each country) as a tools for mainstreaming the project results and materials
- DVD for raising awareness of the project tools/outputs and training materials
- a professional development course plan for delivering of the project outputs even after the project officially ends.

The project will impact in the short and long term on the ability of adult education providers, teachers, educators, trainers and learners as it aims to support changes directly into the wider educational community. We would hope that the project will impact on the educational community by providing:

- Direct access to creative thinking methods and tools within with a European focus
- Improve literacy and language learners to be better and more active in society and improve engagement levels, especially of those at risk of exclusion, by raising the educators' skills and competences in providing effective learning situation for adults.

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GRANT AMOUNT:	155 550 EUR
CONTRACT DURATION:	24 months
PRIORITY 1 OR MAIN:	Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)
PRIORITY 2:	Revising and strengthening the professional profile of the teaching professions
TOPIC 1:	Key Competences (incl. mathematics and literacy) - basic skills
TOPIC 2:	Pedagogy and didactics
TOPIC 3:	Teaching and learning of foreign languages
CLUSTER(S):	Teaching & Training

PROJECT NUMBER: 2014-1-UK01-KA204-000085**TITLE:****UPDESIGN – EMPLOYABILITY AND TRANSVERSAL SKILLS DELIVERY FOR YOUNG DISADVANTAGED LEARNERS THROUGH INNOVATIVE UP-CYCLING METHODS AND APPROACHES****DESCRIPTION:****COORDINATOR:**

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Consorzio Sociale Abele Lavoro, IT;
Instituto para el fomento del desarrollo y la formación S.L, ES;
FVA SAS DI LOUIS FERRINI &
C, IT

GRANT AMOUNT:

287 297 EUR

CONTRACT DURATION:

24 months

PRIORITY 1 OR MAIN:

Promoting the take-up of practical entrepreneurial experiences in education, training and youth work

PRIORITY 2:

Contributing to a reduction in the number of low-skilled adults (re-skilling and up-skilling of adults)

TOPIC 1:

Access for disadvantaged

TOPIC 2:

Key Competences (incl. mathematics and literacy) - basic skills

TOPIC 3:

New innovative curricula/educational methods/development of training courses

CLUSTER(S):

Inclusion & Tolerance; Teaching & Training



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