



Grundtvig

Adult education and other
educational pathways

Compendium 2013

Introduction

Every year the Executive Agency publishes the Compendia of all the projects selected for funding under the annual Call for proposals of the Lifelong Learning Programme. The present publication is dedicated to the projects selected in 2013 under the centralised actions (i.e. actions managed by the Education, Audiovisual and Culture Executive Agency: Multilateral Projects, Networks and Accompanying Measures) of the Grundtvig sub-programme.

The Compendia are part of the Executive Agency's contribution to a better dissemination of information about ongoing projects and to an improved networking among project coordinators.

In the Compendia you will find a short description of each project, the contact details of the beneficiary and coordinating organisations and a list of the partners initially involved in the project. The projects are grouped by action and further listed in numerical order by project reference number. Please note that the Compendia reflect the state of the projects at the selection stage (in December 2013), which means that data such as duration, composition of the partnership or contact details may change during the lifetime of the project.

The following is a brief overview of the aims and objectives of the Grundtvig sub-programme and some figures from the selection results.

Launched in 2000 and up until now part of the overarching Lifelong Learning Programme, Grundtvig aims to provide adults with ways to improve their knowledge and skills, keeping them mentally fit and potentially more employable.

It not only covers learners in adult education, but also the teachers, trainers, education staff and facilities that provide these services. These include relevant associations, counselling organisations, information services, policy-making bodies and others involved in lifelong learning and adult education at local, regional and national levels, such as NGOs, enterprises, voluntary groups and research centres

In the 2013 Call for proposals financial support has been provided under the following Grundtvig centralised actions:

- Multilateral projects, undertaken by institutions/organisations from different participating countries working together, pooling knowledge and experience, in order to achieve concrete and innovative results/products with indisputable European value. In many cases, this involves piloting experiences in strategic areas and producing teaching products of high quality. These projects also seek to strengthen the European dimension in the field of adult learning.
Out of the 436 proposals submitted, 63 Multilateral projects were selected for funding (a success rate of 14.4%). The total EU co-funding amounts to EUR 18.14 million.
- Networks, aiming at strengthening the link between the various 'actors' involved in adult education in the broadest sense, to improve the quality, European dimension and visibility of activities or issues of common interest in the field of adult learning and to help make lifelong learning opportunities more widely known and available to citizens.
Of the 12 proposals submitted, 2 Networks were selected for funding (a success rate of 16.7%). The total EU co-funding amounts to EUR 0.9 million.
- Accompanying Measures, supporting activities which, though not eligible under the main Actions of the Grundtvig Programme will clearly contribute to achieving its objectives.
Of the 21 proposals submitted, 3 Accompanying Measures project was selected for funding (a success rate of 14.3%). The total EU co-funding amounts to EUR 0.38 million.

Finally, it is worthwhile mentioning that on the website

<http://eacea.ec.europa.eu/static/en/Bots/condocs.htm#compendia> you can also find Compendia of the projects from the previous years funded under the Socrates (2004-2006), and on the webpage

http://eacea.ec.europa.eu/llp/results_projects/project_compendia_en.php

Compendia for projects funded under Lifelong Learning programmes (2007-2012).

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Accompanying Measures

REFERENCE : 538481-LLP-1-2013-1-BE-GRUNDTVIG-GAM

TITLE: REgional NetWORKing for Adult Learning in Europe
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Description: In 2011, the European Council agreed on the Renewed European Agenda for adult learning. The related benchmark, 15% of adults participating in LLL by 2020, is not developing well. Two regions especially: Southern Europe and Central & Eastern Europe. This project therefore plans to bring together the representatives and providers of the two less developed adult education regions each, to give them the opportunity to exchange their experiences, challenges and developments. They will discuss the European Agenda in their countries and regions and identify the challenges and necessary steps for the further developments. These recommendations will be discussed with and presented to the national coordinators of the relevant countries and the EC.

Aims and objectives:
 Strengthening the European Agenda, especially in these 2 regions; Bringing together the 'top-down' and the 'bottom-up'; Provide a state-of-the-art report as a basis for discussions; Strengthening the networking; Providing feedback about the developments to the EC; Providing recommendations about the next steps; Strengthening civil society and its cooperation; Facilitating transfer of innovation within the 2 regions

The EC will receive recommendations so that it can continue their work with more grassroots level input. The National Coordinators will be part of the project and have the opportunity to exchange their approaches within the regions and with civil society organisations from their own and neighbouring countries. Adult education institutions in the 2 regions will be invited to participate in the meetings and to contribute to the report. The other regions of Europe (national coordinators as well as civil society) will be informed and can take the developments into account.

We believe that the project can really positively influence, contribute to and push forward the European Agenda, thereby thereby improving the situation of adult education in the 2 regions where it is weakest.

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Approved Budget 178.342 EUR
Grant Awarded 133.756 EUR
Contract Duration 12 months

REFERENCE : 539962-LLP-1-2013-1-FR-GRUNDTVIG-GAM

TITLE: Building learning societies: Promoting the validation on non-formal and informal learning

Description: In times of rising unemployment, lack of economic growth, making use of new learning opportunities outside the formal system, and of the skills acquired through prior learning is urgent. Nowadays more than 120 million people are living in poverty or at the threat of falling into one, approx. 25 million people are unemployed, while 77 million European still have at most lower secondary education. The Europe 2020 Strategy stresses the need for more flexible learning pathways and sees the validation of non-formal and informal learning (NFIL) as a pre-requisite and as a strong incentive for the fulfilment of the agreed social targets: 20 million fewer people in or at risk of poverty and social exclusion, 75% of the 20-64 year-olds should be employed, reduction of school drop-out rates below 10%.

Building upon the existing endeavours in the field of validation of NFIL, as well as the recently adopted Council recommendation (2012/C 398/01), the project will focus upon promoting the validation of skills and competences acquired informally and non-formally. In the course of the project it has been envisioned to launch national awareness raising campaigns involving (beneficiaries) stakeholders, such as employers, trade unions, education and training providers, and civil society organization, to promote the validation of NFIL, and to involve them in the process of setting up the national arrangements for this process. Additionally, the end product will comprise of an European strategic guide for fostering the participation and raising awareness on validation of learning outcomes of NFIL to improve career perspectives and stimulate further adult learning of disadvantaged groups and unemployed. It will enable exchanges of good practices and promotes peer-learning at European level. Dissemination expects to build up national coalitions that will support policy makers in developing national validation arrangements by 2018.

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Centres D'Entrainements aux Méthodes d'Education Active (FR)
Fagligt Internationalt Center (DK)
General Federation of Trade Unions Educational Trust (UK)
Liga Española de la Educación y la Cultura Popular (ES)
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IME της Γενική Συνομοσπονδία Επαγγελματιών Βιοτεχνών Εμπόρων (GR)
Институт за социална интеграция (BG)

Approved Budget 200.000 EUR

Grant Awarded 150.000 EUR

Contract Duration 12 months

REFERENCE : 540720-LLP-1-2013-1-UK-GRUNDTVIG-GAM

TITLE: Remembering Yesterday, Caring Today

Description: The European Reminiscence Network, founded in 1993, aims to develop and promote best practice in reminiscence work and to exchange skills across national boundaries throughout Europe. We share our learning through training programmes, educational workshops and conferences for professional educators from different fields, such as health, social services, education and cultural work.

Our projects actively involve older people, many of them from minority ethnic groups, and many of them living with dementia. Through in-depth reminiscence-based learning programmes lasting over 6 -12 months, we aim to increase social inclusion, promote inter-cultural and inter-generational understanding, and involve older people in creative activities which maximise their life experience, increase their self-esteem and engage them with the wider community.

Our initiatives involving 7-12 European partner countries, have been supported by the European Commission through Social Affairs, Health Promotion, Culture and Education. Over the last six years our work has been supported by Grundtvig through Learning Partnerships and Learner Workshops. Recent projects have focused on reminiscence in dementia care, through two highly innovative partnership projects.

Fifteen years ago in 1997, the European Reminiscence Network hosted the first international conference on this theme entitled 'Widening Horizons in Dementia Care' supported by the European Union and attracting 250 delegates to London from 4 continents. As a result of this conference, we generated a Europe-wide series of reminiscence projects with remarkably positive responses from practitioners and from families experiencing life with dementia. We now wish to host an international conference through which we can share what we have learned and bring together leading practitioners from across the fields of reminiscence and dementia care. We will publish the results of our work and the conference papers via linked websites.

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Voice of Older People Donegal (IE)
Wielkopolskie Stowarzyszenie Alzheimerowskie (PL)

Approved Budget 133.628 EUR

Grant Awarded 100.221 EUR

Contract Duration 12 months



Grundtvig

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Multilateral Projects

REFERENCE : 538238-LLP-1-2013-1-DK-GRUNDTVIG-GMP

TITLE: Culture Guides for marginalised social groups

Description: The EU states have as a main cultural policy goal to promote art and culture to the entire population, but are confronted with the recurring problem of large residual groups of non-users, especially among social marginalised. The most appropriate way to meet this problem is by "citizen help citizen". Therefore the partnership, including five national umbrellas for voluntary arts and culture, intends to provide new "culture guide services", where volunteers can act as guides by introducing and helping marginalised social groups to participate in local art and culture activities. The project deliver

1. Improved organisational capacity of voluntary arts and culture associations to facilitate the culture guide services
2. Innovative curricula and training course modules for culture guide volunteers.
3. New knowledge, methods and practises from a series of multilateral pilot works providing varying culture offerings to different marginalised groups in different living areas
4. A European Handbook presenting the know-how, methodologies, and Best Practise of culture guide services
5. Two pilot Grundtvig IST-courses, for facilitators and volunteers.
6. A sustainable valorisation of the results, including a concluding European Conference, and a European network for facilitators and volunteers engaged in culture guide services,

Envisaged impacts:

- The new services will be incorporated to some degree in the ordinary activities of the European sector of voluntary arts and culture associations.
- The concept will be known and gain political, ideological or financial support from main stakeholders.
- The offerings will help parts of the social marginalised to a change, where they feel lesser excluded, gain more self-esteem, experience personal development and improve their quality of life.

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Voluntary Arts (UK)

Approved Budget 399.773 EUR
Grant Awarded 299.829 EUR
Contract Duration 27 months

REFERENCE : 538254-LLP-1-2013-1-IT-GRUNDTVIG-GMP

TITLE: Community projects for social innovatiON through intergenerational volunteering experiences

Description: New strategies are required to create a European society active at all ages. These must enable elders and youngsters to be protagonists in the social life of their communities. New forms of volunteering provide a major opportunity for this to happen, enhancing the self-esteem of both generations while reducing the risk of social isolation for elders in particular. The core of the initiative is the innovation of the traditional activity of volunteerism providing the 21st century volunteers with a path for personal and social growth through the possibility of creating their own personalized and participative activity. The ComeON! project is aimed at promoting active citizenship of both elderly and young people through a formative intergenerational volunteering experience rooted in the development of social innovation projects aimed at territorial and community improvements. In this context, the objective of the project is to develop, test and validate an innovative intergenerational and peer-to-peer learning approach and environment, integrating youth and elderly volunteerism into a rich active educational experience that integrates leading-edge physical and virtual ("phyrtual") elements in the effective pursuit of social learning and innovation. The Project will conduct dedicated transnational pilot training courses integrated with concrete community work where seniors, students and teachers will identify and implement micro-projects for social innovation at local level. By participating in this rich educational experience, they will reinforce and develop transversal key competences and tackle simultaneously the challenges of active ageing, 21st century life skills and responsible citizenship. Elders will have visible active roles in their communities and they will either contribute and/or acquire methodologies and tools that will enable them to create, develop and implement projects and initiatives along with the younger generations.

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School Inspectorate of Iasi County (RO)
Stichting International Child Development Initiatives (NL)
University of Edinburgh (UK)

Approved Budget 386.095 EUR
Grant Awarded 289.571 EUR
Contract Duration 24 months

REFERENCE : 538286-LLP-1-2013-1-LT-GRUNDTVIG-GMP

TITLE: Euro-folio - developing and proving the achievement of the key competencies in young adults that employers require when recruiting

Description: Our research highlighted that-qualifications are not as important as competencies to an employer when recruiting a young adult; use of informal/non-formal learning and the role of organisations supporting young adults to develop competencies is critical; supporting progress, by having a system that assesses distance travelled is vital; employers find difficulty in measuring and assessing key competence when recruiting; young adults found difficulty in presenting their achievement of key competence.

We will develop products that will enable young adults to (a) understand the key competencies that employers require when recruiting; (b) develop those competencies, specifically recognising competence acquired via informal and non-formal learning with organisations supporting young adults; and (c) demonstrate to employers, the achievement of those competencies. Products include:

- A European research document defining the essential key competencies which employers look for in young adults when they are recruiting.
- Workbooks, on-line tools etc. for use by organisations working with young adults to enable them to (a) understand what competencies employers are looking for (b) develop those competencies in young adults (c) incorporate the validation of non-formal/informal learning and (d) provide examples of action planning and distance travelled
- A certificate of proof of achievement of competence (CoPAC) to enable the young person to prove key competence knowledge skills and attitudes, achieved in a non-traditional way, to an employer.
- A DVD, aimed primarily at employers, which will prove (through case studies) how useful the CoPAC will be to them when recruiting young people.

The impact will be for youth organisations to support young adults in achieving key competencies that employers require; young adults to achieve key competence and prove achievement to an employer; employers to have confidence in the CoPAC as definitive proof of achievement of competence.

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Approved Budget 398.114 EUR

Grant Awarded 298.585 EUR

Contract Duration 24 months

REFERENCE : 538399-LLP-1-2013-1-DK-GRUNDTVIG-GMP

TITLE: Ask Dad and/or Mum. Parents as Key Facilitators: an Inclusive Approach to Sexual and Relationship Education on the Home Environment

Description: Family learning is the learning between different generations that happens inside families. The term refers to the sharing of information, thoughts, feelings and experiences between parents and children. Much family learning goes on informally, however organized and planned activities can be of great help, especially on topics on which parents don't feel confident or lack adequate knowledge. Parents have a profound influence on the development of sexual attitudes, beliefs, and behaviors, especially in the years leading to early adolescence. Although parents want their children to be educated about sexuality, there appears to be a disconnect in parent-child communication on the subject. Parents report feeling inadequately prepared to discuss sexuality, and report discomfort in addressing certain topics with their children. Simply knowing "what" to discuss may be insufficient: parental openness, skill, knowledge of the topic, perceived self efficacy, self esteem, and comfort-level mediate the impact of parent-child communication on sexual behavior.

Direct experience of partners and desk research over the Internet shows there are very few resources, all of North American origin, addressed to parents. This project wants to fill this gap by developing a methodology and materials: a Tool Kit to be used by parents as a stand alone resource or with support by trainers and educators, a training programme delivered face to face or at a distance, a Study on state of the art for parents as sex educators. As European countries differs widely in terms of frames of mind related to sexuality and sex and relationship education initiatives, methodology and materials, starting from a common concept, will be carefully tailored to national realities.

Thanks to a thorough valorization plan over 20,000 people belonging to target groups will be informed about the project, 2000 will participate in it, over 600 parents and 120 trainers will be trained to use the Tool Kit.

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Family Planning and Sexual Health Association (LT)
Poznan University of Medical Sciences (PL)

Approved Budget 399.481 EUR

Grant Awarded 299.610 EUR

Contract Duration 30 months

REFERENCE : 538403-LLP-1-2013-1-DK-GRUNDTVIG-GMP

TITLE: Peer to Peer Support Fostering Active Aging

Description: The European Union's population structure is changing and becoming progressively older. As Europeans live longer and healthier lives, the European Unions is promoting policies to involve older persons more in society and to keep them active. Active ageing is defined by the WHO as 'The process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age.' One of the main important determinants of active aging are psychological factors, in particular perceived self-efficacy and copying skills.

Peer education can be defined as a process whereby well-trained and motivated people (peer educators) undertake informal or organized educational activities with their peers (people of the same age, the same social position, or having the same abilities as other people) aimed at developing knowledge and skills. Research suggests that people are more likely to hear and personalize messages, and thus to change their attitudes and behaviors, if they believe the messenger is similar to them and faces the same concerns and pressures.

This project wants to develop a methodology based on peer to peer training to foster active aging, either on small groups setting than at a distance using the Internet. The training will be aimed at rising perceived self efficacy and copying skills of participants (elders 55+).

Thanks to a thorough valorization plan, about 20,000 elders and other stakeholders related with aging and elders will be informed about the project, 1300 will participate in the project, 500 elders and 135 trainers trained.

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Approved Budget 398.402 EUR

Grant Awarded 298.761 EUR

Contract Duration 30 months

REFERENCE : 538406-LLP-1-2013-1-IT-GRUNDTVIG-GMP

TITLE: Developing Intercultural Competence on the Workplace
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Description: KAZI means 'work' in Swahili, a language spoken by 80 millions people in sub-Saharan Africa and by many migrants to Europe.

According to Eurostat (2012) there are nearly 4 million people migrating every year in the EU.

The Europe 2020 Strategy (2010) and the Stockholm Programme (2010) set out the effective integration of legal migrants. The European Agenda for the Integration of Third-Country Nationals (2011) recommends the organisation of introductory programmes for newly arrived migrants easing their insertion in the society and work place, as well as well as the development of methodologies and tools to equip teachers and trainers with the skills for managing diversity.

Intercultural competence can be defined as the ability of successful communication and cooperation with people of other cultures. A person who is interculturally competent captures and understands, in interaction with people from foreign cultures, their specific concepts in perception, thinking, feeling. Intercultural competence has been listed as one of the eight key competences for lifelong learning identified by the EU.

The partners will develop a set of modular training materials (Interculturality Competence Development Pack In Work Settings, in short I-pack) for carrying out training programmes (e-based and face to face) for migrants workers (including unemployed looking for a job), their coworkers and employers and supervisors. A blueprint describing how to use using the I-Pack, addressed to trainers, will also be developed.

The I-pack could be used for: in service an initial training of migrant workers and co-workers, as well as awareness raising activity for employers and supervisors who are employing or supervising migrant workers.

In total, accounting for some overlapping of the different tools, over 15,000 members of target groups will be informed about the project and about 1500 will be involved (of these, 650 migrants, co-workers, employers and 115 trainers trained).

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Approved Budget 399.092 EUR

Grant Awarded 299.319 EUR

Contract Duration 30 months

REFERENCE : 538480-LLP-1-2013-1-IT-GRUNDTVIG-GMP

TITLE: Innovative approaches to develop vocational SKills of People with severe disabilities

Description: The SKIP project addresses the individual and social needs of people affected by severe disabilities, promoting training and improving learning opportunities to avoid their marginalisation and loss of human capital. To ensure that adult people with severe disabilities reach their full potential and receive the support they deserve, qualified operators and trainers are needed to provide these individuals with self-determination skills. When people with severe disabilities can learn to advocate for themselves, the dependence on others is reduced and their social integration's chances get higher. Starting from the concept all individuals can and do learn, the Skip project intends to find out the most efficient learning methodologies to get vocational skills affordable to people with severe disabilities, taking into consideration two main topics:

- the process of acquisition of key competences, technical and vocational skills shall fit the specific learning needs of people with severe disabilities (limited speech or communication; difficulty in basic physical mobility; tendency to forget skills through disuse; trouble generalizing skills from one situation to another; need for support in major life activities),
- Operators and trainers need to know how to provide appropriate and effective instruction as well as how to challenge the learners to attain higher goals. Changes regarding the training of adult people with severe disabilities involve maintaining high expectations for learning, inclusive environments, and assuming more active roles in a social and working environment.

The main project outcome consist in learning modules that could be used by operators and trainers supporting adult people with severe disabilities in acquiring vocational and key skills:

- in different contexts (training courses, practice enterprises, rehabilitation pathways, transition enterprises, associations)
- by involving different typologies of people with severe disabilities

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Approved Budget 399.996 EUR

Grant Awarded 299.997 EUR

Contract Duration 24 months

REFERENCE : 538535-LLP-1-2013-1-UK-GRUNDTVIG-GMP

TITLE: Moving from the Margins of Society
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Description: Remaining on the margins of society is a reality for many migrants and members of minority communities. The partners to this application are engaged with language tuition classes and supporting migrants / minority communities (including Roma). We see the divide which exists in society based on language knowledge and / or understanding of the local society. These create barriers and lead to a sense of being excluded.

Addressing these barriers will be a common theme of the project, where our aim will be develop and pilot a specific training course on engaging with local society, local democracy and visiting public service delivery settings (such as Library, Colleges, Police, Fire Service, Schools, Hospitals). This will increase cultural and political awareness. The course will assist in identifying cultural ambassadors (8 per partner) who will receive additional training and support to act as cultural ambassadors.

The cultural ambassadors will link with public service delivery locations and NGO's to arrange two pilot events on intercultural dialogue (to address misconceptions with / between public sector staff and community members). Support on running their own business / social enterprise will be provided so they can pursue the option create their own cultural awareness enterprise

The project will include a staff mobility programme to enable a two way exchange of ideas and good practice and will be timed to add dimension to each partners training courses / events

The project impact will be to break down the barriers and misconceptions within society and in particular between public sector service delivery and community members. The project results will include

- In all partner languages - training manual, course materials, E-learning courses
- Website (in English and part in partner languages) & Social Media
- In English and partner languages - Five newsletters,
- . Dissemination Strategy, Exploitation Strategy and External Evaluation report

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Approved Budget 383.874 EUR
Grant Awarded 287.903 EUR
Contract Duration 24 months

REFERENCE : 538631-LLP-1-2013-1-SE-GRUNDTVIG-GMP

TITLE: "EU Integration Agent" - development of the European Professional Standard for effective counselling of the low-skilled into labour market through adult education

Description: National market research in partner countries has indicated that (except for the Netherlands) all partner countries lack higher (professional) education in counselling. Generally, there is neither demand nor professional standard for this kind of work. Consequently, the counsellor is usually a person with any education in social sciences and probably completed short training course. Those counsellors/coaches who work with low-skilled adults lack relevant training for professional development. Moreover, situation in partner countries shows that:

- Most of stakeholder organisations working with adult education and social affairs lack staff as a consequence of staff-cuts in this sector;
- There are more and more people who search their way to the labour market in the post-recession time. Many of them are low-skilled. "Nowadays 77 million of people in Europe are low-skilled and those with the lowest educational attainments are the least likely to participate in learning.

According to the above, there is a strong need for the professionalization of staff working with counselling of the low-skilled for effective management of big caseloads with limited resources in the stakeholder organizations. To solve this problem, IGMA-II project aims at development of innovative training curriculum for improving competences of coaches working with counselling of the low-skilled to labour market through adult education. The second output of the project is DEMP of ICT-based Information Management System for professional stakeholder networks working with counselling of low-skilled into adult education/labour market. The system will ensure smooth cooperation between adult education staff and other stakeholders working with labour market activities for low-skilled. The effective guidance will put low-skilled individuals with their needs in the centre of integration process, which will increase chances for entering education/labour market and integration into society.

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Approved Budget 399.803 EUR

Grant Awarded 299.852 EUR

Contract Duration 30 months

REFERENCE : 538637-LLP-1-2013-1-CY-GRUNDTVIG-GMP

TITLE: Grandparents and Grandchildren Keep In Touch
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Description: "If I wasn't a high tech grandfather, I wouldn't have a life. The internet is sometimes my only way to the real world.. I thank God for all these twhich have given me back my self-esteem. It's fantastic! Even at the age of 83 I am still alive and still learning. I have an e-mail account, a facebook, I can use the internet and the skype. It's so funny, being miles away and still being useful. I can help my granddaughters with their homework or keep them company. I can also communicate with my grandchildren who are studying abroad through skype. It's amazing! I don't feel lonely or isolated anymore. When I am board I get on the internet and have a chat to someone, or being busy scanning old photos, preparing albums of songs for birthday presents, searching the internet for football and tennis news. I must admit I had professional help to learn all these, but I also spent time with my granddaughter who is an expert in social network tools".

This interview with A.C. an 83 year old grandfather has been a benchmark for this project. The world is ageing, and in doing so the society and the family are changing. Ageing can be an enjoyable experience if elderly people have access to LLL opportunities. The more integrated and socially included grandparents are, the more society gains and as a result the family members gain. This project aims to promote active ageing and intergenerational solidarity through developing an innovative ICT training course for acquiring the necessary skills in order to participat in the modern world, both for pleasure and for business. Grandparents will be professionally trained with the involvement of their grandchildren who will transfer their current knowledge on social networking. When they will acquire the necessary skills they will set up a social communication network between them. The final stage will be the launching of the GRANDS HELP DESK on the web/platform where they can offer support, help and guidance to children who are in need.

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Approved Budget 286.239 EUR

Grant Awarded 214.678 EUR

Contract Duration 24 months

REFERENCE : 538672-LLP-1-2013-1-PT-GRUNDTVIG-GMP

TITLE: European Cinema for Active Ageing

Description: Aiming a solution to the European ageing population, demanding older people to acquire new skills and participate actively in society, CINAGE is a course addressing senior's empowerment, using Cinema as instrument for an active ageing. CINAGE will review European Films and produce a grid for film critical analysis focused on six competences in active ageing - Civic and Community, Health, Emotional, Financial, Technological, Learning. Seniors' learners will use the grid for film critical analysis, using their own life experiences, as a process of active ageing. Then, learners will use CINAGE Guide to script, produce, direct, act and edit 12 films as part of a pilot testing phase (3 for each partner). Promoting ICT audiovisual skills and team work as a tool for an active ageing, CINAGE course provides a learning package with: course Guide, course Manual, pilot course in each country (PT,UK,SI,IT), 12 four Cinage' films and a Cd-rom. Expected Impact of CINAGE: 1) provide adult learners with broader transversal key competencies and the capability of updating and deepening them throughout life, having more positive practices for an active ageing; 2) provide adult learners with the opportunity to use a popular media, cinema, to critically analyze the process of ageing, crossing with their experiences, as an instrument of their one empowerment; 3) provide adult learners with digital, audiovisual and ICT skills required to use cinema as a learning tool; 4) provide to adult trainers a package learning tool with innovative approaches and instruments to promote adult learning practice for an active ageing; 5) Contribute to European reflection and expression of new cultural approaches to an emerging social reality – the ageing population – a common need across Europe, but having different environments across national realities. Reflecting on the diversity, CINAGE proposes a transversal solution to a common challenge. Products/results will be produced in EN, PT, SI, IT.

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Approved Budget 396.549 EUR

Grant Awarded 297.411 EUR

Contract Duration 24 months

REFERENCE : 538743-LLP-1-2013-1-IT-GRUNDTVIG-GMP

TITLE: Evaluation for the Professional Development of Adult Education Staff
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Description:	<p>The evaluation is a critical issue for the adult education policies; in fact, important investments have been done at an European level in order to ensure the high quality of the adult education system. At the same time, the evaluation is strictly connected with the professional development of the professionals involved in the adult education staff (e.g. trainers, educators, social workers).</p> <p>In this specific framework, EDUEVAL project aims at defining the professional profile of the evaluator of adult education staff. EDUEVAL project will contribute to the promotion of an European culture of the evaluation in the adult education system, taking into account the specific differences between the fields of intervention and the expertise related to adult education. At the same time, EDUEVAL project will draw some guidelines that can be helpful to both professionals and policy makers of the adult education system.</p> <p>Moreover, EDUEVAL project will offer a new methodology in the field of adult education, based on a collaborative approach for the construction of knowledge that moved from the importance of a cooperation between holders of practical knowledge (professionals of the adult education staff) and holders of theoretical knowledge (academic researchers), in order to develop evaluation strategies able to be efficient (considering the realistic context and needs of the staff) and innovative (to overtake the state of art, addressing new challenges).</p> <p>To reach these purposes, the project will develop:</p> <ul style="list-style-type: none"> • a mobility workshop, in order to share theories and methods about the evaluation of the adult education staff between professionals and researchers; • an handbook, to summarize the theoretical background and its practical implications in providing evaluation strategies for adult education staff; • guidelines for the evaluation of adult education staff; • a curriculum for the initial training of the professionals involved in the evaluation of adult education staff.
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Approved Budget	391.615 EUR
Grant Awarded	293.711 EUR
Contract Duration	24 months

REFERENCE : 538750-LLP-1-2013-1-ES-GRUNDTVIG-GMP

TITLE: The Deaf Literacy

Description: In modern-day society, written language is an extremely valuable means of communication and of gaining access to culture and employment. The deaf have many difficulties in learning to read and write, and many deaf people are functionally illiterate. In a social context in which hearing is the priority mechanism for receiving information, the deaf population has a high risk of unemployment and marginalization.

In the countries in the consortium, illiteracy rates among the deaf are above 75%. Very few prelingually deaf people access higher levels of education. The DEAFLLI project helps the deaf to expand their language skills and to prepare for employment. DEAFLLI is a 10-lesson course designed to increase the acquisition of key skills in the written language among young deaf people and deaf adults to improve their education and to facilitate their access to the labour market in the participating countries. New materials and resources will be developed for this purpose. DEAFLLI uses the new technologies in teaching and learning activities, incorporating a learning platform with a forum for participation and a companion DVD. All the lessons will be adapted to the different languages of the consortium (Catalan, Italian, English and German, and the four sign languages of the consortium partners: LSC, LIS, BSL and LSG).

The project's reference point is the Common European Framework of Reference for Languages in Europe (CEFR) (basic user levels A1 and A2). DEAFLLI incorporates film recordings showing grammar explanations presented in the sign language of each country of the consortium.

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Approved Budget 367.137 EUR
Grant Awarded 275.353 EUR
Contract Duration 36 months

REFERENCE : 538856-LLP-1-2013-1-DE-GRUNDTVIG-GMP

TITLE: Formal Education for Female Inmates

Description: The Council conclusions on new skills for new jobs (Council of the European Union, 2010) reflects on how people can be educated better and trained for jobs. By raising education and skill levels, individuals can increase their chances to obtain better employment. Lifelong learning means understanding the importance of acquiring new skills and taking personal responsibility for having them.

Due to the low number (3-7% of total inmates) and the heterogeneity of their skills' levels, different prisons of the EU hosting female inmates (minors and adults) find it very difficult to organize groups for teaching units. Therefore, the human resources dedicated to this mission are not corresponding to the specific needs and difficulties female inmates are facing (e.g. migrants, illiterates, mothers with babies, low skilled, mental and health problems), nor the importance of encouraging them to change.

In order to sustain their reintegration into society, female inmates have to acquire the knowledge and behaviours to adapt to the ever changing labour market requirements. This requires that they should be encouraged to look ahead and to keep their desire and ability alive to continue learning by giving them a voice. FEFI project intends to contribute to a broader social and educational participation of female prisoners throughout Europe. The project consortium assumes that the social reintegration of offenders is a question of not leaving them alone while preparing for their release and after. Education in prison is one of the main pathways to successful reintegration, such as work, having a family and relationship issues, organizing accomodation and rehabilitation to avoid recidivism. These pathways are closely related to each other and need to be adjusted in a systematic way requiring the collaboration of all prison actors and institutions involved at establishing a learning environment in a prison. This requires a changing process from both sides of the barrier.

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Approved Budget 399.688 EUR

Grant Awarded 294.091 EUR

Contract Duration 24 months

REFERENCE : 538955-LLP-1-2013-1-UK-GRUNDTVIG-GMP

TITLE: A participative approach to curriculum development for adults in addiction recovery across the European Union

Description: There are an estimated 320,000 problematic drug users in the UK and comparable numbers elsewhere in Europe; all with the capacity to engage in adult education. The changing EU policy focus for addiction treatment is moving towards recovery strategies which support social reintegration and cohesion. Adult education with its capacity for transformation could play a key part in this paradigm shift. There is little evidence, however, to inform practice in adult education in this area. The objective of this innovative project is to work with adults in addiction recovery to develop an asset-based 'Access to Learning' Course. The aim of which would be to encourage and maintain participation in adult learning to develop Recovery Capital and digital literacy and enhance opportunities for social reintegration.

The Consortium involves adult education providers, drug recovery specialists and researchers, with a balanced spread over Europe making it well placed to deliver the project. Effective delivery of the project will be underpinned by a policy/practice review in relation to drug recovery programmes across Europe. Partners will carry out focus groups to identify enablers and barriers to participation in learning. Partners will develop an 'Access to Learning' Course and Evaluation Tools to enable facilitators to assess effectiveness. Each partner will pilot the course and Evaluation Tools with adult learners in addiction recovery. Feedback from the pilot will further develop a Course Pack and Evaluation Toolkit to be launched at a final Project Conference. An E-learning Platform will support use of blended learning materials including multi-language versions of the Course Pack and Evaluation Toolkit for use with adult learners in addiction recovery. The project will offer new opportunities to adults in addiction recovery by providing a user-informed Access to Learning Course, successful completion of which could open the way to further education and training.

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Approved Budget 399.995 EUR

Grant Awarded 299.996 EUR

Contract Duration 36 months

REFERENCE : 538999-LLP-1-2013-1-UK-GRUNDTVIG-GMP

TITLE: Trainers in Literacy and Basic Skills Informal Knowledge Transfer

Description: In the United Kingdom, Austria, Germany, Poland, and Switzerland and other European countries academically backed up qualifications, trainings and modules for trainers in literacy and basic skills provision (reading, writing, numeracy, and use of ICT) have been developed and tested over the past years. Surveys amongst qualified trainers and evaluations show that there is additional need and demand for the development of structures facilitating the implementation of methods for informal professionalization of basic skills trainers. Experiences gained by education providers show that methods of informal professionalization such as mutual counselling and peer learning, giving feedback, job-shadowing, and collaboration of pedagogical personnel and trainers prove to be highly efficient if applied. The lack of specific process know-how and tools, as well as a lack of adequate resources often prevent basic skills providers from implementing such methods or tools. Although digital literacy is obviously developing to be THE basic skill in the years to come and Social Media and Web 2.0 tools are readily available to facilitate cost- and time-effective professional exchange, trainers do not use or are not trained to use these tools. SHAREIT's goal is to meet these demands by collecting, testing, evaluating, and transferring effective on-the-job methods for informal and co-operative professionalization. We will support networking and informal exchange of professionals with appropriate measures – a training, an online Platform, tools for and a handbook on efficient professional exchange - and systematically link up basic skills trainers on a transnational level.

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Partners: 36,6 Centrum Kompetencji (PL)
Schweizerischer Verband für Weiterbildung (CH)
Stiftung Berufliche Bildung (DE)

Approved Budget 399.050 EUR
Grant Awarded 299.287 EUR
Contract Duration 24 months

REFERENCE : 539028-LLP-1-2013-1-AT-GRUNDTVIG-GMP

TITLE: Family learning in foster families
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Description: Family Learning covers all forms of informal and formal learning that involve more than one generation. Families are not only our first and most important teachers, they also teach us the most important things in life. The values, attitudes and culture that we learn from our families can stay with us throughout our lives. However, family learning in the traditional understanding becomes difficult and even gets a new meaning in the situation of family foster care. In this structure we have a system of two families that are closely related to each other. A foster child is standing between the biological and the foster families and that also includes different approaches in family life in general and different role models. In the system of family foster care we find a triangular constellation and relationship with the child in the centre – surrounded by foster parents, biological parents and the social worker accompanying the process from the side of social services. The project will work with the 3 target groups and include and directly involve them to the same degree. The overall project aim is to further developing foster child care in the process of cooperation between the two family systems to support family learning.

Main activities:

- Elaboration of needs analysis by conducting interviews with the target groups, organisation of focus groups with target groups and stakeholders, implementing a desk research to include findings from existing literature and researches.
- Development of workshop material for all target groups and workshop leaders
- Implementation of 2-day workshops for each target group
- Production of practical guidebooks for each target group incl. checklists, ready-to-use guidelines and recommendations
- Organisation of local seminars for target groups and stakeholders to present the final products
- Divers dissemination and promotion activities to raise awareness in general public and to directly address target groups and stakeholders

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Sirius – Centre for psychological counselling, education and r (HR)
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Approved Budget 398.394 EUR

Grant Awarded 298.792 EUR

Contract Duration 24 months

REFERENCE : 539049-LLP-1-2013-1-BE-GRUNDTVIG-GMP

TITLE: M-learning to unleash households' business potential

Description: In M-HOUSE project, an international consortium works to increase households' awareness of their business potential and to valorize their entrepreneurial soft skills, as well as to raise households' entrepreneurial and intrapreneurial spirit. The project aims at providing households with alternative career/employment pathways, to reach personal fulfillment. M-HOUSE exploits home economics research findings in an innovative way, developing a prototype non formal e-/m-learning course aimed at improving households soft business skills. 8 learning modules are developed on the basis of key learning situations identified by the partners, turning daily households scenarios with entrepreneurial learning potential into learning exercises (i.e. over-stressed situations turned into exercises of self-motivation). The modules are accessible on PC or mobile devices used for an interactive learning. Smart-phones/tablets' applications represent an added value in learning (i.e. management apps, podcasts, video&audio recorder, e-books, social media apps, etc., are appealing and popular tools that can be exploited to develop an innovative m-learning course). Methodology is based on principles of performance support and on bottom-up approach, where households image themselves as managers/entrepreneurs. One exercise is the exchange of information/experience through a trans-national/trans-generational diary: a self-critical thinking on biography with recognitions of own challenges/successes to share with others and have a comparison. After the training, households are stimulated to valorising their entrepreneurial skills: getting involved in a new/social business, applying these skills in their current job (intrapreneurship), etc. The consortium supports them with concrete networking tools and mentoring. A comprehensive course toolkit for trainers is developed and agreements to adopt the training are signed with adult education institutions, to grant sustainability.

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Institut für interdisziplinäre Forschung e.V. (DE)
International Federation for Home Economics (DE)

Approved Budget 391.810 EUR
Grant Awarded 293.854 EUR
Contract Duration 24 months

REFERENCE : 539068-LLP-1-2013-1-AT-GRUNDTVIG-GMP

TITLE:	Mobile Devices App for Documentation and Recognition of Informally Acquired European Key Competences during Transnational Mobility Stays
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Description: M_APP focuses on the challenges informal learning causes when it comes to its documentation and reporting because, practically, it can occur anywhere and at anytime in our lifetime – and we are rarely equipped with documentation instruments at these moments in time. Nevertheless, informal learning in adult life is considered as one of the most crucial factors in LLL, therefore making it more transparent as well as easier to be recognised is heavily demanded by policy makers, education experts and, last but not least, the learners themselves.

The starting point of our project is the fact that nowadays more than 40% of Europeans are equipped with mobile devices (smartphone or tablet PC), and the number is rapidly increasing. Since most people have their mobile devices with them constantly we had the idea of providing these devices with an app which allows people to document, structure and report informal learning activities whenever they happen.

For testing the app on defined learning processes, we focus on the acquisition of the LLL key competences “learning to learn” and “social and civic competences” as results of informal learning processes during transnational mobility visits. We will describe the two selected competences according to defined indicators and we will develop a procedure which allows their recognition following app-based documentation and proofs. In this context, we will not only be able to provide adult learners with an innovative informal learning documentation tool but also to promote the concept of the LLL key competences as well as to raise awareness about potential informal transnational learning mobility visit offers.

All products will be tested by several evaluation loops before being published in EN, DE, RO, ES, SE and TR. Our multi-layer partnership was carefully selected ensuring maximum competence and experience in terms of the project’s tasks and objectives. Of course, the project will be professionally disseminated and promoted.

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Partners: FONDO FORMACIÓN EUSKADI (ES)
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Approved Budget 393.509 EUR

Grant Awarded 295.131 EUR

Contract Duration 24 months

REFERENCE : 539082-LLP-1-2013-1-UK-GRUNDTVIG-GMP

TITLE: LOCaI media for sustainable community AcTion in Europe
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Description: The proposal is for an inclusive model and associated, methodologies, tools, materials and courses that empowers adults, especially but not exclusively, in disadvantaged communities, to participate in sustained quality learning and to take an on-going, active role in their community and the broader society.

The project integrates models from 2 previous Lifelong Learning Programme projects which successfully delivered best practices and learner benefits in social media, community reporting (Isabel – KA3) and peer learning through Community Learning Champions (Enable Leonardo da Vinci). These projects have provided communities with the tools to engage disadvantaged individuals and groups facilitate the learning required so that they either learnt to communicate their community stories in a variety of media or acquired the skills they needed to re-enter the labour market.

The key innovations in Locate are not just in the application of these relevant experiences in developing but in how these have been integrated into sustainable structures and activities for local communities. The project enables:

- Community Management Boards for sustainability
- Community Learning Ambassadors providing peer learning
- Lifelong learning driven by the community's and individuals needs
- Business planning for sustained community participation
- Evaluation and monitoring of activities
- Editorial policies that facilitate disadvantaged individuals and groups to "have their say".
- Specific training in income generation

The project will run in Greece, Italy, Romania, Spain and UK using a mix of media for communities and other stakeholders that targets the different audiences (eg forthcoming events via sms for younger members or on a newsletter for older members of the community). All the courses and materials will be in English and the native language with an online Resources Exchange for stakeholders to review and use.

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 Pactul Regional Nord-Vest pentru Ocupare si Incluziune Sociala (RO)

Approved Budget 399.144 EUR

Grant Awarded 299.357 EUR

Contract Duration 24 months

REFERENCE : 539260-LLP-1-2013-1-IT-GRUNDTVIG-GMP

TITLE: AU tistic adults Training for new Opportunities
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Description: AUTO wants to tackle three main challenges:

- the need for dedicated methods of vocational guidance, specifically developed for autistic people;
- the lack of soft and transversal competences necessities to stay in the labour market (selfconfidence, consciousness, working in team, communication skills, etc);
- the ability to create a bridge between the therapeutic pathway and the ability to access and stay in the into the labour market.

The project is aimed at people with autism spectrum disorder (ASD), adults / young adults, in the transition from the end of secondary school (or special schools) to work to promote the socio-labor insertion and increase the level of employability. The objective is to be achieved through the implementation of their skills in the area of executive functions (ability to initiate, working memory, capacity planning, monitoring of the task, organization of material) and in behaviour (ability to control emotional, attentional capacity, adaptive capacity and flexibility, self).

The project also aims to identify strategies and pathways to social integration and work through a structured network at the local level designed to test and enhance the real abilities of people with disabilities in terms of skills, learning, maturity, emotional / relational skills. To this end, it will also be necessary to implement an integrated network consisting of several public and private non-profit organizations to facilitate the engagement of people with autism in different working environments.

The overall objective is to develop an integrated approach based on three main stages.

1. Organization of pre-training courses, designed to assess and analyze individual patterns of behaviour in order to develop an individual, customised path of guidance;
2. Organization of training courses focused on soft skills;
3. Organization of training sessions on the job.

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Partners: Blijdorp Romania Association (RO)
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Approved Budget 381.488 EUR
Grant Awarded 286.114 EUR
Contract Duration 24 months

REFERENCE : 539293-LLP-1-2013-1-UK-GRUNDTVIG-GMP

TITLE: Silver Sidekicks

Description: It has been well documented that Europe's population is ageing fast. One aspect of active ageing is the continued access of older people to political and civic processes. This contributes to ensuring that the voice of older persons is heard and that the needs of older persons are considered when policy matters are debated in local, national and EU contexts, while also helping to broaden the participation of elderly people in society. The Digital Agenda for Europe aims to promote independent and safe living for the elderly and to encourage involvement in society. The Silver Sidekicks project will form a response to these issues of digital exclusion for the older generations throughout Europe by exploiting the specialist knowledge and experience of the partner organisations. It will develop an innovative adult education Train the trainer multi-media resource toolkit which will train the Third Age (U3A) generation to become "Silver Sidekicks" who in turn will train the older people who are being labelled as the Fourth Age generation thus enabling their participation and inclusion in adult education and society.

The toolkit will be a learning platform for managers and advisers (Silver Sidekicks) in the adult education training organisations enabling them to develop the skills and competencies to successfully deliver Digital technology and ICT training to the oldest in society. It will be accessible on line and in hard copy. It will be in English, Polish, Swedish, Italian and Spanish. Silver Sidekicks will identify the state of the art and best practices in partner countries and further afield, and bring the best of these together in a report in the partner languages. Other stakeholders and social partners will feed into the toolkit's development. Partners have local, national and EU networks, ensuring wide take up of the toolkit beyond the partnership. The project has detailed dissemination and exploitation plans involving national and international associations.

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 Fundación CTIC – Centro Tecnológico (ES)
 Istituto Formazione Operatori Aziendali (IT)
 School of Economics and Law (PL)
 University of the 3rd Age (UK)

Approved Budget 430.565 EUR

Grant Awarded 300.000 EUR

Contract Duration 24 months

REFERENCE : 539302-LLP-1-2013-1-IT-GRUNDTVIG-GMP

TITLE: ValidVol: validation of key competences in voluntary service organizations
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Description: The project "ValidVol validation of key competences in voluntary service organizations" intends to capitalize on significant experiences made across Europe on validation of non formal and informal learning through volunteering and develop a tool specifically addressed to validate the key competences acquired by senior volunteers during their volunteering. Volunteering can provide to the volunteers an important non formal learning experience opportunity which can "bridge" the volunteers towards the labour market. In fact, as it is widely agreed, volunteering experiences generate knowledge and wider competences, such as the key competences, but at the same time in many cases such skills remain "invisible". This leads to the problem of assessing or accrediting skills and competences learned through volunteering and, thus, raising awareness on the contribution volunteering can make to reduce social exclusion and to enhance employability. The target group of the ValidVol project is adult persons over 50 doing volunteering and wishing to reinforce their employability, either because they are pensioners, under employed or unemployed. The project tangible results will be the validation system of key competences acquired by adult volunteers during their volunteering and the handbook on how to apply the validation system in volunteer associations. The project intangible results can be identified in a better recognition that volunteering is a "natural" learning environment, a complement to formal education and training. Through the recognition of key competences acquired through the volunteering experience, it will make its learning outcome more visible. In addition, the project contributes to equipping senior citizens with competences that they need in order to cope with changes in society. The partnership is composed by 5 organisations from 5 different European countries: UniTS in IT, BFI in AT, KMOP in EL, Agora in ES, and University of Wales, Newport in UK.

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Approved Budget 396.891 EUR

Grant Awarded 297.500 EUR

Contract Duration 24 months

REFERENCE : 539331-LLP-1-2013-1-GR-GRUNDTVIG-GMP

TITLE: Leveraging the Digital & ICT Competences of senior women to extenuate the knowledge divide
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Description: LIST stands for "Leveraging the Digital & ICT Competencies of senior women to extenuate the knowledge divide" & aims to address women that for age, level of education or participation to economic life, lack sound digital competencies & skills necessary to benefit from the services of the ICT Society nowadays. LIST challenges the possibility to leverage the current ICT skills set through a new approach in learning absorption practices so to meet the future needs of the digital era approaching fast.

The relevance of ICT in everyday life is a concept largely shared, for the social, economic & the great civic implications it has. Public & private operators offer, at an escalating pace, new services via the web, social networks offering new opportunities for socializing & elearning, participation to democratic life through electronic tools/means & access to career opportunities. However, beside the so-called digital natives, there is still a high percentage of the EU population excluded from Information Society.

LIST project tackles this challenge by developing & testing pedagogical solutions & tools in an intergenerational learning environment. Concretely, after surveying in detail the target group's ICT knowledge needs, a curriculum will be developed, on basic digital competencies (ICT competencies & digital literacy). Trainers selected are specifically prepared to deliver proper didactic courses for disadvantaged users. Patterns to be developed are tested & adjusted according to lessons learnt. A final publication collects tools & methods devised, as a sort of guidelines for decision makers & other adult's education providers.

As a result, the quality of ICT course for disadvantaged adults will be improved, the awareness of senior women on the importance of being digitally literate will increase, the intergenerational & gender gaps towards ICT diminishes & on a longer term, e-services spread more & economic performance, driven by technological innovation, is boosted.

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Approved Budget 386.850 EUR

Grant Awarded 290.135 EUR

Contract Duration 24 months

REFERENCE : 539334-LLP-1-2013-1-ES-GRUNDTVIG-GMP

TITLE: i-Treasure: Internet Treasure Hunt Improving the Attractiveness of Learning for Seniors

Description: In May 2012 the latest EU Ageing report was published which stated that the age profile of the EU will change dramatically within the next decade. This fact will be a challenge not only for society but also for the educational system.

Only a small percentage of seniors are able to routinely use devices (like PCs, smart phones, tablets, pen drives, etc.), Internet or other computer programs. The interest of seniors in ICT courses is not very significant, senior education cannot be only focused on professional education but it should be concentrated on personal development covering family life and the interests of the participants: leisure time and other priorities can be taken into consideration.

The objectives of i-TREASURE are focused on two target groups, senior citizens and trainers in adult centres. Both target groups will be supported with tailor-made products. The aim of the i-TREASURE project is to enhance the lives of senior citizens through the effective use of Web 2.0 technologies and the latest devices (tablets, smart phones, etc.) by focussing on their individual social and personal needs to facilitate their full inclusion in the digital age. i-TREASURE provides a new approach in learning digital skills through:

- A study to determine the degree of knowledge in some common technologies.
- An innovative methodology of learning technologies, supported by a famous game called "Treasure hunt".
- Training courses will focus on teaching the technologies: basic and advanced course, and the exercises will focus on learning process: basic and advanced exercise.
- Technical and Methodological Handbooks for trainers in adult education
- A web platform to support the learning process with exercises (basic and advanced level) after the training courses.

The i-TREASURE project includes piloting of the products as well as a set of dissemination and exploitation activities and quality assurance throughout the 2-year project lifetime.

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Approved Budget 391.777 EUR

Grant Awarded 293.831 EUR

Contract Duration 24 months

REFERENCE : 539375-LLP-1-2013-1-FR-GRUNDTVIG-GMP

TITLE: eLeSI, e-Learning pour une Société Inclusive : formation pour tous les enseignants, accompagnants et aidants de jeunes et adultes ayant un handicap mental ou psychique

Description: The distance-learning project eLeSI – e-Learning for an Inclusive Society – grew out of the awareness of a gap in the training of many people in Europe who work with children and adults affected by learning difficulties, pervasive developmental disorders (PDD) or psychiatric disorders.

eLeSI is supported and led by three large universities and three partner organisations from the voluntary sector: Its aim is to provide these persons as well as their families and helpers, free of charge, with distance-training modules, including tutorial support, that are accessible in several languages.

The advantage of e-learning is that it is accessible everywhere, requiring only an Internet connection. It is designed to cover a range of countries. It is based on fundamental principles and common precepts, particularly those enshrined in the United Nations Convention on the Rights of People with Disabilities. The cultural, political, social and national aspects of the project will be addressed as secondary priorities, particularly through the tutors and through the learners' experiences and skills.

This project is innovative in both its purpose and its structure, involving interaction between partners in the academic world and the voluntary sector, professionals and users, and can prove to be a major asset in the quest for a more inclusive society. It is designed to deepen the knowledge of the European public about these sections of the population and to change attitudes towards them.

eLeSI will contain a generic training module about the people who are affected by learning difficulties, pervasive developmental disorders (PDD) and psychiatric disorders, which will target teachers, assistants, mentors, trainers and families – in short, all those whose activity brings them into contact with these people. It will also contain three specialised modules, one for each age bracket, covering the various aspects of the inclusion and participation of these persons in all areas of social life.

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Partners: Association ALTERNATIVA 2003 (RO)
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Université de Fribourg /Département de pédagogie spécialisée (CH)
Université de Mons (BE)
University of Chester (UK)

Approved Budget 421.370 EUR
Grant Awarded 316.027 EUR
Contract Duration 24 months

REFERENCE : 539389-LLP-1-2013-1-DE-GRUNDTVIG-GMP

TITLE: Comparative Analysis of Regional Policies for Adult Learning

Description: REGIONAL will carry out a comparative analysis of Adult Learning policy initiatives to produce a concrete result –AL Policy Making Toolkit– to support policy makers at regional level throughout Europe in formulation, implementation and funding of more effective AL policies. REGIONAL will benchmark formulation, implementation and funding of AL in 16 Regions, extrapolating key factors and transferring findings in a user-friendly toolkit, produced in 6 languages and disseminated throughout EU for uptake. Major regional disparities in participation to Adult Learning persist across the EU at regional level: in “Mind the Gap: Education Inequality in EU Regions” 2012, the Commission stresses that “policy solutions must be tailored rather than generic”. In “AL: It Is Never Too Late to Learn” EC highlight how “barriers to AL participation may be policy-related”. The “Renewed EU agenda for AL” requires to move towards evidence-based policies for AL. In the EU, the regional level is responsible for AL and it is at regional level that decisions are taken and put into practice (Committee of Regions on “Action Plan on AL, It’s Always a Good Time to Learn”). There is an immediate need to overcome such regional disparities by supporting evidence-based policy making at regional level to empower AL to reach EU2020 strategic objectives and targets. The proposal aims at 1)pinpoint drivers and inhibitors of policy making for AL at regional level;2) carry out a comparative analysis of AL policy initiatives at regional level across the EU (16 Regions in 6 Countries);3) extrapolate key success factors of regional AL policy making. Main results of the project are A)comparative analysis of regional policy making for AL in 16 regions in 6 Countries;B)policy-making toolkit to support evidence-based policies for AL produced in 6 languages. REGIONAL includes Dissemination & Exploitation to reach a minimum of 1675 immediate target groups during project lifetime and 400 potential users for uptake.

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Association for the industrial development of Southern Italy (IT)
Italian Development Partners sas (IT)
National Labour Office (HU)
National University of Ireland Maynooth (IE)
Regional Economic Development Agency Sumadija and Pomoravlje (RS)

Approved Budget 352.386 EUR
Grant Awarded 264.288 EUR
Contract Duration 22 months

REFERENCE : 539394-LLP-1-2013-1-DE-GRUNDTVIG-GMP**TITLE:** Seniors Learning with Apps

Description: SenApp develops learning app for seniors to learn handling to go online in 4 countries to support them effectively and individually to become competent ICT user. It focuses on the need for inclusion of senior citizens in Europe, who still being very under-represented when it comes to competent and self-directed use of ICT. The digital divide still concerns, to a major extent, the older population. The goal is to develop and implement a App based training approach motivating and supporting senior citizens engaging in the digital society by accessing the digital world the very popular, less expensive and easy to handle tablet-computers (IOS and Android system). The project aims at optimally supporting seniors in the process of accessing and becoming involved in the information and knowledge society, by applying the well-proven formula of using ICT as a learning medium as well as a learning content. SenApp will develop a non-formal, flexible and accessible App-based ICT qualification course that matches the very specific needs of this highly heterogeneous target group. Furthermore, the use of eLearning as training mode will best support flexibility of content and learning schedule, which is a fundamental requirement of training offers for this large and much diversified group. To this end, the project will develop a) a mobile learning environment dedicated to tablet-computers, b) develop 25 learning units conceived and tailored to the learning needs of seniors in four European countries. In order to cope with the diverse impairments and disabilities of seniors, special focus will be given to multimedia-enriched didactical elements: Videos, screencasts and interactive exercises. The segmentation of the content will be adapted to the seniors' learning pace and attention span. The modular course concept makes it possible to choose and aggregate a variable number of learning units into one course to respect prior knowledge and preferences.

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Partners: E-SENIORS association (FR)
Grupul pentru Integrare Europeana (RO)
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Approved Budget 345.347 EUR

Grant Awarded 258.901 EUR

Contract Duration 24 months

REFERENCE : 539409-LLP-1-2013-1-FR-GRUNDTVIG-GMP

TITLE: Training and Assessment Programme for NEETs for full inclusion in the labor market and EU society.

Description: The immediate future of Europe depends upon the 94 million of young people. Currently, there are about 7.5 million young people aged 15–24 and an additional 6.5 million aged 25–29 who are excluded from the labour market and education in Europe.

NoNEETs overall objective is to provide a training and assessment programme with the ultimate goal of the integration of young adults in education and/or the labour market and, eventually, their full inclusion in the society, while motivating them to take a positive attitude towards these processes.

Concretely, NoNEETs project aims to fulfill the following objectives:

- To provide a real and useful understanding of the NEET young adults, based on their own identified demands.
- To analyze this phenomenon, both the local particularities and the common patterns at European scale.
- To design, implement and exploit a joint programme (common training methodology and contents) that will be easily transferable to other areas.
- To enhance the integration, motivation and creativity of the NEET young people by developing skills to access to work, facilitate their transition to labour market or access to training programs or education, and eventually assuring their social inclusion.
- To raise awareness of the different target audiences.

The impact of this project will reach NEETs young adults, with special focus on the vulnerable and disengaged ones. Families and local communities; education and training institutions; social and employment services; NGOs supporting NEETs and public institutions/policy makers will be also indirect beneficiaries of the project.

The main products and results will be:

- Analysis of the NEETs demands and needs at local and european level.
- A Joint Training Programme to give answer to the demand identified for the target audiences.
- A communication and exploitation plan to disseminate project results, while increasing and sustaining its impact beyond its lifetime.

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Partners: Action Coordonnée de Formation et d'Insertion (BE)
Atlante Social Cooperative (IT)
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South Muntenia Regional Development Agency (RO)

Approved Budget 385.066 EUR

Grant Awarded 288.799 EUR

Contract Duration 24 months

REFERENCE : 539414-LLP-1-2013-1-RO-GRUNDTVIG-GMP

TITLE: European Induction Support for Adult Learning Professionals to the Correctional Criminal Justice System

Description: EIS ALP project is set from the beginning on finding out what it is that a prison educator has to do that is different or over and above what teachers in other areas of the lifelong learning sector has to do. It is clear that the challenges of an "outside" adult learning professional coming to work in a correctional criminal justice system are high. Due to the strong involvement of LLP programs, prison education in Europe has taken quite a development in the last years. But still, not even at national levels (and for sure not at European one) the competency profile, the training pathway and professional development of teachers in prison are not clear. EIS ALP partners have been building up European experiences (individually and in cooperation) in prison education for more than 7 years. Gradually we started working in closer networks until we realized that the key for effective prison education is working on the competencies of teachers even before they enter the system. We started developing more generic projects that build up to EIS ALP initiative. We plan to develop a web-based tool for adult learning professionals to assess and further develop their key competencies in prison education. This simple phrase holds a complex amount of work in a territory fairly unexplored: what are the key competencies of an adult learning professional that works in the correctional criminal justice system. In other words, what sets apart a prison teacher from a "regular" adult educator? At this point there is no unitary answer to this question, neither at national nor at European level. We will base our work on the Key Competencies for Adult Learning Professionals, but from there on, working on EIS ALP will involve a high level of originality and stakeholder involvement. Based on our findings we will develop a tool that takes the "regular" adult educator on a discovery journey in becoming a prison teacher.

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Partners: Associação Nacional para a Acção Familiar (PT)
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Corradino Correctional Facility (MT)
EUROCOOP - INSTITUT ZA EVROPSKE RAZISKAVE IN RAZVOJ (SI)
European Network for the Promotion of a Responsible Economy (RO)
European Prison Education Association – Malta Branch (MT)
Learning Initiatives for Employment CIC (UK)
Penitenciarul Arad – Centrul De Formare A Ofiterilor (RO)
QUALIFY JUST IT SOLUTIONS AND CONSULTING (PT)
USER VOICE (UK)

Approved Budget 398.709 EUR

Grant Awarded 298.933 EUR

Contract Duration 24 months

REFERENCE : 539415-LLP-1-2013-1-BE-GRUNDTVIG-GMP

TITLE: European Adult Education (Young) Professionals Learning Platform
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Description:	<p>Many adult education staff do not have formal training in AE.EAEA knows from members that there is huge need & interest to learn more about European policies, programmes and other countries' systems & innovations.We therefore propose an online learning format in order to reach more participants and to make it affordable. An exchange between staff generations,the learning from experts but also peers means a real added value and exploiting existing resources. People can do the whole training (and receive a portfolio), but individual online sessions according to interest & time resources can be accessed, too.</p> <p>The project, AE-PRO,will develop: European training for AE staff with the following components: Online peer-learning platform with cross-national & intergenerational exchange of expertise and EU contents; Mobility platform; Portfolio to complement national certification; Mobility charter for hosts; Network of trainers & experts</p> <p>The project targets:</p> <ul style="list-style-type: none"> • Adult education staff (especially younger) across Europe—through EAEA and its EAEA younger staff network. We promote the cooperation of adult educators and their innovative potential. They will increase their knowledge, learn from their peers,do a mobility and network.This will have a direct impact on the quality of adult education. • AE organisations and providers will profit from each other's innovations and knowledge as well as receive better information about European developments, through sharing knowledge and experience with others. The project will give the opportunity to create networks and links to other organisations in Europe, which will promote a European area of adult education and increase the professionalization and quality of adult education staff. • Policy-makers will receive better feedback from AE institutions, based on better knowledge. <p>Outcomes of the project:-Increase in knowledge about AE in Europe</p> <ul style="list-style-type: none"> - exchange of innovation across Europe - quality and professionalization of AE staff & providers
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Approved Budget	406.021 EUR
Grant Awarded	304.514 EUR
Contract Duration	36 months

REFERENCE : 539464-LLP-1-2013-1-BG-GRUNDTVIG-GMP

TITLE: My Food - My Medicine

Description: This project aims at the dissemination of knowledge concerning a healthy diet among adults that live in cities. We plan to develop educational material about organic diet, small scale organic cultivation in the city and traditional cuisine. Free seminars on these subjects will also take place. The educational material will be on line (e-learning platform) available to the public. The basic idea of the project (as its title demonstrates) is the advice of Hippocrates that food must be our medicine, thus a healthy diet is the basis of a good life. We wish to disseminate the knowledge that will motivate the consumers to eat healthy and to regain control over their food. The project answers the challenges of healthy nutrition in the cities in the midst of the economic crisis. The partners have worked together in the past, in projects aiming mainly at teaching and promoting organic cultivation and agricultural tourism to the farmers and now wish to cooperate again, targeting this time mainly the consumers that live in cities, as well as any other interested party. The educational material will be available in all the languages of the partnership (BG, EL, ES, IT, PT) and in English. The main outcomes of the project are the website and the e-learning platform that will contain the educational material (both in 6 languages), the seminars and the Info Day that will take place in all the countries involved. The educational material will be suitable both for classroom environment and for autonomous - distance learning.

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TRAINING 2000 (IT)
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Ελληνοβρετανική Εκπαιδευτική Α.Ε. (GR)

Approved Budget 337.067 EUR
Grant Awarded 252.800 EUR
Contract Duration 24 months

REFERENCE : 539475-LLP-1-2013-1-BG-GRUNDTVIG-GMP

TITLE: Training to Train - Intergenerational Transfer of Knowledge on the workplace
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Description: Unemployment in Europe has grown, reaching 25 million people in May 2012. Long-term unemployment is a big problem and the risk of becoming long-term unemployed for older workers is very high. At the same time Member States are taking measures to reduce early exit from the labour market.

In short adult people (50+):

- Are becoming a larger part of the working force;
- Need to work until later age;
- It becomes increasingly more difficult for them to find jobs.

People aged 50+ have knowledge, skills and experience, which cannot be taught in school and which they have acquired in more than 30 years of work experience. This we have identified as one important but underutilized asset. Usually they lack the key competence to transfer their experiences to the next generation, so that they can accept their advice. Acquiring train-the-trainer skills will give these people an additional merit in the eyes of their employers by allowing them to be successful on-the-job trainers and mentors.

The partners are going to develop an innovative train-the-trainer course for people of age 50+, providing them with skills for intergenerational, on-the-job transfer of knowledge. The training will be piloted and tested and some of the trainees are going to implement on-the-job training programmes in the organizations that they work for, with the mentoring and coaching help of the partners.

The partners are going to use the results of pilot trainings and their evaluation in order to develop good practices case-studies to be able to promote the idea of more structured intergenerational learning at the workplace.

Thus the project will improve the training skills of the employees 50+ and will help convince the employers of the value of their experienced staff. They will be able to transfer to the young employees in their companies a set of skills specific for the company processes and culture and will add value both to the company's future development and to the job integration of younger people

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 Mozaik Human Resources Development (TR)
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 WATERPOLIS, SA (PT)

Approved Budget 333.013 EUR

Grant Awarded 249.759 EUR

Contract Duration 24 months

REFERENCE : 539478-LLP-1-2013-1-UK-GRUNDTVIG-GMP

TITLE: European Speakers of Other Languages: Low-literate adult immigrants: Training their Teachers : EU-Speak 2

Description: Literacy figures in success in post-industrialized countries yet many adults immigrate without basic native language literacy (7% - 15% of all immigrants, particularly women). Most research on reading development is on children, so in 2004 a group of Dutch, UK and US researchers established the inter-disciplinary Low-educated Second Language & Literacy Acquisition forum to fill the evidence gap on such adults' reading development. Research confirms that low-educated adults learn to read similarly to children but that they still struggle to gain basic literacy. To determine why, the Netherlands and UK with Danish, German, Spanish and Swedish partners participated in a 2-year LLP partnership (EU-Speak) to consider classroom practice, materials, assessment, teacher training/development and policy, and found well-qualified teachers determine quality of delivery and student success. LESLLA teacher training/development is highly fragmented and EU-Speak-2 takes a sub-set of these partners and expands to include Newcastle, Amsterdam, Cologne, Finland, Granada and the US. The aim is a supra-national on-line LESLLA teacher training/development curriculum with local variations. Consensus is first sought from stakeholders on required LESLLA teacher knowledge/skills. Then current LESLLA teacher training/development is catalogued and knowledge/skills mapped onto training/development. Next, the feasibility of addressing the needs of a multi-lingual, multi-cultural sector of full-time, part-time and volunteer teachers is tested via an on-line study-group-based workshop. With information on skills/knowledge, training/development provision and the international workshop, EU-Speak-2 will use an on-line specialist to design the framework of a supranational curriculum. Throughout the project, all levels of stakeholder will be consulted and the cooperation of high-level governmental and non-governmental organizations will enable post-project implementation of the curriculum.

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University of Granada (ES)
University of Jyväskylä (FI)
University of Köln (DE)
Virginia Commonwealth University (US)

Approved Budget 260.269 EUR

Grant Awarded 195.200 EUR

Contract Duration 18 months

REFERENCE : 539482-LLP-1-2013-1-IT-GRUNDTVIG-GMP

TITLE: REmoving prison HeAlth Barriers

Description: The project proposal REHAB – REmoving prison HeAlth Barriers, in the framework of the European Commission's Lifelong Learning Program Grundtvig multilateral project, intends to foster a safe and rehabilitative prison environment, through more effective communication and health education trainings among inmates and prison staff. Proposed and drafted in partnership by the SIMSPE and the University of Tuscia (Viterbo, Italy), the REHAB project aims to improve the general quality of life in prison and reduce recidivism behaviors through multi-disciplinary and cross-method trainings, where more trust and better communication between inmates and prison staff would make it easier to motivate the first group to take part in health education programmes and would make the education provided by the prison operators more effective.

The central objective of this pilot training program is to develop prison staff communication skills and therefore transfer appropriate and effective knowledge to inmates in targeted European prisons, in order to:

- address health inequalities and miscommunication in detention institutes
- maintain prison staff motivation in coping with the job-related stress environment
- improve health conditions and learning opportunities for rehabilitative activities in prison
- reduce recidivism rates among prison inmates

Concluding, the REHAB project intends to both develop rehabilitation strategies to support the prison staff to cope with the stress related job, and, regarding their role in the education and rehabilitation of prisoners, to better perform their duties; and to engage prisoners and future peers in health and custody education trainings, in order to improve their life styles, health, social inclusion and harm reduction during the custody and for future successful reintegration in the society.

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Partners: Association des Professionnels de Santé Exerçant en Prison (FR)
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Approved Budget 354.375 EUR
Grant Awarded 265.781 EUR
Contract Duration 24 months

REFERENCE : 539484-LLP-1-2013-1-ES-GRUNDTVIG-GMP

TITLE: Consumer learning to enhance the knowledge of products with geographical indications
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Description: GILearn is a training project for adult learning in protected designations of origin (PDO) products: its main objective is that European adults gain the knowledge for the identification and valorisation of PDO products and specifically, their unique sensory characteristics. Secondary objectives of GILearn project are the promotion of PDO products and the preservation of traditional manufacture processes and the sustainable production. The foreseen methodology combines off-line and on-line approach. Training consists on an innovative concept of "guided tasting" of PDO products: participants will perform a real-time tasting while they can consult with guides and charts for a proper fulfillment. Furthermore, the on-line format provides a more attractive approach allowing participants to interact with other through the course platform. Training on PDO products will provide participants with a multidisciplinary knowledge regarding areas of production and socioeconomic impact, manufacture and cultural aspects of products. But the innovative idea lies on the acquisition of sensory capacities by European citizens which will let them to appraise quality, value and diversity of food PDO products.

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Partners: Chambre de Métiers et de l'Artisanat du Rhône (FR)
Fondazione Qualivita (IT)
MTT Agrifood Research Finland (FI)
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Approved Budget 383.251 EUR

Grant Awarded 287.436 EUR

Contract Duration 24 months

REFERENCE : 539539-LLP-1-2013-1-FR-GRUNDTVIG-GMP

TITLE: European citizen ACTing-FOR-DEPendent People = ACTing for Dependent People

Description: In the context of the European Year of Active Citizenship, the participants in the ACTing for Dependent People project have set themselves the aim of designing and distributing on a European scale an awareness-raising and training kit to promote and reinforce citizens' initiatives in favour of vulnerable groups within society.

This kit, which is intended for active and amenable European citizens who wish to help dependent neighbours, friends, family members, etc., will comprise various tools that can be used to run awareness-raising campaigns and training activities in local areas.

It will be made available to local providers of personal services or home care, who very often encounter difficulties arising from shortcomings in the mobilisation and professionalisation of civil society.

The operational objectives are as follows:

- to define a benchmark set of skills to be acquired by these volunteers;
- to produce tools and try out awareness-raising activities, then training activities for active citizens;
- to develop tools that will promote recognition of the skills of active citizens;
- to collate and distribute these tools in the form of a kit designed to promote closer links and better coordination between all of the users in local areas, that is to say local authorities, public or private structures catering for the needs of dependent people, volunteers, etc.

The seven participants in the project – training bodies, an association of volunteers working with the target groups of the project, a European research institute and public and private-sector players – possess real experience and expertise in the field. They provide complementary services in six countries of northern and southern Europe. They possess know-how and networks that enable them to establish and maintain training activities in their respective areas.

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Municipalité d'Avilés (ES)
Scuola Centrale Formazione (IT)

Approved Budget 394.168 EUR

Grant Awarded 295.623 EUR

Contract Duration 24 months

REFERENCE : 539622-LLP-1-2013-1-GR-GRUNDTVIG-GMP

TITLE: Prison Education: Basic skills Blended LEarning

Description:	<p>The PEBBLE project aims at the improvement of prison education in Europe by making ICT available to learners in correctional education. Prison education remains one of the most pressing issues in Europe.</p> <p>Bearing in mind that the reintegration of prisoners into society after release depends to a great extent on the education they have received during their sentence and the skills they have acquired, the basic aim of the PEBBLE project is to improve the education provided in the correctional institutions across Europe by increasing the pedagogical use of ICT in learning and by providing more opportunities for the acquisition of basic skills. The main target of the project is to contribute to a significant change in the level of provision of high quality education especially on fields and subjects which are considered to be important for the personal development and the rehabilitation of inmates. The PEBBLE project will provide training suitable to the needs of the individual prisoners by implementing the ICT- based education, as a means of distance education, which is of particular importance to inmates.</p> <p>E- learning content will be created and developed in order to improve their key abilities and basic skills in the following thematic areas:</p> <ul style="list-style-type: none"> • Literacy skills • Numeracy skills • Basic ICT skills • Financial skills <p>After the localization of the content to the specificities of each participating country, where linguistic and cross-cultural issues will be addressed, training courses will be delivered in the participating correctional institutions in Greece, Italy, Cyprus and Romania.</p> <p>The blending of web- based content with basic skills learning will render their education both more flexible and more individually oriented. The impact envisaged involves the prisoners who will improve their self esteem and create positive expectations after their sentence and the penitentiary system as a whole since it will make prisons a positive learning environment.</p>
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Approved Budget	300.000 EUR
Grant Awarded	225.000 EUR
Contract Duration	24 months

REFERENCE : 539664-LLP-1-2013-1-DE-GRUNDTVIG-GMP

TITLE: Healthy Active Living for Seniors

Description: European society is ageing very fast. There is a challenge to educate older people about steps which they should undertake to keep a healthy and active life. Participation in regular, moderate physical activity can delay functional declines. However, a high proportion of older people in most countries lead sedentary lives. The project consortium proposes solutions to make seniors aware of healthy living guidelines, to teach them about proper nutrition, to help them to design their own personal healthy living plans and to advise them about safe and effective exercise.

To achieve these objectives the partners will produce a research report describing the needs of seniors for the key components of a healthy active living programme; will provide the content of a healthy living course; create an on-line personal healthy living planner available for thousands of seniors that will include graphical representations of goals, progress and achievements; will offer innovative healthy living educational courses for elderly people; will train instructors working with seniors; will provide a manual for setting up active ageing centers; will start active ageing campaign and will organize a major seniors sports event combined with a valorization event for 500 seniors and decision makers.

The project will have impact on more than 2000 people. From the main target group 50+ seniors, 100 will receive face-to-face Healthy Active Living training and additional 500 through a personal on-line planner. Over 60 instructors will receive training during and after the project duration. Other groups which will be reached during and after the project duration are active ageing organizations, seniors instructors, staff working in partners' organizations, other consortiums working on activate ageing projects, universities conducting research on active ageing, general practitioners working with senior, publishers of sport and nutrition periodicals related to active ageing and decision makers.

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Partners: ADESPER – Agrupación para el Desarrollo Sostenible y la Promoc (ES)
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Fundacja Maraton Warszawski (PL)
VCAT Consulting GmbH (DE)
Zinman College of Physical Education and Sport Sciences at the (IL)

Approved Budget 396.113 EUR

Grant Awarded 297.084 EUR

Contract Duration 30 months

REFERENCE : 539716-LLP-1-2013-1-DK-GRUNDTVIG-GMP

TITLE: Elderly volunteers - A Resource for the Society

Description: In order to exploit, in the most positive way, the potential mobilization and contribution to the society from senior volunteers, it is important to provide the right political and practical local framework, which among other things include training activities towards the volunteers. The partners behind the EVARS project want to address the issue of political awareness related to elderly volunteers as a resource for our society and in that connection develop, test and implement a training module in a close collaboration between training organizations, local authorities and senior volunteers. The local authorities estimate e.g. that it will be important for elderly volunteers to obtain some basic training within the following areas; a) Illnesses such as dementia and alzheimers, b) Pedagogical principles that are important when working with children and young people, c) Ethical issues and d) How to take care of themselves, making sure that the voluntary work will not hurt them in any way.

The EVARS project will be implemented in close collaboration with the local authorities and will be process oriented in its nature, using the collaboration to describe good practice examples and policy recommendations which will support the exploitation and uptake of the results.

The project is an active contribution to both the European Year of Volunteering (2011) and the European Year of Active Ageing and Intergenerational Solidarity (2012), providing qualified input on how to enable a better collaboration between local authorities and elderly volunteers, creating a win-win situation, through learning activities for seniors.

The EVARS project will be carried through by 5 partners in 4 countries and will have an important European reference group consisting of AGE Platform Europe, Council of European Municipalities and Regions, and the European Parliament.

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South Denmark European Office (DK)
Union of Christian Seniors of Slovakia (SK)

Approved Budget 406.475 EUR
Grant Awarded 300.000 EUR
Contract Duration 24 months

REFERENCE : 539717-LLP-1-2013-1-IT-GRUNDTVIG-GMP

TITLE: Blended Learning Quality-Concepts Optimized for Adult Education

Description: Blended Learning (bLearning) is a relatively new teaching method which emerged in the last 8 years; developed as a combination of classroom teaching and distance learning, this method takes up an important role in the educational system. Big companies were the first to use this teaching and training concept because they expected cost reductions. Nowadays the first research work about the efficiency and the necessary environment of bLearning are published. One of the issues mentioned is a missing quality concept for blended learning. As quality is beginning to play an increasingly important role in the educational system, the consortium is going to analyze and transfer the results of the research work into a quality concept for bLearning. The project focuses especially on the concepts of the quality of courses, the courses itself, the quality in organizations responsible for bLearning courses and activities and last but not least on the needs and the environmental conditions of the learners. The consortium's members are all involved in education or further education of adults and experienced in organizing courses for adults. The results of the researches are going to be analyzed, structured and brought to a quality concept for bLearning courses. That will cover the preparation work in the teaching organization, the quality fields such as tutorial support, communication, learning techniques, information and information transparency, the course plan, didactical issues, the part of classroom teaching and so on.

The result of the project is a well proofed practical quality concept (in written form) covering all issues of bLearning respecting the needs and the learning environment of learners as well. A training course to disseminate the results to trainers, teachers and teaching organizations is also available. The transfer of the quality concept to the Comenius Program is also going to be provided and published.

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Approved Budget 314.669 EUR

Grant Awarded 235.998 EUR

Contract Duration 24 months

REFERENCE : 539730-LLP-1-2013-1-PT-GRUNDTVIG-GMP

TITLE: Ubiquitous Information for Seniors Life

Description: Life expectancy is growing. So there is an equally growing need to fully integrate senior citizens in this Knowledge and Information society where ICT tools play a crucial role. Their current exclusion, due to technological illiteracy, prevents them from fully exercising their rights but also prevents Society from benefitting from their large experience, life-wisdom and know-how. Furthermore, with the advent of mobile devices (smartphones and tablets), this problem was aggravated, as more and more information, communication and formal duties are being designed and processed for that context. Info-exclusion in adult citizens aged 50 and above relates partially to some reluctance towards change and, particularly, towards new technologies but also to the lack of attention given to the specific needs of this target group. But this is not a verdict or doesn't have to be a verdict. The difficulties that this generation experiences in the access and use of new ICT tools should not be excuse for generating inequality and increasing the risk of exclusion. It is necessary to raise awareness and to train the operators that work with senior citizens towards the benefits of using mobile devices . A different approach is needed to ensure that senior citizens know exactly how to use efficiently those devices, be it for their personal tasks or their societal requirements.

The aim of this project is to improve the content and quality of training courses for teachers and staff that work with senior citizens, regarding the benefits of new technologies and focusing on the use of mobile devices, for instance, in regard to fiscal obligations, social security issues, emergency situations, medical monitoring, preventing isolation, and even leisure and time occupation.

The project expects to reach directly about 35 trainers and 140 senior citizens and indirectly more than 1500 senior citizens, setting up the conditions to a successful multiplication.

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Approved Budget 398.580 EUR
Grant Awarded 298.932 EUR
Contract Duration 24 months

REFERENCE : 539740-LLP-1-2013-1-IT-GRUNDTVIG-GMP

TITLE: Job Club +

Description: The project aims at developing, testing and disseminating at European level an effective and sustainable methodology to increase the employability of Low-skilled Long-term unemployed people (LTU) by providing key-training and guidance. The major aim of increasing the employability of those people encompasses the objectives of upskilling, educating and empowering them via a range of complementary and balanced activities. The proposed methodology is an enhanced version of a Job Club (JC), thus called Job Club Plus (JC+). A JC is a help club for unemployed or underemployed people, to facilitate self-help in the job search and to monitor progresses. In a JC people meet regularly to discuss their efforts and share outcomes. The basic JC, mostly used in USA/UK and only recently in others such as Italy, is fit for average users but inappropriate for low-skilled and more vulnerable people, who need much more support from educational, technical and psychological point of view.

The enhanced JC version includes these elements, resulting composed of:

- a) assessment of competences
- b) job-hunting techniques course
- c) traditional Job Club
- d) Key training: 3 short training paths on ICT, literacy in mother tongue, self-learning competences
- e) Job-hunting personal kit preparation laboratory
- f) Psychological counselling.

In this way, the project offers an effective tool to face the problem of long term unemployment through an integrated path comprising up-skilling, empowering and educating disadvantaged adults. In so doing, the project strongly contributes to break the negative connection between low education and low possibilities of employment while providing a gratifying hands-on learning experience that strongly contributes to the personal growth of each participant. As in fact 2012 Eu Employment Observatory Review reports, all educational groups have been affected by the crisis in relation to LTU, but it is the lower educated groups that experience the highest rates.

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GRETA du Velay (FR)
Merseyside Expanding Horizons Ltd (UK)
Verein Multikulturell (AT)

Approved Budget 399.155 EUR

Grant Awarded 299.365 EUR

Contract Duration 30 months

REFERENCE : 539781-LLP-1-2013-1-ES-GRUNDTVIG-GMP

TITLE: KC-MEM: Acquiring key competences through local memories in non-formal adult learning

Description: The past decades have seen great changes across the world, such as mass migrations and globalisation, which lead people to question their identity. Who are we? Where am I from? How should I act in the present and future? The past is source of identity to understand the present and imagine the future. The memory has proved as a powerful educational tool to develop social and civic competences, as well as to strengthen the sense of belonging to the group whose memories are studied. The use of memory in an adult learning context allows to address some of the most important objectives and challenges defined in the European Agenda for Adult Learning for the period 2012- 2014: motivation and engagement of adult learners, active citizenship and social cohesion, enhancing creativity and innovation and building local partnerships.

The aim of the project is to elaborate an innovative and competency-based educational project aimed to the recovery, identification and gathering of local memories inscribed into tangible or intangible forms. The educational experience is aimed at narrating the memories into a visible and sustainable format (creative output) to share it with the rest of the local community, in order to build up local identities and strengthen local and civil society. An outline with main activities and stages will be designed and then adapted to 6 local communities which will explore their memories. Other relevant outcomes of the project are a Guide on the use of memory in adult education and a Manual on how to organise educational projects based in local memories. The project will contribute to improve the existing adult education offer at local level in terms of quality and innovation, the introduction of competency-based methodologies in non-formal learning, to provide attractive and innovative learning settings for adult learners, strengthen the links with community life and build up local identity and foster local partnerships in adult education.

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Approved Budget 392.835 EUR

Grant Awarded 294.626 EUR

Contract Duration 24 months

REFERENCE : 539784-LLP-1-2013-1-FR-GRUNDTVIG-GMP

TITLE: Insertion des jeunes défavorisés par l'art
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Description: The aim of the project we wish to develop is to encourage the integration into working life of young people aged from 16 to 25 from socially disadvantaged and immigrant backgrounds. It is these young people who bear the main brunt of unemployment and job insecurity. The project is intended to enable them to re-engage and acquire essential key skills so that they can choose the best path to follow and find their place in social and working life. We wish to offer an alternative to the traditional integration mechanisms and offer young people with integration difficulties a helping hand towards different and motivating employment. What we shall do is offer young people art workshops where they will be able to create an artistic project from start to finish. The various artistic projects implemented in the country of each participating body will be presented at a final international exhibition, which will be open to the public. The art workshops that we establish will be entirely geared to our target group and will take account of their origins. These workshops will enable young people to build their confidence in their own ability to turn the difficulties they encounter into a driving force. The educational method that we shall employ will combine socio-artistic education with an intercultural approach borrowed from intercultural psychology. Alongside these workshops, we shall create a parallel training course with local and international dimensions for trainers and educators. This course will be based on the experience gathered from the project and will involve the presentation of the project methodology and tools. In addition, a teaching manual will be produced for people in occupations in the field of integration. It will contain a compilation of case studies, the course curriculum and a description of the various educational tools developed in the course of the project.

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Partners: BERLINK ETN GmbH (DE)
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Merseyside Expanding Horizons Ltd (UK)

Approved Budget 400.871 EUR

Grant Awarded 300.000 EUR

Contract Duration 24 months

REFERENCE : 539829-LLP-1-2013-1-IT-GRUNDTVIG-GMP

TITLE: INNOVATIVE MANAGEMENT AND EDUCATIONAL PRACTICES IN ELDERLY CENTRES
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Description:	<p>The aim of the project is the improvement of the key competencies of Elderly Centres' staff through an "Agile Management" approach and peer-learning pathways among practitioners in order to provide better learning opportunities for individuals and communities. The work process here proposed is based on the valorisation of European best practices on the active ageing and the solidarity between generations to foster and to improve active ageing policies and the involvement of elderly people in the community life.</p> <p>1° phase of the project is centred on the context analysis about the local/national conditions of the ECCs' clients and their needs, available services, on-going policies on active ageing. A focus point will be the educational practices/ pathways and methodologies offered by ECs, considering how these will impact on the local constraints regarding features like numbers of elderly people participating in social and cultural life and the interaction between these latter with the youngest generation and family members.</p> <p>2° phase is aimed at the realisation of peer-learning sessions on the best experiences at European level on elderly care services, with social workers/adult educators/senior volunteers, and taking into consideration 3 specific approaches: APP method, Transcultural Biography Work and Memoro digital interviews;</p> <p>3° a testing phase at national level will follow after the co-developing of specific training materials – new pathways and tools exploiting the above mentioned approaches and the learned case-studies - for the correct implementation of the process.</p> <p>4° phase is focused on the dissemination of project results, at European and local level, through the promotion of a ToolKit for ECCs' workers to improve the quality and the choices of the activities provided by EECs, encouraging a dialogue with other local main stakeholders.</p>
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Approved Budget	399.921 EUR
Grant Awarded	299.940 EUR
Contract Duration	24 months

REFERENCE : 539839-LLP-1-2013-1-UK-GRUNDTVIG-GMP

TITLE: Family Learning And Migrant Engagement
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Description: The blazing fires of the riots in Wandsworth, London in the summer of 2011 were a harsh example of the social unrest affecting much of Europe as it faces the challenges of the economic crisis. The riots were partly racially motivated - when times are hard, migrants and ethnic minority (EM) groups can be seen as a threat to scarce resources. Migrants and even members of ethnic minority groups living in the 'host' country' for generations can face many many barriers: discrimination, poor language skills, lack of transferable qualifications, homelessness and mental distress. Many are reluctant to move outside their own communities, compounding a cycle of mistrust and difficulty finding work.

The aim of FLAME is to use Family Learning methodologies to engage adults in learning with their children. "Supporting children's development is one of the major motivators that leads to adults improving their own skills". (National Institute for Adult & Community Education, UK). By engaging with adults through their children, FLAME offers 'first steps' pathways to the learning and employment that many migrants can find so hard to achieve.

This project will research and compare needs in partner countries and develop a Toolkit of:

- 50 x multicultural Family Learning activities targeting migrants/EM designed to promote integration and build citizenship skills
- 25 x outreach and engagement strategies for learning providers
- Volunteer programme of peer support to encourage families to participate
- Framework & practitioner guide for the Toolkit, including setting progression goals with learners
- Case study videos

Partners from UK, Poland, Italy, Greece and Sweden will develop and pilot the Toolkit in 5 languages with 200 families, 40 volunteer peer supporters and 25 learning providers. The project produce a final report on the "Lessons Learned" with recommendations for replicating and transferring the Toolkit. All products will be available from the project website.

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Approved Budget 398.746 EUR

Grant Awarded 299.057 EUR

Contract Duration 24 months

REFERENCE : 539856-LLP-1-2013-1-UK-GRUNDTVIG-GMP

TITLE: CITCOM – Citizenry and Community
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Description: 2013 is the European Year of the Citizen and as such the focus of activity should be on understanding & promoting the idea and practice of citizenship, in terms of European as well as more local forms of citizenship. The partnership has identified a number of issues which limit such an idea and practice and prevent 'Europe' and its constituent communities, groups and people reaching their full potential. Much of what has gone before has focused on the more concrete, direct and individual aspects of citizenship such as participation in formal politics & voting procedures and individual rights and responsibilities of 'the citizen'. What it has not dealt with is the 'lack of belonging' that affects so many and leads to disengagement and apathy. There is a limited feeling of belonging to their own localities, regions or states never mind to Europe. Worse than this is the negative view of 'Europe' as just another level of bureaucracy, red tape and pressure, something that does not belong to the people but is something forced on them or unrelated to them, a view that is often reinforced by the media. In addition, Europe's constituent elements are seen as 'foreign' to one another, in competition for scarce resources. The resultant situation is increasing disengagement from politics in general, creating a limited citizenship and one that is confused by it's identity/ies and angry about 'others'. Such citizenship cannot deal with change or fully participate in the processes required to face the pressures exerted upon it and cannot contribute fully to a more inclusive Europe.

Addressing these issues is key to enabling creativity, the understanding of change as a positive force and building community resilience, sustainability and an active citizenry.

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Approved Budget 399.818 EUR

Grant Awarded 299.863 EUR

Contract Duration 24 months

REFERENCE : 539947-LLP-1-2013-1-FR-GRUNDTVIG-GMP

TITLE: Formation à la médiation pour l'inclusion sociale par la mobilité européenne.

Description: Social mediation is emerging in European countries as a new and innovative form of social action and of local and regional development which is tailored to the new social challenges of financial insecurity and poverty, social disaffiliation, difficulties in accessing public amenities and institutions and the risk of ethnic and cultural tensions.

This mediation for social inclusion manifests itself in a wide range of practices and phenomena and is a largely unstructured occupational activity.

The aim of the project is to develop experience of an immersion-based training method and European mobility on the basis of the great journeyman tradition of the Compagnons du Devoir du Tour de France, which is registered in the UNESCO Intangible Cultural Heritage List. Like the Compagnons, social mediators will consolidate their acquired know-how by means of a period of work experience, which will be spent in a social mediation body in another European country. They will also have to produce a 'masterpiece', which will formalise their new apprenticeship. This training will contribute to efforts to build up gradually a European community of professional social-inclusion mediators that cherishes its diversity.

The creation of this experimental scheme depends on prior mutual familiarity of the participating trainers and professional social mediators in the consortium, to be achieved by means of an inventory of practices and research studies in the countries represented and on definition of the ways in which the 'masterpiece' can be incorporated into the existing or projected certification systems for social-inclusion mediators in each country.

The ultimate goal of this experiment is to propose, on the basis of the findings and after having established the institutional and financial feasibility of this system of immersion training and European mobility, that it be made into a permanent and sustainable scheme.

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Approved Budget 395.490 EUR
Grant Awarded 296.615 EUR
Contract Duration 36 months

REFERENCE : 539979-LLP-1-2013-1-GR-GRUNDTVIG-GMP

TITLE: Learning for Female African Migrants' Solidarity: Help-Desks for Female African Migrants in the Eastern Mediterranean Region - LeFAMSol

Description: LeFAMSol is a curriculum development project for hard to reach target groups of adults, oriented towards cultural mediation and peer training. At its pilot phase, the project focuses on Female African Migrant Groups, including sex workers, aiming initially to create a pool of human resources that can operate gender/ethnically delineated "Self-Help Desks." Therefore, knowledge building and sharing is geared towards self-sustainability, capitalizing upon ethnic networking to achieve a multiplier effect.

In focusing on this target group, the project elicits transnational challenges of the specific migrant group transiting from Turkey via Greece to Italy and, thereon, to other Schengen zone states. Thus the interrelation between national and international migration regimes is explored, exploring transversal themes, such as trafficking, and contextually bounded, such as racist violence. The objective is to address such challenges through LLL methodologies that are cost-effective and, thereby responsive to the socioeconomic context.

LeFAMSol maybe described as a uniquely European knowledge cluster, combining practitioner's and activist experiences with formal academic expertise in pedagogy, anthropology, gender and migration studies. The program achieves pedagogical knowledge-transfer in cultural mediation from Italy and Switzerland to Greece and Turkey and, in turn "street-work" experience and outreach tactics from Greece to all partners.

Initially the partners integrate their diverse networks and proceed to initiate contact with possible stake-holders in the curriculum. Social partners, including governance structures and civic organizations, are then fully engaged in a process of consultation, proceeding from open interviews to focus groups. This interaction is built in the curriculum, the evaluation and the exploitation/dissimination process, thereby instilling a sense of ownership to everyone engaged. This is also the key to LeFAMSol sustainability.

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Approved Budget 400.000 EUR

Grant Awarded 300.000 EUR

Contract Duration 24 months

REFERENCE : 539996-LLP-1-2013-1-IT-GRUNDTVIG-GMP

TITLE: TrAining High tEch seniors for Discovery
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Description: The project AHEAD aims to develop test and mainstream an holistic approach to senior education and active ageing based on seniors travelling experiences and, through a dedicated friendly-APP, by equipping senior travellers with those ICT skills that will enable them to turn the collection and share of travelling information in an experience of a proper, innovative training activity.

AHEAD has 4 specific objectives:

1. Developing an app for mobile devices targeting seniors and allowing them to record and share their travelling experience in a complete fashion.
2. Developing a training methodology and set of resources aimed at introducing the use of the aforementioned app through a proper training activity, encouraging active ageing and the development of ICT skills and active participation in society.
3. Connecting the stories produced by the app (Learning adventures) to a sharing AHEAD sharing platform, possibly an existing social network (such as Vimeo or YouTube) and propose them as a new approach to tourism planning to be used by other members of the communities.
4. Introducing the produced tools and resources in the activities and initiatives run by organisations, located in three different European countries, involved in providing educational and entertainment activities to seniors, to make them improve relevant skills that can add value to their contribution in nowadays' society.

The project will produce the following results: A senior-friendly app for their travels experiences recording; implementation of 4 national pilot experiences involving at least 240 senior learners; a lifelong learning adventures collection; organisation of local events, embedding and facilitating the integration of adult learning into civil society world; the AHEAD Manifesto, targeting policy makers and stakeholders for sustainability; a new community approach to tourism planning as an attempt to formulate a bottom-up form of planning.

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Approved Budget 398.881 EUR

Grant Awarded 299.160 EUR

Contract Duration 24 months

REFERENCE : 540011-LLP-1-2013-1-AT-GRUNDTVIG-GMP

TITLE: E-Methodics and E-Didactics in Adult Education
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Description: Reason for the project
 Digital skills are by now seen as one of the basic cultural techniques, and their influence on our lives will continue to increase on an even bigger scale. According to futurologist Dr. Elke Wenzel, digitalisation in education is one of the megatrends of our time. Online seminars and webinars, as well as the utilization of web2.0 tools are therefore future trends in education, and pose new challenges to trainers, as completely new methodological and didactic tools, as well as technical tools are required; work no longer takes place in an actual classroom but in a virtual room. In our view, trainers now need to acquire new skills in order continue to successfully compete on the trainer-market as e-trainers or e-moderators. As a result of our research we have concluded that there will continue to be classroom seminars, although these will be offered in combination with online seminars and webinars. There are currently no train-the-trainers courses for e-moderation and media training available yet.

Results and products
 Development of an inter-cultural training course for e-moderation and e-training
 Implementation of a pilot course
 Final Curriculum for e-training
 Setting up quality standards
 Creating a strategy concept
 Facilitating an e-learning platform in four languages
 Developing a support tool for continuing trainer support
 Possible certification of the training course on a national scale

Impact
 Increase in the quality of teaching in the area of online seminars and webinars. It will become possible to teach resource-efficiently and independent of time and location. Adult education organisations and trainer can extend their range of training offers in their respective specialised fields. Learning online will not only be available at university level, but will also be accessible to other target groups (persons with low-threshold educational level).

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 NGO Slovak Centre for Kommunikation and Development (SCCD) (SK)

Approved Budget 398.185 EUR

Grant Awarded 298.430 EUR

Contract Duration 30 months

REFERENCE : 540030-LLP-1-2013-1-IT-GRUNDTVIG-GMP

TITLE: Mothers and children in L2
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Description: This project is addressed to migrant women with preschool age children. The project will design and pilot a methodology and tools aiming at facilitating learning L2 in mothers thanks to interactions and content related to their children. The tools will be a 50 hours course the young mothers will attend with their children and a series of videos. The course will be attended jointly by the mothers and their young children. The course will be delivered in L2 and focused on nursing principles and information about nursing services in the host countries as well as family management, citizen awareness, basic ICT. During the course the mothers will be invited to nurse and interact with their children according to nursing principles by using L2; they will be also taught how to use a netbook so they could interact between themselves and with the facilitators in a web based virtual community when not at the course. A small playground and a dedicate person will be available to care for the babies when the mothers are involved in learning without their children. The acquisition of these contents will make these women more able to interface with all the important institutions and public bodies they have to deal with for their own and their family good.

For a better learning, also a set of short videos containing video lessons on the topics addressed by the course will be produced. The videos will be used by the mothers attending the course to review and repeat the contents taught at the course. The videos are also a instrument for further exploitation: the video will be available on a specific channel on YouTube so other mothers not participating to the course could use them for learning L2.

The videos will be bilingual: voice and transcription will be available in host country language and in the more common migrant languages in each partner country. The starting level of mothers will be CEFR A1 and target level A2.

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Approved Budget 399.969 EUR

Grant Awarded 299.976 EUR

Contract Duration 30 months

REFERENCE : 540073-LLP-1-2013-1-CY-GRUNDTVIG-GMP

TITLE: Sustainable Network for the families of disabled people through e learning
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Description: In many occasions all over Europe, the disabled people do not receive institutional care but they are treated informally in their houses by the member of family (they may be parents, children or relatives). However, these members of families have not received proper training on how to treat a disabled person and many times they do not know what to do and they want to seek advice from a training material or from other people that find themselves in the same situation. The same is true sometimes for the disabled people themselves who cannot guide the person that is taking care of them correctly. The project, having considered all these issues aims to development a network and supporting material in order to support the families of the people with disability through distance learning courses and through an interactive communication platform. The main activities of the project are the following:

- Research on the learning material that is already existing for family learning
- Development of e-learning courses for family learning in the context of disability. These courses which will be available in all the languages of the partners of the consortium will include special courses for various types of disability (movement disability, visual disability, audio disability etc.). The courses will be at the level necessary for family members not expert in medicine and are going to be rich in visual- multimedia content (videos etc.) in order to be more attractive and more helpful.
- The courses will also be used for the training of the disabled people themselves in order to be able to look better at themselves or to give better instruction to the people that take care of them.
- Development of networking between relevant institutions in each country for the support of the families with disabled persons.

The impact envisaged is the significant increase of the support available for the families of the disabled people and, ultimately, the improvement of the care they receive.

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Partners: ASOCIATIA FUNDATIA H PENTRU INVATAMANT LA DISTANTA PERSONALOR CU HANDICAP (RO)
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Approved Budget 393.212 EUR

Grant Awarded 294.909 EUR

Contract Duration 24 months

REFERENCE : 540106-LLP-1-2013-1-BE-GRUNDTVIG-GMP

TITLE: Heritage Interpretation for Adult Learning
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Description:	<p>"Interpretation is an educational activity which aims to reveal meanings and relationships through the use of original objects, by first-hand experience, and by illustrative media, rather than simply to communicate factual information", (Tilden, 1957).</p> <p>Every year millions of people visit natural and cultural heritage sites. This is a great opportunity for informal and non-formal learning. InHerit wants to present heritage interpretation as the ideal tool and approach to make place-based learning more effective, interesting and efficient and wants to present heritage (tangible and intangible, natural as well as built) as the ideal learning space in a 'learning cities & regions ecology' for citizens to develop key competences.</p> <p>InHerit aims to build heritage staff capacity for competence oriented non-formal learning in inspiring contexts that improve the adult learning potential at heritage sites through professional development of managers and educators at these sites. In-service training courses at European and national level shall further their competences to realize the full potential of Heritage Interpretation for non-formal and informal learning.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> - a Grundtvig-IST course for site managers and adult educators to facilitate competence oriented learning experiences that reveal the European dimension of heritage to visitors - course materials in different languages - an integral validation system - pilots and recommendations to exploit this course for national contexts - a strategy for advanced European level training courses - policy recommendations outlining improved framework conditions for more professional HI thus enhancing learning through Europe's rich and diverse heritage. <p>Via more professional HI museums and heritage sites can serve as a low-threshold gateway to lifelong learning in non-vocational contexts. People with negative feelings towards education will gradually appreciate learning and overcome stereotypes by broadening their horizon.</p>
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Approved Budget	391.233 EUR
Grant Awarded	293.424 EUR
Contract Duration	30 months

REFERENCE : 540139-LLP-1-2013-1-IT-GRUNDTVIG-GMP

TITLE: MEET - Meeting the health literacy needs of immigrant populations

Description: In Europe, the access to social and health services began to be considered a primary indicator of the level of migrant integration. However, there is a persistent difficulty in the access and use of health services by citizen with a migrant background, especially regarding preventive medicine and health care. All this poses new challenges for professionals, management and quality assurance in health services. Lower levels of health literacy among migrants is relevant, especially as concerns the appropriate use of health care systems. This increased diversity calls for a more migrant-sensitive workforce. In this perspective, the project involve partners from different starting-points on health promotion and different immigration contexts (IT, UK, ES, AU, CY) to introduce the Community Health Educator Model awarded in 2000 by the British Ministry of Health and adopted by many health districts in the UK. The CHE is an empowering health promotion model in which lay members of migrant and minority ethnic communities are recruited and trained to participate in the delivery of health promotion initiatives. The model will be adapted to different European contexts, updated in collaboration with at least 75/80 trained CHEs, 50 health care professionals and an expected impact of at least 1000 users from a migrant background.

CHE allows to:

- Assess Individual and Community Needs for Health Education and strengthen health literacy by promoting information, guidance and access to the services;
- Enhance the cultural and interpersonal competences of health and social service providers;
- Network between migrant communities, health services, adult education providers, local and regional institutions involved in health care sector.

Main Outputs:

- Guideline Handbook for the application of CHE intervention model;
- CHE Training Handbook addressed to adult education providers;
- Grundtvig training course structure
- E-learning platform for trainers and trainees.

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Research Innovation and Transformation (UK)
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Approved Budget 365.881 EUR

Grant Awarded 274.408 EUR

Contract Duration 24 months

REFERENCE : 540154-LLP-1-2013-1-BE-GRUNDTVIG-GMP

TITLE: **Renforcement des capacités dans la formation et l'insertion socioprofessionnelle des adultes en risque de précarité**

Description: In the training of economically vulnerable people, the skills-based approach has served to match training courses more closely to the realities of the job market and to connect them with other levels of training or skill certification. It is evident, however, that the accumulation of technical and general skills is not enough when it comes to guaranteeing the lasting social integration of the most disadvantaged individuals rather than merely improving their employability in the short or medium term. It is therefore necessary to examine the ways in which training practices foster or hinder the development of trainees' ability to harness their skills in order to convert educational resources effectively into real opportunities for social and vocational development. To this end, it is necessary to define and translate into educational outcomes a strategy for enabling jobseekers to re-forgo social links, to regain control of their own occupational and social progress and to develop their autonomy and their scope for free choice so that they can effectively escape the mechanisms of economic insecurity. For this purpose, we wish to conduct a study in 15 training centres to identify with them the practices, organisations and contexts that facilitate the development of capabilities. We then wish to formalise recommendations linked to these practices in such a way that they can be implemented and are transferable to any training centre. In connection with this aim, we shall offer support to the 15 training centres to help them implement the recommendations in their training activities. Finally, the various theoretical, methodological and assessment tools for product testing will be distributed in order to enable other players to make use of them. This will be done not only for the sake of disseminating the fruits of this study but also with a view to advancing the discussion on the subject of capabilities.

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Approved Budget 357.219 EUR

Grant Awarded 266.746 EUR

Contract Duration 24 months

REFERENCE : 540222-LLP-1-2013-1-SE-GRUNDTVIG-GMP

TITLE: Mobility In Learning in Europe
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Description: Taking into account the objectives of Europe2020, the need for a flexible European labour market, approaches and results of previous projects like BEST, EGUIDYA and EMYA, MOBILE aims to open up international experience and work exchanges for disadvantaged beneficiaries.

Mobility in higher education is already a well-established phenomenon, thanks to many funding programmes like Erasmus. Mobility of disadvantaged target groups must be accessible and sustainable. MOBILE has a three way focus: 1) on learners, 2) on teachers/trainers and their receiving and sending educational institution 3) on the receiving enterprises. MOBILE will:

1. offer easy accessible, up-to-date and structured information about placements for disadvantaged beneficiaries to prosper their social inclusion, self-esteem, confidence and European working opportunities.
2. improve the quality of international work exchange via a structured and transparent quality assurance system with certification.
3. develop and provides training for work place mentors, teachers/trainers,
4. develop and provide training for disadvantaged beneficiaries in intercultural, language, key and digital competencies.
4. provide "learning by doing" opportunities for mentors, teachers/trainers and disadvantaged beneficiaries via peer mentoring, job shadowing and mobility/exchange.

MOBILE utilises the "learning by doing" approach to help those with multiple barriers to social and economic inclusion by building self-confidence, raising self-esteem, developing team working skills, improving communications, learning to make decisions and to solve problems in an European setting. The three target groups of MOBILE co-develop the training programmes, are trained, take part in the events/meeting and pilot/test the tools via the European experience/ work exchanges and will be certified via the qualification and certification system.

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Approved Budget 393.528 EUR

Grant Awarded 295.144 EUR

Contract Duration 27 months

REFERENCE : 540273-LLP-1-2013-1-UK-GRUNDTVIG-GMP

TITLE: Coaching Skills for Adult Education

Description: This project aims at rising awareness of what coaching is and finding (through research&piloting) the most effective way of applying it in adult education context. Although the aims and objectives of adult education and coaching are very similar there is very little research in Europe on application of coaching in adult education. Understanding the adult learning theory shows how coaching can be applied in order to enhance the learning process in adults. Coaching competencies are a specific set of skills that enable the coach to assist the coachee in setting his own meaningful goals, accessing his resources, seeing things from different perspective, thinking creatively and finding his own solutions to his challenges. As opposed to mentoring or counseling coaching doesn't involve giving advice but points the other person to their own wisdom. We believe that these skills are invaluable in adult education context and can contribute to empowerment of both educators and learners.

The learners of adult education institutions often experience high level of stress which is interfering in their learning ability. Research and experience show that adult education professionals need to develop skills that will allow them to empower and support learners better. We foresee that the seminars and other training tools (e.g. virtual learning environment) developed through this project will result in more inspiring, satisfied and effective educators and more self-directed and motivated adults. Coaching has high potential for enhancing self-efficacy, a core feature in social cognitive theory where "individuals are viewed as executors proactively engaged in their own development and who actively control their own actions". This project also aims at bringing together the most effective professional coaches and involving them in debate on best practices in coaching which later will be adapted to adult education context and serve as a basis for design of courses and training aids.

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Approved Budget 391.761 EUR

Grant Awarded 293.819 EUR

Contract Duration 24 months

REFERENCE : 540379-LLP-1-2013-1-RO-GRUNDTVIG-GMP

TITLE: Collaborative learning for gender diversity in decision making positions
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Description: The issue of gender diversity in decision making positions has been gaining in prominence at EU level since 2010, when the EC adopted its new Strategy for Equality between Women and Men announcing targeted initiatives to get more women in top jobs in decision making. Following a comparative analysis of their national policies and practice, partners of the project identified a common challenge which showed a lack of effort in improving women's leadership skills as a means of increasing their representation in decision-making positions. Considering the growing body of research which demonstrate the benefits of gender diversity and the positive correlation with business performance, the project aims at empowering women executives from the corporate sector and women from outside the corporate mainstream with skills necessary for developing their leadership competence and thus open the door for women to top management positions. Based on a participative methodology, the project will involve men with a powerful role in institutions aiming to make them understand and value the gender differences and to contribute to the change of management processes and men's attitude towards women. Project will develop collaborative learning practices and tools that will contribute to the change of an organization's learning culture, creating an innovative working environment based on knowledge sharing between women and men.

The project has the potential to contribute to all aspects of Europe 2020' smart growth as it will develop means of strengthening knowledge through high quality education, innovation and digital society. Strong economies will depend on higher female wage returns on paid jobs. This is why Europe 2020 sets a target of raising the employment rate to 75 %. Achieving this target requires greater participation of women in the labour market. Therefore, incentives for women such as credible prospects of career progress, are essential; the project consists in one such incentive.

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Approved Budget 389.303 EUR
Grant Awarded 291.974 EUR
Contract Duration 24 months

REFERENCE : 540477-LLP-1-2013-1-IE-GRUNDTVIG-GMP

TITLE: Furthering Innovative Entrepreneurial Regions in Europe

Description: For Europe's regions to be innovative and entrepreneurial, regional organisations responsible for, or involved in, developing and implementing regional economic and social policies must themselves be innovative and entrepreneurial. There is a recognition that training has been provided separately to regional organisations in innovation and, to a lesser extent, entrepreneurship, but not as part of an integrated programme. This largely because the concept of innovative entrepreneurship is well understood at the national level and at an enterprise level but there are critical gaps in our understanding of how it applies at the meso or regional level.

Developing and enhancing the innovative, entrepreneurial and creativity skill sets of regional organisations present significant challenges; their location often means that there are barriers to education provision and the availability of local learning supports.

Developing innovative entrepreneurship skills among staff and volunteers of regional organisations — particularly community and voluntary organisations — is the key challenges that the FIERE project seeks to address. The project will review existing innovative entrepreneurship provision and ascertain the needs of staff and volunteers in regional community and voluntary organisations. The FIERE project will result in the specification for an innovative entrepreneurship skills training programme that is linked to the national qualifications framework, the development of a network of 120 regional innovative entrepreneurship adult education providers/mentors/counsellors and the provision of training workshops. The FIERE project will, inter alia, disseminate case studies of best practice action projects undertaken by 240 course participants utilising the innovative entrepreneurship skill sets they have acquired.

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Partners: Allweb Solutions SA (GR)
Associacao Comercial e Industrial de Barcelos (PT)
Centro Studi ed Iniziative Europeo (IT)
Einurd Limited (IS)
Institute for Postgraduate Studies (BG)
WATERFORD INSTITUTE OF TECHNOLOGY (IE)

Approved Budget 389.449 EUR
Grant Awarded 292.086 EUR
Contract Duration 24 months

REFERENCE : 540531-LLP-1-2013-1-TR-GRUNDTVIG-GMP

TITLE:	Challenging Attractiveness of lifelong learning: web 2.0 tools for strengthening Marketing and Public relations competencies of adult education providers
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Description: The main aim of the CAMP2.0 project is to strengthen marketing and PR competences of managerial staff of adult education providers and empower them with knowledge and skills for attracting of low participation of adults in lifelong learning by using WEB 2.0 tools. The main objectives:

- To reveal current situation of the marketing and PR in adult education.
- To develop and pilot innovative Training Course;
- To ensure exploitation and multiplication of the developed course;
- To introduce bottom-up initiatives for increase of low participation of adults in lifelong learning opportunities

The main outcomes of project will be Trainers' Guide, Training Course and Handbook. Training Course will be tested during Pilot Training Course with adult education providers. Trainers' Guide and Training Course will be developed in electronic format in 6 languages: EN, DE, ES, IT, TR and LT this way ensuring their maximum dissemination and valorization potential. Handbook (EN), comprising the most important outcomes of the project will be published with circulation of 900. All of these outcomes will be available online for free on project website.

The envisaged impact of the project is the spread of initiative among adult education institutions at first within partner countries and later also those from other EU countries, as well as sharing new ideas how to attract new adult learners and increase their loyalty by using Web 2.0 applications.

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Partners: ACCENTUATE (NORTH EAST) LIMITED (UK)
E.N.T.E.R.- European network for transfer and exploitation of (AT)
Fundación Fundecyt Parque Científico y Tecnológico de Extremad (ES)
ISER srl Integrated Services Engineering & Research (IT)
MFG Medien- und Filmgesellschaft Baden-Württemberg mbH (DE)
Projinal Proje Eğitim Danışmanlık Reklam Org. Çeviri Tercüme B (TR)

Approved Budget 399.762 EUR

Grant Awarded 299.819 EUR

Contract Duration 24 months

REFERENCE : 542079-LLP-1-2013-1-GR-GRUNDTVIG-GMP

TITLE: Artability

Description: Artability aims to develop good practices supporting people with disability in lifelong learning processes via artistic reproductions believing in capabilities of persons with disability in reversing mainstream educational discourses by means of respecting and utilising their personal experiences in life. Artability conceives targets defined in the European Disability Strategy 2010-2020 as milestones. In relation to that, the project comprises actions addressing the gap in the practice of rights essential to social inclusion, self empowerment and self reflection in which people with disability are challenged in partner countries Greece, Italy, Spain and Croatia. Artability's methodology asserts a bottom up approach challenging mainstream adult education strategies. The project mobilises the knowledge and experience via art interventions and reveal indeed people with disability are capable of telling stories of their own to the society. In achieving the aforementioned aims, Artability envisages to hold weekly art laboratories with 15 participants with disability for 18 months in each partner country. The themes of the art laboratories are chosen by participants to reflect upon their knowledge, inspiration and preferences. Participants will attend two workshops on art techniques and exhibition organisation acquiring and/or consolidating their skills that can be exploited beyond the lifetime of the project for re/entering education cycle or the job market. A number of participants will attend an international exchange in Italy which for the participants is an opportunity to overcome physical, economic and social barriers set by the society. In each partner country, final exhibitions comprising a selection of art products will be organised by people with disability themselves enhancing the participants social and professional skills and revealing to the respective societies their capabilities in management of an exhibition.

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Partners: Tlab (IT)
Valakupiai Rehabilitation Centre (LT)

Approved Budget 248.860 EUR

Grant Awarded 186.643 EUR

Contract Duration 24 months



Grundtvig

Adult education and other educational pathways

Networks

REFERENCE : 539246-LLP-1-2013-1-AT-GRUNDTVIG-GNW

TITLE: Adult Education Made Accessible

Description: Based on a range of studies and European (policy) documents, which identify people with disability as the group with the lowest rates of participation in adult education and highlight that adult education providers do not feel fully prepared to cope with challenges of students with disabilities, the AEMA-Network aims at

- contributing to an increased participation rate of people with disabilities in adult education
- increasing the number of adult education providers, who make a visible commitment to increasing accessibility
- spreading good practice and comprehensive information

The AEMA-Network therefore sets out an ambitious working programme taking into consideration the perspectives of and addressing

- people with disabilities,
- adult education providers and
- experts on accessibility.

The main outcome will be the One-Stop Information Portal (www.accessibility-europe.net). For this webportal the AEMA Network will develop and test an Online Self-Assessment Tool and Quality Framework, which enables adult education providers and experts on accessibility to rate their level of achievement or degree of competencies and get recognition through the issuing of Accessibility Quality & Competency Badges. Furthermore, it supports people with disabilities to identify adult education providers which meet their specific accessibility needs.

Our Exploitation & Dissemination strategy consists of various closely interlinked working activities aiming at ensuring a sustainable use of AEMA-products and an ongoing exchange and further development of standards:

- performing Transfer-WS
- setting up Accessibility Checkpoints as physical one-stop interface between the different target groups
- establishing Trust Networks (national level) and a European Accessibility Quality Network (EU-level)
- elaborating a strategy to transfer the approach to other countries/ectors
- distribution of information and products via various channels (e.g. Network Meetings, newsletter)

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Partners: Association de Préfiguration de l'Internet of Subjects (FR)
 European Association for the Education of Adults aisbl (BE)
 Folkuniversitetet, Kursverksamheten vid Lunds Universitet (SE)
 Innovia- Service und Beratung zur Chancengleichheit gem. GmbH (AT)
 Institut für Soziale Infrastruktur (ISIS) (DE)
 Julie Lunt Ltd (UK)
 P.A.U. Education S.L. (ES)
 Racio human capital development company, LTD. (SI)
 Rytmus (CZ)
 Sdrújenie DIA-SPORT (BG)
 Szimbíózis a Harmonikus Együtt-létért Alapítvány (HU)

Approved Budget 599.840 EUR

Grant Awarded 449.880 EUR

Contract Duration 36 months

REFERENCE : 539390-LLP-1-2013-1-DE-GRUNDTVIG-GNW

TITLE: A European Lifelong Learning Academy - An Education Offensive For People With Disabilities
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Description: The project ELLA (European Life Long Learning Academy) prepares a durable offer for inclusive adult education for people with and without disabilities in Europe and other countries:
20 organisations from 12 EU-countries and one third country develop, prove and disseminate in an international exchange seven different didactical and methodical systems of adult education of people with disabilities. ELLA shall become a trademark in European adult education for people with and without disabilities. The focus will be on the social political and pedagogical aim of inclusion (UN-Convention on the Rights of Persons with disabilities) beside the techniques and economy of the trademark (print/audio/videologo; implementation and dissemination).
In the projects of the working package implementation people with disabilities are experts in their own authority. They become teachers in adult education, report about themselves and decide and prove their own professional and social life. This is a reversal of the traditional caring and integrative didactical approach. Services for central questions in the life of many people with disabilities will be developed, which do often not yet exist in adult education since they often are a kind of taboo for this group of people, e. g. self-determined life, work, accommodation, sexuality and desire for children.
ELLA advances the balance between old / new EU-countries and between EU / accession countries. Best practice experiences can so directly by transferred and multiplied. The intercultural dimension of ELLA is guaranteed by the participation of organisations from countries with Muslim, Jewish and Christian shape.
The project is organised by Caravan 2000, an international network .
ELLA isn't a singular activity but a project which qualifies and improves the existing networking and which will be continued by this network after the project will be finished.
ELLA is continuation and inclusion, balance and multicultural life in Europe.

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Partners: ADAPEI Association in Mortau (FR)
AKIM Jerusalem (IL)
Baunataler Diakonie Kassel e. V. (DE)
Caravan 2000 France (FR)
Düşler Akademisi – AYDER Dreams Academy (TR)
ESTIA Support and Social Care Centre (GR)
IBETH - Internationaler Bund Egitim ve Toplumsal Hizmetler Lim (TR)
Internationaler Bund - Verbund Brandenburg (DE)
JAUNUOLIŲ DIENOS CENTRAS (LT)
Kindercentra De Roef (NL)
Lindeparken School (SE)
Medis 5 (SE)
Österreichischer Jungarbeiterbund (AT)
Panhellic Association of Adapted Sports + Cultural Activities (GR)
People First e. V. (DE)
Polis Association for Persons with Mental Handicap (PL)
School Jose Saraiva (PT)
The Derry Playhouse (UK)
United in Diversity (RS)

Approved Budget 611.928 EUR

Grant Awarded 458.942 EUR

Contract Duration 36 months

Education, Audiovisual & Culture Executive Agency
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