



Grundtvig

Adult education and other
educational pathways

Compendium 2011

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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 2011 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 alphabetical order by the country of the beneficiary organisation. This will allow you to identify easily the projects running within a specific country according to the coordinating organisations or to obtain an overview of the themes and subjects covered under the individual actions. Please note that the Compendia reflect the state of the projects at the selection stage (in June 2011), 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 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 2011 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 342 proposals submitted, 56 Multilateral projects were selected for funding (a success rate of 16.37%). The total EU co-funding amounts to EUR 16.20 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 15 proposals submitted, 5 Networks were selected for funding (a success rate of 33.33%). The total EU co-funding amounts to EUR 2.07 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 14 proposals submitted, 3 Accompanying Measures project was selected for funding (a success rate of 21.42%). The total EU co-funding amounts to EUR 0.36 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/lfp/results_projects/project_compendia_en.php

Compendia for projects funded under Lifelong Learning programmes (2007-2008).



Grundtvig

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Accompanying Measures

517789-LLP-1-2011-1-UK-GRUNDTVIG-GAM

Regional Adult Learning Multipliers and the Europe 2020 Flagship Initiatives

DESCRIPTION: The 2010 joint progress report of the Council and the Commission on the implementation of the Education & Training 2010 work programme Key Competences for a Changing world sets out measures to support the provision of key competences to adults including new and revised legislation, improved delivery and governance, and specific funding.
The REALM project idea was born out of a recognised need to better connect adult learning in the regions of the European Union with EU policy development. This will both enhance the adult learning agenda, where EU policies are often unintentionally excluded, and support a better formulation and delivery of EU policies to this target group.
This project will contribute to addressing this gap by focusing on the seven key Flagship Initiatives of the Europe 2020 Strategy. We hope that lessons learnt in this project can input to future reviews of the strategy from an adult learning perspective and thus have far-reaching impact. By focusing on one sector, adult learning, and addressing the relevance of each of the seven designated Flagship Initiatives to this target group, we hope to bring EU policy closer to EU citizens.
The project will seek to make this connection through the delivery of four seminars over 12 months focusing on:
(1) European Platform against poverty and the European Year 2012 of Active Ageing
(2) Youth on the Move and New Skills and Jobs
(3) Innovation Union and Digital Agenda for Europe
(4) Resource Efficient Europe & an Industrial Policy for the Globalisation Era
Major milestones will include:
Setting up a REALM website;
Inviting regions to contribute good-practice case studies to the website;
Designing and delivering a programme of 4 events
Developing materials on the Flagships for dissemination across Europe
Establishing a network of regional practitioners by end of project

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GRANT AMOUNT: 126,690 €

APPROVED BUDGET: 168,932 €

CONTRACT DURATION: 12 months

518619-LLP-1-2011-1-AT-GRUNDTVIG-GAM

Age on Stage: Later Learning in Adult Education and its Role in Europe's Development – Challenges, Concepts, Benefits, Outlook

DESCRIPTION: The European Commission has on September 6, 2010 proposed that 2012 be designated as the "European Year for Active Ageing". We want to contribute to this event with our "Age on Stage" project by promoting later and intergenerational learning in nowadays society and its relevance for a positive development in Europe.

For many years now, later learning is on the agenda of many EU and national education policies and it also became a specific objective in the Lifelong Learning Programme. One of the main reasons for its exceptional position is the belief that continuous and successful learning in later life in one of the most promising "weapons" in combating the problems and challenges of an over-aging society. However, there are still many obstacles to be overcome such as:

- Europe's adult education community is still quite on the beginning to explore this special field of pedagogic and to come up with reliable and successful concepts and learning methods
- There is still little awareness towards this issue throughout Europe, especially within the main target group of senior citizens itself
- Most of the initiatives and projects already working on this issue are not in contact with each other and can therefore neither learn nor benefit from each other

In the "Age on Stage" project we develop a methodological approach and we implement several activities helping to improve the situation of later learning in Europe. The main activities are:

- Development of a criteria catalogue and a screening instrument to identify best practice projects dealing with later learning from different perspectives and funded by different EC programmes (LLP, Europe for Citizens, Progress, Health etc.); selection of 30 best practice projects
- Organisation and implementation of a thematic conference and several workshops about later learning in Graz in 06/12
- Publication of a magazine promoting later learning in Europe, the selected 30 best projects and the outcomes of the Graz conference

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GRANT AMOUNT: 89,535 €

APPROVED BUDGET: 119,380 €

CONTRACT DURATION: 12 months

518683-LLP-1-2011-1-IT-GRUNDTVIG-GAM

European high-level meeting on skills anticipation in adult learning

DESCRIPTION:

As a main result of the economic crisis, unemployment leads EU countries to reshape their provisions for Continuous VET and Lifelong Learning if they want to produce effective labour market changes. Policy coordination is a key element for the improvement of working conditions and the increase of employability. Ministries, social partners, training providers and employment services have to work together in order to anticipate occupation and skill needs and target training.

In this context, ILO's main objective is to support Governments, employers' associations and trade unions in the improvement of the quality of training, the employability of workers and the productivity of enterprises. The capability to achieve these purposes is supported by the technical and methodological expertise developed by the ITC-ILO which primarily focuses on adult learning and training.

In line with the EC commitment of improving adult learning, the proposed project seeks to further coordinate labour and education actors by contributing to the achievement of the overall Grundtvig Programme objectives: supporting adults' employability and their mobility, as well as strengthening their more active participation in the labour market and society.

Key strategies will be used, among them: the organization of a high-level forum hosted by the ITC-ILO and based on previous researches on the anticipation of skill needs; the creation of specific tools such as a web portal supporting the whole duration of the project and an on-line publication for the dissemination of results. The forum will contribute to European discussion, exchange and mutual learning as well as knowledge sharing by providing a platform for policy coordination.

Due to its tripartite nature, active relationships with public and private adult education and VET institutions, the ITC-ILO is able to reach the above mentioned objectives as well as to improve collaborative connections among participants.

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GRANT AMOUNT: 150,000 €

APPROVED BUDGET: 200,000 €

CONTRACT DURATION: 12 months



Grundtvig

Adult education and other
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Multilateral Projects

517538-LLP-1-2011-1-ES-GRUNDTVIG-GMP

FORWARD. Competence portfolio and pedagogical tools to identify, recognise, validate and improve the competences acquired by migrant women in formal, non-formal and informal learning contexts

DESCRIPTION:	Migrant women are one of the most disadvantaged groups in the EU in terms of labour participation and social inclusion. Some of the limiting factors of this target group, a priority area in the ET2020 framework, are the non-recognition of both home country formal qualifications, and skills acquired in non-formal and informal contexts. This non-recognition is a result of the social disregard of traditionally feminised care tasks and the competence development processes taking place in different migratory phases, among other elements. To face this challenge, FORWARD proposes an innovative, participative, empowering and flexible methodology: the design and pilot test with 150-180 migrant women of a competence-based model for the identification, validation and improvement of the competences of migrant women, aimed at improving their employability and social inclusion. The new methodology, based on existing competence-based models and new research in the six partner countries, will provide career guidance professionals and adult learning trainers with a competence portfolio, an assessment guide and two didactic deliverables in seven languages. Materials will help professionals in supporting migrant women with a motivating methodology in the process of self-recognition, validation and development of their competences (and especially the transversal key competences defined in the European Reference Framework), which will lead them to a first job or to better jobs in the host country, or to adult education. The accuracy and feasibility of the model will be validated by national advisory panels of experts. FORWARD expects a wide impact, which maximises the project's contribution to increasing the employability, social inclusion and active citizenship of migrant women. This will be achieved through training workshops for 150-180 trainers and guidance professionals on the model, dissemination deliverables and mainstreaming national and European conferences targeted to relevant stakeholders.
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GRANT AMOUNT:	298,810 €
APPROVED BUDGET:	398,415 €
CONTRACT DURATION:	24 months

517555-LLP-1-2011-1-GR-GRUNDTVIG-GMP

Informal Language Learning for Immigrants

DESCRIPTION: For the immigrants the knowledge of the language of their host country is the most important factor for their social inclusion. However, many of them are reluctant to participate in formal or non formal courses. Therefore, a clear need arises for the promotion of informal language learning methodologies that will fit the needs of the immigrants and that will facilitate them to learn the host language. In order to tackle this problem, the project will develop a methodology which will adapt existing practices in informal learning (language cafe, TANDEM, cyber language cafe) to the specific needs of the immigrants and will develop three web tools aiming at facilitating the immigrants in this learning process (cyber cafe, databank for language resources and online informal language community). Furthermore, it aims to create regional networks of stakeholders in the partner regions that will be able to promote and sustain this process in the local communities but also, through online and offline networking, in the whole of Europe. The main target groups of the project are, on the one hand, the final users (immigrants, immigrant associations and NGOs working with immigrants) and, on the other hand, the organizers of the sessions (facilitators, restaurants, cafes, cultural spaces). The consortium of the project is made of nine partners from six countries (GR, IT, FR, ES, UK, DE) and includes all the key stakeholders in the sector (immigrant associations, NGOs working with immigrants, language learning institutions, local partnerships, informal language learning foundations, innovative SMEs experience in ICT related learning). The impact envisaged by the project is the significant increase of informal language learning for immigrants, the significant increase of the participation of immigrants in informal language learning sessions and the significant increase of the language skills of immigrants, which, as a result, will have the increase of their chances for social inclusion.

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GRANT AMOUNT: 272,604 €

APPROVED BUDGET: 368,383 €

CONTRACT DURATION: 24 months

517557-LLP-1-2011-1-NL-GRUNDTVIG-GMP

Successful Intergenerational Learning through Validation, Education & Research

DESCRIPTION: Aging of the working population in the EU will result in the loss of critical knowledge and underutilization of older workers in most sectors of the economy. At the same time many organizations in the EU face the challenge of becoming more innovative and knowledge intensive. In order to deal with this problem managers and employees in Europe need to improve their capacity for intergenerational learning (IGL). Through IGL, knowledge can be transferred from older to younger workers and vice versa. This stimulates retention of knowledge in organizations and the utilization and vitality of older workers. Successfully implementing IGL in organizations is not an easy task. IGL often requires a change in attitude and behaviour of both younger and older workers. This change may be hampered in a particular organisation by a number of factors including a lack of awareness and lack of information on the costs and benefits of IGL. Successfully implementing intergenerational learning in organizations asks organizations to change in complex ways and to consider things such as country and organizational culture, cultural differences between generations, learning styles of employees and differences in regards to sectors. Project SILVER aims to develop an IGL Toolbox for human resources & human development specialists, managers and employees that can be used to successfully foster and implement IGL. It will be contextualized to the local contexts in six member states and to six industries. The IGL Toolbox contains three modules: 1) a stakeholder awareness programme designed to help stakeholders diagnose the risks for knowledge retention and underutilization in their organisation and identify possible pitfalls for implementing IGL. 2) A "Doing IGL" manual for realizing IGL in varying sectors and cultures, 3) an evaluative framework for making a cost benefit analysis of IGL projects in organizations, and 4) an online game for IGL called Gigl: Gaming for IGL.

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GRANT AMOUNT: 292,813 €

APPROVED BUDGET: 407,421 €

CONTRACT DURATION: 24 months

517606-LLP-1-2011-1-UK-GRUNDTVIG-GMP

PLACE AND TRAIN - providing products for professionals working with people with mental health issues to enable them to place their service users in employment and to encourage and support their access to adult education and lifelong learning

DESCRIPTION:

The project will develop products aimed at our target group of professionals working with people with mental health issues, which will enable them to support their service users i.e. people with mental health issues, into employment, and whilst in employment, to support them to develop personal and non-vocational skills and to improve their knowledge and competencies.

The project is based upon the Individual Placement and Support model (IPS) and will develop products to help our target group work with employers and service users to “place then train”. Whilst the basis of IPS is “place then train” we have found the majority of emphasis is on placement with very little on supporting access to adult learning for service users whilst in employment. In addition our research has highlighted a lack of support for professionals working with people with mental health issues to place, then train.

The project tackles both these issues with objectives to develop the skills and competencies of our target group to be able to place and train; provide materials for our target group to use with employers and service users; and to promote good practice and support better access to knowledge. Place and Train will comprise of a website; workbooks in hard format and CD ROM on (a) Place and Train training modules for our target group; (b) the provision of material for our target group to use with service users and employers; and a DVD, featuring case studies from each country.

The impact will be the development of an understanding of mental health issues within the EU and the provision of training for our target group in the methods used to work with employers to place service users in employment and to encourage the on-going development of their competencies and skills. Long term impact will be to enable people with mental health issues to receive high quality services to enable them to work, and to develop non-vocational skills by access to lifelong learning opportunities.

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PARTNERS:

- MERSEY CARE NHS TRUST, UK
- IASIS NGO, GR
- FUNFACION INTRAS, ES
- GEK OP WERK, NL
- Socialinių inovacijų centras, LT

GRANT AMOUNT: 296,704 €

APPROVED BUDGET: 395,606 €

CONTRACT DURATION: 24 months

517619-LLP-1-2011-1-GR-GRUNDTVIG-GMP

Learning through Innovative management concepts to ensure transfer of Knowledge of Elderly people

- DESCRIPTION:** The project is intended to deepen a key issue of the European knowledge society: the inclusion of the ageing workforce which is an important priority of the European social agenda. The project aims at combating age barriers in employment and promoting the adaptability of the older workforce to the changing business and social environment. Its main scope is to develop innovative age management concepts into business practices in order to minimise the impact of age barriers and age discriminatory approaches in job recruitment and training, to activate and better use the capacities of aged personnel, and thus to develop and promote pro-active age management business concepts. The goal is to gain the participation, performance and productivity of the ageing work force by promoting their participation in training initiatives, by increasing confidence and motivation and helping the 50+ re-engage in learning. At the same time employers are sensitised to the benefit they can earn from 'pushing' their older workers into training. In order to fulfil the above mentioned objectives the project will primarily analyse ageing and employment trends, as well as the employability of the aged workforce in correlation to specific social characteristics such as religion and immigrants. Aiming at promoting employment opportunities for older workers and enhancing their activation to seize these opportunities, the project will develop training seminars which will ensure the updating of the aged workforce skills and help them enrich their employability perspectives by using ICT tools. The definition of the employment opportunities in the area of interest for the aged workforce will indicate the most appropriate sectors for the aged workforce in order for them to disclose and better use their experience and knowledge. The business reorganisation in the HR sector encompassing age management concepts for optimising the adaptation of human resources in the work processes will be achieved.
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 - Asociación DOCUMENTA, Instituto Europeo de Estudios para la Fo, ES
 - University of Strathclyde, Centre for Lifelong Learning, UK
- GRANT AMOUNT:** 296,850 €
- APPROVED BUDGET:** 395,800 €
- CONTRACT DURATION:** 36 months

517620-LLP-1-2011-1-RO-GRUNDTVIG-GMP

Convicts Liberty Aid Project

DESCRIPTION: CLAP – Convicts Liberty Aid Project is a response to the harsh reality of a convict facing the first days of liberty. If these days are not well prepared in advance, the risk of returning in prison is so much higher. CLAP aims at assisting the preparation of these days by offering a set of tools to the prison workers and inmates, and more importantly, to offer these actors the chance to negotiate and reach a common point in their work, thus making every intervention as personalized as possible.

The CLAP tools - The Dialogical Communication and Intervention Toolkit (for prison workers) and My ComPASS Reintegration Guide (for inmates) – are developed together with their intended users: the consortium will only provide opportunity (by meetings and training) and means (framework of the tools, website, virtual platform for communication, logistics).

The Dialogical Communication and Intervention Toolkit is a collection of instruments developed for and with the educators and social workers from penitentiaries, to facilitate and improve dialogue with inmates, based on the needs identified by the workers themselves. It will comprise tools, games, stories, dialogical methods (David Bohm) to be used with inmates in preparing the release, to de-tense stressful situation and to stop conflict and other risk situations. It will be available in printed and electronic format, in English, Romanian, Polish, Finnish, Greek, Hungarian and Maltese language.

My ComPASS Reintegration Guide will be developed by the penitentiary workers using the Toolkit, together with the inmates, with assistance from the consortium members. The Guide will be available in printed and electronic format, in English, Romanian, Polish, Finnish, Greek, Hungarian and Maltese language.

We foresee a large impact, at EU level, since we involve the end users in development and dissemination, and use their communication networks to spread the tools.

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- Sopronkőhidai Fegyház és Börtön, HU
- Noema-CMI, FI
- Centrul de Reeducare Buzias , RO
- Association of Regional Initiatives Development "Lacjum", PL
- European Prison Education Association – Malta Branch , MT

GRANT AMOUNT: 279,628 €

APPROVED BUDGET: 373,950 €

CONTRACT DURATION: 24 months

517624-LLP-1-2011-1-AT-GRUNDTVIG-GMP

Groundbreaking Innovative Financing of Training in a European Dimension

- DESCRIPTION:** Market externalities and inefficiencies affect the model of funding adult learning (AL), generating the misallocation of increasingly scarce public resources. There is an immediate need to define mechanisms for a sustainable allocation of public resources to fund public goods like AL. On the current course, public debt in the euro area is projected to reach 100% of GDP by 2014 (Statement Euro Area 2009 COM (2009) 527): this imposes discipline on public budgets and efficiency for publicly funded AL and VET. GIFTED aims to 1) pinpoint possible inefficiencies of public funding of AL; 2) develop, test and validate an innovative funding model; 3) disseminate this innovative model. Main results of the project are A) an analysis of inefficiencies of current funding models for AL at EU level and selected Member States; B) a validated version (through financial stress testing) of the innovative funding model designed to pool public and private capital into a revolving fund to be managed according to market rules to finance AL as a public good. GIFTED will establish incentives to behave for the participants in the system and address these externalities to i) ensure sustainability of public funds devoted to AL; ii) facilitate access to finance for AL providers, i.e. soft loans to develop new curricula, renovate facilities; iii) facilitate access to financing SMEs and AL beneficiaries, i.e. grants, matching grants, soft loans; and iv) establish strong and transparent incentives to mobilise private investments and the establishment of positive public private partnerships to finance AL. GIFTED will establish virtuous systems to mobilise private and public funds in a sustainable manner to efficiently respond to contingencies of the labour market and needs of AL. The model will be designed to be flexibly adjusted to specific European, national and local needs and realities. GIFTED will produce an immediate positive impact to ESF and national budgets allocated to AL, preventing the free-riding often associated to public funding.
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 - De Unie, NL
 - Institute for Market Economics, BG
- GRANT AMOUNT:** 260,418 €
- APPROVED BUDGET:** 347,224 €
- CONTRACT DURATION:** 24 months

517688-LLP-1-2011-1-SE-GRUNDTVIG-GMP

"EU Integration Agent" - innovative guidance methodology for integration of low-skilled immigrants into adult education

- DESCRIPTION:** 77 million of people in Europe are low-skilled and those with the lowest educational attainments are the least likely to participate in learning. Immigrants are overrepresented in this group, which decreases their chance for integration. Many studies on the low-skilled in the EU claim that the most effective way for guidance to adult education/labour market is through mobilizing all relevant stakeholders. Practice shows that many solutions have been adopted by different stakeholders. However, there is still a lack of the holistic method for integration of low-skilled immigrants, when the same measures are provided to one person several times or offered at wrong moments, which leads to demotivation. At system level it causes: a) mismanagement of public funds on repetitive integration measures, b) inability to monitor provided services; c) disappearance of marginalised immigrants from the public system into the black market. IGMA project addresses these shortcomings through the development of an innovative guidance methodology for regional stakeholder networks, and deals with the integration of low-skilled immigrants based on 3 elements:
- The Integration Ladder Method will comprise the total number of steps which an individual should take to enter education/the labour market. By this method the stakeholders will measure on which step at the ladder an individual is standing. After that an individual plan will be designed with concrete steps/goals.
 - Coordination among stakeholders, where each of them is responsible of the specific step. This will ensure transparency of provided services and improvement of common professional standards in the field.
 - Progress management approach will help to use resources in the most efficient way and to improve management procedures at each stakeholder organization.
- This transparent guidance will put individuals with their needs in the centre of the integration process, which will increase their chances for entering education/the labour market and integration into society.
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 - Romanian Institute for Adult Education , RO
 - EDITC LTD, CY
 - ΔΗΜΗΤΡΑ ΚΕΝΤΡΟ ΕΝΗΜΕΡΩΣΗΣ ΚΑΙ ΕΠΙΜΟΡΦΩΣΗΣ ΑΝΩΝΥΜΗ ΕΤΑΙΡΕΙΑ, GR
- GRANT AMOUNT:** 299,577 €
- APPROVED BUDGET:** 399,437 €
- CONTRACT DURATION:** 27 months

517733-LLP-1-2011-1-AT-GRUNDTVIG-GMP

Language MEets Intercultural Competences

DESCRIPTION: The success of European integration especially of migrants and children with migration background is depending on two factors: a) early language learning of the host country language and b) better intercultural awareness within society on all levels. Regarding language learning in early childhood there are systems and approaches in place to support children's language learning in kindergarten and other forms of institutional childcare, however this is only half of the story. Extra institutional childcare is much more complex and differentiated in terms of professionalism, organisation etc., these may be child minders, day care mothers, au pairs and other semi-professional child care workers. This target group is so far suffering from a lack in knowledge and competences to support early language acquisition of children as well as cultural integration of their families with migration background. This problem situation forms the basis of the current project which is aiming at the development of a training programme for the described target group (extra institutional childcare) in the identified fields. Because of the different backgrounds and situations of the members of the target group from a didactical perspective, a blended learning approach (as a combination of face-to-face learning with e-learning and distance learning) seems to be indicated. The project outputs will be a blended learning training programme with all materials (handbooks and learning materials) in the field of early years language learning as well as intercultural competences. The training programme will be developed and tested by the project partnership which is consisting of organisations representing the different forms of the target group envisaged together with training organisations, universities and NGOs from seven European countries. Results will be available in all partner languages to support the dissemination and further exploitation of the results.

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PARTNERS:

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- INIT Development Ltd, DE
- University of Wales, Newport, UK
- Fundația Centrul Educational Soros, RO
- KUSADASI OZURLULERI KORUMA DERNEGI, TR
- FormAzione Co&So Network, IT

GRANT AMOUNT: 299,543 €

APPROVED BUDGET: 399,393 €

CONTRACT DURATION: 24 months

517741-LLP-1-2011-1-AT-GRUNDTVIG-GMP

RIVER: Recognition of Intergenerational Volunteering Experiences and Results

- DESCRIPTION:** 2011 is the European Year of Volunteering. Undoubtedly, senior volunteering makes a substantial contribution to social cohesion and welfare, and is an important contribution to active aging. RIVER aims at promoting senior, intergenerational volunteering by helping to make senior volunteers' competence development more visible. It aims at adapting Level 5, a comprehensive methodology for validating competencies acquired in informal learning settings to the specific requirements of the volunteering sector. In RIVER the Level 5 system will not only be further improved and tailored to the needs of senior volunteers, but also transformed into a comprehensive methodology for defining personal aims of senior volunteering activities, planning them accordingly, and evaluating their impact on the senior volunteer and the beneficiaries of volunteering. The assessment system describes competencies on the basis of learning outcomes and classifies them on five levels. The cognitive as well as the affective and activity-related dimensions are taken into account. Thus, informal competence development can be precisely assessed. A standard assessment procedure, a software for 3-D visualisation, and a certificate are part of the envisaged RIVER planning and assessment system. Main outcomes will include:
- Groundwork paper: Level 5 and senior volunteering
 - RIVER senior volunteering methodology
 - Training workshop and coaching guidelines for learning and volunteering facilitators
 - Report of piloting the RIVER methodology in 5 countries
 - Promotional brochure: Informal learning in intergenerational volunteering activities
 - Final dissemination conference
- The RIVER consortium led by die Berater, Austria, is a mixed partnership which covers Northern, Central, Southern, and Eastern Europe and unites the complementary expertise of organisations and umbrellas of the voluntary sector, adult education providers, experienced EU project actors and a research institute.
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- PARTNERS:**
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 - Coordinamento Nazionale dei Centri di Servizio per il Volontar, IT
 - Forschungsinstitut des Roten Kreuzes, AT
 - Budapesti Művelődési Központ , HU
 - Lunaria, IT
 - Alliance of European Voluntary Service Organizations, DK
 - Västra Nylands folkhögskola, FI
- GRANT AMOUNT:** 299,355 €
- APPROVED BUDGET:** 399,141 €
- CONTRACT DURATION:** 24 months

517798-LLP-1-2011-1-AT-GRUNDTVIG-GMP

PEER - Sapere aude! Dare to be wise!

DESCRIPTION: Alonge Horac's motto "Sapere aude!" (which means: dare to be wise) PEER aims to support peer-to-peer learning approaches in later life which is challenged to design innovative approaches. Online social platforms (and especially senior platforms, such as 50plusnet.nl, seniorkom.at) hold a tremendous potential for sustaining the older people's learning opportunities whose lives are bound by their immediate environment. Thus, PEER aims a) to identify, test and adapt a set of light weighted open source Web 2.0 tools and b) to investigate motivational factors for peer-to-peer learning of older people. All investigative activates will be based on participatory user involvement methods.

By meeting the needs of a large and growing demographic group, the following core results are envisaged: 1. Guidelines (in the 23 EU languages) on how to motivate older people for P2P learning in general and on sernior platforms in particular, by instructing on pedagogical, organisation and technical aspects including quality standards for setting up targeted online P2P learning tools. 2. A package of customised open source Web 2.0 tools, translated into German, English, Dutch, Polish and Portuguese will be disseminated to operators of senior platforms and 3rd Age Universities throughout EU27. 3. Network meetings in the six partner countries with the target groups for continuous dialogue and exploitation purposes. PEER constitutes a significant breakthrough in the innovative application of Web 2.0 tools to enable older people to maintain their mental abilities.

Consortium: 6 core partners (AT, G, NL, PL, PO, UK) and 5 strategic partners.
Duration: 24 months

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PARTNERS:

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- University of Strathclyde, Centre for Lifelong Learning, UK
- AidLearn, Consultoria em Recursos Humanos, Lda, PT
- Universitaet Ulm, Centre f. Gen. Scientific Continuing Educat., DE
- Netherlands Institute for Health Promotion, NL

GRANT AMOUNT: 258,520 €

APPROVED BUDGET: 344,697 €

CONTRACT DURATION: 24 months

517804-LLP-1-2011-1-IT-GRUNDTVIG-GMP

Senior Engagement In A Green Economy - See Green

DESCRIPTION: The See Green project aims at designing flexible learning modules and contents to be delivered to senior citizens who are owners or rent a dwelling, and to managers of senior residences who wish to save energy and make their home environment more energy efficient. The main aim of the project is to alleviate the lack of knowledge of senior citizens concerning measures and changes in order to make their homes more energy efficient, being it their own homes, or being it their residences, or social clubs. The managers of senior residences will use the materials to create awareness and implicate their residents in energy saving activities, making them an integral part of the energy efficiency efforts of their environments and residences. See Green will use new methodologies and build up flexible, plain language adult education material on European standards and energy efficiency in buildings. The target group are European senior citizens, but the design of the materials and contents will cater for the different socio-economic, geographical or cultural situations of this age group. In this sense the project moves away from the current mainstream of considering senior citizens a homogeneous group. The main result will be a complete training system located on an e-Learning platform including procedures, modules, and educational materials, also integrated by a simulation software tool. All will be developed based upon the specific learning needs and capacities of senior citizens. Impact of the project will be to have environmentally conscious senior citizens, able to make decisions and knowing what to demand from their senior residences with respect to energy saving. As non-tangible results it is important to note the increasing of knowledge and awareness on energy saving, energy efficiency and renewable energies that could potentially be transferred to other groups, sectors and regions not directly involved in the project.

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PARTNERS:

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- BULGARIAN CONSTRUCTION CHAMBER, BG
- Age Concern BV, NL

GRANT AMOUNT: 297,676 €

APPROVED BUDGET: 398,900 €

CONTRACT DURATION: 24 months

517865-LLP-1-2011-1-IT-GRUNDTVIG-GMP

participatory Video and social Skills for Training disadvantaged Adults

DESCRIPTION: Vulnerable and marginalized adults are the target groups who need to participate more in LLL. Despite the policy agenda of many EU countries seeks to upgrade their skills, lots of studies have demonstrated that the worse the social situation, the less likely are people to take part in LLL. This framework proves that adult learning is a complex process for vulnerable groups: exclusion from education is a phenomenon linked with exclusion from society. Processes for facilitating the access to LLL (motivating and empowering them to grow in self-confidence and trust) and for giving them basic skills, which are the basis of any kind of learning process (personal, social and self-management skills) are needed. The VISTA project intends to adopt and experiment the participatory video (PV) method in order to concretely help disadvantaged people. The idea behind is that making a video could be easy and accessible (video is an expanding technology in teaching and learning) and is a way of bringing people together to explore issues, empowering and enabling them to take their own actions and to communicate. As such, PV can be a highly effective tool to engage and mobilise marginalised people and to help them to implement their own forms of sustainable development. The methodology for achieving the results has three milestones: - research on the modern use of the Video methodologies for adult education, - pilot workshops (one in each country) for adult educators in order to give them the competences needed in a process of PV facilitation, - experimentation on the method in EU laboratories with disadvantaged groups (Italy: unemployed with social hardship; Lithuania: Roma; UK: people with mental disabilities; Greece: adults with physical disabilities; Spain: long-term unemployed; Germany: migrants) through which opportunities of enhancing social/professional skills will be built. A continuous process of dissemination and exploitation of the results will be realized during the entire lifetime of the project.

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- Pacte Territorial per a l'Ocupació en la Ribera, ES
- The Public Institution Roma Community Centre, LT
- Chancengleich in Europa e.V., DE
- Fundación Comunidad Valenciana - Región Europea, ES
- Education Center & Social Support for People with Disabilities, GR

GRANT AMOUNT: 290,490 €

APPROVED BUDGET: 387,321 €

CONTRACT DURATION: 24 months

517891-LLP-1-2011-1-IT-GRUNDTVIG-GMP

Learning Environment for Disabled users

DESCRIPTION: At European level people with congenital or acquired disabilities have competences, knowledge and skills that are usually hardly integrated into labour markets and social contexts. The disabled people are the first expelled by the labour market and, at the same time, those experiencing the major difficulties in entering for the first time in the labour market. No access to labour market means no learning, education and training, thus the risks of being completely cut off the social and labour context becomes extremely high, even considering the high rate of inactivity and the low educational levels.

The main project objective is to define a common learning approach based on transition enterprise for disabled users. The model is developed thanks to strong cooperation among partners and it embraces best practices from across Europe. Starting from the concept of "transition enterprise" the learning model aims at defining an alternative approach to let the disabled persons "learn in situation". The training environment is created on purpose and lets the persons face an actual working situation, improving competences and knowledge even about social context. Transition enterprise allows people to have job opportunities, earn some money and develop skills. The mix of cooperative and personalized training also helps the development of personal autonomy. In order to make the learning model transferable, guidelines for trainers are arranged. The effectiveness of the learning model defined is tested and validated by target groups themselves. The project activities are strictly related to the participation of disabled people and trainers firstly and to the presence of a positive political and productive background able to go over any discrimination. The partnership lays the foundations for integrating the training/transition model into (re) integration courses dedicated to disabled people, including the predisposition of tools and environments for transitions enterprises.

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- National Learning Network , IE
- The Cedar Foundation , UK

GRANT AMOUNT: 299,942 €

APPROVED BUDGET: 399,923 €

CONTRACT DURATION: 24 months

517904-LLP-1-2011-1-IT-GRUNDTVIG-GMP

The Knowledge Volunteers

DESCRIPTION: The Knowledge Volunteers project addresses a major challenge facing Europe's goal of becoming an 'Innovation Union', namely, the e-inclusion and active/healthy ageing of a growing population of over 60. The project aims to (a) promote digital competence among older people through inter-generational and peer-to-peer learning relations with young people and between older people; (b) encourage the active participation of older and young people in society through voluntary activities, thus enhancing self-esteem, identity and social relations; (c) improve the production, testing, and dissemination of innovative curricula, methodologies and modules for adult learners; (d) create a network of "Knowledge Volunteers" of all ages; (e) develop a knowledge-based, social-networking internet environment for sustainable social innovation on e-inclusion and active and healthy ageing. The project will develop, customize, translate, implement and evaluate a digital literacy didactical kit made up of handbooks, guides and evaluation tools at four levels: (1) the ABC of the ICT, (2) social networking, (3) e-government services and (4) domestic technology. Pilot/testing programmes will be implemented in five countries to validate and improve the methodological/didactical kit. In parallel, four in-depth case studies of the innovative methodological and didactical aspects of the project will be conducted, in order to deepen knowledge codification and strengthen the educational foundations of the programme. Key to the project's success is the network of "Knowledge Volunteers", involving elderly and young people in activities fully consonant with the main objectives of the European Year of Volunteering (2011). The project's dissemination/exploitation activities make use of the multilingual didactic kit, dissemination materials (website, brochure, video, newsletter) and internet social innovation environment, to enlarge the project's stakeholder network and make it sustainable beyond its end.

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GRANT AMOUNT: 292,704 €

APPROVED BUDGET: 390,646 €

CONTRACT DURATION: 24 months

517928-LLP-1-2011-1-GR-GRUNDTVIG-GMP

Improving your Profile: reducing your footprint

DESCRIPTION:

Based on the aims of the CHANGE project, which 'seeks to help SMEs optimise their energy use...by kick-starting or enhancing concrete assistance to enterprises', this project proposal looks to address these issues by developing a training programme for students entitled Reducing Your Environmental Impact. It will be designed to train them to carry out an onsite (in the workplace) initial environmental review based on the model presented by EMAS. It will consist of a series of modules, which will develop their environmental awareness, improve their key/transversal skills and when applied in the workplace will increase their understanding of business processes and what they can contribute to business success.

In addition, we will develop and test a train-the-trainers programme based on the Carrying out an Initial Environmental Review module. It will utilise 'modelling the method' techniques through which key staff from each partner will experience and internalise aspects of constructivism that will enable them to implement a project-based approach that promotes autonomous learning.

To aid wider dissemination these resources will be translated into the language of each of the partners. We believe this will be attractive to our target audiences:

- Most people are concerned about the environment but are unaware of how they can make an impact
- Students will be active and enabled to apply the knowledge and skills acquired in the workplace
- Employers will gain insights into how they can implement 'no-cost/low cost' carbon reduction measures and the benefits of employee training
- Adult educators will develop training skills that will improve recruitment, retention and results.

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GRANT AMOUNT:

299,940 €

APPROVED BUDGET:

399,923 €

CONTRACT DURATION:

24 months

517930-LLP-1-2011-1-IT-GRUNDTVIG-GMP

Writing Reading Inclusion Towards European Reinassance

DESCRIPTION: The importance of 'writing and reading' in a lifelong learning/training action (from basic skills of expression to creative writing) is in the 'core business' of many education and culture projects (WRITERS IN SCHOOL SCHEME, MORE ART!, LITTERATURNET, PROMOTION OF READING, EUROLITERATUR, BABEL WEB ANTHOLOGY- see "Réalisation d'une étude relative à l'inventaire des meilleures pratiques liant la culture et l'éducation dans les états membres, les pays candidats et les pays EEE" - Contract Nr.° 2004-1528/001-001 CLT-CA31). At the same time professions and skills of the book/publishing industry are among the most valuable competences of European cultural industries (see Europe and the Book - Advocacy report of the Federation of European Publishers in favour of European programmes for books).

This project aims to:

a) develop initiatives to increase awareness, in the various segments of the education-training, about the importance of writing and reading/the book as instruments/media of cultural growth for people and also as professional tools in job fields (i.e.: the publishing sector in his creative-intellectual profiles and technical-vocational opportunities);

b) cooperate to strengthen national and transnational networks for the implementation of a culture 'learning region' in the 'book/publishing' sector emphasizing skills and competences in the field of 'writing/reading' and 'book and publishing'.

The specific objectives are:

a) identification of core competencies in the 'book-publishing' / 'writing/reading' fields;

b) lifelong strengthening of writing (particularly 'creative') and reading, taking into account multimedia, electronic book) and the multicultural European context;

c) the implementation of a network involving education-training institutions, creative and cultural industries in a 'learning region' approach (i.e.: starting from experiences and models of 'literary parks');

d) improvement of school-work alternance, work experiences, stages in the 'book and publishing'.

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GRANT AMOUNT: 297,181 €

APPROVED BUDGET: 396,313 €

CONTRACT DURATION: 24 months

517958-LLP-1-2011-1-DE-GRUNDTVIG-GMP

Community Media Applications and Participation. Training for trainers that implements intergenerational and intercultural communication in different settings of adult education by using mobile learning and community radio based on low budget

DESCRIPTION:

Our project responds to the EU policy on e-inclusion and trains adult educators to use new technologies (mobile learning, using apps with iphones/smartphones) to increase participation in lifelong learning by marginalized groups – e.g. seniors or migrants - whose traditions or circumstances have not brought them into contact with formal learning or IT skills.

This train the trainers course reaches these groups through multipliers trained to bring into their regular work an intergenerational and intercultural approach and media competences. The approach, learner-centred and action-oriented, is innovative and economical –since the adult educators themselves promote these new competencies learnt in the shared tasks of media production bringing transferable social and technical skills & self-confidence. The outcome of this personal transformation is increased involvement in the public sphere and an improved chance to enter the labour market – an important contribution to social cohesion.

Evidence for these outcomes comes from the work the consortium has already undertaken in previous EU-funded projects. 7 partners from 6 countries now again bring a rich mix of backgrounds and experience – in community media and media & social studies at adult education and university level – and with widespread contacts in academic and media networks that will assist dissemination and exploitation.

The course will explore innovative uses of mobile phone technology (apps for audio recording, photos, music, geo-caching and web interactivity) to create multimedia guides and is adaptable for use both in adult education and in non-formal civil society groups.

Outcomes, in 6 languages EN, FI, DE, HU, PL, ES will be freely downloadable, include the course - for Grundtvig IST and elsewhere – and multimedia materials.

Impact will be evidenced in the use of the course and its approach by adult educators and social workers and by the benefits described above to the target groups.

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- UNIWERSYTET ŁÓDZKI, PL
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GRANT AMOUNT: 294,440 €

APPROVED BUDGET: 392,590 €

CONTRACT DURATION: 24 months

517976-LLP-1-2011-1-PT-GRUNDTVIG-GMP

Intelligent Pathways for Better Inclusion

DESCRIPTION: “Social inclusion through education and training should ensure equal opportunities for access to quality education, as well as equity in treatment, including by adapting provision to individuals’ needs” [2010/C 135/02]. IN PATH – Intelligent Pathways for Better Inclusion envisages the development of a set of tools (Handbook and Training Course) with innovative approaches for adult trainers and social work professionals, to promote the adjustment of their pedagogical techniques to the learning styles and intelligence profiles of disadvantaged and marginalised citizens involved in training contexts. The IN PATH project aims to break the pattern of transferring poverty and exclusion from one generation to the next, by empowering marginalised and disadvantaged citizens to easily manage everyday problems in different areas (including learning to learn skills, financial management skills, parental skills, and initiative and active skills for employment and entrepreneurship), and not to be held back by their background. This ambitious objective will be achieved with the support of the Multiple Intelligence Theory (MIT) of Howard Gardner, which challenges traditional views of intelligence and states that each individual has a different intelligence profile and that education can be improved by assessing learners’ intelligence profiles and designing activities accordingly. By bridging key competences in training and multiple intelligence concepts, IN PATH will generate a creative and useful product (Handbook) and relevant outputs and events (Needs Analysis Report, National Workshops, Test and Validation Report, Grundtvig In-Service Training Course). Thus, the project meets LLP and Grundtvig objectives and priorities, by reinforcing the role of adult education in strengthening social inclusion and by providing adults from deprived contexts with pathways to improve their knowledge and competences through attractive, adjusted and constructive learning opportunities.

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- XXI INVESLAN, S.L., ES

GRANT AMOUNT: 285,150 €

APPROVED BUDGET: 380,200 €

CONTRACT DURATION: 24 months

517989-LLP-1-2011-1-IT-GRUNDTVIG-GMP

Bilancio di Integrazione Sociale per immigrati e apprendimento e sviluppo della dimensione interculturale nelle organizzazioni educative

- DESCRIPTION:** Nowadays the migratory flows are rising exponentially. Many scientific studies stress the discomforts coming from the arrival in a new country, with all those problems related to the reception and to the integration process: people feel the sensation of disharmony, the difficulties related to the loss of their professional skills, the fear of not being able to support their families, the sense of isolation; families, in the new country, feel not being able to guide their children in the process of acculturation (I. Ederling, E.J.Knorth-Leiden University, NE; V. Pavlopoulos, GR). The partnership agrees with this analysis, stressing how the problems are the same in each country. The project deals with the issue on two levels:
- 1) the improvement of the knowledge and the skills both of the organizations and of the social workers involved in the integration process of the immigrants, through training and guided self-learning processes and through the elaboration of methodological tools (methodology of the Research Action);
 - 2) the support of the immigrants in their social integration paths (improvement/enhancement of the skills, research of an appropriate professional context, elaboration of a personal project also involving the family, awareness of the parenting competences) through the testing of the methodological tool (Balance of Social Integration).
- The project target groups are: 50 operators of the partner organizations, 200 adult immigrants. The project provides the achievement of 5 transnational events, 10 round tables (2 in each country), that will allow the dissemination and the multiplication of the results, with a very broad impact even after the end of the project: public seminars, website (15.000 contacts/year) with newsletter (20.000 persons), promotional kits, studies and promotional reports, educational materials, tools and guidelines, the handbook for the creation of the tool for the integration process.
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- GRANT AMOUNT:** 225,798 €
- APPROVED BUDGET:** 301,065 €
- CONTRACT DURATION:** 24 months

518025-LLP-1-2011-1-IT-GRUNDTVIG-GMP

Raising Effectiveness of Volunteering in Europe through Adult Learning

DESCRIPTION: With some 100 million Europeans actively involved in volunteering and significant contribution to GDP, volunteering is a unique platform for active citizenship, social cohesion and development; its importance is increasingly recognised, considering that 2011 has been the EU Year of Volunteering. Volunteering is progressively important also for its educational dimension, endorsing acquisition of skills and competences in an informal/non-formal environment, as well as intergenerational learning. Yet, capacity constraints of volunteers have the potential of limiting the social and economic impact and relevance of volunteering. The “professionalization of volunteering” – EC DG EAC, Volunteering in EU 2010 (VEU), Final Report, p.13 – require effective management of resources and planning of volunteering activities, otherwise vulnerable to inefficiencies. The EC, DG EAC, 2010, “VEU Final Report” accurately captured and pinpointed with a lot of evidence the binding constraints to effective volunteering. REVEAL will allow formalising and valuing knowledge while identifying training needs of individual volunteers. REVEAL will prompt adult learning solutions to address those needs with the ultimate aim of enhancing, through effective Adult Learning, the relevance, efficiency and impact of volunteering throughout the EU. REVEAL responds to the pressing issue of volunteers’ capacity by developing and validating 3 main results in 6 languages: (A) A web-based self-assessment tool to map, formalize and value knowledge and competences of volunteers and to identify specific capacity gaps in planning and management of volunteering activities. (B) A set of multilevel web-based training solutions in order to address those gaps through customised learning solutions for volunteers. (C) Interactive training content & material. Results will be produced by eight partners in five Member States and one Candidate Country, through research and collecting inputs from 700 volunteers, tested with 490, and remain available for at least 2 years after the ending of the project.

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- HELP- UDRUGA ZA POMOC MLADIMA, HR
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GRANT AMOUNT: 299,762 €

APPROVED BUDGET: 399,683 €

CONTRACT DURATION: 24 months

518036-LLP-1-2011-1-FR-GRUNDTVIG-GMP

Culture, body, gender, sexuality in adults training

DESCRIPTION:

The BODY project engages in exploring the impact of cultural differences related to body, health, gender and sexuality in adult training activities. Based on a participatory research study relying on adult trainers' own experiences we will develop approaches and tools that help to integrate relevant cultural differences in adult trainings' content and methodology to make the trainings a source of personal and social development and a space for intercultural dialogue. REASONS If Europe is home to 69.5 million migrants, a great variety of traditional ethnic / national minorities (Sámi, Roma etc.), there are further factors that add to diversity: age, sexual orientation, gender, special needs linked to specific health conditions, disability. Cultural diversity in Europe encompasses this variety of differences and their interactions. If diversity is a potential resource in education activities, when not addressed properly it constitutes a barrier to participation and can jeopardize the achievement of the pedagogical objectives, particularly in fields linked to sensitive issues such as gender, body, health, sexuality.

OUTPUTS

- A research study which explores the impact of cultural differences on the work of adult trainers.
- A compilation of innovative practices integrating cultural diversity into trainings on health, body, sexuality, gender, interculturality.
- A 100 pages reader on cultural differences that matter.
- An interactive pedagogical portal in five languages.
- A training course deliverable as in-service training or adaptable for initial trainings.

IMPACT

During the project's lifetime approximately 150 adult trainers will participate in focus group sessions as part of the exploratory research, and they will get introduced to the method of critical incidents. 45-60 trainers will participate in our 5 days European in-service trainings published in the Grundtvig catalogue. Our dissemination activities in conferences, workshops, professional reviews and our website will reach a wide circle of professionals.

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GRANT AMOUNT:

291,878 €

APPROVED BUDGET:

390,143 €

CONTRACT DURATION:

24 months

518043-LLP-1-2011-1-BE-GRUNDTVIG-GMP

Facilitating Engagement of Adults in Science and Technology

DESCRIPTION: Contemporary Europe is seeking to create a knowledge based economy in which all citizens can contribute to the economical growth and the decision making process for science and technology related issues. Within this perspective and in the frame of an increasingly aging population, adults are a key element, both as active stakeholders of society and as educators of future European citizens.

The FEAST Project aims to contribute to this panorama by developing a model and a number of tools and resources for the informal science education of adult parents. With its actions it will:

- promote science centres and museums as forums for active citizenship and scientific literacy;
- develop the professional skills of explainers in facilitating informal lifelong learning of adults;
- provide adult parents with the skills and tools to act as confident and knowledgeable science educators of their children.

In practice FEAST will develop:

- 5 FEAST Workshops and related Activities on different scientific topics, aimed at adults, which will: 1. enhance their personal science knowledge and critical thinking as adults; 2. enhance their competences as informal science educators of their children;
- an educational model for FEAST workshops with related research materials on parent and adult learning;
- an International Training Course for museum adult educators (Explainers);
- an on-line FEAST hub for sharing Project results and material and creating an on-line parent educator community.

The International Training Course for Explainers, the FEAST workshops for parents and the on-line resources and FEAST hub will be maintained after the end of the Project, ensuring an even wider impact on the professional development of European Explainers and on the informal science learning opportunities for parents.

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- Ustanova Hiša eksperimentov, SI
- King's College London, UK
- Stiftelsen Teknikens Hus, SE

GRANT AMOUNT: 299,803 €

APPROVED BUDGET: 399,738 €

CONTRACT DURATION: 24 months

518106-LLP-1-2011-1-IT-GRUNDTVIG-GMP

Adults' Learning for Intergenerational Creative Experiences

DESCRIPTION: In the complex contemporary European society, social cohesion needs to be built considering a new integrated and complex dimension of social tissue, where diversity (among cultures, age, gender) is considered an opportunity. Intergenerational learning (IL) brings to the fore the question of "differences" that enrich: in fact, IL can be a twofold purpose process, that improves dialogue among generations through civic participation in common social and institutional spaces, while at the same time enacting processes of informal learning towards the achievement, both by adults and children, of key competences for lifelong learning. The processes of IL are hence, means and end to fostering social cohesion. This project aims to work with parents, grandparents, volunteers and other adults interested in interacting with children through new spaces of "edutainment", to train them for the importance of using creative languages (art, storytelling, social media) to build rich and caring environments for children to grow up in. This learning process will in time provide adults with key competences 1, 4, 5, 7 and 8. Adults will be engaged in at least six local specific informal educational experiences to better interact with children, through creative languages; experiences will cover a range of activities, from "use of art to communicate and express", "storytelling in Europe", "games and social media for all", aiming at discussing the complex role of adults as informal educators and hence promoters of learning beyond the school. The project will look for engagement of two types of adult-learners (those at risk, such as immigrant parents, and volunteers) in order to strengthen social support networks. In order to promote the better quality of adults' learning activities, the project will launch a transversal, European training of adult trainers as reflective support to local activities through eLearning methodology to discuss the topic of intergenerational learning at European level.

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GRANT AMOUNT: 282,314 €

APPROVED BUDGET: 376,419 €

CONTRACT DURATION: 24 months

518134-LLP-1-2011-1-DE-GRUNDTVIG-GMP

PROTECT – Volunteering and learning. Improved participation and alternative learning opportunities in volunteer structures to strengthen social and professional integration of migrants.

DESCRIPTION:

"PROTECT" aims to improve access to life-long learning for migrants and boost their participation in education – by making the voluntary sector more accessible to them as a place of learning and encouraging them to make use of the opportunities available. There are three interconnected levels of activity:

* Actor level: awareness-raising and competency development among voluntary organisations which provide education/participation opportunities;

* User level: implementation of learning opportunities for migrants at voluntary sector learning centres and efforts to encourage migrants to become involved in life-long learning;

* Institutional level: awareness-raising among decision-makers to support voluntary organisations as actors in life-long learning (to ensure anchoring).

Within the European context (nine partners from four different countries), "PROTECT" is testing and implementing two possible solutions intended to encourage migrants to engage in voluntary work and make use of the learning opportunities available: 1) "Pilots" (DE/AT/ES): qualified "pilots" promote voluntary work and life-long learning within communities. They encourage migrants to make use of learning opportunities provided by aid organisations. Offers, which are aligned with needs and are culturally sensitive, enhance the attractiveness. 2) "Buurtakademie" (NL): educational opportunities for migrants are set up in the form of a neighbourhood academy – in cooperation with local migrant organisations and aligned with local needs. Both projects are transferring tried and tested methods of boosting participation in the life-long learning field and reinforce commitment to civil society. Migrants are actively involved in the learning opportunities. Both projects are transferring tried and tested methods of boosting participation in the life-long learning field and reinforce commitment to civil society. Migrants are actively involved in the learning opportunities. This will enhance non-formal learning and strengthen social cohesion. In the long term, both employability and integration are going to improve.

As a result, the learning opportunities available are attractive and are geared to the needs of migrants. The principles of both projects can be used across the EU as good practice in promoting life-long learning. The skills of aid organisations/voluntary organisations in working with migrants are reinforced. Raising awareness among decision-makers and the formulation of political recommendations help ensure sustainability.

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 - Hochschule für Wirtschaft und Recht Berlin, DE
 - Malteser Hilfsdienst e. V., DE
 - Vrijwilligersacademie Amsterdam, NL
 - Österreichisches Rotes Kreuz, Landesverband Wien, AT
 - Cruz Roja Espanola Asamblea Local de Mataró, ES
 - Ajuntament de Mataró, ES
 - Senatsverwaltung für Inneres und Sport Berlin, DE

GRANT AMOUNT: 299,532 €

APPROVED BUDGET: 399,377 €

CONTRACT DURATION: 36 months

518135-LLP-1-2011-1-IT-GRUNDTVIG-GMP

Valorisation of INnovative Technologies for AGing in Europe

DESCRIPTION: The presence of different kinds of barriers for the access of this target group to the ICT world – be it due to a lack of technical expertise or due to purely other economic or personal reasons - is a problem faced which all European countries are facing. In order to overcome this problem, large-scale and long-term innovative solutions are needed. Various organizations from Italy, the United Kingdom, Spain, Portugal, Romania, Greece, and Turkey will cooperate in a two-years-long project which aims to: - carry out a social survey entitled "Why don't you like Me? – Where and when adult people face the biggest difficulties in using computer and software and how these can be overcome", - assemble and adapt a set of open source software in order to customize an operating system for users over 65, - set up local networks composed of public and private stakeholders for the economic and environmental efficiency in the process of dismantling of obsolete hardware, - organize an international workshop for staff and volunteers of organizations that provide adult education and other services for elderly people, - tackle the digital divide that affects elders by identifying a common European strategy to transfer basic digital skills, - design and promote a dedicated Website. The impact of project activities will be ensured by the transversal involvement of different target groups, such as elderly people, voluntary associations, adult education institutions, public authorities, SMEs and other private bodies. We will implement a well structured dissemination plan both at local, national and international level, including numerous exploitation activities in order to set up the bases for the sustainability of the project. VINTAGE "Valorisation of INnovative Technologies for AGing in Europe" is an integrated action which aims to face the digital exclusion of this target group by placing the elder in the center of the contemporary digital world.

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PARTNERS:

- Peterborough African Community Organisation, UK
- T4E S.r.l. One Technology Four Elements, IT
- T.C. İSTANBUL VALİLİĞİ, TR
- Inspectoratul Scolar judetean Iasi, RO
- ΑΝΑΠΤΥΞΙΑΚΟ ΚΕΝΤΡΟ ΘΕΣΣΑΛΙΑΣ, GR
- AidLearn, Consultoria em Recursos Humanos Lda., PT
- Fundación Ínsula Barataria, ES

GRANT AMOUNT: 299,997 €

APPROVED BUDGET: 400,000 €

CONTRACT DURATION: 24 months

518143-LLP-1-2011-1-GR-GRUNDTVIG-GMP

Balkan Women Coalition for Professional Qualification and Training in the field of Business and Economic Science

DESCRIPTION: The idea of the project "Balkan Women Coalition for Professional Qualification and Training in the field of Business and Economic Science" is arising and developing from partners' organizations from Greece, Romania, Croatia, FYROM, Serbia, Albania and Bulgaria. These organizations cooperate and work together on many projects focused on education.

The aim is the creation of a stable and multinational network of institutions and organizations from the Balkan region in order to develop qualifications and organize seminars to help the women in the business field. The main objective of the proposed project is the creation of a network in order to support cross border partnerships between educational institutions and economical and social development based on common resources. Promotion of equal opportunities, new educational levels and post educational qualifications based on the organization of seminars and classes, the promotion of women's contribution to research, innovation and awareness are some of the principles that will be followed during the implementation of the goals.

On the other hand, the woman unemployment represents on average about half the total unemployment in the eligible area, but with great disparities at regional level, reflecting strongly varying degree of integration of women into the labour market.

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PARTNERS:

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- Association of Woman Entrepreneurs in Bulgaria "SELENA", BG
- Regional Center for Organization Management, RO
- Woman Entrepreneurship Association of Turkey, TR
- Journalists for children and women rights and environmental pr, MK
- Professional, Businesswomen and Handcrafter Association , AL
- Association of Business Women. Skopje , MK
- National Council for Gender Equity, MK
- Association of Business Women in Serbia, RS
- Association of Business Women "EVE"-Valjevo, RS

GRANT AMOUNT: 312,673 €

APPROVED BUDGET: 455,163 €

CONTRACT DURATION: 36 months

518166-LLP-1-2011-1-BE-GRUNDTVIG-GMP

Training Opportunities for Peer Supporters with Intellectual Disabilities in Europe

DESCRIPTION: Many adults with intellectual disabilities in Europe cannot participate as active citizens in their societies. Since most have only limited access to formal or informal adult education and training, one of the main challenges lies in providing them with the appropriate training needed to take their own decisions, to take control over their lives and to perform their role as active citizens. The objective of the TOPSIDE project is thus to develop a new component in informal adult education for this group of citizens: peer support and peer training, i.e. to develop the capacity of adults with intellectual disabilities to provide support and training to their peers. On the basis of an inventory of the necessary skills, the TOPSIDE project will thus develop and test a training curriculum for adult peer supporters and trainers. The TOPSIDE curriculum will be complemented by methodological guidelines for adult education trainers and by material for the peer supporters themselves. To test, improve and validate these deliverables, adult education courses for future peer supporters and trainers will be organized in the Czech Republic, Finland, the Netherlands, Romania, Scotland, and Spain. A European version of the deliverables will also be created for the transfer to other EU countries. The TOPSIDE consortium will seek recognition of the deliverables by the leading organisations of and for people with intellectual disabilities in Europe. It will present them at local, national and European level to promote the qualification as peer supporter and trainer as new educational and eventually even employment opportunity for the target group. The TOPSIDE peer supporters will indeed use their skills in different settings: in self-advocacy organisations, in counselling services, or in organisations of guardians/supporters. Ultimately this project will contribute to reinforcing the capacity of people with intellectual disabilities to live and work as active citizens in society.

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PARTNERS:

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- Perspectief - Kenniscentrum voor Inclusie en Zeggenschap, NL
- Společnost pro podporu lidí s mentálním postižením v ČR , CZ
- Kehitysvammaisten Tukiliitto r.y., FI
- Discpacitat Intellectual Catalunya, ES
- ENABLE Scotland, UK

GRANT AMOUNT: 187,863 €

APPROVED BUDGET: 250,485 €

CONTRACT DURATION: 24 months

518172-LLP-1-2011-1-PL-GRUNDTVIG-GMP

Bibliodrama as a way of intercultural learning for adults

- DESCRIPTION:** “Bibliodrama as a way of intercultural learning for adults” – the BASICS project - was elaborated jointly by 6 organizations from 5 countries: Poland, Hungary, Iceland, Turkey and Israel. It aims at fostering intercultural dialogue, mainly in the context of Europe’s religious diversity. Bibliodrama is a way of experiential learning of the content of holy scriptures through enacting key stories and characters on stage, and through involving group work and interactive techniques. It is then a perfect method to teach and facilitate dialogue skills, which need to be practiced and maintained throughout life. The main project activities include:
- elaboration of an innovative teaching curricula through research into synergies between Bibliodrama and intercultural education and on the basis of pilot workshop achievements;
 - edition of two complementary publications – a book containing teaching scenarios on using Bibliodrama as a way of intercultural learning (in EN, PL, HU, TR and IS) and a DVD (in EN) presenting learners' perspectives on intercultural issues (10.000 copies);
 - organization of several exploitation events, including national workshop sessions combined with a launch of publications, European Grundtvig course in Turkey and international conference in Israel.
- The BASICS project addresses the needs of adult educators involved in non-formal and informal programs (teachers, trainers, therapists, psychologists, medical doctors, pedagogues, art instructors, priests, catechists, coaches, occupational therapy and social workers, members of religious organizations and those working with migrants/ethnic minorities), providing them with new tools and practical methods.
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 - The Elijah Interfaith Institute, IL
 - Placówka Kształcenia Ustawicznego EST , PL
 - Kocaeli University Institute of Health Sciences, TR
- GRANT AMOUNT:** 324,375 €
- APPROVED BUDGET:** 432,500 €
- CONTRACT DURATION:** 24 months

518201-LLP-1-2011-1-AT-GRUNDTVIG-GMP

TACTICS - Lifelong Games

- DESCRIPTION:** Due to the demographic change today 40 percent of all European citizens are 55 years of age and older. In 2020, about 60 percent of all citizens will be 55 years and older. Thanks to medical progress, most seniors enjoy a longer, healthy and active life. But a considerable share of this age group is faced with handicaps. Most of them are cared for at home – looked after by laymen (family members, volunteers), who themselves are 50 years and older.
- Especially in the case of decreasing mental abilities, these family members looking after their weak relatives, need support to handle the daily challenges (space for their own recreation, free time to manage necessary duties). Games support the intergenerational learning (especially in the family circle), and make visits from friends and volunteers much more enjoyable and offer by this means the necessary space for the caretakers – TACTICS offers enjoyable solutions for the care of the elderly in Europe.
- In addition, by offering games with low language requirements, TACTICS helps elder people to establish new contacts. For the family this means an additional stimulus for intergenerational communication. In care facilities the communication between the different cultures, the residents and the visiting volunteers is facilitated and the danger of social isolation is reduced. The European playing culture functions as low-threshold access to LLL. Existing skills – also those acquired informally – are further developed by playing.
- By collecting still known games (memories of childhood!) within various cultures, together with their cultural background, TACTICS contributes to the preservation and development of an historic treasure from different parts of Europe. The training of the lay-caretakers (family members, volunteers) within the frame of TACTICS empowers them to take care about the elderly for a longer period of time by reducing the risk of burnout.
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 - MOZAIK - Human Resources Development, TR
 - Agenzia per lo Sviluppo Empolese Valdelsa, IT
 - SOROS INTERNATIONAL HOUSE, LT
 - Asociación Goiztiri Elkarte, ES
 - Exchange House National Travellers Service (TRIBLI Limited), IE
- GRANT AMOUNT:** 280,846 €
- APPROVED BUDGET:** 374,466 €
- CONTRACT DURATION:** 24 months

518227-LLP-1-2011-1-ES-GRUNDTVIG-GMP

Evaluation toolkit on seniors education to improve their quality of life

- DESCRIPTION:** Senior education has different objectives than the education of younger learners. Seniors (citizens over 65 or retired) don't aim at professional goals when they attend classes, as opposite to younger students. Their objectives are more related to personal interests, sociability, adaptation to and integration in present society, participation, active citizenship, and, mainly, improving their quality of life through a lifelong learning process. To increase seniors' Quality of Life becomes then the target to reach thanks to education.
- Senior education institutions shouldn't apply the methodology used to teach younger students. A redesign of the methods, strategies and objectives is required in order to maximize the efficiency and impact of the socio-educational actuation offered to the elderly. Therefore, some kind of support is required for the educational institutions.
- In this project we will create two different complementary products. The first one will be a guide containing the basics of the senior education and different strategies to optimize the results of the educational institution that applies those concepts. The second product is a quality evaluation toolkit to measure the quality of the education process also proposing recommendations to increase the quality.
- The basics guide is addressed to institutions (managers, staff) and trainers (teachers) to allow them to use strategies specifically designed for seniors. The toolkit will cover the need of any educational institution for their own (or external) evaluation and will contain recommendations to improve any weak points identified. A dissemination plan aiming to influence decision-makers and to reach the academia (researchers) will be also an output.
- All educational institutions should worry about the quality of their results. We will provide a measurable evaluation tool with guidelines to better address seniors' needs.
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 - Università delle LiberEtà del Fvg, IT
 - Асист Нет ЕООД, BG
 - Akademia im. Jana Długosza w Częstochowie, PL
 - Trebag Property and Projectmanagement LTD, HU
 - Personality socialization research institute of Rezeknes augst, LV
- GRANT AMOUNT:** 295,347 €
- APPROVED BUDGET:** 393,799 €
- CONTRACT DURATION:** 24 months

518248-LLP-1-2011-1-DK-GRUNDTVIG-GMP

Integrating Disadvantaged Ethnicities through Adult Learning

DESCRIPTION:

Rationale:

Large numbers of immigrants from non-western countries do not fully participate in the EU-countries of their arrival, especially uneducated women. Many among them suffer from low self esteem and low self confidence, and from various psychosomatic illnesses, which on their turn hinder their full participation in society and as such their citizenship. Many also lack the understanding and skills for child upbringing in democratic gender balanced societies. Their disadvantaged position and non-participation causes frictions in the society and could even disturb overall social cohesion. Thus, the IDEAL project will provide an effective alternative learning approach for the target group.

Output:

Envisaged output of the proposed IDEAL project will be a training manual for teachers to be implemented in adult education of uneducated disadvantaged immigrant women from non-western countries. The manual will be developed in the English language and be tested and evaluated as well. Teachers will be trained as well, in accordance with the manual. The manual will briefly describe the methodological background of the approach, but will primarily aim to provide tools for practical teaching. It will cover several topics and offer a wide range of exercises. Each chapter will include a brief description of the purpose of the different lessons and tasks and, accordingly, offer advice regarding the use of Language 1 (mother tongue) or Language 2 (target language), methodological instructions for the teachers, and a description of risk factors. The pedagogical approach will be empathically participatory and psycho-social. It will include the double language approach of mother tongue based adult education, and Solution Focus as a technique of focusing on existing resources.

Impact:

we envisage a larger participation / improved active citizenship of the participants (also see levels of participation: E.3) because of improved language competences and participation skills.

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- Vantrood Educational Services / Themis, NL

GRANT AMOUNT:

218,135 €

APPROVED BUDGET:

344,363 €

CONTRACT DURATION:

24 months

518256-LLP-1-2011-1-GR-GRUNDTVIG-GMP

Training Trainers for Migrants and Roma

- DESCRIPTION:** VET provision has achieved a significant degree of convergence among EU countries; however its effect on social inclusion policies is questioned. Research findings show that participation in mainstream adult training programs is lowest for those that need it most.
- VETMIRO partnership finds that this gap is related to the degree that VET provision addresses the impact of social factors in the learning process of disadvantaged groups, especially of different social background as in the case of migrant and Roma population. So, the Project aims at improving the quality of VET provision, focusing especially on its connection to social cohesion.
- Its objective is to develop a training material (curriculum+ lesson plans) that will familiarize VET teachers with assessing and addressing learning behaviours and stances of adult learners with a social exclusion life-trajectory. To achieve that, the project includes
- a) workshops and focus groups that bring together 400 VET teachers and managers, end-users and social support professionals
 - b) a 5-days training course for 25 adult education teachers and staff, also serving the purpose of testing the training material in real-life circumstances and
 - c) a dissemination and exploitation of results strategy that aims at attracting attention and initiating the exchange of views and ideas on the issues that the Project touches upon.
- The training material/final product of the Project translated in all 5 languages of the partners is expected to upgrade adult education staff skills to match successfully learning needs of migrant and Roma learners to the educational services provided to them in the realm of mainstream VET programs. It will be published in the Project's web site, thus securing access of all interested parties to it.
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- ASOCIATIA PAKIV ROMANIA, RO
 - Youth European Social Work Forum, DE
 - EU WAREHOUSE BVBA, BE
- GRANT AMOUNT:** 219,546 €
- APPROVED BUDGET:** 292,729 €
- CONTRACT DURATION:** 24 months

518294-LLP-1-2011-1-AT-GRUNDTVIG-GMP

Garden your educational life – a new learning environment and opportunity to access education and improve employability for young disadvantaged adults in Europe

- DESCRIPTION:** All over Europe, unemployment figures for young adults (16-25) have become alarmingly high, with recent forecasts not being positive. National and regional policy initiatives are trying to respond to this. Respective measures are demanding solutions from training providers to make up for the fact that formal VET provision and secondary school programmes have not produced sufficient results for young people's use of competences in "real work life". Adult education and VET providers need to react in an innovative way. By introducing a new (outdoor) learning environment and applying a holistic approach, the GARDEN project will exploit the overall concept, thematic world, metaphoric value, location and "lesson" of nature/of gardens, as well as horticultural aspects and activities, in order to provide for a new didactic concept and set of pedagogic tools. Outputs: • 'GARDEN Didactic Manual' for teachers/ trainers, as well as non-educational facilitators of informal learning environments. • 'GARDEN Toolkit' showing practical learning activities/exercises to teachers how to empower young learners by improving their skills (basic skills, communication and social skills, personal competences). • "GARDEN Platform" with web 2.0 apps for providing networking opportunities for learners, and containing the "GARDEN Learning Parcours", which documents what learners have experienced and "gone through" in reality context (garden, park, forest) in each partner country. Products will be available in all partner languages (AT/DE, ES, IS, LV, EN) and will have an impact on adult education and VET provision in the partner countries and beyond. By employing innovative methods in a new learning environment, educators will be better able to reach young, low level educated learners. These, as the final beneficiaries of the project, will be engaged in experiential training of basic skills, key skills and personal competences for work.
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 - XXI INVESLAN, S.L., ES
 - Point Europa, UK
 - Valodu mācību centrs, LV
 - Starfsafl starfsmennt Samtaka atvinnulífsins og Flóabandalagsi, IS
- GRANT AMOUNT:** 267,151 €
- APPROVED BUDGET:** 356,204 €
- CONTRACT DURATION:** 24 months

518338-LLP-1-2011-1-AT-GRUNDTVIG-GMP

My Rights – My Voice: Training by persons with disabilities to staff on UNCRPD

- DESCRIPTION:** Many persons with disabilities throughout Europe receive support by a service providing organisation. The quality of the provided service depends mostly on the quality of the staff of the service providers. Though staff education and training differs from country to country, almost nowhere persons with disabilities act as trainers. The project aims at training persons with disabilities to become trainers and deliver training to staff in 6 different countries in a test phase. The content of the training is linked to the UN Convention on the Rights of Persons with Disabilities (UNCRPD), one of the most important documents on disability issues. The results of the project will be:
- a training programme for persons with disabilities to become trainers on the UNCRPD, based on a survey conducted in 5 countries among self advocacy groups
 - recruitment and training of 48 trainers with disabilities and 12 co-trainers without disabilities from 4 different countries - testing and evaluation of delivery training to 180 to 360 staff members in 5 different countries
 - a DVD as guidance material showing the training
 - an international one-day conference for presentation and discussions of the results All results will be published on a project website to be created and will be available for further use.
- The impact envisaged is to implement the approach of training by persons with disabilities to staff on UNCRPD into the curricula of educational institutions providing training and education for staff of service providers to persons with disabilities. In 5 of the partner countries educational institutions will cooperate with the training by persons with disabilities to staff and will implement this approach in their curriculum. Thus, the project will have an impact on the educational system by involving the trainers-with-disabilities view and on the quality of services provided to persons with disabilities and improve their quality of life according to the UNCRPD.
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 - Learning Disability Wales, UK
 - Symbiosis for the Harmonic Being Together Foundation, HU
 - European Association of Service Providers for Persons with , BE
 - Institute for Community-Based Social Services Foundation, BG
- GRANT AMOUNT:** 279,290 €
- APPROVED BUDGET:** 372,388 €
- CONTRACT DURATION:** 36 months

518365-LLP-1-2011-1-BE-GRUNDTVIG-GMP

Sheherazade, 1001 stories for adult learning

DESCRIPTION:

Content, language and performance turn stories into genuine products of their culture. In a multicultural Europe, it is absolutely necessary that bridges are built between the different cultures. Storytelling provides the ideal vehicle for competence acquisition, empowerment and social inclusion and to stimulate the intercultural dialogue.

The Sheherazade project introduces storytelling and the use of storytelling techniques as an educational strategy and a pedagogical and motivational tool in formal and non formal adult learning in order to enhance the transversal key competences of disadvantaged citizens and to improve the language skills of adult learners.

The project will develop new methodologies and materials for using stories and storytelling in teaching and learning. It will also develop the teacher capacity for implementing them by introducing them as an innovative approach and new content in initial and in-service training for adult educators. The project will focus on the linguistic, interactive, performing, social, inter generational, cultural and multicultural aspects of stories and storytelling.

Sheherazade will do this through curriculum research, methodology research, collecting good practice and piloting - with action research - storytelling projects in a wide range of social cultural settings. This will be presented in a manual (in EN, FR, DE, NL, BG, SE, ES), video material, and other resources, and will feed into national and international training of adult educators, Grundtvig courses and Grundtvig Learning Partnerships.

We expect a higher competence acquisition level, higher motivation and better integration of adult learners, new skills and motivation to use these new educational techniques for adult educators, and awareness of the potential of stories and storytelling in adult education for curriculum developers and policy makers.

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- Caritas der Erzdiözese Wien, AT
- Meath Community Rural & Social Development Partnership Limited, IE
- FABULA STORYTELLING EKONOMISKA FÖRENING, SE
- HØGSKOLEN I OSLO OG AKERSHUS, NO

GRANT AMOUNT:

299,980 €

APPROVED BUDGET:

400,011 €

CONTRACT DURATION:

24 months

518380-LLP-1-2011-1-AT-GRUNDTVIG-GMP

Parents with Intellectual Disabilities - EUROPEAN FAMILY SET

DESCRIPTION:

For women and men to become a parent is an exciting time when they dream of their future having a family and set goals. People with disabilities also dream of having their own family. However, the experience of people with intellectual disabilities preparing for adult- and parenthood is often a struggle with service systems, which leads them to dependence and to only few choices.

Objectives:

The overall objective of the project is based on the 2006 United Nation Convention on the Rights of Persons with Disabilities, Art 23. The project will meet the above mentioned UN convention by: - Supporting people with disabilities in matters of marriage, family, parenthood, and relationship;

- Preventing separation of families;

- Learning from good practice examples from all over the world; - Developing family competences by intergeneration/family learning; - Engaging voluntary single persons, families, and elderly persons in lifelong learning and in meaningful activities.

Products:

- EUROPEAN FAMILY SET - a collection of case studies, methodologies, tools, education programmes, and training materials for practitioners to help them create tailor made support services for parents with disabilities. - "FAMILY-BUDDIES" Online Training and online material aimed at volunteers. - International Kick Off Seminar - introduction of professionals/trainers to the EUROPEAN FAMILY SET - Local Seminars and Focus Groups – groups of experts will discuss and evaluate the EUROPEAN FAMILY SET. - Testing of the "FAMILY-BUDDIES" Online Training. - Project leaflets and exploitation seminar - aim to disseminate the project and its products among stakeholders, umbrella associations, networks, service providers, adult education centres and any interested practitioners.

Impact:

Many international good practice examples show that when the right sorts of services and education programmes are used to assist parents, they can develop the right skills to successfully raise children.

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- Hellenic Regional Development Center, GR
- Economic Software Systems International, RO
- Instituto de Formación Integral, S.L.U., ES
- Społeczna Wyższa Szkoła Przedsiębiorczości i Zarządzania , PL

GRANT AMOUNT: 274,559 €

APPROVED BUDGET: 366,083 €

CONTRACT DURATION: 24 months

518399-LLP-1-2011-1-GR-GRUNDTVIG-GMP

Inter-generational and family learning for Ceramists.

DESCRIPTION:

"Learning history" is a unique approach for helping an organization to learn from the experience and implications of its own learning and change initiatives. The history includes reports of actions and results, and the underlying assumptions and reasoning that led to people's actions. A variety of people's views and reactions are captured providing insight into the complex reality in which organizational learning takes place. Learning history is offered through reports of actions and results. It shows readers how learning is an approach to get what they want, and it illustrates how others have achieved the results they wanted.

CERVIVE comes to transfer the Learning History model to ceramic enterprises, especially family operated where the knowledge of the ancestor needs to be adequately and efficiently transferred to the successors (Inter-generational & family learning). The contents will come from interviews with the people who developed and implemented the knowledge within each ceramic SME. The history will present their experiences and understandings, in their own words, in a way that will help the successors move forward, without having to "re-invent" what is already discovered.

The consortium partners will prepare a basic structure of learning material relevant to common skills required from a newcomer to the ceramic industry to be familiar with, and this content will be enhanced and completed per company according to the experience of the senior owner. The project team will develop an ontology that will undertake to model state of the art techniques in the ceramic field and connect them with the existing experience and practices. This way the transfer of experience will be connected to the modernization of the techniques achieving a two ways information flow from Senior to Junior (Experience, Best Practises) and from Junior to Senior (State of the art technologies, Innovation, etc) with the project playing the role of a ceramic experience and technology broker.

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- KI Keramik-Institut GmbH, DE
- Egypt National Cleaner Production Centre , EG
- Instytut Ceramiki i Materiałów Budowlanych, PL
- CYPRUS POTTERY AND CERAMIC ASSOCIATION, CY
- Çanakkale Onsekiz Mart University , TR
- SOCIETE FRANCAISE DE CERAMIQUE, FR

GRANT AMOUNT: 323,143 €

APPROVED BUDGET: 430,860 €

CONTRACT DURATION: 36 months

518421-LLP-1-2011-1-IT-GRUNDTVIG-GMP

Europeans, for example

- DESCRIPTION:** The most valuable European capital is citizens: they own a tremendous amount of knowledge, easy-to-apply, experience-driven ideas and skills that can be to everybody's benefit. 2011 celebrates the EU year of volunteering: in the EU, every fifth adult is engaged in voluntary work. But volunteers' goodwill itself is not enough: that potential needs to be addressed, linked to policies. We believe that local authorities, social parts, training centres must take responsibility in this process. This proposal builds upon experience gained by Comune di Reggio Emilia (www.reggianiperesempio.comune.re.it) and aims at collecting and putting into value good practices in active citizenship and social responsibility owned by individuals, groups, organisations.
- Focus is on:
- training adults in key competences relating to social and civic issues;
 - identifying social capital of organised and informal groups;
 - empowering social capital; - implementing permanent dialogue among policy/decision makers at a local level.
- Expected output is:
- devising and delivery of training pathways to improve, validate and recognise citizens' skills relating to volunteering (active citizenship, safety and health, basics of foreign languages eg Roma, Arab, Chinese, etc.);
 - training kit delivered for free to minimum 600 public bodies, companies, social parts;
 - 600 adults certified as "trained volunteers", receiving a "Volupass" certificate, in the streamline of Youthpass;
 - website and community collecting people's stories and ideas, linked to EU websites (like europa.eu/volunteering);
 - methodological handbook for policy makers.
- Foreseen impact is on citizens directly involved in project activities, expected to become trained volunteers, and on stakeholders/decision makers; these are expected to sign agreements at a local level for sustainability of results (making round tables permanent) and to share results and practices, with a view for future exchanges of trained volunteers as testimonials and trainers.
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 - Europ. Network for Transfer and Exploit. of EU Project Results, AT
 - Coordinadora Infantil y Juvenil de Tiempo Libre de Vallecas, ES
 - Konya Il Milli Egitim Mudurlugu, TR
- GRANT AMOUNT:** 297,598 €
- APPROVED BUDGET:** 396,798 €
- CONTRACT DURATION:** 24 months

518427-LLP-1-2011-1-IT-GRUNDTVIG-GMP

Learning Coach in Adult Education

DESCRIPTION: The value of adult learning to employability and mobility is widely acknowledged across the EU, but at present adult participation in lifelong learning varies greatly and is unsatisfactory in many EU countries. According to several studies, to increase participation in adult learning requires learner centered approaches and better tools for adult educators and career guidance practitioners. Usually information advisers just give information about the courses of the organization they work for, career guidance practitioners focus on helping the client to take a decision but have no specific knowledge of learning methodologies and how to support learners during a time span; thus adult educators are usually unable to advice learners on setting a direction for learning and to pursue it outside formal learning. This project wants to develop a 'learning coach approach' and a Tool Box of materials educators and career guidance practitioners can use when working with adult learners. The learning coach helps the adult learners to review previous learning experiences and favourite learning styles, in order to understand what motivates them for learning, to set a learning goal and an action plan to reach it (the plan can include all forms of learning), and to overcome barriers while implementing the learning plan. This project will carry out a need analysis in adult learners' organizations, develop a Tool Box of materials which learning coaches can use with adult learners, and develop and deliver a short training programme on using the Tool Box addressed to already experienced adult educators and career guidance practitioners. Prudent targets are the following: 240 educators and career guidance practitioners will be involved in the need analysis, 400 adult learners and 90 educators will be involved in the pilot, 5000 stakeholders will be informed about the project, 120 additional educators will be trained to use the Tool Box.

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- Folkuniversitetet Kursverksamheten vid Lunds Universitetet, SE
- Universidad Permanente de la Universidad de Alicante, ES
- Wandsworth Council, UK

GRANT AMOUNT: 288,355 €

APPROVED BUDGET: 384,474 €

CONTRACT DURATION: 30 months

518475-LLP-1-2011-1-ES-GRUNDTVIG-GMP

Playing for Interculturality: social games as innovative methodology for training adults key competences

- DESCRIPTION:** During the last years, the necessity of increasing the levels of adult population participating in lifelong learning initiatives has been made more and more evident. Despite the efforts of the European and national authorities to boost adults' learning participation rate, the situation is still worrying. Not only adults accede lifelong learning limitedly, but also figures show clear unbalances. While the EU benchmark goal was set to 12.5%, the achieved average for 2008 was 9,5%. The most recent data also show differences among EU members, ranging from 30.2% reached in Denmark and 1.4% in Bulgaria (Eurostat, Key Figures on Europe – 2010 edition). Additionally, adults training on key competences should be promoted. Presently Europe is growing closer together and new intercultural possibilities are abounding with the opening of borders, the existence of new inter-European treaties and the rise in technology. The European Parliament and the Council's recommendation on key competences for lifelong learning outlines the need of the key competences as "essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world". P4I partners of the project think that the use of social games can positively influence the access of European adults to lifelong learning experiences, increasing the access rates, and offering innovative and attractive means to develop key competences (as those associated with intercultural skills and, in parallel, media literacy). The use of this kind of games is huge but is insufficiently explored by adults learning practitioners in Europe. P4I – Playing for Interculturality project seeks to take a step forward and create an innovative social game that promotes the apprenticeship of intercultural competences of European adults, motivating them to take an active role and interact with other users, boosting digital socialization and media literacy in parallel.
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 - Twin Learning LLC, US
 - Institutul Național de Cercetare Științifică Domeniul Muncii, RO
 - LEARNIT 3D LTD, UK
 - Sociedade Portuguesa de Inovação, PT
- GRANT AMOUNT:** 310,805 €
- APPROVED BUDGET:** 414,412 €
- CONTRACT DURATION:** 24 months

518490-LLP-1-2011-1-IT-GRUNDTVIG-GMP

Education Trough Re-habilitative (Outsider) Art -Photo: an informal learning path for soft skills and empowerment for adults at risk of marginalization

DESCRIPTION:

ARTS is not only a tool to educate, but education itself. Becoming citizens goes through the process of realization of the human being, recognized as such both by oneself and by the other members of society. The idea of citizenship goes through the concept of the individual as a member of human community with personal rights and duties that are universal. Therefore, educational practice is a prime instrument for the concrete construction of citizenship and society membership. In this respect, E.T.R.A aims at "creating" people who can build, together with others, the social system in which they wish to live, acting on behalf of the dignity of all. The basis of the proposed pedagogy is an informal learning path in which photographic artistic device provides the permanent impulse to dream and to elaborate on one's own injuries, focusing on the strength of the creative experience. It not only points at the acquisition of competences and skills deriving from the use of digital potografographic means but aims at reducing social inequality through enhancing individuals' communication possibilities. In this perspective ART is seen as a way to acquire new dignity and confidence in one's own skills, creating a process of growth and knowledge not only personal but also collective. The work will be carried out by a team of art-educators and professionals in the field of visual arts and photography. The pedagogical approach develops in two steps:

1. Developing cultural awareness and knowledge of regular art (exhibitions, meetings, etc.)

2. Elaborating these inputs through personal photographic/artistic production, leading thus to Oustider Art as an instrument of social integration. The methodology of non-formal learning is based on the principle of the "knowledge" through "know-how":

1. Knowledge / perception through Socratic learning and play

2. Production

3. Creation (from photos)

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- Palco de Sombras, Lda., PT
- Fundaciòn INTRAS, ES
- GAIA Museum Outsider Art, DK
- Πανεπιστήμιο Πατρών, Τμήμα Επιστημών της Εκπαίδευσης και της, GR

GRANT AMOUNT:

297,532 €

APPROVED BUDGET:

396,713 €

CONTRACT DURATION:

24 months

518499-LLP-1-2011-1-FI-GRUNDTVIG-GMP

Conventus - Learning system for cooperatives

- DESCRIPTION:** Conventus - Learning system for cooperatives - is a 24 month proposal for enhancing the entrepreneurial skills for people working/planning to work in cooperatives. During the project an innovative learning model will be introduced.
The objective of the project is to create a greater understanding and knowledge of the situation of cooperatives in Europe among the co-operators themselves in order to strengthen their self-esteem, cooperative identity and entrepreneurial skills. This will be done through the meetings to learn and develop together with new contacts, using for example ICT to facilitate and give added values to the meetings. The new skills that are required for the cooperative enterprise means updating the competences to assure a better match with labour market needs to contribute to new job creation and to address to society changing (new disadvantaged categories of people, such as demographic change with more older and younger unemployed). These skills will improve the individuals' employment opportunities.
The project has target groups and beneficiaries on local/regional, national and EU-level. Short term beneficiaries are groups like: employed, members and tutor/mentors in co-operatives. The most important long-term beneficiaries will be the cooperative organisations and their staff at local, national and international levels who offer training/learning for their members.
The learning model will be a combination of peer-to-peer learning and using of eLearning tools and social media. Transnational cooperation is an important factor in this work.
The partnership consists of cooperative developers and networking organisations and universities working with adult education coming from Finland, Sweden, Iceland, Poland and Italy.
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 - Bifrost University , IS
 - Spółdzielczy Instytut Badawczy , PL
- GRANT AMOUNT:** 299,267 €
- APPROVED BUDGET:** 399,023 €
- CONTRACT DURATION:** 24 months

518500-LLP-1-2011-1-RO-GRUNDTVIG-GMP

Learn for Work and Life! One Step Up.

DESCRIPTION: The LeWeL Up project (Learn for Work and Life! One Step Up) seeks to tackle the question of how education and training can facilitate work migration for disadvantaged individuals and motivate them to embark on novel learning opportunities. In theory, new job opportunities may be appealing, but the process can be confusing or intimidating. "Learning is learnable" must become a reality for these less advantaged groups of learners. The LeWeL UP! project will facilitate a model of learning that will help learners develop individual learning pathways, essential for critical thinking, problem solving, emotion management or for constructive attitudes to change. The training materials are a combination of printed manual for guided teaching, learning diaries for self-reflection in learning, and video materials with realistic case studies. They are aimed at developing key competences for work and life, necessary for better job prospects and happier lives. The training tools form a complete pack, but they can be also used separately. Throughout the lifespan of the project, adult educators and training suppliers will be involved extensively in the developing of materials or testing and piloting of the training course. Also, the training concept requires innovative pedagogical approaches so as to convince lower-educated learners that education can bring concrete benefits for them, can make them employable, and socially included. The materials will be available in English and in the seven languages of the partnership. In the end, the training pack is likely to be used in training systems by vocational training providers or within adult education organizations. By developing a learner-centered approach in training, the competence of learning to learn can be made more operational. Thus, facilitators in adult education across Europe will arrive at a common and coherent definition of learning to learn, so as to ensure access and mobility to the labour market.

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- Institut Regional de Formation des Adultes Sud, FR
- University of Barcelona. Centre for Research CREA, ES
- EESTI VABAHARIDUSLIIT, EE
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GRANT AMOUNT: 297,097 €

APPROVED BUDGET: 398,791 €

CONTRACT DURATION: 24 months

518520-LLP-1-2011-1-IE-GRUNDTVIG-GMP

Digital Latin Quarter

DESCRIPTION: As Europe moves towards a more coherent, more equal, more unified entity protecting its rich and varied cultural and linguistic diversity will become more difficult. Looking forward, there is one thing that every European citizen can be sure of: the media will play an increasingly important role in the lives, perspectives and attitudes of society of the future. The youth of today are the guardians of European society of tomorrow. But what will that European society look like? Will it be 'green', environmentally friendly and responsible? Will it be multi-ethnic, culturally diverse and tolerant? Will it be equality focussed, with deference to age, gender, creed and respectful? Will it be smart, sustainable and inclusive? Will it be innovative, progressive and rewarding? Building key competences of young Europeans to live and work as responsible, tolerant, respectful and innovative citizens in the digital age is now of profound importance. Youth work is typified by its progressive nature. Many innovations in second-chance learning derive from experimentation in the youth work arena. While most youth workers are qualified to degree or higher diploma standards many of the pedagogic interventions that form such an important part of their daily work are based on intuitive learning rather than specifically tailored continuous professional development supports. The aim of DLQ is "to support innovation in education for youth-at-risk by harnessing the potential of ubiquitous media platforms to develop key transversal competences of the target group supporting their re-integration to formal education and their personal progression and continued engagement as valued members of European society". DLQ responds to the challenge of ensuring that all those with a non-traditional educational history can benefit from innovative technology based interventions to acquire the key competences for active citizenship and personal development.

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- Innoventum Oy, FI
- Timesnap Productions Limited, IE
- IDEJU Centras, LT

GRANT AMOUNT: 292,245 €

APPROVED BUDGET: 389,660 €

CONTRACT DURATION: 24 months

518524-LLP-1-2011-1-IT-GRUNDTVIG-GMP

It is never too late for learning to learn

DESCRIPTION:

Learning to learn has recently become the focus of European Union education policy where European Union Countries have agreed that this competence is one of the 8 key competences that are stated to be a necessity for economic success in Europe and greater social inclusion (Recommendation of the European Parliament and of the Council on key competences for lifelong learning, 2006). According to Fredriksson and Hoskins (2007), with increasingly rapid changes in the work place, in part due to changing technology and as a result of changing societal needs in the context of globalization, citizens must learn to learn in order that they can maintain their full and continued participation in employment and civil society or risk social exclusion. In this context learning to learn is a quintessential tool for lifelong learning and thus education and training needs to provide the learning environment for the development of this competence for all citizens, throughout the whole lifespan and through different learning environments (formal, non-formal and informal).

This project wants to develop a set of materials (a Tool Box) that trainers and adult educators can use to improve their activities with adult learners. The guide will contain about 30 exercises (each of them focused on a specific aspect of the learning to learn competence) with instructions for trainers and educators of how to use them with adult learners. The blueprint of a course to train trainers and educators to develop the learning to learn competence will also be produced. Tool Box and blueprint will be collated in the e-book Developing the Learning to Learn Tool Box.

Prudent targets are the following: 300 adult learners and 60 trainers and educators will be involved in the pilot, 600 stakeholders and 5000 people will be informed about the project, 120 additional educators will be trained to use the Tool Box.

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- Hellenic Adult Education Association, GR

GRANT AMOUNT:

285,830 €

APPROVED BUDGET:

381,107 €

CONTRACT DURATION:

30 months

518536-LLP-1-2011-1-ES-GRUNDTVIG-GMP

Develop Key Competences in Social Skills for Roma Women to increase their participation in the service sector

- DESCRIPTION:** KEYROMA seeks to face the challenge of the socio-economic integration of Roma women by addressing imbalances in their participation in adult education and by motivating, encouraging and enabling Roma women to participate in learning. Partners will realize five innovative training modules in each country, working at local level with a Local Learning Group composed by Roma women, which will directly engage them as the key actors of the learning module development. At transnational level partners will be able to exchange best practices, case studies and experiences in two transnational peer-reviews, with the participation of experts and policy-makers, in order to boost the impact of the project at policy level. In addition, an Online Community of practice will be established, creating a network of practitioners and organizations working on the Roma integration field, enhancing the impact at European level of the project, stimulating discussion, and raising awareness around this issue. All these activities aim to create a network of expert and actors working in the field and to contribute to their professional development from a theoretical and practical point of view. The expected impact of the project is that the learning modules developed will be integrated in curricula for Roma women in different countries.
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 - Център за междуетнически диалог и толерантност „Амалипе“, BG
- GRANT AMOUNT:** 264,052 €
- APPROVED BUDGET:** 352,070 €
- CONTRACT DURATION:** 24 months

518564-LLP-1-2011-1-IT-GRUNDTVIG-GMP

Effective Training for Outsiders of the Society

DESCRIPTION: A big portion of the marginalized adult population has never seen their competences certified due to noncompletion of any kind of school. As adults, former drop outs, people with learning disabilities and migrants are missing these recognized skills, not being able to attend standard adult training, and having to face the already scarce chances to access the labour market which increases their social exclusion. The aim is to create an attractive, practical training model which does not require attendance in the classroom attendance, but allows for learning-on-the-job, in order to transfer and certify basic skills to the target population. ETOS will develop a training model which will be performed on the job and not in classrooms. Through practical, interrelated activities, entrepreneurs (small, sole proprietorship) are becoming adult trainers and receive support by experienced tutors. The project will also develop a new EU skills certification based on an innovative evaluation model in line with the ECVET system requirements, awarded at the end of the training path. To achieve these results ETOS will elaborate a state of the art analysis and a training need assessment among 90 stakeholders in 6 EU countries. After the provisional draft of the training model and the certification system their contents will be transmitted to 90 adult trainers which later will perform the pilot training with 144 final beneficiaries. The feedback collected by adult trainers performing the pilots will refine, finalize the two outcomes published as handbooks. To keep ETOS running long-term the consortium will implement 2 Grundtvig In-Service Training courses, organize 6 workshops with stakeholders and decision makers, as well as commit 20 EU public administrations to require the ETOS approach on behalf of local training entities. The project will be disseminated by a website, newsletters, press releases, media events and 6 local seminars. Quality assurance is granted by a continuing monitoring system and by the feedback of an external evaluator.

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- HellasEurope, GR
- VšĮ Socialinių Inovacijų Centras, LT
- Merseyside Expanding Horizons, UK
- PA Group Srl, IT
- Provincia di Vercelli, IT
- Bridging to the Future Ltd, UK
- Społeczna Wyższa Szkoła Przedsiębiorczości i Zarządzania w Łód, PL

GRANT AMOUNT: 298,296 €

APPROVED BUDGET: 397,729 €

CONTRACT DURATION: 30 months

518585-LLP-1-2011-1-SI-GRUNDTVIG-GMP

Autism in Pink

DESCRIPTION: Social exclusion of disabled people is a major problem of nowadays society because it affects all aspects of an individual's life and can result in unequal opportunities in social, economic and political life.

Women with autism spectrum disorders (ASD) are especially vulnerable social group since being women and disabled at the same time. What is more, they are a neglected group in terms of often being under- or misdiagnosed and ASD in their cases is often hidden behind eating disorders, mental health problems and other illnesses. In this context, Lifelong learning is of a great importance for reducing social exclusion of women with ASD and can importantly contribute to their social integration and enables them more equal participation in social activities.

That's why the project addresses special needs of women with ASD and develops new learning approach through which women with ASD will gain social skills for better navigation of social interactions, empower themselves as disabled persons and as women and raise awareness about their existence.

The approach will be based on experience learning since women with ASD are not capable of generalizing and can only learn by experience in real situations. That is why they will firstly learn the skills in the learning environment where workshops on different topics such as gender identity, mental health, establishing partner relationships will be organized. Later on, they will be able to test and train the skills learnt in real situation during the study visit, learning camp and international conference.

These project activities will also enable women with ASD an active participation in shaping project results such as the documentary film, online book and different public presentations. This is a crucial element of the project since it aims to include women with ASD in all phases of the project in order to stimulate their potentials, teach them about taking the responsibility for themselves and promote active citizenship.

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PARTNERS:

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- Federação Portuguesa de Autismo, PT
- Asociación de Padres de personas con Autismo de Burgos, ES

GRANT AMOUNT: 298,458 €

APPROVED BUDGET: 397,946 €

CONTRACT DURATION: 24 months

518610-LLP-1-2011-1-UK-GRUNDTVIG-GMP

Fostering Adult Learner Empowerment through Storytelling And Folklore

DESCRIPTION: "FALESAP" brings together 5 partners from across Europe to promote inter-generational & inter-cultural dialogue and increase adult learners' knowledge & experience through storytelling & folklore. Using our wealth of experience in empowering communities, informal learning & incorporating older learners from remoter rural areas we provide access to learning for older citizens, enabling them to become story-tellers themselves: they will connect with younger citizens (through inter-generational dialogue), gain knowledge of their own culture, traditions & region (supporting their journey back into education) and promote active citizenship. Each partner hosts workshops, education sessions, storytelling events and pedagogical seminars, open to all but specifically targeting families, senior citizens, persons with special needs & disadvantaged social groups; mobility is assured with participants travelling to partner events; collaboration between different age-groups/races/cultures is positively endorsed. Through 9 WP's we engage learners from socially, geographically and economically disadvantaged regions, offer training and support to learn storytelling techniques, folklore and music, and disseminate all material/products/case studies for future use through our network of adult education providers.

Tangible outputs are an Education Pack (online and hard form, incorporates techniques, case studies, examples of methods/stories/art/interpretation for learners, database of contacts; multi-language versions); web-site; DVD of all events/achievements. Results include increased mobility for adult learners; new skills & experience gained; increased confidence to re-engage in education and actively engage in society; preservation of cultural heritage; promotion of Active Ageing; increased cross-cultural awareness. Minimum 80 adult learners mobilised, tangible Learner Resources created, pathways to education opened throughout network, social cohesion improved for all participants

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PARTNERS:

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- Wisamar Bildungsgesellschaft gemeinnuetzige GmbH, DE
- Sdruzhenie Devetashko Plato - Letnitsa , BG

GRANT AMOUNT: 281,374 €

APPROVED BUDGET: 375,166 €

CONTRACT DURATION: 24 months

518616-LLP-1-2011-1-IT-GRUNDTVIG-GMP

European Social Value of Sport: training Sport Coaches as socially and educationally Skilled

DESCRIPTION:

The project is based on European Commission's recognition of the social value of Sport and, consequently, of the importance of the role of sport trainers as social educators both within pedagogy and andragogy. EDUCO seeks to contribute in rendering Sport practice a place where competent adults provide the act of Sport of educational signifiers and where Sport Clubs - through their "coaches skilled in social & educational matters" - become integral part of the informal welfare network and thus contribute to the social inclusion and social cohesion goals. Framing itself within this concept, EDUCO aims at producing a training path and a learning methodology based on the encounter between Sport Coaches (professional and/or volunteers), specialists of physical educational processes and Non profit sector expertise, specialists of the social educational perspective.

The aim is twofold:

On the one hand EDUCO is concerned with the production of a training path for recognizing and valorising the competences of Sport Coaches, framing them within the existing competences framework models. On the other hand, EDUCO pursues the objective relative to increasing the competences of sport coaches in a social and educational sense.

The project involves 5 countries and shapes up an interesting complementarity both at geographic (we have 2 new EU members, 1 IPA country and 2 western EU countries) and at competences/expertise level. Combining Narrative learning methodology and problem solving oriented training (ALG), the training programme will touch a series of competence areas, such as:

- Communication Skills - Interpersonal and social skills
- Gender roles and gender mainstreaming
- Disability within Sport - Sport as a social inclusion device
- Conflict management
- Intercultural relationship and intercultural communication
- Principles of planning and design of socio-educational interventions
- Prevention of socially at risk behaviour through sport

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- DIA SPORT ASSOCIATION , BG
- CUCUROVA University , TR

GRANT AMOUNT: 279,862 €

APPROVED BUDGET: 373,151 €

CONTRACT DURATION: 24 months

518625-LLP-1-2011-1-DE-GRUNDTVIG-GMP

Mix@ges - Intergenerational Bonding via Creative New Media

DESCRIPTION: The future demographic profile of Europe predicts a gradual shift from a society with quantitatively dominant younger cohorts to a society in which the elderly form a majority. By the year 2050 almost half of Europe's population will be above 50 while birth rates continue to drop. To prevent a growing communication gap between generations we need innovative approaches to stimulate and improve intergenerational dialogue. This project aims to develop and deliver innovative methods of bringing the generations closer together and stimulating dialogue by using the creative potential of new media. The project will investigate and evaluate the relevance and impact of creative media for enhancing ICT competences of older and young people and for improving intergenerational communication. Seniors and young people (aged 14 to 20) will jointly explore the broad range of creative and artistic possibilities our contemporary digital world has to offer and the many opportunities to deploy creative expression. Under the guidance of qualified media teachers, professional artists and trainers, young and older learners will produce video or music clips using a mobile phone or an mp3 player; develop audio guides or GPS tracks; explore digital photography or create apps or digital games. Intergenerational interaction will be stimulated through the choice of common topics and the joint creation of multimedia products. The project will identify and map relevant approaches towards intergenerational media in the participating countries and instigate and support three media workshops for learners in each country. The products and results will become part of an interactive web platform. Involved trainers will meet at European level and exchange ideas on approaches, initiatives and methods. At a central event, participants will have the opportunity to present their results and discuss with experts. The evaluation of the project activities will lead to a Manual / Tool Box.

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- Entr'Âges ASBL, BE

GRANT AMOUNT: 295,798 €

APPROVED BUDGET: 394,398 €

CONTRACT DURATION: 22 months

518628-LLP-1-2011-1-DE-GRUNDTVIG-GMP

Step In! Building Inclusive Societies through Active Citizenship

DESCRIPTION: Promoting active democratic citizenship and political participation among migrants is one of the declared objectives of the European Union's integration policy. The overall aim is to develop an integrated education strategy to promote social and political participation among migrants.

The project takes account of the fact that successful integration is not just a matter for the minority but also depends on the willingness of the majority society and its institutions to move forward. In line with the idea of an integrated education strategy, the target group of those who are to be educated can be divided into three groups: (1) migrants and their interest groups as primary target group; (2) teaching and non-teaching staff of educational establishments; and (3) staff of civil society organisations in the host country. Each partner in the consortium develops a target-group-specific educational model. It motivates the primary target group (migrants), as the model is consistently geared to the specific circumstances of their lives, and partnerships develop among stakeholders, for example as part of a module "mentoring programme". Consistent outreach strategies are intended to keep the threshold to educational opportunities as low as possible.

The project also includes a Grundtvig-further training course involving all the teaching/learning modules developed and tested as part of the project. First, within the framework of the overall objective of promoting active citizenship among migrants, the course sets out the background and knowledge required to provide skills-oriented educational activities for migrants and for stakeholders in the majority society. Secondly, those involved in adult education learn to be aware of their own attitudes and cultural ties and to avoid unconscious discrimination (e.g. "doing ethnicity").

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- Society of Citizens Assisting Migrants , CZ
- Scientific Research Centre (Slovenian Acad. of Sc. and Arts), SI
- University of Nicosia , CY

GRANT AMOUNT: 291,028 €

APPROVED BUDGET: 388,038 €

CONTRACT DURATION: 24 months

518634-LLP-1-2011-1-LV-GRUNDTVIG-GMP

Mentoring for Adult Education Leaders: Skills to Promote Participation, Gender Balance, Inclusion

DESCRIPTION:

To be able to achieve the ET2020 benchmark of 15% for adult participation in lifelong learning, one of the strategies should be improving skills of those who influence participation: formal and non-formal adult education leaders. Higher participation will also be achieved by attracting underrepresented groups and by improving access. Eurostat data on participation in adult education, with female participation above and male participation below the EU average, correlate with the early school leavers data where male/female proportion is reverse.

Thus, the aim of LEAD-IN project is to improve the skills of adult education leaders to lead in people into non-formal learning. The LEAD-IN method is mentoring (blended learning approach, meetings + social network-based e-mentoring). Special focus of LEAD-IN project is to learn strategies for increasing participation of men in adult education.

The Project outputs will be

- 1) Research report for partner countries covering such aspects as skills of adult education leaders, national and regional aspects of participation and gender balance, etc.;
- 2) European training session of mentors;
- 3) Mentoring sessions for adult education leaders in 5 EU countries;
- 4) European network of trained mentors for adult education leaders;
- 5) Methodological material "Mentoring Programme for Adult Education Leaders: Skills, Strategies, Experiences" in EN, LV, LT, ES, SE, BG languages in printed and e-book format, including proposals for the best practices and strategies of increasing participation, encouraging participation of men, inclusion.
- 6) Groups of trained education leaders in 5 EU countries.

The impact will be improved skills of adult education leaders in partner countries, higher participation of learners at their training organizations. Through sustaining the mentoring system and network, which enables effective transfer of best practices, the impact will be expanded to other EU countries.

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- Europiniu inovaciju centras, LT
- Baltic Network for Adult Learning, SE
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- Swedish Living Center, SE

GRANT AMOUNT: 299,850 €

APPROVED BUDGET: 399,800 €

CONTRACT DURATION: 24 months

518722-LLP-1-2011-1-PL-GRUNDTVIG-GMP

Older People's Economic Wellbeing - learning for capability, capacity and citizenship

DESCRIPTION: Across the EU older people are facing increased financial pressures as personal pensions become less secure and savings prove to be inadequate. At the same time access to the labour market is now fragmented and new patterns of working are emerging, which offer new opportunities for older people's engagement. The '3C' project will address how older people can learn to respond to these new opportunities and so enhance their economic wellbeing. Participation in the labour market may well be based on personal rather than previous professional interests and financial rewards may be driven by new emerging civic engagement. Learning about capabilities, capacity and citizenship is seen as vital to counter social isolation and exclusion. The '3C' project will produce a User Manual to support learning about new forms of working such as social enterprise, co-operatives, intermediate labour market schemes, consultancy, paid work in the Third Sector, not for profit trading, time sharing and other community participation. The User Manual will help older people look at the variety of opportunities that are open to them and suggest ways in which they might realistically explore their future choices. The Manual materials will be developed and piloted through a series of seminars with older people and will be supported by user friendly accessible web based materials. The Manual and support e-learning materials will be translated into the partners' languages. The first expected impact will be on older adults, who have left, or are considering to leave, their primary employment and who wish to remain active and enhance their socio-economic position. The second impact will be on adult learning provision, and will enhance the potential to develop provision to meet the needs of this growing target group. The third impact is that it will offer policy makers an opportunity to see ways of countering the risks of large sections of the community experiencing poverty and exclusion.

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- The Elephant, Learning in Diversity , NL
- Confederación de Empresarios de Aragón, ES
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GRANT AMOUNT: 275,456 €

APPROVED BUDGET: 369,059 €

CONTRACT DURATION: 24 months

518743-LLP-1-2011-1-FR-GRUNDTVIG-GMP

The EU'rbn Gardens Otesha project

DESCRIPTION:

EU'Go is an intergenerational, cultural and family-oriented educational project based on city garden tools.

Over 24 months, six partners (FR, IT, UK, DE, ES, FR) will pool their skills, share them and use them in their work with a target group of 20 people per country to test, evaluate and validate an e-learning method centred on city gardens in the European Union. Under the name of 'Otesha Garden', they will provide support to an innovative, educational measure aimed at facilitating social integration or reintegration, skills transfer, basic training, the creation of links between people, and the exchange of know how between participants (three target groups), as well as between project partners.

Local activities, partner meetings, marketing of the project's products and dissemination of the project process are all actions which will be carried out in an inclusive and participatory manner.

Accessible from a dedicated web platform, EU'GO will bring together all the resources tested and created by the project partners in the form of educational sheets and e learning modules.

Once they have all tested by the project partners (senior citizens, women, people with low job security from problem areas) and validated by the joint consortium, these resources will then be made accessible to other bodies with a view to future dissemination.

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- Phoenix Detached Youth Project, UK
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- Verein zur Förderung innovativer Wohn- und Lebensformen e.V., DE

GRANT AMOUNT: 282,996 €

APPROVED BUDGET: 377,330 €

CONTRACT DURATION: 24 months



Grundtvig

Adult education and other educational pathways

Networks

517734-LLP-1-2011-1-BE-GRUNDTVIG-GNW

Outreach, empowerment and diversity

DESCRIPTION:

This network will bring together 16 organisations from 14 countries. Our aim is to tackle the need for outreach to marginalised groups, especially migrants and ethnic minorities, for the development of more diversity in adult education, and especially the inclusion of learners' voices, and for the empowerment of its learners to become active European citizens.

We want to

- provide a collection and analysis of good practice examples from across Europe that tackle the overlap of social inclusion and active citizenship (EN, FR, DE)
- analyse outreach strategies to marginalised groups and provide information to other adult education institutions how to organise this

- promote diversity in adult education organisations and their training

- develop empowerment strategies based on good practice and experiences of the network in order to activate learners from disadvantaged backgrounds

- improve teaching methodology for diverse target groups that empowers them and publish methodology guidelines for trainers (EN, DE, FR)

- improve the management of adult education institutions through diversity and the inclusion of learners' voices

- look at how including diverse learners' voices can improve adult education

- provide policy recommendations that will tackle the integration of marginalised groups, their empowerment and participation in lifelong learning (EN, FR, DE).

- organize a European conference in Brussels to present the results

The network will have an impact on the participating institutions, teachers, trainers and (managing) staff in adult education, learners, especially from disadvantaged groups, other stakeholders in lifelong learning and policy makers. The network will improve approaches in reaching out to disadvantaged groups, promoting diversity in organisations, improve teaching methodology, promote active citizenship by participatory strategies and support the development of better policies aimed at integration and lifelong learning.

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- FOLAC - Learning for Active Citizenship, SE
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- NGO Home of Science and Technology, BG
- Movimiento Por la Paz El Desarme y la Libertad, ES
- Finnish Adult Education Association , FI

GRANT AMOUNT: 383,648 €

APPROVED BUDGET: 511,531 €

CONTRACT DURATION: 36 months

517901-LLP-1-2011-1-FI-GRUNDTVIG-GNW

Quality Assurance in Integration Training for Adult Migrants

- DESCRIPTION:** The aim of the ADUQUA network is to create a broad European framework for developing the quality standards of integration training for adult migrants. The quality of integration training is a topical issue, as migration is on the increase and integration training varies among countries. Thus, there is a growing need for common quality standards and criteria. Furthermore, the current economic situation in Europe makes it even more important to guarantee quality in integration training as well. Through the ADUQUA network, the knowledge of those European countries that have wide experience of migration issues can be shared among the countries with little or no experience of managing integration programmes. Thus, the project will help promote the development of common standards and criteria. To collect information on quality systems already in existence, a background investigation will be conducted, targeting the administration level as well as training organizations. A report involving recommendations based on the investigation will be published as a collection of articles, including a checklist of recommendations for in-service teacher training in the field of integration. Thus, operators on all the different stages of the development and implementation of integration training will benefit: teachers, training designers and managers in institutions, as well as local and regional authorities acquiring training, and national bodies such as ministries responsible for integration policies. This way also the students will benefit by receiving higher quality training. The highest level of impact will be reached after the project, when an assessment can be made on how widely the network has been able to influence local and national operators and policy makers on development and monitoring the quality of integration training. The aim is that all partners will start one initiative in their organisation and country in order to promote this process.
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GRANT AMOUNT: 449,877 €

APPROVED BUDGET: 599,836 €

CONTRACT DURATION: 36 months

517916-LLP-1-2011-1-FR-GRUNDTVIG-GNW

Lifelong Learning Needs for Ageing People with Sensory Disabilities

DESCRIPTION:

SensAge will be a Network of Networks, Associations and Organisations addressing the issues of enabling ageing people with sensory disabilities – blind/visual impairment, deaf/hearing impairment, and deafblind - to take part in lifelong learning in accordance with EU Strategies and the UN Convention on the Rights of Persons with Disabilities. Its Aim is to become the Reference Point for the gathering, analysis and dissemination of methodologies and materials enabling an active ageing of European citizens with sensory impairments, promoting autonomy, quality of life and social inclusion. Its Objectives are

1. To reach a common understanding of what « ageing » means and its link with sensory disabilities, of the resulting main challenges (in practice, or in law or in policy making processes), and of potential interactions with other disabilities;
2. To create a space for the gathering, exchange and dissemination of practices and materials in this field;
3. To contribute to appropriate EU standards of support for lifelong learning for these beneficiaries, and to maximise the impact of the work through political lobbying at European and National Levels;
4. To maximise on an ongoing basis, through all appropriate means of dissemination, the impact of the work of the Network at European and National levels; and
5. To establish the sustainability of the work of the Network after the completion of the period of EC funding.

SensAge is being developed in response to the lifelong learning needs of the increasing number of ageing people with single or multiple sensory disabilities, and to the widespread range of practices being developed to meet their lifelong learning needs in organisations working with and for ageing people with sensory disabilities, including beneficiary organisations, statutory agencies, adult education providers, community based service providers, personal service providers and staff training providers.

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GRANT AMOUNT: 417,398 €

APPROVED BUDGET: 556,535 €

CONTRACT DURATION: 36 months

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Forage for later-life learning - building on European experience

DESCRIPTION:

There is a rich tapestry of provision of education for older people across all of Europe, supported by a range of agencies, government departments, NGOs, and by older people themselves. There is as yet no effective and ongoing communication process to best share and learn from these experiences. Networks, which tend to be thematic, have emerged but they do not always communicate outside their spheres of interest.

The Forage network will contribute to an international research and evidence base for later-life learning by increasing access to innovative and progressive ideas emanating from Europe. We aim to optimise the value of work in this field through the creation of an accessible archive of past projects, relevant policy and research, statistical evidence and examples of best practice.

The tangible outputs of Forage include:

- production of reports, commentaries and discussion points on an interactive website or 'e-platform'
- direct lobbying of policy makers through regular informed written communications
- annual conferences
- priority themes pursued through working groups, e.g. to address the modest amount of data across Europe of participation in learning by people over the age of 64
- recommendation reports that provide links between projects and promote collaboration and participation across disciplines, networks and partnerships such as technology, arts, heritage, employability, volunteering, health and social care
- development of a pan-European glossary of terms that are used across various disciplines relevant to later-life learning, to enhance European cooperation, knowledge exchange and expansion.

Forage seeks to become the 'missing link' to connect later-life learning at multiple levels; the single access point for later-life activities in Europe. Forage aims to extend recognition of the value of learning for older people as a means of fostering inclusion, participation and intergenerational solidarity across European societies.

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GRANT AMOUNT: 443,450 €

APPROVED BUDGET: 591,267 €

CONTRACT DURATION: 36 months

518537-LLP-1-2011-1-SI-GRUNDTVIG-GNW

Enable network of ICT supported Learning for Disabled People

DESCRIPTION:

Disabled people experience significant barriers to social participation and accessing education and employment. Many of them already use ICT to overcome the barriers they would otherwise face. However, ICT can be both an enabler which increases access and participation (opportunities) and a source of additional barriers, depending on how its design and implementation. A Network of 16 European Partners and four third country partners will use electronic networking tools to gather information and thereby investigate both how ICT is currently used to support lifelong learning by disabled adults and how it could best be used to overcome barriers and increase opportunities.

The underlying approach will be information based, with data organisation, evaluation and categorisation leading to the generation of added value. Three basic stages will correspond to three main implementation workpackages: data gathering; data organisation, evaluation and categorisation; and data application. Specific outcomes relate to the organisation, categorisation and evaluation of knowledge and will include:

- Overview of current state of the art on ICT to support lifelong learning by disabled people
- Database of ICT solutions and examples of good practice, both commented on by end-users.
- On-line modular in-service training for adult education teachers and other professionals. Methodology for evaluation and categorisation of ICT to support disabled learners. Principles and recommendations for good practice.
- Recommendations for future research agenda.
- Comparative evaluation of the current situation in 16 different countries.
- Fully accessible web site with diverse networking tools.

Particular attention will be paid to dissemination and exploitation and a high level international conference will be organised. Future impacts and sustainability will be ensured by, for instance, obtaining accreditation of the training and continuing maintenance of the on-line networking tools.

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GRANT AMOUNT: 360,319 €

APPROVED BUDGET: 480,436 €

CONTRACT DURATION: 36 months

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