

Prometeo's Booklet 2022

The State of Art of Prometeo's approved projects

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

Project Title

Formación de Personal en Inmigración y Integración

Good practice example

Project Coordinator

Organisation ASOCIACION EUROPE 4 U
Address C/RAFAEL LOPEZ DE HARO Nº 1 - 7º , 16001 CUENCA , Castilla-La Mancha , ES

Project Information

Identifier 2014-1-ES01-KA104-002613
Start Date Jun 1, 2014
End Date May 31, 2016
EC Contribution 13,095 EUR
Partners Kb S Höstman Ky (FI) , Minerva Sapiens s.r.l. (IT) , PROMETEO (IT) , OXFAM ITALIA ONLUS (IT)
Topics Access for disadvantaged ; Gender equality / equal opportunities ; Inclusion - equity

Project Summary

From our entity, we started this project when we had just two years of operation. We felt it was the time to start working on new lines of action to work in new areas such as gender equity and immigration. We, at that time, offered online training for teachers, counting with the recognition of the Regional Government of Castile-La Mancha or the Ministry of Education. Only four courses used to be offered and none of them were based on emotional aspects such as education, integration and inclusion, especially, there was a significant gap in terms of immigration and coeducation.

However, we were fortunate to get this KA1 project, and we began to improve our training around the project objectives, which dealt mainly around:

- To increase our knowledge about group dynamics, emotional integration strategies of students considered to be different, encouraging the inclusion of immigrants and the coeducation and gender equality.
- To increase our ability of innovative teaching through the Internet and ICT
- To promote access to education for disadvantaged groups

From our organization, we believe that an educated and informed society is the basis of the improvement: improving educational resources, contributing to an improvement in the most disadvantaged groups, and promoting the use of ICT by promoting universal access to a quality education. Improve the teaching-learning process has been one of the objectives achieved in this project due to the cooperation with our partners, who have given us new tools and new experiences in order to improve our knowledge.

A total of five people from our organization have participated in the training mobilities, being eight in all. These people were carefully selected in an open and transparent process. They have got a great knowledge, acquired in each mobility, as well as they have managed to transfer this knowledge, on his return to Spain, to the rest of the staff.

During the activities of any European mobility, we have organized ourselves in order to boost our formal and informal learning processes, which have allowed us to acquire as much knowledge as it has been possible, through a great interaction among everybody, projecting ourselves as trainers, as students, as partners and as future partners.

We understand that through this experience we have, from a theoretical approach and through reflection, improved our skills. We have also released our educational system and the situation of people at risk of social exclusion in our country in order to be able to contribute with our local experience.

We have developed activities that have been focused on the project objectives, through structured teacher training courses on Gender Equality, Interculturalism, Conflict Resolution Dynamics, Social Exclusion, and Educational Treatment of the European Diversity.

From the year 2015, the expected impact started to become greater, as we begin to offer teacher training courses targeted to teachers, which have got the recognition of the Ministry of Education, as teacher accredited training. In this way we have begun to offer courses on Gender Equality and Cultural Diversity, Social Inclusion and Emotional Education, which are based on the experience and the academic and professional enrichment that has given us this Erasmus + project.

Nowadays, this impact is even greater, reaching a greater number of students, teachers from Spain, and we hope

to further develop results and products tailored to the needs identified by our adult students, and around the one this Erasmus+ project has been designed and developed.

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

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Eiropas labie piemēri mākslas un dizaina izglītībai Latvijā

Good practice example

Project Coordinator

Organisation Rezeknes Makslas un dizaina vidusskola
Address Baznicas 34A , LV4601 Rezekne , Latgale , LV

Project Information

Identifier 2016-1-LV01-KA102-022584
Start Date Jun 1, 2016
End Date May 31, 2017
EC Contribution 40,219 EUR
Partners ETN Bulgaria Gateway (BG) , PROMETEO (IT)
Topics Creativity and culture

Project Summary

The project "European examples of good practices for art and design education in Latvia " implies the practice of 12 learners of Rezekne Art and Design Secondary School equally at the educational institutions and enterprises in Bulgaria (the first group of school students with 1 accompanying person), "shadowing" or observation in Italy implemented by 8 teachers from Latvia (the second group). The overall objective of the project -to develop the level of skills and competencies of cultural education in accordance with contemporary international standards, promoting Latgale region and the whole country's economic boom and offering innovative cultural products with European additional value to the market of creative industries. The project objectives are: 1) develop and improve students' skills, abilities and competencies in their chosen profession, acquiring international experience which could promote personal development, employment of young learners and would be a part of their successful integration into the labor market; 2) to promote professional development opportunities abroad for teaching staff and raise awareness about the education systems in Europe in order to develop new interdisciplinary educational programs which will be implemented into a newly established Rezekne Secondary School of Music, Art and Design. This will be helpful in providing successful educational process for the market of creative industries. Objectives of the project: -to provide information access to the teachers and learners of Rezekne Art and Design Secondary School on the project objectives, expected results, opportunities, offering them to participate in the selection of participants; -make qualitative preparation of project participants; -to provide practice opportunities for 12 students in Bulgaria (with 1 accompanying person); -to ensure international teacher exchange in Italy (work observation and exploration) for 8 educators of Rezekne Art and Design Secondary School; - evaluate and summarize the results of participants after the practice and teachers exchange programme, -present results of the project at the conference which will be devoted to the subject matter how to realize and sell different cultural products with added value in international markets; - to provide the results of the project to the media, upload them on website www.rmdv.lv and partner sites. The project will be implemented from the 1 of June 2016 to the 31 of May 2017. For the first group the practice will last 20 days (additionally –2 days for travelling) and will be held at the National school of fine arts "Ilia Petrov" and School of Arts „Luca”, besides the Sofia art and contemporary art museums, Publicis MARC Group and the National Music Theatre will be visited as well. Young people will gain theoretical and practical knowledge and skills in drawing, painting and graphics using classic techniques as well as different possibilities provided by modern technologies. They will paint works of art, draw sketches using various computer programs and will learn about capabilities and design of art multimedia. The second group of participants will spend 8 days (plus 2 days for travelling). They will visit 4 Italian art and design schools: Istituto Europeo di Design, School Design, ISIA Rome and Fashion Design School, where great attention is paid to teaching Cultural Management, will observe and study the educational program of Cultural Management with work specialization in organization of exhibitions, cultural project management, public relation, cultural tourism. Project participants will attend classes, will study learners' attraction principles and labor market demand in order to introduce and implement a new educational program in their school by borrowing the best examples from Europe. During the project Rezekne Art and Design Secondary School will collaborate with two partners: ETN Bulgaria Gateway, which will provide practice in Bulgaria, at Sofia City Art schools and enterprises, PROMETEO -international teacher exchange in Italy. All members will improve foreign language skills and intercultural skills, they will gain better understanding of the European project and the values of the EU, self-expression and self-esteem will be developed as well, they will participate more actively in other activities, initiative of the participants will increase too. They will gain motivation for further education, focusing their attention to career opportunities. In addition, participants will familiarize themselves with cultural diversity, different cultures and traditions, art and design world. Participants of the project will be evaluated by the partners (they will receive certificates) as well as in Latvia. All project participants will receive the Europass Mobility document which will be issued by the project representatives. The project results will be disseminated not only at the local, regional, but also at national and international levels.

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

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

Project Title

Iemācīt rakstīt par kultūras vērtībām

Good practice example

Project Coordinator

Organisation Biedriba Mediju radosa studija
Address Skolas 8a-42 , LV4601 Rezekne , Latgale , LV

Project Information

Identifier 2014-1-LV01-KA104-000291
Start Date Jun 1, 2014
End Date May 31, 2015
EC Contribution 4,415 EUR
Partners AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFSI ANONYMI ETAIREIA (EL) , PROMETEO (IT)
Topics Creativity and culture ; Intercultural/intergenerational education and (lifelong)learning ; International cooperation, international relations, development cooperation

Project Summary

The project "Teaching Writing About Cultural Values" was provided the representatives of the association "Media Creative Studio" with learning mobility in adult education. As an adult education specialists these representatives afterwards trained and will continue to train association members and other supporters of the association. The project was implemented in two streams:

1st stream - 1 project participant's learning mobility in Italy (from March 2, 2015 to March 13, 2015), the partner organization - PROMETEO;

2nd stream - 1 project participant's learning mobility in Greece (mobility from March 2, 2015 to March 11, 2015), the partner organization - Horizons For Youth.

During the implementation of the project the intended immediate objectives were achieved:

1) developed media quality of the Latgale region, giving their representatives an opportunity to obtain innovative knowledge from international experience;

2) improved the knowledge and skills of NGO representatives in international project development and implementation thus contributing culture processes regions in collaboration with international partners.

Objectives successfully corresponded with and helped to implement the overall objective of the project - to promote adult lifelong education opportunities in regions, providing the adult education specialists with professional development opportunities abroad in order to promote the region's non-governmental sector, its role in education, culture, business and international environment.

The planned project tasks successfully performed:

- to "Media Creative Studio" representatives access to information about the project goals, objectives, planned results, nature and possibilities ensured, inviting them to participate in the selection of participants;

- quality preparation of the project participants carried out;

- in collaboration with partners, learning mobility provided for project participants in Italy and Greece;

- lesson programs developed;

- assessment of the project participants and compilation of results carried out after the mobility;

- the programmes developed implemented by training the association members, other supporters, as well as other people from the NGO sector in Latgale;

- information on the project results made public in the media, on the website of the project implementing party (www.biedribas.lv) and partner websites.

Two main priorities of the association "Media Creative Studio" achieved by reaching the goals of the project, such as facilitation of the development of journalism in the Latgale region and promotion of the non-governmental co-operation with local authorities and public bodies, as well as their successful integration into the EU network of the non-governmental organizations by design and implementation of international projects for the improvement of intercultural dialogue.

As a result, the project implementing party is developing and addresses the lifelong learning needs of their representatives and supporters, and the association has become an educational institution for other NGOs of the region. Thanks to this project, international experience in adult learning mobility has been obtained and the professionals trained in this framework on they return developed lesson programme and taught teach other interested parties. The activities carried out in the project are consistent with the strategy 2014 to 2020 of the "Media Creative Studio", in particular the provision of the lifelong learning possibilities for the members and supporters of the association by using local educators.

After learning mobility in Italy and Greece participants developed lesson programmes and introduced them in the activities of the association. Interest in the newly developed programmes is high from both the media and NGOs .

Italy focused on training specialists in the media sector, Greece - international project preparation, partner identification and implementation of joint projects.

As a result the following was achieved:

- lesson programme ""How Much and How to Write About the Cultural History"", volume - 72 acad.hours with 4 sub-programmes: Italy and Regional media, Photo in Regional Newspapers and Magazines of Culture, Art and Music in the Regional Media, Italian Churches in the Media;

- lesson programme ""International Project Preparation in Collaboration with Foreign Partners - Finding Partner Organizations, Cooperation", volume - 64 acad. hours with 3 sub-programmes: the International Environment: Programmes and Funds Available, Stereotypes on Culture and History, Intercultural Communication and Expression.

The participants were assessed by the partners, they received certificates. The party implementing the project made out the Europass Mobility document to all participants. As result of the project education professionals were prepared according to both priorities of the association: it is a valuable asset in local, regional, national and international level.

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

Funding: Education and training\Life long learning (2007-2013)\GRUNDTVIG\Partnerships

Project Title

Rhythms of the Year

Good practice example

Project Coordinator

Organisation Ballybeen Women's Centre Ltd

Address 34 Ballybeen Women' Centre, Belfast , UK

Project Information

Identifier EST-2013-1-GB2-GRU06-10998

End Date 27/08/2017

Partners Kas Halk Egitimi Merkezi (TR) , ALIANCE LEKTORU A KONZULTANTU (CZ) , Morfogennesis (GR) , COOP. SOCIALE PROMETEO ONLUS (IT)

Project Summary

The Rhythms of the Year partnership examined inter-cultural identity amongst partner countries- Northern Ireland, Turkey, Greece, the Czech Republic and Italy in order to promote learning and skills development for people living in areas of disadvantage using a creative skills based peer learning model.

Europe is rich in cultural traditions and customs associated with the passing of the seasons which manifest themselves in each country during national holidays, religious festivals, celebrations and feasts. These traditions and customs take various forms for example: music, making creative objects, preparing and eating culinary dishes, wearing particular costumes etc... This partnership promoted understanding, tolerance and respect by examining the historical significance of customs and traditions within each country. Rhythms of the Year reawakened interest in the rich and varied customs associated with the passing of seasons within partner countries.

This partnership used an innovative peer learning model to involve participants in the planning, implementation and evaluation of this project. Partner organisations recruited learners and steering groups were set up each country comprising of project staff and learners. Each steering group met regularly throughout the lifetime of the project to plan activities within each country and activities during the hosting of mobility visits.

Participants have been able to explore their commonalities and differences through the participation in creative workshops, cultural activities and visits within partner countries and many friendships have been formed which will last beyond this partnership thanks to social media. The European transnational activities have created opportunities for participants to broaden their horizons, encouraged these learners to engage in lifelong learning in an inter-cultural environment and above all promoted understanding and tolerance.

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

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

Project Title

On-the-job Practical Blended Training: From Being a Learner to Being an Owner

Project Coordinator

Organisation LIETUVOS IMITACINIŲ BENDROVIŲ ASOCIACIJA LIBA
Address SALTONISKIŲ 58 1 , 08105 VILNIUS , LT
Website www.liba.lt

Project Information

Identifier 2020-1-LT01-KA202-078028
Start Date Dec 1, 2020
End Date Nov 30, 2022
EC Contribution 154,030 EUR
Partners PROMETEO (IT) , ORTAKOY 80.YIL MESLEKI VE TEKNİK ANADOLU LİSESİ (TR) , EPRALIMA - ESCOLA PROFISSIONAL DOALTO LIMA - COOPERATIVA DE INTERESSE PUBLICO E RESPONSABILIDADE LIMITADA (PT) , Profesinio mokymo centras Zirmunai (LT) , REEP (FR)
Topics New innovative curricula/educational methods/development of training courses ; Entrepreneurial learning - entrepreneurship education

Project Summary

Project aim is to build a strategic partnership to adopt the on-the-job practical training methodology into individualized adults learning in Practice Enterprise (PE) and to integrate and combine theoretical knowledge with practical experience in VET curricula that adults would be enabled to develop attributes and skills for small or individual business creation and management.

The methodology applied in the project will promote PE concept in an innovative way: VET education and business synergy and creation appropriate conditions for interaction of trainers/practices organizers, learners and business. There are many specialties in VET initial and continuous education, such as cooks, bakers, masseurs, manicurists, hairdressers, confectioners, accountants, beauticians, nursing workers etc., that graduates would like to build their business, but lack of confidence, support or specific knowledge stop them. The project idea is connected with PE methodology adaptation for adults, learning in VET - potential business creators. The project objectives and expected results are oriented to new innovative pedagogies developing learning-outcomes curricula that meet the learning needs of learners whilst also being relevant to the labour market as PE is a proven model for practical business and entrepreneurship training that helps learners to overcome the challenges of the labour market and competitive economy by putting their skills into action (Bianchi M., D.Gualdi and other: The contribution of virtual enterprises to competence-based learning: an assessment from the students' perspective: Case study. 2015). The PE prepares learners for their eventual entry into the real world of work. It puts the theory they've learned in the lecture hall to practice in a work-based environment.

The objectives:

- 1.To provide VET learners, teachers and community with a thorough understanding of the factors affecting and skills favouring learners' entrepreneurship through the development of a pedagogical material for future business creators.
2. To develop VET teachers' pedagogical approaches which can be used for new VET interested in implementing work-based PE model for individualized, blended adults learning.
- 3.To foster VET learners to get aware, verify and continuously improve their level of entrepreneurship skills through the development of a new PE model that fit in well with adult lifestyles and learners' skills self-evaluation tool.
4. To improve VET curriculum/modules by updating its content according to the needs of the labor market and the strategy of the VET institutions in initial and continuous adults education.

Activities and results:

- 1.Comparing of existing material, information, documents for PE (programs, level of skills, work organization, demand from labour market, employer connection, mentor companies, company visits both ways, needs by the companies, needs by curricula, needs from the general labour market in the EU and nationally, etc.) with the main focus on adults training how to work for yourself and own a small business.
- 2.Creation of IO1: Set of Instruments for PE trainers working with blended, mixed adults' groups, explaining how to work in PE with blended adults: diversity of ages, specialties, nationalities, initial education, social and professional status, as the AET is the most diversified area of education.
- 3.Creation of IO2: Learners Guide: From being Learner to Being an Owner with description of all phases how to became an owner.
- 4.Sharing of good practices on adults' assessment tools and creation IO3: Entrepreneurial Skills Self-Evaluation Box for individualized adults' skills evaluation, combined with EntreComp competencies levels.
- 5.Development of IO4: Recommendations for improvements learning module(s) /curricula of different AET programs in initial and continuous VET learning, according to the need of different learning programs (cook,

baker, masseur, manicurist, hairdresser, confectioner, accountant, beautician, nursing worker etc.,).

5.Exchanges of trainers - learning abroad.

6.Creation/reorganization of PE in involved VET schools.

7.Testing of Intellectual outputs with learners, trainers, other stakeholders during round tables and collected feedback incorporation.

8.Creation a publication of good practice examples of PE in adults' education with tips, recommendations.

Target group:

1. Adults (from 18 years) in initial or continuous VET education;

2. VET Trainers/teachers;

3. Practices organizers/AET institutions/ PE networks.

Partnership consist of 6 partners:

Lithuanian Practice Enterprises Association: Lietuvos imitaciniu bendroviu asociacija LIBA, Lithuania

French Practice Enterprises Centre REEP EURO ENT'ENT, France

VET School: ORTAKOY 80.YIL MESLEKI ve TEKNIK ANADOLU LISESI, Turkey

VET school: Vocational Education and Training Centre Zirmunai, Lithuania

VET School: EPRALIMA_Escola Profissional do Alto Lima, C.I.P.R

Adults education provider: Association PROMETEO, Italy

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

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

Project Title

An Integrated Method to Support Migrants

Project Coordinator

Organisation Stichting Surplus
Address Lasondersingel 133 , 7514 BP Enschede , Overijssel , NL
Website www.st-surplus.nl

Project Information

Identifier 2020-1-NL01-KA204-064517
Start Date Oct 1, 2020
End Date Aug 31, 2023
EC Contribution 258,383 EUR
Partners PROMETEO (IT) , Consorzio Scuola Comunità Impresa (IT) , ASOCIATIA CFPC CONSTANTA (RO) , KVALIFIKACIJU IR PROFESINIO MOKYMO PLETROS CENTRAS (LT)
Topics Inclusion - equity ; Social entrepreneurship / social innovation ; Migrants' issues

Project Summary

The project aIMS(M) takes inspiration from the Recommendation “A new skills agenda for Europe” (COM 2016 – 381 Final) which urges to up-skill and re-skill the European labour force with digital skills, in order to keep it productive in the jobs and support adults to acquire a minimum level of key competences and/or acquire a broader set of skills necessary to progress towards an upper secondary qualification or equivalent. Then, the Digital Skills and Jobs Coalition calls for wide coalitions to tackle the lack of digital skills in Europe, due to the fact that 90% of jobs require some level of digital skills whatever the sector; all jobs will change and many will disappear while one third of the EU workforce has insufficient digital skills. Yet, 20% of them has never used the internet. The Recommendation “Upskilling Pathways: New Opportunities for Adults” (2016/C 484/01) highlights that also those jobs that traditionally require none or low skills are currently becoming more and more demanding. Moreover, in the near future, the vast majority of the jobs will require a certain degree of digital competences, while an increasing number of elementary jobs will at least require some basic or generic competences.

During the project lifetime, 200 low skilled unemployed adult migrants and or refugees will benefit of the pathway as testers and they will contribute, through their experience, to the validation of the final tools within an European dimension.

The project aIMS(M) is a pan-European educational pathway for unemployed, low-skilled long-term migrant adults, which intends to:

1. contribute to the digital citizenship, meant as open access and participation in the society with a full digital awareness;
2. contribute to the digital inclusion, meant as quality of opportunities in the use of the network and for the development of a fun-innovative culture.

These goals are pursued through the following Intellectual Outputs:

IO1 is an online self-assessment that adapt the framework DIGCOM 2.0 to the needs of long term unemployed adult migrants and or refugees, to foster their digital competences, needed to implement work-related activities.

The result of this IO is to set learning goals and identify training opportunities in all the areas of the framework.

IO2 an online self assessment tool that adapts the framework DIGCOMP 2.0 to long term unemployed low skilled adults. The results of this IO are a MOOC tailored on migrants and adults and completed by guidelines to be used by professional counsellors and educators for adults as well as by all those professional figures involved in supporting activities for job seekers.

IO3 is a methodological pathway to collect evidences and appreciative references to support the validation of the learning. The result of this IO is procedural methodology (guide) for the appreciative validation of non-formal competence of low skilled adults.

The project provides a blended mobility for adult learners /joint staff training event aiming to lead participants to acquire skills in order to adopt common training activities, according to migrants target group. As many training participants is possible to not be self-motivated and require guidance or coaching to complete a course, this activity will be an ongoing learning process for them, enforcing them especially to improve their training skills. Additionally, train the trainers of linguistics with the use of technological accessibility, will be an advantage for them as trainers but will also give an other perspective on their training methodology to migrants. As ICT services give the opportunity for interaction between worker/mentor and learner, both sides will have benefits. Migrants, who are facing in a major level the unfamiliarity with the language of their host country, will take advantage as indirect benefits of these training session

During the project lifetime, it is also foreseen the implementation of the following dissemination tools:

- Website: it represents the project identity and will be promoted in the websites of each partner;
- Project History Movie: a short video containing interviews with partners, to show the project evolution;
- E-Brochure: used for publicising project results;
- 4 newsletters in EN and translated into all the languages of the Partnership;
- Social Network Report: it summarises the strategy adopted to increase the visibility in social networks;
- Strategic mailing list: composed of all the subjects that the project addresses and based on partners' own networks and the GDPR rules;

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

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in adult education

Project Title

Presenting alternative Approaches to Burnout Syndrome in Elderly Multimorbid individuals with interdisciplinary collaboration

Project Coordinator

Organisation Vsl "Saules stygos"
Address Mindaugo g.1A-9 , LT-03108 Vilnius , Vilniaus apskritis , LT
Website www.saulesstygos.lt

Project Information

Identifier 2021-1-LT01-KA220-ADU-000028279
Start Date Dec 1, 2021
End Date Nov 30, 2023
EC Contribution 119,650 EUR
Partners ULUSLARARASI SANAT EGITIMCILERI DERNEGI (TR) , USED
Amsterdam-Social Enterprise Agency (NL) , WYZSZA SZKOLA BIZNESU
I NAUK O ZDROWIU (PL) , PROMETEO (IT)
Topics Social innovation ; Physical and mental health, well-being ; Creativity, arts
and culture

Project Summary

Background

This project was prepared under the leadership of Lithuania, in cooperation with Turkey, the Netherlands, Italy and Poland. According to Eurostat data, more than 50 million people across the EU have more than one chronic disease, and this number will increase significantly in the near future. This increase constitutes 20% of GDP of health expenditures. For this reason, it is essential to reach the project partner countries and across Europe through the Erasmus+ project.

In the context of this title, the project aims to reach elderly multimorbid people who have fewer opportunities and improve their living standards. It aims to support older people living in rural and remote areas or people over 65+ who suffer any potential discrimination on the basis of age. This project will contribute to overcoming the barriers faced by this group in accessing the opportunities offered by the program, as well as creating inclusive environments that promote equality and equality and respond to the needs of the wider society. In the context of the chosen topic, this project aims to support local learning environments, social inclusion and civic engagement through partners. PABSEM will enable 65+ multi-morbid individuals to benefit from lifelong learning opportunities by using developing technologies. The PABSEM project encourages local learning centers, civil society and university research centers to work together to enable and motivate adults to learn life skills and key competences.

PABSEM, method, it is aimed to reduce the depression level of elderly multiborbidity individuals and reach a quality life.

In addition, the PABSEM approach will be developed to strengthen the education and learning paths that therapists who will be educators can use. The skills and competencies required for these therapists to provide quality service will be gained during the project. With the new competencies that therapists will gain during the project process, it will turn into a quality counseling service for multimorbid individuals. Along with this quality consultation service;

- Reducing the expenses related to health expenditures,
- Patients staying in hospital beds for less time and reducing the risk of infection,
- Accelerating the healing process with personalized practices,
- Providing time savings,
- Psychological benefits to the patient,
- It will be possible to increase the quality of life. In order to realize the project, Social inclusion will be the leading

Objectives

It is expected that the rate of the elderly population will increase even more in the total population in Europe in the coming period. This will make it necessary to change policies for the elderly and to form new political elements. Due to the long process of this change, NGOs also have a big role with decision makers. We will try to develop solutions for burnout syndromes of multimorbid individuals who are in a disadvantaged position, starting from our institutions towards local, national and EU dimensions, as the 5 institutions (3 NGOs, 1 Adult Education Center, 1 University) that set out with this awareness and ensure the preparation of this project. The expected results in this solution process are;

FOR TARGET GROUP

- Multimorbid individuals will explain their gains after therapy in a way that encourages their peers and will motivate them positively.

- The target group's life perspectives will be changed by increasing the quality of life of the target group.
- Increasing awareness of Erasmus+ programs among the disadvantaged and the elderly
- Depression symptoms of elderly multiborbidity individuals will be reduced.
- They will also learn to find solutions for Symptoms such as sleep problems, falling asleep, over-sleeping without taking pills.
- Aged multiborbidity will be provided to improve the physical health, decrease the frequency of seeing a doctor, and reduce drug use.
- Health expenditures, which create additional costs related to the use of multiple drugs, will be reduced.
- PABSEM process will increase self-esteem and communication skills of elderly multiborbidity individuals.

FOR PARTNER INSTITUTIONS

The PABSEM theory, new methods and new competencies acquired during the project will be used in the therapy process. This will not only contribute to the sustainability of the project, but will also increase the prestige of the institutions and provide economic added value to the institutions thanks to new clients.

- Institutions will be recognized as a good model at local, regional and national level, which will create a positive synergy in our region.
- Empowered cooperation opportunity with partners from other countries will be achieved.
- The project partner institutions will be made visible on an international level.
- Competencies and experiences to be gained by the participants will be integrated to the association charter, work schedule, activity plan, training and strategic plan and shared with our other staff by management. This will give our institutions a new vision.

EUROPE LEVEL

- Multimorbid individuals' reduced health expenditures, which cause additional costs due to multiple drug use, will add value to the national economy.
- Increasing awareness of Erasmus+ programs among the European countries.

FOR PARTICIPANTS;

The EQF (European Qualifications Framework) will be taken as reference in order to develop the competencies that the participants have, and it will be ensured that the participants will blend the competencies they have with the new competencies they have acquired and adapt them to the cultural structure of their country. In this process, the improvement of the participants will be encouraged and the duplication of previous competencies will be prevented. As a result of the planned activities, the participants;

- Increased knowledge in terms of professional quality and quantity,
- The participants can communicate effectively with other project stakeholders,
- Supporting sustainable development,
- To learn and apply sub-disciplines of PABSEM, these basic competencies all participants;
- To acquire the skills and competencies that can provide quality service in this field,
- Learning different education systems for art therapy,

Activities

It is expected that the proportion of the elderly population will increase even more in the total population in Europe in the coming period. This will make it necessary to change policies for the elderly and to form new political elements. Due to the long process of this change, NGOs also have a big role with decision makers. We will try to develop solutions to burnout syndromes of multimorbid individuals who are in a disadvantaged position towards local, national and European dimensions, starting with our responsibilities as 5 institutions that set off with this awareness and ensure the preparation of this project. For this reason, three types of actions are planned in our

project to improve the quality of life of multimorbid people over 65 years old. All of these disciplines that are the basis of our application have been gathered under the name of PABSEM. In this context, the overall aim of the project is to reduce the health costs of elderly multimorbid individuals with alternative approaches to burnout syndromes and to increase the quality of life of elderly multimorbid individuals.

The activities to be implemented in this context are as follows:

a) 5 transnational project meetings

b) 2 WP

c) International Symposium

d) Other: Project needs analysis, Logistics preparation, Web sharing, Establishment of the Executive Commission; Preparing Evaluation Survey; e-newsletter; Focus Meeting; Communication Strategy; Pre-test application; Establishing an Audit Commission; EPALE data sharing; SEG data upload; Linguistic Preparation; Social Media Strategy; Corporate Identity Design; Risk management plan; G + NETWORK; Article Writing; Website setup; Uploading data to the online library; Seminars; Suggestion Report; Workshop; Intellectual Property Application; EFQM; Competence Development Survey; R&D Studies; Sharing Experience Writing the final report; Membership to International Umbrella Institutions; OER (Open Educational Resources)

Impact

The success of the project depends on the results of O1, O2, and E1 as well as the dissemination plans. In this context:

O1: PABSEM will develop a new understanding. There is no comparable data on the relationship between multi-therapy and multi-morbid across Europe. Our project will be an opportunity to make this comparison. Pre-test at the beginning of the project and post-test comparisons at the end of the project will provide accurate information about the target group. The steps of the research process to increase transferability will be described in detail. In particular, themes and categories will be clearly defined so that the target group can easily understand. It is possible to talk about many variables such as process and environment in burnout syndromes of elderly multimorbid individuals. The variables that affect this process can affect health costs positively or negatively. One of the most important points for the project to function properly is the level of transferability. During the transferability of our project, the analysis of its data will be carried out by obtaining more than one expert opinion.

O2: Publishing manual books and e-book to increase the quality of life of multimorbid individuals. The handbook & e-book will be drafted thanks to the results achieved from the research carried on the O1. The handbook & e-book will be divided into different chapters. Each partner will be involved in developing the content while bringing specificity according to its cultural national context, research made on multimorbidity and needs analysis resulted at the level of the partnership and the level of participants and target group. These two books will become a working tool for adult educators, art & Music therapists, as they will provide guidelines and methodologies on how to support persons with multimorbidity during education activities or tours. A section will include examples of successful practices in the practice, developed both by educational and health organizations. A contact list in the Music and artistic sectors in the partners' areas will be as well integrated into the document, to facilitate the creation of contacts and strategies between the two disciplines (art and music). Instructions on the procedure to develop PABSEM models of monuments and other performing works will be included.

E1: The introduction of the O1 and O2 which will be the Intellectual Outputs of the project, will be made at an international Symposium. It was decided to hold a Symposium as a multiplier event, since the paper to be presented brought scientific innovation and addressed an original topic. Academicians, non-governmental organizations working in the field, Ministry of Health, nursing home managers, health workers, art therapists and private nursing home managers, and local, regional, national authorities and policy makers will be invited to this Symposium. In addition, they will be informed about our project through the local and national press at the press conference. In addition, those who watch the live broadcast on facebook and twitter will be indirectly included in

the project.

D1:Dissemination planning was made to communicate with our stakeholders and target groups, to expand the multimorbide network, which is our primary target group, to convey our project to wider audiences, and to contribute to institutional, economic and social development.

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

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Small-scale partnerships in vocational education and training

Project Title

What Vocational Education can do for Climate Action

Project Coordinator

Organisation Fundacja "Fundusz Inicjatyw"
Address ul. Seweryna Sierpińskiego 24/5 , 20-448 Lublin , Lubelskie , PL
Website www.ffi.org.pl

Project Information

Identifier 2021-2-PL01-KA210-VET-000047985
Start Date May 31, 2022
End Date Nov 30, 2023
EC Contribution 60,000 EUR
Partners PROMETEO (IT)
Topics Environment and climate change

Project Summary

Objectives

- To increase opportunities of VET learners to engage in climate actions while enhancing their ability to think critically - To develop an open e-learning programme for VET educators empowering them to support community engagement for env - To develop a set of resources to increase and measure eco-consciousness among VETs; - To encourage a decision-making process and co-design of environmental policy initiatives - To ensure sustainable access to the project results among VET learners VET educato

Activities

- Participatory field-study research, complementing a desk-based research on citizen science approaches, environmental challenges and actions, which will be conveyed in the Interactive report (R1);
- Development of e-learning programme (R2) empowering VET educators to promote community-based environmental action;
- Delivery of a pilot environmental awareness-action with VET learners with the newly-created Sustainability kit (R3), and of the eco-consciousness assessment package (R4);

Impact

The project is expected to produce the following significant results:

- R1 - Interactive report: citizen science approaches, environmental challenges and climate action;
- R2 - e-learning programme;
- R3 - Sustainability kit: 6 fields to make a difference every day;
- R4 - Eco-consciousness assessment package;

The pedagogical resources developed will empower VET educators to connect learners with the environmental challenges and contribute to change attitudes towards more sustainable habits

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

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Small-scale partnerships in vocational education and training

Project Title

GreenMinds: Green Education for VET and small enterprises

Project Coordinator

Organisation Deinde Sp. z o.o.
Address ul. Cyprysowa 21/18 , 20-224 Lublin Lublin , Lubelskie , PL
Website www.deinde.pl

Project Information

Identifier 2021-2-PL01-KA210-VET-000047944
Start Date May 1, 2022
End Date Oct 31, 2023
EC Contribution 60,000 EUR
Partners PROMETEO (IT)
Topics Cooperation between educational institutions and business ; Environment and climate change ; Green skills

Project Summary

Objectives

- To promote the significant importance of environmental awareness and practices and the adaptation of relevant Corporate Social Responsibility (CSR) by VETs.
- To develop an open and accessible online “Green Social Network” platform for VET organisations to network, communicate and enhance their environmental CSR activities.
- To address and map the current needs and requirements of VETs, concerning their environmental CSR activities. To assist our target groups, by providing a proper framework

Activities

The deliverables of the project will be divided into three main directions: 1. The formation of a holistic CSR training content 2. The development of an open and free online platform for VETs networking and communication about environmental CSR activities 3. the creation of a downloadable step-by-step environmental CSR Handbook for VETs

Impact

Overall, the project's result upon its completion will be an open, free online platform having a dual operation; - It will act as a green social network, where VETs will be able to communicate with each other their “green” CSR activities and practices - It will include gamification elements to enhance the user experience (badges and rewards) - The platform will include an environmental CSR toolkit (articles, case scenarios, proposals), A downloadable step-by-step GreenBook for VET people.

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

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

Action Type: Strategic Partnerships for adult education

Project Title

Municipalities Supporting Adult Education

Project Coordinator

Organisation Latvian Adult Education Association
Address Merkela 11 , LV1050 Riga , Rīga , LV
Website www.laea.lv

Project Information

Identifier 2020-1-LV01-KA204-077426
Start Date Sep 1, 2020
End Date Aug 31, 2022
EC Contribution 95,426 EUR
Partners Lietuvos suaugusiųjų švietimo asociacija (LT) , EESTI TAISKASVANUTE KOOLITAJATE ASSOTSIATSIOON ANDRAS (EE) , PROMETEO (IT)
Topics Reaching the policy level/dialogue with decision makers ; New innovative curricula/educational methods/development of training courses ; Inclusion - equity

Project Summary

European Agenda for Adult Learning highlights the need to significantly increase adult participation in formal, non-formal and informal learning whether to acquire work skills, for active citizenship, or for personal development and fulfilment. The Agenda outlines a vision of how adult learning should develop in Europe by 2020 and sets the following specific priorities for the years 2015 – 2020, including effective outreach, guidance and motivation strategies to reach and assist adult learners. One of the most pressing challenges for Latvia is strengthening its competitiveness to increase prosperity by reducing the productivity gap with other developed economies, while addressing the impact of the economy on climate (environmental) change, ensuring equal education possibilities in all regions of Latvia. One of the main lines of action is investing in growth of human capital in all levels and increasing business efficiency. Information Report on the Proposal for the National Development Plan 2021-2027 objectives, priorities and lines of action, stress the "Changing Paradigm and habits - the Way to Development", which means that many obstacles to development, including our attitudes, habits and thinking need to be changed - both in terms of environment, work, education and collaboration with peers. We want to increase the number of inhabitants who learns and make informed decisions connected to economic, financial and environmental questions. We want to activate local governments to invest in education and awareness of our people, focusing on the educational needs on different target groups - the socially vulnerable and socially and economically active persons and to capacity building for SMEs, to show the upcoming needs of digital-literacy expressed by enterprises, public bodies and, more in general, by the local labour market. We will achieve this goal by giving possibility to learn and exchange good practices, tools and methods of local authorities in different countries to support adult education and raise knowledge and awareness of their citizens, entrepreneurs and employees. Learning, discussions and exchange of experience will be organized for staff and adult educators of partner organizations, which will get selfconfidence and knowledge to lobby AE in local municipalities. In multiplier events and in electronic way to local municipalities and to other interested stakeholders the project results will be disseminated. Project partners are convinced that the transnational cooperation between them will enhance activities of municipalities, develop an innovative approaches, build new networks, improve methods of work, transfer good practices and a new perspectives and increase the number of inhabitants who learns and make informed decisions.

Target groups are staff of local governments, Adult Education Associations and adult education providers.

Objectives are:

1. Familiarize participants with tools, techniques and approaches of good practice examples of municipalities support to adult education;
2. Increase participants' knowledge and understanding of the role of non formal education, about effective approaches to adult education development and different possibilities of local municipalities to support adult education;
3. Facilitate the sharing of diverse experiences of partner Countries involved in adult education;
4. Improve the cultural intelligence of participants;
5. Improve the confidence of adult educators to lobby support to adult education;
6. Promote cooperation and partnership among local municipalities and adult educators from different European Countries to further embed the European Dimension.

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

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

Project Title

NEW European citizens! Tools for the Inclusion of Migrants in European Society

Project Coordinator

Organisation KVALIFIKACIJU IR PROFESINIO MOKYMO PLETROS CENTRAS
Address GELEZINIO VILKO G 12 , 01112 VILNIUS , Vilniaus apskritis , LT
Website www.kpmc.lt

Project Information

Identifier 2020-1-LT01-KA204-077886
Start Date Nov 1, 2020
End Date Dec 31, 2022
EC Contribution 80,635 EUR
Partners SHIPCON LIMASSOL LIMITED (CY) , PROMETEO (IT) , Asociación El Olivar (ES) , Consorzio Scuola Comunità Impresa (IT) , TIRANTES (NL)
Topics EU Citizenship, EU awareness and Democracy ; Integration of refugees ; Migrants' issues

Project Summary

Context

The European Union has found itself unprepared to govern the mass migration phenomenon of the last five years (2015-2020), as many of the tools to manage it are still in the hands of the national states. For their part, individual states have not shown a willingness to act together and according to common rules. The initiatives have thus fragmented.

However, the European Commission has tried to activate programs and funding for projects to support the reception and inclusion of migrants and refugees, however, little has been done about a complete social and political inclusion that takes into account the rights / duties of citizenship within the national communities and within the common European home. This is an important task, on which the future stability of the EU institutions and the preservation of its principles inspired by the dignity of the person will depend.

Purposes and objectives

The aim of the project is to exchange good practices at transnational and European level and to outline new approaches, methods and tools for the training of migrants and refugees from third countries as future aware and responsible European citizens.

The objectives that the project pursues are therefore the following:

- . create a transnational network to promote the development and exchange at local, regional, national and European level of innovative and improvement practices aimed at supporting a more active participation of migrants and refugees from third countries in European society in terms of informed citizenship
- . identify guidelines that allow the various operators who support migrants and refugees from third countries to guide them towards the acquisition of complex social and civic skills
- . imagine paths specifically intended for migrants and refugees for the knowledge of democratic values, fundamental rights, the project, the values and the history of the EU (education for European citizenship)
- . Lay the foundations for the future realization of European civic education courses aimed at migrants and refugees, based on the educational model identified in the final report of the project.

Number and profile of participants

Participants to focus groups:

- Experts: 50/100

- Migrants: 100/150

Dissemination events: at least 250 experts and migrants/refugees

Citizens: at least 5000

Policy Makers: 150/250

NEW TIMES activities

To implement the set objectives, the project intends to carry out a series of coordinated activities at national and transnational level:

- A.1. Collection (on a documentary basis) of good practices on the transmission of social and civic skills to the adult population
- A.2 Detailed investigation of the educational needs and social and civic skills of migrants and refugees
 - A2.1 Focus Group among sector operators
 - A2.2 Focus Group among migrants and refugees
- A3. Development of the educational model and the NEW TIMES curriculum
- A4. Transnational training of the first group of educators / mentors NEW TIMES (LTTA C1)
- A5. National in-depth workshops

Methodology to be used in carrying out the project

The working method will be the one usually used by research-action in the training and educational field: listening and analysis of needs, sharing and development of good practices, design and theoretical construction of new possible approaches, methods and intervention tools, putting theoretical models to the test, identifying new operating models examined by experience.

Results and impact envisaged

The main results of the project are:

R1) active involvement at local level and through the coordination of partner organizations, citizenship education experts and the various subjects involved in the training of migrants and refugees from third countries

R2) the development of new approaches, methods, tools dedicated to European citizenship education for effective social and political inclusion of migrants and refugees from third countries within European society (NEW TIMES educational model)

R3) NEW TIMES curriculum

In this sense, the project aims to produce a positive and lasting impact on all those involved at local and transnational level by showing the effectiveness of coordinated and integrated interventions for the inclusion of refugees and migrants in a European and supranational dimension.

Potential longer term benefits

The project can produce long-term benefits by contributing to:

- . perceive the importance of adequate training for European citizenship specifically addressed to migrants and refugees for their full social and political inclusion
- . increase awareness of the positive potential represented by migrants and refugees for the development of European society
- . improve mutual understanding and intercultural dialogue between migrants and refugees and host societies, with consequent positive effects on social cohesion

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

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

Project Title

Financial Education for Educators



Project Coordinator

Organisation Global Learning & Skills Partnership Limited
Address 223 Bow Road , E3 2SJ London , Inner London , UK
Website www.global-learning-skills-partnership.org

Project Information

Identifier 2018-1-UK01-KA204-048179
Project Web Site <http://feesproject.com>
Start Date Sep 15, 2018
End Date Dec 14, 2020
EC Contribution 218,030.9 EUR
Partners RECURSOS FUTUROS, UNIPessoal LDA (PT) , ASOCIATIA CFPC CONSTANTA (RO) , Learnmera Oy (FI) , PROMETEO (IT) , Futuretrend Technologies Ltd (UK) , Latvian Adult Education Association (LV)
Topics Open and distance learning ; Economic and financial affairs (incl. funding issues) ; ICT - new technologies - digital competences

Project Summary

Financial literacy is becoming increasingly important skill, if not a core skill, to navigate the complex world of personal finance and access go financial services to improve financial wellbeing in a challenging financial environment. Financially-literate people budget, save, control spending better; handle mortgage, participate in financial markets, moving from basic financial skills to a more complex wealth management know how.

Today, financial literacy is especially low among adults in Europe, despite efforts over recent years to improve the financial literacy of citizens with most European countries having developed national strategies for financial literacy. The OECD/INFE report Financial Trends in Europe, 2016), reported:

- A quarter of adults had problems with calculating the simple interest on savings
- The vast majority could not calculate the interest on savings after 5 years
- There were issues with identifying risk and return
- Over 30% could did not understand the concept of diversification

If adults are to navigate the increasingly complex and digitalised world of finance they will require the competences for day to day financial transactions to obtain better value for their money, better protect themselves from financial fraud, and help secure their financial future. Educators also have a role to play in helping citizens develop financial competence. However, if educators are to help citizens do so, they must also have competence in finance. Yet, this area has received little attention in terms of policy, resources or concrete action.

It is against this background that the Financial Education for Educators project was developed, to build capacity in organisations providing financial education by empowering the organisations and their staff to deliver high quality training in financial and economic literacy. The main objectives were to:

- 1.. Provide a comparative analysis of the preparation of financial educators in Europe, North America and Australia to inform the future training and preparation of financial educators
2. Formulate a financial and economic competence framework for educators
3. Improve the financial and economic competences of at least 14 adult educators to deliver financial education to adults
4. Provide opportunities for adult educators to improve and update their competence to deliver financial training though an e-course in financial and economic literacy.
5. Create a course that could confer “certified financial educator” status on successful completion.

The project begins to address the issue of the preparation of financial educators by developing strategies, and tools and training programmes to help educators develop financial and economic competence so they can facilitate the development of adults’ financial competence. Very importantly too, as the world of finance becomes more digital, financial educators will also need to develop and update both their financial and digital competencies, so there will need to access continuing professional development opportunities.

The main project activities were developing a number of intellectual outputs and and point staff training to pilot the course and materials developed by the partnership. The intellectual outputs were

1. Country Reports- Analyses of financial education in each partner country, compared with Australia and USA.
2. A Financial Competence Framework for Adult Educators.
3. A Course in Finance for Adult Financial educators
4. Teaching and Learning Resources
5. Online Course in Finance for Adult Educators

The participants were adult educators from the partner organisations and local stakeholders in adult education and finance. They participated in the staff training, multiplier events and peer reviewed the outputs. The staff training took place virtually due to the Covid-19 Pandemic with 30 participants instead of the originally planned face-to-face training for 14 participants.

Stakeholder in the project welcomed this initiative as the only one they were aware of that made a concerted effort to improve the knowledge and skills of educators in finance. They also recognised the importance of financial literacy in the modern and financially interconnected world. They welcomed the resources especially the financial competence framework and online course as tools they can use for personal as well as professional development.

The need to improve the financial literacy is universal and will continue to have international relevance. Being carried out transnationally will provide different perspectives to the issues and opportunities to share experiences, learn from each other, generate solutions capable of replication internationally, and foster future partnership working and on issues of common European interest.

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

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

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

Project Title

The Bigger Picture



Project Coordinator

Organisation Global Learning & Skills Partnership Limited
Address 223 Bow Road , E3 2SJ London , Inner London , UK
Website www.global-learning-skills-partnership.org

Project Information

Identifier 2018-1-UK01-KA204-048160
Project Web Site http://edu4all.altervista.org/Bigger_Picture/Welcome.html
Start Date Sep 10, 2018
End Date Dec 9, 2020
EC Contribution 216,279.4 EUR
Partners Institut de Formation et d'Appui aux Initiatives de Développement (FR) , PROMETEO (IT) , Morley College Limited (UK) , Aidlearn, Consultoria em Recursos Humanos Lda. (PT) , EESTI TAISKASVANUTE KOOLITAJATE ASSOTSIATSIOON ANDRAS (EE) , UNIVERSIDAD DE SEVILLA (ES)
Topics Civic engagement / responsible citizenship ; Intercultural/intergenerational education and (lifelong)learning ; New innovative curricula/educational methods/development of training courses

Project Summary

This project was about promoting and reflecting global education in adult learning in the context of the Sustainable Development Goals. It was developed and implemented against a background of unprecedented challenges and opportunities facing the world such increasing globalisation, a digitally connected and interdependent world, international and religious conflicts, mass movement of people from conflict zones and poor countries to Europe, the refugee crisis, climate change and environmental degradation, the Sustainable Development Goals, BREXIT, the rise of populism and the right, and the recently published OECD “global competency for an inclusive world”.

The aim was to build and strengthen the capacity and ability of organisations providing learning opportunities to adults by developing a strategic approach that empowers educators with the competences to teach adults about global and international development issues; effectively opening a window on the world to help see the ‘bigger picture’.

The objectives were to:

1. Provide information about the adult global education landscape in Europe
2. Identify the global competences required by adults and adult educators
3. Empower at least 14 adult educators to facilitate the development of adults’ global competences
4. Improve the knowledge and understanding of global and international developments of 600 adults through participation in discussions, debate, seminars, and training.
5. Create resources including guidance for embedding global and international development issues in adult education
6. Improve the intercultural competence of participants.

The main project activities were undertaking transnational project meetings, organising blended learning of adults, joint staff training, multiplier events in each partner country and producing 5 major intellectual outputs.

All transnational meetings took place as planned, each attended by representatives from all partner organisations. Except for the final meeting which was virtual, the other meetings were face-to-face and took place before restrictions were put in place.

The main groups of participants were adult educators and adult learners from partner organisations with involvement of a few stakeholders in adult education. They participated in the training activities and attended some of the multiplier events.

Multiplier events were held in each partner country, most virtually, but some face-to-face. A few partners held the events over different dates in view of Covid-19 restrictions around socialising and large gatherings. The multipliers attracted 234 participants across the partnership.

The partnership produced 6 intellectual outputs

1. A report on the adult global education landscape in each partner country
2. Global competence frameworks in the context of the ESDGs for (a) Adults and (b) Adult Educators stipulating the global competences required adults and adult educators
3. Course in Global Education for Educators – consists of two courses: a blended course and an online course. Materials for delivering the blended course was also produced as part of this output.

4. Embedded materials – curriculum materials in which global themes/issues are embedded.
5. Guidance for Adult educations- this publication provides guidance for adult educators and organisations wanting to introduce and embed global education in their work with adults.
6. Thematic Workshops – based on the global themes identified in the competence frameworks these consist of resources to deliver global education workshops on a standalone basis in each of the global competence areas contained in the framework.

The overall feedback from participants was positive. The main feedback from the multiplier events was that the project would make a valuable contribution to helping adults understand some of major challenges facing us with training organisations and they could engage sustainable development. Those attending the training activities said that they now had a better knowledge and understanding of global issues. Some educators were sufficiently inspired and expressed an interest in organising global awareness workshops in their local areas. They also welcomed the resources developed by the project and said they would be extremely useful, as global education was something new to most of them and would need help and support in reflecting global themes in adult education.

The overall feedback from the multiplier events was that the project would make a valuable contribution to helping adults understand some of major challenges facing us with training organisations, especially NGOs expressing an intention to engage more actively with the whole issue of sustainable development.

One unexpected impact of the project was recognition of the importance of digital skills in delivering global education. The educators were very keen to improve their digital so can include the use of digital technologies in their teaching which, which led the development of a digital skills module in the course on global competence for educators.

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

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

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

Project Title

Senior Education for Active Living - SEAL



Project Coordinator

Organisation Centrum Kształcenia Ustawicznego w Sopocie
Address 22-24 Kosciuszki , 81-704 Sopot , Pomorskie , PL
Website www.ckusopot.pl

Project Information

Identifier 2018-1-PL01-KA204-051176
Project Web Site <http://www.sealproject.eu>
Start Date Dec 1, 2018
End Date May 31, 2021
EC Contribution 97,097 EUR
Partners PROMETEO (IT) , Kahramanmaras Il Milli Egitim Mudurlugu (TR) , GLAFKA s.r.o. (CZ) , Fondazione Istituto dei Sordi di Torino ONLUS (IT)
Topics Intercultural/intergenerational education and (lifelong)learning ; Health and wellbeing ; New innovative curricula/educational methods/development of training courses

Project Summary

The SEAL - Senior Education for Active Living project aims to support the functioning of senior citizens in society through the development of innovative tools for the education and activation of seniors. It is a response to the growing demand for innovative methods of supporting seniors in relation to the observable social changes. Within the project there was an exchange of experience and good practice in partnership of international organizations and institutions dealing with the daily education of adults (including seniors) and supporting their functioning in the local environment. The project was implemented in partnership of 5 international organizations: PL, TR, IT (x2), Cz. The organisations have not implemented a project within the Erasmus + programme together so far, however each of the organisations has rich experience in implementing educational projects, including international ones. Project results include: a set of educational and activation tools for working with seniors; a guide containing a set of guidelines for seniors and their families, professionals involved in everyday work for the benefit of seniors; a set of recommendations for decision makers making key decisions in the area of local support systems for seniors; a guide on coping with social isolation and limitations on the example of the Covid-19 pandemic. Project cooperation lasted 30 months (due to the pandemic the project was extended by 6 months). Project implementation time: 01.12.2018-31.05.2021 In the framework of the project cooperation were organized 5 international meetings (three away: PL,IT,TR; two on-line: CZ, IT) with the participation of representatives of partner organizations. In order to disseminate the results of the project in each partner country at the end of the project meetings were organized for representatives of the local community (including NGOs and representatives of local governments).In addition, an international on-line seminar on education and activation of seniors was organized, during which the developed project results were presented.

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

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

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

Action Type: Strategic Partnerships for adult education

Project Title

Empowering migrant women through building entrepreneurship skills

Project Coordinator

Organisation S.A.F.E. Projects

Address Prinses Margrietlaan 41 , 7242 GB Lochem , Gelderland , NL

Website <http://www.projectsforyou.eu/en/home/>

Project Information

Identifier 2020-1-NL01-KA204-064642

Project Web Site <http://www.projectsforyou.eu/en/home-2/>

Start Date Sep 1, 2020

End Date Aug 31, 2022

EC Contribution 148,275 EUR

Partners More Mosaic (SE) , Stichting Welzijn Lochem (NL) , PROMETEO (IT)

Topics Migrants' issues ; Civic engagement / responsible citizenship

Project Summary

In many EU countries, including the partners' countries (Netherlands, Sweden and Italy) migrant women face double disadvantage in the labor market: as migrants and as women. Women perceived as Muslim or African face particular difficulties due to discrimination in access to the labor market. Women with a low educational level and women with a non-Western migration background work less often and are less often economically independent than both migrant men and local women.

Adult educators working with migrants do not have enough competencies to support and help migrant women due to the limited attention and low understanding of the special challenges and needs of migrant women. Encouragement of migrant women entrepreneurship skills is one of the easiest way to create job for themselves, but the courses are mostly focused on language skills and education. Migrant women need support in their integration in the labor market.

The project is focused on developing migrant women competencies and their successful integration into socio-economic life.

Objectives of the project are:

- To improve employability, social integration and civic engagement of migrant women through development of entrepreneurship competencies;
- To encourage social integration of migrant women through social participation and mentoring;

Direct target groups:

- migrant women (especially the most vulnerable groups: non-Western migrant women and migrant women with a low educational level),
- adult educators working with migrant women

Indirect target groups:

- family members of migrant women,
- local and migrant communities in the partners' countries,
- journalists, policy makers, and citizens of the EU

The project focused on building the following competencies:

- Getting entrepreneurial, leadership and managerial skills
- Getting mentoring skills (setting realistic life goals, gaining positive thinking skills, gaining social networking skills).

Methodology: non-formal learning methods, mentoring, community-based participatory research, open innovation, creative sessions, focus groups

Activities will include:

- Adult educators trainings "Empower, engage immigrant women integration in socio-economical life";
- Public discussions on how to empower migrant women to integrate in socio-economic life;
- Seminars and workshops to encourage migrant women to establish their own business and gain skills necessary to enter local labor market;
- Social capital and collaborative network of migrant women to support locals and migrants in mutually helpful activities

Intellectual outputs will include:

- Migrant women mentoring program aimed to share experiences of successful female migrants with newcomers and to encourage their integration and social participation by providing aspirational role models, practical advice and psychological support
 - MOOC "Migrant women integration in labor market" aimed to improve professional skills for migrant women, increase their participation in the activities leading to employment and building key competences necessary for successful economic integration in the host society.
 - Handbook for social workers and adult educators working with migrant women aimed to tailor their programs to the educational and professional goals of migrant women.
- All the outputs are interconnected and aimed at articulating, transferring and disseminating the knowledge gained during the project.

Direct impact: higher employment and more active social participation of migrant women; increased capacity of migrant women to interact and feel more confident in their social environment and to participate in social, political and economic life at local level. Direct impact will be for 200 migrant women and adult educators, career advisors, volunteers working with migrant women (100 participants).

Indirect impact will be for 2000 migrant women, migrant families and adult educators.

- positive impact of socially active and economically independent mothers on migrant women children, increased opportunity for education and social participation;
- for community – better socialization and integration of migrant women;
- for municipality/region/country - social and economic benefits;
- for EU – increased common values, better protection of women's rights, economic benefits of working women and better education of children.

Long-term effects:

- increased migrant women employability and entrepreneurial skills;
- established more possibilities and access to possibilities for migrant women;
- created migrant women mentoring program;
- established migrant women support network;
- bigger social participation of migrant women;
- easier access to education and work for migrant women;
- raised awareness of women's rights;
- raised awareness among public officials of migrant women needs;
- transfer of knowledge and practices between project partner.

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

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

Action Type: Strategic Partnerships for adult education

Project Title

Education for Deeper Social Integration

EDSI

Education for Deeper Social Integration

Project Coordinator

Organisation ZNANSTVENO-RAZISKOVALNO ZDRUZENJE ZA UMETNOST,
KULTURNE IN IZOBRAZEVALNE PROGRAME IN TEHNOLOGIJO
EPEKA, SOCIALNO PODJETJE

Address KOROSKA CESTA 8 , 2000 MARIBOR , Podravska , SI

Project Information

Identifier 2017-1-SI01-KA204-035562

Start Date Oct 1, 2017

End Date Sep 30, 2019

EC Contribution 106,525.5 EUR

Partners IASIS (EL) , EVROPSKE CENTRUM MLADEZE BRECLAV EUROPEAN
YOUTH CENTRE BRECLAV Z. S. (CZ) , SOLIDARIDAD SIN
FRONTERAS (ES) , REGIONAL CLUSTER NORTH-EAST (BG) ,
Cumbria Credits Limited (UK) , PROMETEO (IT)

Topics Integration of refugees ; Inclusion - equity ; Intercultural/intergenerational
education and (lifelong)learning

Project Summary

With the project “Education for Deeper Social Integration” (EDSI) we established a strong international network of institutions dealing with education of adults, especially those, who belong to vulnerable groups. The main tasks of the project were the international training activities for educators coming from partner organisations and researching good practices in related to integration and education of adults with fewer opportunities. Through realising these two fundamentals the project also achieved a positive impact on the end beneficiaries, adults with fewer opportunities, and on the capacities of partner organisations. The approaches and strategies to addressing the refugee crisis and integration of vulnerable persons differ throughout Europe and it is very relevant to explore the best practices and the possibilities of their transfer to new local environments. The result of this was the collection of good practices, which is freely available. In the project we included educational staff with existing experience from partner organisations in international training activities, which addressed their knowledge and competences related to educating refugees and other vulnerable groups and their integration into wider society and the labor market. With this in mind we formed a partnership, which included organisations actively working with vulnerable groups, especially persons with international protection, and having strong local, national and international networks, through which we enabled the cooperation of outside experts.

68 educators, coming from Slovenia, Greece, Bulgaria, Italy, the Czech Republic, Spain and the United Kingdom, working with refugees and other vulnerable groups attended the 5 international activities. These were based on non-formal education methods, flexible educational modules, ICT and a considerable amount of field work and meetings with local stakeholders. The programme of these international activities was supplemented with dissemination events, which included round tables, exhibitions, concerts, press conferences and workshops.

By implementing EDSI we:

- increased the capacities of organisations, which are educating adults with international protection and other vulnerable groups;
- developed the competences, knowledge, linguistic and soft skills of educational staff, who work with adults with fewer opportunities, and thus the project positively influenced the results educational processes in their home organisations;
- collected and explored examples of good and innovative practices and methods and analysed the potential of their transfer into new local environments; shared these results in a wider circle of stakeholders on local, national and international levels;
- instituted a lasting international network of organisations, which are focused on adult education and vulnerable groups, and used this network for developing and implementing new projects and initiatives building on EDSI
- fostered intersectional and interdisciplinary cooperation
- fostered intercultural dialogue, the understanding of differences and the fight against discrimination and radicalisation in all social spheres.

The project was an important contribution to the development of the capacities of all partner organisations and increased the international dimension of their work. Through the preparation of the collection of good practices and its’ presentations we also acquainted them with good practices, which were implemented in the fields in which the partners are active, and also presented the context of their development and possibilities of their transfer. The collection of good practices addresses the issues, which the partner organisations, and others in the field, face in their daily work and also presents the possible solutions to them. This result was not limited only to consortium members. It was disseminated to other actors in the field and also presented to them during the field work part of international activities. Besides this tangible result the project through international activities and cultural and educational events also contributed to intercultural and inter-religious dialogue, easier integration of refugees and an increase in understanding differences between different social groups.

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

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

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

Project Title

„Reintegration toolkits - Bridge into the new life at hometown“



Project Coordinator

Organisation Alytus Business Advisory Center
Address S.Dariaus and S.Girėno str.No 2 , LT-62137 Alytus , Alytaus apskritis , LT

Project Information

Identifier 2018-1-LT01-KA204-047038
Start Date Oct 1, 2018
End Date Dec 31, 2020
EC Contribution 121,809.22 EUR
Partners Lithuanian Association UK LTD (UK) , PROMETEO (IT) , Lithuanian Society in Rogaland (NO)
Topics International cooperation, international relations, development cooperation ; Migrants' issues ; New innovative curricula/educational methods/development of training courses

Project Summary

Project „Reintegration toolkits - Bridge into the new life at hometown“ /Re-In-Bridge/ was directed for identifying and transfer of good experience at Adult education sector with reintegration programs and tools for migrants, who are coming back to their hometowns.

The Goal of the project - to help families of returning migrants more easily to integrate in their home country, to share good practices, to encourage active involvement in local communities in partnership with Norwegian, United Kingdom (Lithuanian communities) and Adult schools (centers of services) from partner countries and developing collaboration with local, regional and national institutions of public and private sectors occupied in this sphere.

The activities were directed for solving REINTEGRATION problems as:

1. SOCIAL INTEGRATION. The acquisition of housing; Investments; Insurance issues; Recognition of qualifications.
2. GENERAL COMPETENCIES and educational questions: Communication in the mother tongue; Financial literacy; Digital literacy; Citizenship; Entrepreneurship.
3. INTRODUCTION TO THE LABOR MARKET: Job search; The taxation system; Labor legislation.
4. PSYCHOLOGICAL HELP ADAPTING.
5. BUSINESS "START UP". Legal system of business (establishment of company, fees, support services).
6. CREATING A COMMUNITY OF RETURNED PEOPLE.
7. NEW LIFE with NEW HUMAN CAPITAL.

Project target groups:

- Non-professional adult education organizations as Alytus BASC (LT), Prometeo (IT) and communities of migrants from London (UK) and Hommersak (NO);
- Non-professional adult education staff from these organizations;
- Persons studying and at non-professional adult education organizations and institutions from partner regions.

The main activities of the project:

1. Partners meetings in LT, UK, NO, IT (4 meetings per 2 days in every country).
2. Organizing of 4 International ROUND TABLES for identification of REINTEGRATIONAL problematic sectors and sharing of good practice in LT, UK, NO, IT; Total 4 Round tables: 1 LT+1 UK+1 NO +1 IT. Total 12 participants: per 3 participants from partners. Duration per 3 days + 2 days trips;
3. Preparation of "REINTEGRATION TOOLKITS" as Learning / teaching / training material – Audiovisual material, total - 22 units, accordingly 7 problematic sectors: Social integration; General competences problematic; Introduction to the labor market; Psychological help adapting; "Start-up Business"; Communities of returned people; NEW LIFE with NEW HUMAN CAPITAL (in LT, EN, IT languages).
4. Preparation of 4 Educational programs (4 * 80 hours) for Blended Mobility of Adults (in LT, EN languages).
5. Implementation of Blended Mobility of Adult learners per 40 days. Training implemented in Lithuania, Norway and United Kingdom.
6. Preparation of „MAPPING DOCUMENT OF ADULT EDUCATION SERVICES SECTOR BY INCREASING REINTEGRATION" (in LT, EN, IT languages).
7. DISSEMINATION. Organizing the International Forum for sharing of project results "REINTEGRATION TOOLKITS - BRIDGE INTO THE NEW LIFE AT HOMETOWN" in Lithuania,(duration - 2 days), United Kingdom (1 day) and Norway (1 day).

Dissemination info please to look at: FB <https://www.facebook.com/ReintegracijaLietuvaPlatform>

Benefit receivers of project – communities of migrants, families of migrants, businessmen and educational organizations, public administrative institutions.

Sustainability of project results (longevity) - taking into consideration the readiness of educational centres and training services demand, development of cooperation between emigrant groups in Lithuania, United Kingdom Norway, Italy have a significant impact on increasing of entrepreneurship and investment initiatives, integration of emigrants and employment opportunities in all regions and in all Lithuania too.

Ensuring reintegration is the sustainability of economic, social, cultural and civic returns, enabling emigrants to create reintegration conditions in their countries, starting with the tools of the education and economic sectors. Successful realization of first international RE-IN-BRIDGE project allows for project partners further to expend initiatives of cooperation in others Lithuanian, United Kingdom, Norwegian and Italian regions in Adult educational, business, culture sectors.

Partners of the project were attended from 4 countries:

1. Alytus Business Advisory Center, Alytus (Lithuania);
2. Lithuanian Association, UK LTD, London (United Kingdom);
3. Lithuanian Society in Rogaland, Hommersak (Norway);
4. PROMETEO association, Roma (Italy).

Project duration 27 months: from 1st of October, 2018 until 31st of December, 2020.

Confirmed project budget: 128 050,00 Euro.

Implemented project budget: 121 809,22 Euro.

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

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

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility with VET mobility charter

Project Title

Tarptautinė patirtis - profesinio mokymo kokybės užtikrinimas

Project Coordinator

Organisation Kedainiu profesinio rengimo centras
Address Setos g. 105 , LT-58117 Kedainiai , Kauno apskritis , LT

Project Information

Identifier 2018-1-LT01-KA116-046699
Start Date Jun 1, 2018
End Date Jun 30, 2019
EC Contribution 194,094 EUR
Partners belcekiz beach club hotel (TR) , JÄRVAMAA KUTSEHARIDUSKESKUS (EE) , PROMETEO (IT) , EUROPROYECTOS ERASMUS PLUS SL (ES) , Mustafa Kemal Mesleki ve Teknik Anadolu Lisesi (TR) , erasmus partner, Inh. Wouter Groet (DE) , new service (IT) , Sehit Yuzbasi Ozgur Ozekin Mesleki ve Teknik Anadolu Lisesi (TR) , Idea - M Ltd. (UK) , PRAXIS EUROPE CIC (UK) , Orsan Projects Elk.Koop. Txikia (ES) , E-Tzik Fuerteventura (ES)

Project Summary

Kedainiai Vocational Training Center (Kedainiai VTC), after reviewing the international strategy of the organization, and discussing the benefits and implications of the mobility on the organization of the 2016-2017, strives for the internationalization of activities to reach evenly all staff and students of the organization. In the project application of Vocational Training Mobility Charter (Students and Staff Mobility) in 2018, we outlined the implementation of all existing mobility activities of Erasmus + KA1:

1. Short term 3-6 weeks length students' placement in the workplace, 54 students from vocational training programs. Distribution of students according to vocational training programs:
 - Professionals in the field of services (cook, waiter and bartender, hygiene cosmetics) 21 students.
 - Engineering and mechanics professions (welder, car mechanic) 14 students.
 - Construction and architecture professions (decorator (builder)) 8 students.
 - In the field of IT - computer hardware tuner, 3 students.
 - Students with special needs - 8 pupils. Distribution of pupils with special educational needs according to vocational training programs: chef's vocational training program-2 students, decorator (builder) vocational training program -6 students.
2. Long term 3 months duration students' practice in the workplace, 2 hairdresser training programs and 2 cutter-designer and modeller students.
3. Teaching / training visits, 11 participants in the project.
 - 3 business enterprise participants attending the teaching assignment visit. The staff of Hotel Belcekiz Beach Club Hotel, Turkey will arrive in the Kedainiai VTC for a week on a teaching / training visit.
 - 8 Kedainiai VTC staff will go to vocational training institutions in Turkey, Spain and Estonia for a week length Integrated Vocational English, Bar Work Organization, Catering and Construction Technology, Business and Administration Professional subjects teaching assignment visits.
4. Staff mobility visits, 7 participants:
 - 4 people from administrative staff will go on a week a long-term work-observation visit to the United Kingdom, Italy.
 - 1 IT specialist in VET will take one-week long practice in a UK IT company.
 - 2 cook teachers will complete 9 days long working practice in a company in Turkey.

While planning Kedainiai VETC Charter application mobilities at Kedainiai VTC, we took into account international strategy and action plan changes also the assessor's recommendations. We have included the newly introduced vocational curriculum - hygiene cosmetologist and computer hardware adjuster specialty's vocational teachers and students into mobility application in 2018. We also want international activities to reach the students with special educational needs or socially disadvantages students. In short-term practice, about 50% of pupils from social risk or exclusion classes will attend the workplace. Students with special needs will go to a partner organization that has experience in organizing traineeships for this target group.

An IT vocational teacher whose vocational training program is a new one at our institution and vocational education teacher need to gain practical experience in improving the curriculum and developing the learning material will attend the project. Four graduates participate in internships and they will go to ErasmusPRO 3-month practice in enterprises, before that, we will organize a pre-preparatory visit to a partner organization in Spain. In 2017-2018 school year, Kedainiai VETC has faced the decrease of the number of students. That's why it won't be essential quantitative changes and the increase of number of participants in the implementation of the organization's internationalization strategy.

Kedainiai VETC plans to implement mobility flows to host organizations in Turkey, Germany, Spain, the United Kingdom, and Italy in 2018. We will also organize 1 incoming mobility to Kedainiai VETC, Lithuania. The main topics that will be integrated into mobility programs are the integration of the disabled (pupils with special education needs), the needs of the labor market in the region, and integration of cultural heritage topics during

training visits.

Partners have appropriate knowledge, skills, in the relevant project activities and we aim to involve the project organizations that we have already collaborated with in the previous mobility or partnership projects.

Host organizations have required Erasmus + programme vocational sector's implementation experience, contacts with local and regional businesses and educational, government institutions and have competent human resources, which may contribute to high quality Kėdainių VETC mobility implementation in their organizations.

Partners carry on supervision of participant's mobility in high quality, acquired skills assessment and recognition, project dissemination and assessment; organize VET learners' placements in companies and job shadowing.

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

Funding: Education and training\Life long learning (2007-2013)\GRUNDTVIG\Partnerships

Project Title

Memory Boxes: a Garden of Reminiscence

Project Coordinator

Organisation Volkshochschule Olching e.V.

Address Hauptstrasse 82, Olching , DE

Project Information

Identifier EST-2012-1-DE2-GRU06-11356

End Date 03/11/2017

Partners Ass. Prometeo (IT) , Inkerin kulttuuriseura (FI) , Kedainiu rajono besimokanciuju suaugusiuju iniciatyva "Tezaurus" (LT) , Shumenski universitet "Episkop Konstantin Preslavski" (BG) , EIL- ESCOLA INTERNATIONAL DE LINGUAS, LDA (PT) , Kainun institutti - Kvensk institutt (NO) , Deinde sp. z o.o. (PL)

Project Summary

The partnership started from the premise that from the very first moment a child is born, he/she starts to memorize surroundings, sounds, smells, tastes. The first box of memory starts to be filled. Over the years, the process of memorizing keeps going on. You collect more and more pieces of memory which you sort and classify unconsciously into compartments of your mind. Lots of memories are bound to specific situations associated to feelings and sensory perception. Who does not remember the smell of a certain flower, meal, house, of the earth in different seasons? Don't we always remember our mother's voice, the sound of a door, a step? Hasn't each of us got a full box of pictures with colourful landscapes, sights or events in our mind?

Next to the sensory memory we all carry in us the memory of History – especially when History caused essential changes in our lives, e.g. the fall of the Berlin wall. Furthermore we have boxes with cultural memories that should survive, have to be kept for future generations, essential cultural memories of traditions, arts, knowhow and values. Therefore it was of major importance to share the memories of the Kvens and the Ingrians, two minorities whose culture is in danger to be forgotten, in fact to slide into obscurity. When comparing the "memory boxes" during the partnership we looked for similarities and differences in the heritage of memories in Europe. In the course of the project sharing experiences and recollecting the past increased the learners' and teams' awareness of their own different boxes of memories and of their relation to their own culture. The project activities improved learners' communication as well as their cultural and language skills and increased their knowledge of the History of Europe as well as their tolerance for European diversity and minorities. Memory Boxes has proved to be a contribution to an invaluable personal and professional development of learners and tutors.

<http://memoryboxes.jimdo.com>

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

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

Project Title

Öğretmen ve Yöneticilerimizin Öğrenme-Öğretme Süreçlerinde Ve Liderlik Becerilerinin Gelişiminde Bilişim Teknolojilerini Kullanma Ve Dijital Okuryazarlık Becerilerinin Artırılması

Project Coordinator

Organisation Fevzi Kutlu Kalkanci

Address 106 Sokak No: 45 , 34270 SULTANGAZI , İstanbul , TR

Project Information

Identifier 2014-1-TR01-KA101-004045

Start Date Jul 30, 2014

End Date Jul 30, 2015

EC Contribution 15,654 EUR

Partners PROMETEO (IT)

Topics ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Quality Improvement Institutions and/or methods (incl. school development)

Project Summary

Our Project which has Using Technology Informatics and Increasing Digital Literacy Skills of teachers and managers at the Teaching-Learning Process and “Development of Leadership Skills” entitled consists of two mobilities. Our organization team consists of 12 staffs in order to raise professional skills and experiences of human resources to European standards. Related courses effective presentation techniques, participants mass needs analysis, the design of the training content and methods, measurement of training effectiveness, leadership skills, effective communication methods and at teaching digital skills issues were processed. Our 6 employees joined to training “Development of Leadership Skills Training Managers” titled for 5 day, date of 12/17 April 2015 in Rome, Italy. Our six staffs also joined to training on the use of digital technology in the education and teaching process, in 19/25 May 2015 in Annecy, France. They also observed with respect to the use of digital technology in a school (Ecole Beaupre) in the city of Annecy. While making selection, Managers and teachers, who can be instructors, has foreign language skills, can follow courses and visiting foreign languages mobility can convert research documents to a report, preferably dominate the academic qualifications, graduate trained were selected. Their training on the knowledge, skills and competence of our staff who joined to mobility, are expected to increase at the level of European standards. Effective presentation techniques with overseas courses, mass needs analysis, designing the training content and methods, measure the effectiveness of education of participants issues were supported. We want to organize the acquired information about the cultural differences within our organization. Our Project has won tolerate attitude towards different cultures.

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

Funding: Education and training\Life long learning (2007-2013)\GRUNDTVIG\Partnerships

Project Title

"Language unlocks any locks"

Project Coordinator

Organisation Siauliai city municipality Day social care centre "Goda"

Address Zalgiris street - 3, Siauliai , LT

Project Information

Identifier EST-2011-1-LT1-GRU06-04842

End Date 12/01/2018

Partners AKDENIZ HALK EGITIMI MERKEZI (TR) , Kairos Europe Limited (GB) ,
Ass. Prometeo (IT)

Project Summary

The target group of the project was:

1. Social workers, teachers who are working with disabled persons.
2. Disabled people
3. Employees of participating partners institutions.

The problem – Social workers, teachers and disabled people lacking English language skills to be able to feel the real Europeans. It was important that workers enhance their English language skills and discover ways and methods how to teach people with disabilities as basics of a foreign language. The board games were used as a way of teaching disabled people English language. This helped social workers, teachers to work creative with the disabled people. The disabled persons themselves feel better being able to communicate in a foreign language. The aim of the project was to find methods how to learn and to teach disabled people English language using board games.

The learners : 1) During the cooperation shared their intercultural experience and problems they had working with disabled adults. 2) learn and improved their English language skills 3) prepared English language learning methodology and made methodical tools for learning English themselves 4) organized seminars, which gave social workers and teachers a lot of knowledge how to work creativity with disabled persons.

The project participants of 4 European countries attended the learning process by visiting each other and used modern technologies for exchanging their knowledge, feelings, problems, experience and studied the methods of solving problems.

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

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

Project Title

Financial Education for Adults

Project Coordinator

Organisation Global Learning & Skills Partnership
Address 29 Branksome Avenue , N18 1HB London , Outer London , UK

Project Information

Identifier 2015-1-UK01-KA204-013728
Start Date Sep 1, 2015
End Date Aug 31, 2017
EC Contribution 215,825 EUR
Partners Latvian Adult Education Association (LV) , RECURSOS FUTUROS, UNIPESSOAL LDA (PT) , Centrul pentru Formare Profesionala si Dezvoltare Regionala (RO) , PROMETEO (IT) , Barnet and Southgate College (UK) , Egyéni és Társadalmi Felelősségvállalásért Alapítvány (HU)
Topics Pedagogy and didactics ; Economic and financial affairs (incl. funding issues) ; Key Competences (incl. mathematics and literacy) - basic skills

Project Summary

The project was developed against the background of growing interest financial education and evidence of low levels of financial literacy among the general adult population, and the widespread acknowledgment that consumers need to be skilled to make the right decisions and to protect themselves from making costly mistakes. Many national and international surveys have demonstrated consumers' generally low level of understanding of financial matters and of basic economics, at a time when financial system and products are becoming more complex and sophisticated, making them difficult to understand. Few adults have engaged in learning about finance because of a lack of capacity of adult training providers to offer such provision including the lack of competent teachers in the subject.

There is growing interest in financial education and the European Commission is supporting the development of capacity to offer it. Its profile has been increasing and it now features very prominently in some state education systems. It is now part of the school curriculum in the UK.

This project brings together providers of adult learning from different educational sectors to form a strategic partnership, to strengthen the capacity of institutions to deliver financial education, enhance the professional development of staff and develop innovative approaches to learning including the use of digital technology to improve the overall quality of the provision and stimulate demand for financial education.

Within this broad aim the key objectives are to:

1. Evaluate current approaches and practices in teaching financial education
2. Determine the level of finance competence in finance among teachers
3. Improve the pedagogical and financial competence of teachers
4. Equip teachers with new tools to deliver financial education
5. Stimulate demand for learning and increase the take-up of financial training
6. Improve the accessibility and quality of training in personal finance
7. Mobilise social capital to help promote financial education
8. Provide guidance to organisations wanting to develop capacity to deliver financial education

These objectives will be achieved through a number of complementary and interrelated activities. These include research on strategies and plans to promote financial education, a needs analysis in order to identify institutional needs and the specific needs of financial education teachers, identifying the needed by teachers to deliver financial education effectively and developing a competency framework and training course for teachers, developing a financial capability framework and training modules for adult learners, developing learning materials in which functional and digital skills are embedded and a toolkit for organisations and teachers delivering financial education.

The project targets two main groups, teachers of adults and learners. The teachers include those currently deliver, as well as who do not, but wish to develop the competences to do so. The adults are those in the community with few or no formal qualifications, especially the unemployed, migrants and minority groups, older adults, in or out of learning. The project will target directly 15 teachers and 120 adults across the partnership.

The main results of the project will be a toolkit for organisations and teachers delivering financial education containing a financial competency framework and course teachers, a financial capability framework and training modules for adults, learning materials and sample session plans, a website with the learning materials available as Open Education Resource, and a technical paper providing a comparative analysis of policies, strategies and

initiates to promote financial education in the participating countries.

It is envisaged that participating institutions will have sustainable capacity to deliver financial education, including competent teachers and learning resources that will improve the quality of the provision and stimulate the demand for learning. It is expected that other local and regional providers will be sufficiently impressed by outcomes of the project and decide to build similar capacity and offer financial training in their institution, and engage with European partnership working.

The project's legacy will be the mainstreaming of financial education in adult education provision matched by increased demand for learning about personal finance and a more financially literate population.

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

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

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

C.I.L. - Cultura e Inovação em Línguas

Project Coordinator

Organisation Centro Europeu de Línguas
Address Avenida Padre Manuel da Nóbrega, 3A , 1000-222 Lisboa , Lisboa , PT

Project Information

Identifier 2015-1-PT01-KA102-012587
Start Date Jun 1, 2015
End Date May 31, 2017
EC Contribution 169,726 EUR
Partners AMFI Agenzia per la Mobilità e la Formazione Internazionale (IT) , Associazione Artistica Culturale "A Rocca" (IT) , Advisers for International Programs in Spain SL (ES) , EUROPROYECTOS LEONARDO DA VINCI S.L. (ES) , AFEC EUROPE (FR) , CENTRO SUPERIOR DE HOSTELERÍA DEL MEDITERRANEO, S.L (ES) , Ce.S.F.Or. Centro Studi Formazione Orientamento (IT) , Atlas Nova Ltd. (BG) , The Refugee and Migrant Centre Limited (UK) , TLC College (UK) , PROMETEO (IT) , GECKO PROGRAMMES LIMITED (UK) , Instituto San Fernando de Lengua Española SL (ES) , UNIVERSITY OF WOLVERHAMPTON (UK) , ALVIT - inovace a vzdelavani s.r.o. (CZ) , JSC EU Trade (LT) , Asociación juvenil Proyecto Barcelona (ES) , M.E.P. Europrojects Granada S.L. (ES) , Foyle International Ltd. (UK) , Irene O Connor and Margaret Greaney T/A Green Horizons (IE) , INTERNATIONAL CONSULTING AND MOBILITY AGENCY SOCIEDAD DE RESPONSABILIDAD LIMITADA (ES)
Topics Labour market issues incl. career guidance / youth unemployment ; Recognition, transparency, certification ; Teaching and learning of foreign languages

Project Summary

This project will promote co-operation between training organisations at both national and European levels, with the aim of rapidly transforming the current relative disadvantages of young people who have concluded vocational training into a competitive advantage on the labour market, thereby improving their level of employability and establishing a clear link between the training path they have followed so far and the reality of the job market. In the medium term, the project also aims to facilitate the integration of mobility into national training systems, and also to promote the recognition of the knowledge and skills acquired during mobility through the attribution of valid credits. In this way, the project will contribute towards lifelong learning in the truest sense of the term, by ensuring that the resulting competence and enhanced employability will serve to reduce the risk of social and professional exclusion and, on the contrary, improve awareness of active European citizenship.

The participants selected will have clearly followed a training path relevant to the achievement of these objectives, but are currently facing difficulties as far as breaking into the job market is concerned. In order to remove this obstacle the participants need to acquire some form of competitive advantage, especially given the fact that the current scenario of socio-economic crisis in Europe is leading employers to further reduce the number of employees and, at the same time, make higher demands in terms of required qualifications. As a result, young people without access to a chance to develop key skills, to gain professional experience and to prepare themselves for entry into the market, may risk long-term unemployment or find themselves obliged to accept survival work which has nothing to do with their chosen career. In either case, this inevitably leads to frustration, and sometimes even to social and professional exclusion.

Transnational mobility, promoted by a high quality project, creates added value in terms of employability by means of better language skills, not just for social integration but also for professional development, and by means of a clearer understanding of the European dimension of life and work in the future. Mobility brings citizens together, increases mutual understanding and tolerance and boosts confidence to face a world of instability, uncertainty and insecurity in relation to the near future. By providing valid, transparent, clearly-certified qualification which can be easily recognised by employers, mobility also increases the participants' levels of competitiveness and employability.

This project will therefore deliver a 13-week mobility programme for 70 young Portuguese citizens who have concluded vocational training, including those from disadvantaged social backgrounds. The project will include language preparation for all participants, adapted to their real communication needs, and will provide specific socio-cultural preparation so as to help develop intercultural competence. The language preparation organised by CEL will be teacher-led and will include the use of our own materials, specifically created for this purpose. At the end of the experience, the participants will be evaluated and given a language competence certificate issued in accordance with the C.E.F.R. for Languages and stating the contexts in which skills have been acquired. Following this preparatory stage, the participants will begin a 13-week work placement experience, seamlessly connected to their existing training path, certified in accordance with national vocational training legislation and clearly indicating the skills acquired and the performance level of each participant. Finally, these several forms of certification will be linked by Europass Mobility certification, clearly indicating to potential employers the content of the work placement and the knowledge and skills acquired, and will therefore demonstrate the capacity of the participant to take initiative in the construction of his own future career.

The mobility experiences to be carried out under the terms of this project will occur between Sep. 2015 and June 2016 and will involve 21 partners from 8 member states of the EU, chosen for their proven competence in guaranteeing excellence in mobility and for their specialised knowledge of the specific professional sectors in

which the participants wish to pursue their careers. Upon conclusion of this transnational experience, the participants will therefore be able to approach the job market with an enhanced profile, a completely new perspective of their future and a greater spirit of innovation and determination.

We firmly believe that this project will make an active contribution towards the fight against unemployment by promoting more and better qualification, relevant lifelong learning and the recognition and validation of real skills acquired through formal, non-formal and informal learning.

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

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

Project Title

Jauni izaicinājumi starpkultūru saskarsmē masu medijiem

Project Coordinator

Organisation Biedriba Mediju radosa studija
Address Skolas 8a-42 , LV4601 Rezekne , Latgale , LV

Project Information

Identifier 2017-1-LV01-KA104-035335
Start Date Jun 1, 2017
End Date May 31, 2018
EC Contribution 4,274 EUR
Partners PROMETEO (IT)
Topics Social dialogue ; Integration of refugees

Project Summary

The project 'New intercultural approach in mass media' was provided the adult education staff mobility for the representatives of the association Media Creative Studio. After the completion of the training they taught representatives of writer media profession – journalists of Latgale region. Within the framework of the project two participants took part in the mobility in Italy, which was provided by the project partner PROMETEO. The partner has the experience and expertise of the project mobility outcomes.

As a result, the direct goal of the project were achieved - improved the quality of media in Latgale region, enabling their representatives to obtain innovative knowledge and skills of the public current issues in Europe, use the successful international experience in a long term.

The direct goal of the project were successfully integrated into the overall goal of the project - promoted people to gain knowledge, comprehensive skills and competencies during a life in order to facilitate their professional development and broaden their thinking.

Achievement of these project goals was facilitated by accomplished project tasks:

- information access to the representatives of the association Media Creative Studio, inviting them to take part in the selection of participants;
- qualitative preparation of the project participants was also done;
- in collaboration with partner, learning mobility provided for project participants in Italy;
- two different programs of lessons developed after the mobility;
- assessment of the project participants and compilation of results carried out after the mobility;
- the programmes developed implemented by training the journalists of Latgale region;
- information on the project results made public in the media and on the socialnetworking sites, upload them on the home office website and on the partner sites.

By implementing the project one of the main priorities of the Media Creative Studio - promoted the development of journalism in Latgale region will be realized, international experience was gained as well in order to develop professional media, that tells the story about the crucial, important issues in Europe, reflecting diversity of opinions, how the fourth estate is looking for solutions.

The problem - the refugee flow that hits the European Union in relation to the war in Syria and other African countries; as Italy relieves tension between local people and asylum seekers; how these processes are contributed by the mass media. With increasing refugee problem in Europe, it will also affect Latvia and its media. The situation in a timely manner can be explored directly through adult education.

The association Media Creative Studio which is the non-formal education center has to develop itself by paying more attention to its representatives and supporters in relation to a lifelong learning. The organization itself should be the educational institution in accordance with its action strategy. Since 2001, the organization prepares and implements projects as the partner and as a leading organization of culture and social integration. The Media Creative Studio is the association which identifies cultural values, think about the future of journalism education, provides trainings, courses, seminars, also operated by the association representatives. But it does not have enough international experience.

This project has educated specialists who are returning from mobility travel, they developed by their own lesson programs and they taught other interested persons.

Strategic Development of the project 2014 - 2020 involves the assistance of the members and supporters providing a lifelong learning by local educators.

At the center of attention there was new knowledge acquirement in the media industry by education professionals. As a result, 2 training programs complementing each other was implemented:

1. Information, message format, style and presentation about the issues of asylum seekers, the link with the local community.
2. Analytical articles on refugees, different views, new quest for intercultural development.

Project participants also improved their English language skills, acquired basic knowledge of the Italian language, as well as got acquainted with the Italian culture and everyday life. Cross-cultural understanding has been promoted, the motivation of the participants and the desire to introduce new ideas increased, their efforts to follow news in the world, offering a solution to the problem increased.

All participants were evaluated by the partner and they received certificates. The Europass Mobility document was issued by the promoter and the partner of the project. The results of the project were disseminated at the local, regional, national and international levels. The results were available to all media. After the mobility it was trained 24 media representatives. The project was implemented from 1 June 2017 to 31 May 2018.

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

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Harmoniskas domāšanas un jaunrades procesi Latvijas un Itālijas mūzikas izglītībā

Project Coordinator

Organisation Jana Ivanova Rezeknes muzikas vidusskola

Address Atbrivosanas aleja 56 , LV-4601 Rezekne , Latgale , LV

Project Information

Identifier 2014-1-LV01-KA102-000247

Start Date Jun 1, 2014

End Date May 31, 2015

EC Contribution 12,150 EUR

Partners PROMETEO (IT)

Topics Creativity and culture

Project Summary

During the implementation of the project “Harmonic Thinking and Creative Processes in Music Education of Latvia and Italy” 6 teachers from Rezekne music secondary school named after Janis Ivanovs (“JIRMV”) will participate in an exchange in Italy. The project will be implemented from the 1st of September 2014 till the 31st of August 2015. During this time the following project tasks will be carried out: participation in the project of the vocational subject teachers from JIRMV, careful selection of the participants, provision of the foundation of Italian language and background in culture history, provision of successful experience exchange with the partner organisation, organisation of observations in Italian music schools, recognition of the knowledge and skills acquired, presentation of the achieved results, as well as publications it in the regional, national and even international level.

The objectives of the project are focused on a long term goal—to implement innovation in music education at the secondary level, to strengthen cooperation between cultural institutions and the employers, thus promoting the development of new talent, skills and capacity at the international level. It perfectly fits within the short term goal of the project—to provide 6 JIRMV teachers with an exchange in Italian music schools in order to facilitate the acquisition of new skills abilities and competencies among the vocational subject teachers, to develop the educational institutions training process, introduce into the process innovation and improve the quality system across the field of culture education. All of this will contribute to the Eastern Latvia Concert Hall—thus disseminating the results of the project internationally. Italian composers and performers experiment with tunes, tact, music scene, each time surprising their audience. This can be done because musical expressions have no limits. Forms of traditional musical—ethnic motives—get integrated into academic musical. Thus JIRMV teachers will observe how this process takes place in a music school, where the person acquires first serious knowledge and skills. Further on: what is the role of creativity in music, how contests are organized for the young performers. Italy is not a random choice, but rather chosen for its role in creative art of music. Since the JIRMV has established cooperation with the Eastern Latvia Concert Hall “Gors”, the students of JIRMV actively engage in creative performances, concerts and theatre.

It is useful to learn about the participation of students in shaping the culture environment in Italy, if they work with certain local concert halls, how they stage performances, what is the role of educators. Creativity is not specifically taught in Latvia – not as a subject. Neither is music composition. The JIRMV teachers see high importance in research, care, and development of ethnic traditions based on the professional education. In Latgale folklore and folk music is still widespread among people. Ways and solutions are needed to direct it into the realm of the professional music. In Italy there are many philharmonies and concert halls. It would be useful to learn, what is their cooperation with cultural institutions, new talents and music teachers. For the teachers it is important to explore and understand the interaction between the cultural institutions and professional employers – Opera, Concert halls, Philharmonies—in the unlocking of talent and excellence in students. Useful insight would be into the organisation of contests for young people at the international level.

A music teacher for each subject will be exploring similarities and differences in Italy in comparison to cultural vocational education of Latvia, Rezekne, visiting and observing lessons, as well as being present in contests of young musicians: 1) keyboard–piano, 2) string instrument–violin and viola 3) wind instrument–flute, clarinet and saxophone, 4) wind instrument–French horn, trumpet, trombone, 5) percussions–drums, 6) vocal music–choral singing.

As the result of the project, experience will be acquired by observing training sessions and exploring new musical contests, as well as: 1) A considerable presentation will be compiled by the 6 teachers: innovative ideas from the experienced, similarities and differences in Italy in comparison with Latvia, best practice examples of Italian music schools that are appropriate to implement in JIRMV; 2) Each project participant will stage a performance in their field of music, which will be included in the annual Young Musicians Contest.

Therefore, the rest of the school teachers, management and the jury of the contest, which will be composed of

well known Latvian music teachers and performers, will have an opportunity to evaluate whether these innovations are justified and bring new positive trends, if yes, the design of future contests will be agreed upon based on the newly acquired experiences.

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

Funding: Education and training\Life long learning (2007-2013)\GRUNDTVIG\Partnerships

Project Title

Economic Literacy in Education

Project Coordinator

Organisation Enfield Council

Address PO Box 56 Civic Centre Silver Street Enfield, London , UK

Project Information

Identifier EST-2009-1-GB2-GRU06-01728

End Date 04/10/2017

Partners FEDERACION DE EMPRESARIOS DEL METAL DE LA PROVINCIA DE ALICANTE (ES) , Institut de Formation et d'Appui aux initiatives de Développement (FR) , PROMETEO (IT) , ESPACE FORMATION PME (BE) , Fundatia Institutul Multimedia Romano - Elvetian (RO) , Instytut Technologii Eksploatacji – Państwowy Instytut Badawczy (PL) , Schulungszentrum Fohnsdorf (AT)

Project Summary

The partnership was formed to promote economic literacy among adults so they are able to understand the main economic forces that impact on their lives, so they are able to make better informed economic decisions. It was made up of a range of organisations from different education sectors both formal and informal, well as large and small, providing a diverse and rich context for the project.

The partnership surveyed the level of economic literacy among adult learners in the participating institutions, assessed national and institutional initiatives to promote understanding of economic issues, determined the type of economic knowledge they would find useful and developed a learning programme to promote knowledge and understanding of everyday economic issues that affect us all. A learning programme and strategy was produced that not only improves public understanding of economic issues, but also generated wider public interest in economic matters. The emphasis was on economic literacy, and in particular, demystifying the subject to make learning about economic matters enjoyable and fun.

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

Key Action: Learning Mobility of Individuals
Action Type: VET learner and staff mobility

Project Title

Improvisation and creativity - the cornerstone of music education Improvizācija un radošums - viens no mūzikas izglītības pamatakmeņiem

Project Coordinator

Organisation Jana Ivanova Rezeknes muzikas vidusskola
Address Atbrivosanas aleja 56 , LV-4601 Rezekne , Latgale , LV

Project Information

Identifier 2016-1-LV01-KA102-022424
Start Date Jun 1, 2016
End Date May 31, 2017
EC Contribution 25,702 EUR
Partners PROMETEO (IT) , APLICAPROPOSTA LDA (PT)
Topics Creativity and culture

Project Summary

In the framework of the project "Improvisation and creativity – cornerstone of music education" 4 students from JIRMV (Jana Ivanova Rezekne Music School) will participate in an experience exchange in Italy, and 8 teachers – in Portugal. The project will be implemented from 1 June 2016 to 31 May 2017. During this period, the following project activities will be implemented: the JIRMV professional subjects teachers and students will have an opportunity to take part in exchange; the selection of participants will be carried out; the preparation of project participants; co-operation with the partner to provide high-quality exchange and practice for students; participant evaluation; recognition of knowledge and skills, the dissemination of the achieved results in the national and international level. The most important objective of the project - participation of the students in the lessons of two Italian music schools, learning musical improvisation skills, application of information technology in music; teachers' participation in the observation of lessons, in master classes; visits to music institutions, introduction to traditional Portuguese fado – all of which aims at introducing improvisational skills and methods into the learning process of JIRMV as well as to see the culture education system and the culture sector offer in Portugal. Long term goal of the project is to promote competitiveness and international cooperation of JIRMV in order to provide quality culture education, to promote the development of new talents, who then successfully enter the labour market and create professional culture products. Short-term goal of the project is to provide experience exchange and practice for 8 teachers and 4 students in Portugal and Italy, in order to – on the basis of acquired skills and competences – provide new educational programmes for JIRMV, as well as to develop JIRMV curriculum, by establishing culture education competence centre. By learning improvisation techniques in the Italian music schools, students will be perfecting their professional skills of academic music learning. Portugal was chosen as the exchange destination for the teachers because of the fado tradition, which is based on musical skills that have not been used in the training process in Latvia - improvisation, vocal and singing with accompaniment of string instrument. The acquired competencies will be used for creation of a new education programme - etnojazz, as well as to involve education programme managers and teachers in organisation of international competitions and events, to provide personal growth opportunities for teachers and students and improve skills, by establishing culture education competence centre. Italy is the birthplace of the academic and ancient music with compelling professional traditions of music training. The result of the project: 4 students will undergo practice in two music schools of Italy in the academic field of music, each student in their curriculum - music theory, vocal, traditional music and strings. Gains of the project are the development of a new education program - jazz and popular music with the specialisation in etnojazz and the experience exchange for teachers in 2 Portuguese schools, Porto concert hall and in the association of fado musicians, acquiring improvisation methods. Students will have new experience in the academic music field and intercultural communication. The following results are expected: 1) 2 presentations – 8 teachers and 4 students will present the lessons learned, experiences, best practice examples from Italian and Portuguese schools, including improvisation advice and experience; 2) a new education programme in jazz and popular music with a specialisation in etnojazz, applying the improvisation experience. After the exchange the project participants will receive certificates from a partner organization who will provide the exchange in schools in Italy and Portugal, and will take care of the practical side, as well as the project implementing party together with the partner will issue a Europass Mobility document. The project will help the project participants (teachers and students of JIRMV) to improve their international awareness and to develop the European dimension in terms of thinking and attitudes, as well as acceptance of other societies and music styles, which is essential now when the two Rezekne culture education establishments plan to merge into the competence centre. Teacher competences can be considered complete, if they are complemented by awareness of other cultures, the ability to analyse and organise international cooperation in teachers' level. The project will motivate both, teachers and students to acquire more knowledge, strive for quality, to improve professionally and personally. Such opportunities increase self-confidence, belief that one can reach the desired level and that one isn't actually far from it, only work and motivation is needed.

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

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

Project Title

Ευρώπη-Αποτελεσματική Διοίκηση του Σχολείου

Project Coordinator

Organisation 17ο ΟΛΟΙΜΕΡΟ ΔΙΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΣΕΡΡΩΝ
Address TRIGLIAS STREET 36 , 62124 SERRES , Κεντρική Μακεδονία (Kentriki Makedonia) , EL

Project Information

Identifier 2015-1-EL01-KA101-013696
Start Date Jun 1, 2015
End Date May 31, 2017
EC Contribution 3,294 EUR
Partners PROMETEO (IT)
Topics Quality Improvement Institutions and/or methods (incl. school development) ; International cooperation, international relations, development cooperation ; Reaching the policy level/dialogue with decision makers

Project Summary

Our project under the title “Europe - Effective School Administration” started to be implemented during the school year 2015-2016. The central goal of the project was the acquisition of both knowledge and experience in school management according to European standards, through the interaction with our partners in a European intercultural environment as well as the diffusion of this experience to our school.

The participating teachers were two, the headmistress and the sub head mistress of the school, who, having a good background in management, attempted to develop the project and also give a European orientation to school.

The first contacts with the initial partner were made via email in order to attend a seminar entitled "Professional Skills in the Administration of Education for Schools and Universities" in Calabria. Unfortunately, this seminar was cancelled and it was necessary to change the initial partner as well as the place where the mobility would take place. This fact delayed the implementation of mobility, which was finally held in Barcelona in March 2017, in a seminar entitled “Improving school management: From a single person to a common strategy ”. This course was perfectly compatible with the objectives and the activities that had been described in the application at first place. For our successful participation in the seminar, preparations were made at a cognitive and linguistic level, mainly by studying articles on administration in English. There have been continuous contacts through electronic communication with our partners for a good organization of the mobility.

For the needs of the seminar, four presentations were prepared under the following topics: 1. Presentation of the city and the school, 2. Administrative organization of education, 3. The Greek educational system, and 4. Two case studies of issues that characterize the Greek educational reality. All the above together with various didactic methods that were used in the seminar, such as role-swapping, ensured the active participation of the guests and contributed greatly to the added value of the program. According to the program that was sent by the partner, the content of the seminar was perfectly compatible with the needs and the objectives of the project. During the first four days we attended the course in a special hospitality room and the fifth day we took part in a cultural tour of the main sights of Barcelona.

On the return, the two participants presented the mobility experiences and the action plan to the school teachers, the school principal and our superiors, the responsible school counselor and the training director. There has been a successful adaptation of some features and good practices gained from the interaction of the participants in the seminar in the administration system of our school, all of which led to visible results. (Action plans-presentations) Also, presentations of the program and dissemination seminars were delivered to parents, educators in the district of responsibility of our school counselor and to school directors of our prefecture. The interest shown by the teachers concerned was great. Great was also the impact of the project on the wider community. Parents, after having been informed about the Erasmus programs, understood their value, showed great interest and expressed their desire and support for taking on other European programs. The long-term benefits are expected to be the improvement of the administration and a European dimension of the school through the implementation of other similar European programs and actions.

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

Funding: Education and training\Life long learning (2007-2013)\LEONARDO DA VINCI\Partnerships

Project Title

21st Century Management Skills in Vocational Education

Project Coordinator

Organisation Balıkesir Teknik ve Endüstri Meslek Lisesi

Address Sanat okulu cad. No:1, Balıkesir , TR

Project Information

Identifier EST-2013-1-TR1-LEO04-48072

End Date 03/09/2017

Partners AGRUPAMENTO DE ESCOLAS DE ARRIFANA – SANTA MARIA DA FEIRA (PT) , PROMETEO (IT) , ORB Projekt GmbH (DE)

Project Summary

This partnership which is called "21st Century Management Skills in Vocational Education" is consisting 7 partners that are particularly dealing with vocational education in different fields and who has special qualifications in management, leadership and vocational teaching. Scientific and industrial improvements have changed the 21st century demands in vocational education. Within the scope of the Project, we aim to evaluate the role and impact of education managers in the collaborations that will take place between institutions and industry, define and put forth the importance of vocational education, set significant and specific vocational training activities. Partner institutions will have a chance to compare different vocational training practices in Europe, share information in order to enhance the quality of life-long skills, strengthen mutual learning and will contribute to meet the needs of vocational education as well as the demands of the business world. They will study on content and methods of vocational education within the European dimension, share work experience sharing and contribute to the joint development of methods. Within the scope of this project that aims to identify and spread good practices in vocational education all around Europe, managers will increase the competitiveness of the institutions. Administrators will have a chance to follow the current developments in vocational training, gain significant qualifications, revise and develop existing applications and improve the access to promising vocational education. This project will also support mobility of vocational education employees, students and school stakeholders throughout Europe.

The project outputs will be disseminated as CDs, brochures,booklets,seminars and web-log.

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

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

Project Title

Mācāmieš saglabāt tradīcijas un tās izmantot mazajā biznesā

Project Coordinator

Organisation BIEDRIBA ESTO

Address Pleiksnī 75 , LV4601 Rezeknes novads , Latgale , LV

Project Information

Identifier 2015-1-LV01-KA104-013183

Start Date Jun 1, 2015

End Date May 31, 2016

EC Contribution 4,274 EUR

Partners PROMETEO (IT)

Topics Creativity and culture ; Social dialogue

Project Summary

The project “Learning to preserve traditions and to make use of them in small business” was implemented by the organization “ESTO”. It included mobility of 2 participants to Italy (duration – 10 days, additionally – 2 days for travelling). The participants of the mobility are educators of the organization “ESTO”, who are involved in non-formal adult education. During the mobility the participants acquired the experience on the following issues, which will be further transferred to the craftsmen of Latgale: How to preserve the culinary heritage, to implement culinary traditions nowadays, to comply with the new circumstances; What are the means of communication that should be used to promote the cultural traditions to the wider society; What is the way to present visually an authentic family business – what is the way a café, souvenir shop differ from the chain stores, what approach could be used to establish a business in a new place, why and how the cultural and historical heritage should be considered; How to choose the right partner and to act in the international market of creative industries; What is the cooperation of family enterprises with the official establishments –municipalities, supervising institutions, what are the services offered by these institutions to the small businesses; What is the experience of the craftsmen, producing authentic souvenirs and articles, from an idea till the selling in the market.

In the result, 6 work plans on the above mentioned topics is created, supplementing each other.

The direct aim of the project – to advance delivery of the products and services created within the framework of the cultural heritage of Latgalian craftsmanship to the wider society by developing and implementing training courses based on the Italian experience.

The direct aim of the project complies with the general objective – to promote adult education in the regions, applying adjusted international experience in order to develop entrepreneurship in rural areas and to raise welfare of the society.

Tasks of the project are done and these are - to select and to prepare participants, to commence mobility to the partner organization, to elaborate 6 work plans, to present and to implement them, to evaluate participants and to prepare Europass Mobility documents, to ensure publicity and sustainability of the project results.

The mobility to Italy is reasonable as the significance of the cultural heritage is valued highly in this country, the Italians are successful in popularisation of their cultural heritage by creating small business – family enterprises. The mobility was organized in cooperation with the partner organization “PROMETEO” – the organization dealing with masters of old crafts and the enterprises maintaining Italian culinary heritage – small family businesses that have already succeeded in the local and regional market and start off conquering successfully in other European countries offering their production – cheese, wine, souvenirs. In the result, preservation of Latvian cultural scene and uniqueness of the local environment was supported – preserving culinary heritage, traditions, cultural environment in rural areas. It is a possibility to start self-employment; a creative person will never be unemployed – these possibilities is encountered. The craftsmen had a knowledge how to perform transition from the idea to its implementation, and then to the promotion of the product or service. In accordance with the spatial planning of the Latgale planning region, the following values of the region are emphasised – well educated, socially, economically and politically active, creative people. Preserving traditional and applying a contemporary understanding of the cultural identity of the region is carried out only in cooperation with wider society and involvement of non-government sector.

After the mobility in Italy – observation and research – each participant elaborated a specific work plan on each particular topic. The craftsmen trained in accordance with these work plans. The number of the target audience for training – 54 craftsmen. After the training course, the trainees received certificates, acquired new knowledge how to promote their products, how to sell, how to work with media, how to attract people, how to find partners for cooperation. In this way, the project sustainability is ensured.

In turn, the project participants acquired new knowledge on the topics defined, improved their foreign language

skills, learned new information about Italy, its history, culture, craftsmanship, developed cross-cultural competences, gained wide understanding about Italian crafts. The project results are disseminated and publicly available in the local, regional, national and international level.

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