POVZETKI ODOBRENIH PROJEKTOV

KA2 - STRATEŠKA PARTNERSTVA

2016

Povzetki so kopirani neposredno iz projektnih prijavnic.

Naslov projekta:	**A good start for all: Sustaining TrAnsitions across the Early Years (START)**
Institucija koordinatorica:	**Pedagoški inštitut**
Odobrena dotacija:	349.137 EUR
Trajanje projekta:	30 mesecev
Kontaktna oseba:	Jerneja Jager
Elektronski naslov kontaktne osebe:	korakzakorakom@pei.si
Povzetek projekta:	

The project START is an Erasmus+ Strategic Partnership in the field of School Education running for 30 mesecev, from September 2016 to February 2018. In line with European Commission priorities, the general objectives of the project are:- to ensure a good start in education for all children, by enhancing the quality of ECEC and by ensuring that the benefits of ECEC are carried through to other school education levels; - to support teachers to adopt new methods and tools for dealing with complex classroom realities and diversified groups of learners. In the context of the needs identified at local and transnational level by the partners involved, the project proposal aims to DEVELOP INNOVATIVE APPROCHES, METHODOLOGIES AND TOOLS FOR FACILITATING CHILDREN'S TRANSITIONS across home, ECEC services and school institutions. Within this framework, the specific objectives of the project are:1) to examine existing transition practices with different focuses at each project location in order to take into account the diversified needs of target groups in each context; 2) to involve teachers, families and local stakeholder in designing innovative practices for smoothening transitions, with special attention paid to the school success of children facing complex situations (eg. socio-economic disadvantage) and to the engagement of families at risk of social exclusion (eg. Roma);3) to increase the competence of ECEC/school professionals by involving them in action-research and experimentation projects, with the support provided by experienced researchers;4) to promote the educational innovation of ECEC and school institutions by experimenting new pedagogical approaches and educational methodologies that support children – especially those who are most at risk of school failure – in facing successfully transition processes; 5) to identify principles of good practices that could contribute to trans-national exchange and learning as well as to the improvement of educational policies at local, regional, national and EU level.The partnership consists of 10 partners - university/research/training organisations as well as ECEC/school institutions – located in 4 countries:- ERI and OS Tisina (SL),- UNIBO and DD Vignola (IT),- Pen Green Research Base, Rockingham Primary School, Studfall Junior Infant and Nursery School (UK),- VBJK, Mezennestje day care centre and Kolva kindergarden (BE).The International Step by Step Network (ISSA) and the 'Mensen voor mensen' poverty advocacy group are associate partners to the project. The project methodology builds on participatory action-research and on international research evidence showing that continuing professional development interventions that are integrated into professionals' everyday practice are the most effective in enhancing educational quality and in improving children's learning. Transnational training activities stand at the very core of the START project as they lay the foundation for the design of effective action-research and experimentation projects within ECEC/school settings and - at the same time - build a solid framework for the exchange and transferability of good practices (SUSTAINABILITY OVER TIME).   The main areas of activities and outputs carried out within the project are:1) desk research pertaining early years transitions and educational continuity (Output: literature review);2) development

and experimentation of innovative pedagogical approaches and educational strategies for improving transition practices in contexts of socio-cultural diversity (Outputs: 4 case studies);3) elaboration and diissemination of educational resources and training materials (Output: Training Kit);4) elaboration and dissemination of detailed guidelines contributing to the advancement of transitions practice in Europe and beyond (Output: Recommendations for policy and practice).   It is expected that the project will impact at national and international level contributing to the IMPROVEMENT of EDUCATIONAL TRANSITION PRACTICES and POLICIES. Long term benefits are expected for CHILDREN, FAMILIES and LOCAL COMMUNITIES.

Naslov projekta:	Celostni pristop za uspešno integracijo migrantov (IASIM)
Institucija koordinatorica:	Socialna zbornica Slovenije
Odobrena dotacija:	213.728 EUR
Trajanje projekta:	24 mesecev
Kontaktna oseba:	Vilko Kolbl
Elektronski naslov kontaktne osebe:	vilko.kolbl@szslo.si
Povzetek projekta:	

V zadnjem letu je migrantska problematika v EU dobila globalne razsežnosti, ki zahteva proaktivi odziv na nacionalni in transnacionalni ravni različnih evropskih kot tudi slovenskih institucij. Posamezne države bodo morale v prihodnjih nekaj mesecih v skladu s sklepom Sveta EU integrirati določeno število migrantov (Slovenija bo morala integrirati 576 migrantov, Nemčija 50-kratnik in Hrvaška 1,7-kratnik kvote Slovenije). Uspešna integracija migrantov mora temeljiti na holističnem pristopu, podprtem z visoko stopnjo strokovne kompetentnosti strokovnjakov na področju dela z in za migrante. S projektom »Celostni pristop za uspešno integracijo migrantov« bomo oblikovali in vzpostavili optimalni model celostnega pristopa za uspešno integracijo migrantov v slovensko okolje na področju vzgoje in izobraževanja, socialnega in zdravstvenega varstva, javne uprave, delovno – zaposlitvenega sektorja in drugih relevantnih področjih. Partnerske institucije iz Nemčije, Hrvaške, Makedonije imajo bogate izkušnje pri delu z migranti, ker so tja že dlje časa usmerjeni glavni imigracijski tokovi na t.i. Balkanski migracijski poti. To so ugledne institucije, ki se prav tako soočajo s specifičnimi potrebami in pričakovanji "novega" profila migranta. Skupaj ugotavljamo, da do sedaj še ni vzpostavljenega poenotenega, primerljivega in strokovno podprtega celostnega pristopa v sodelujočih partnerskih državah, ki bi generiral uspešne integracijske pristope. To je vodilo našega projekta. Namen projekta je oblikovati in vzpostaviti celostni pristop za uspešno integracijo migrantov, ki bo omogočil strokovnjakom različnih področij vzgoje in izobraževanja, socialnega in zdravstvenega varstva, delovno – zaposlitvenega sektorja in drugih področjih dodatno specifično in strokovno izobraževanje in usposabljanje za delo z migranti, poenoteno preverjanje strokovne usposobljenosti strokovnih sodelavcev pri delu z migranti, vzpostavil temeljna izhodišča za vzpostavitev nove nacionalne poklicne kompetence »koordinator/svetovalec dela z migranti«, poenotil prakse dela z migranti in vzpostavil priložnost za sodelovanje strokovnjakov različnih področij v okviru koordinacijske mreže za delo z migranti.   Projektne aktivnosti bodo rezultirale v naslednjih projektnih rezultatih: (1) program poklicnega izobraževanja in usposabljanja strokovnjakov različnih področij za delo z migranti; (2) posodobljen in nadgrajen katalog znanj za preverjanje strokovne usposobljenosti za strokovne sodelavce na področju dela z migranti; (3) strokovna izhodišča za novo poklicno kvalifikacijo »koordinator/svetovalec dela z migranti«; (4) vodnik usposabljanja trenerjev/izvajalcev usposabljanja; (5) model koordinacijska mreža strokovnjakov za integracijo migrantov. Cilji projektnih aktivnosti in končni projektni rezultati generirajo sinergijske učinke na treh temeljnih ravneh: 1. na ravni ciljnih skupin in drugih deležnikov kot opolnomočenje strokovnih delavcev in sodelavcev različnih področij in institucij s ključnimi poklicnimi kompetencami v programih poklicnega izobraževanja in usposabljanja za delo z migranti v okviru integracijskih prizadevanj. To predstavlja tudi priložnost za intenziviranje mreženja znanja in strokovnega sodelovanja strokovnjakov različnih področij in iz različnih okolij v okviru koordinacijske mreže za delo z migranti;2. na ravni okolja kot poenotenje in nadgradnjo

praks in pristopov dela na lokalni, regionalni, nacionalni in transnacionalni, ki bodo celostno odgovarjali na potrebe »novega« profila migranta pri njihovi integraciji. To bo tudi priložnost za vzpostavljanje in razumevanje humane in večkulturne družbe, ki presega diskriminacijo, marginalizacijo in stereotipizacijo migrantov; 3. na institucionalni ravni kot okrepitev strukturnega kapitala o fenomenu »novega« profila migranta v projekt vključenih vseh institucij in priložnost za vzpostavljanje kontinuitete sodelovanja institucij različnih držav. V projektu bomo uporabili relevantne kvalitativne in kvantitativne metode dela. Ključne aktivnosti v projektu so (1) posnetek stanja z identifikacijo potreb okolja in primerov dobrih praks v partnerskih državah; (2) priprava izhodišč za program poklicnega izobraževanja in usposabljanja za delo z migranti, za posodobitev kataloga znanja za preverjanje strokovne usposobljenosti strokovnih sodelavcev, za pripravo nove nacionalne poklicne kvalifikacije »koordinator/svetovalec dela z migranti«, za vzpostavitev koordinacijske mreže strokovnjakov za integracijo migrantov, (3) usposabljanje strokovnjakov, (4) pilotna izvedba programa poklicnega izobraževanja in usposabljanja za delo z migranti, koordinacijske mreže strokovnjakov za integracijo migrantov, kataloga znanja preverjanja usposobljenosti in usposabljanja strokovnjakov, (5) evalvacija pilotnih izvedbe, (6) izdelava, uporaba in trajnost naslednjih projektnih rezultatov, (7) komunikacija, promocija in diseminacija ter (8) zaključek projekta.

Alternativni povzetek projekta:

In the last year, migrant issues in the EU become global issue that requires a proactive response on national and transnational levels of various European and Slovenian institutions. In the next few mesecev, individual countries, in accordance with the decision of the EU, will have to integrate a certain number of migrants (SI will have to integrate 576 migrants, DE 50 times, and HR 1.7 times the odds of SI). Successful integration of migrants should be based on a holistic approach, supported by a high level of professional competence of experts in the field of working with and for migrants. The project "Integrated approach for successful integration of migrants" will be created and established by optimal model of an integrated approach for successful integration of migrants into the Slovenian environment in the field of education, social security, healthcare, public administration, work-employment sector and other relevant areas. Partner institutions from DE, HR and MK have extensive experience in working with migrants, because for the long time, the main immigration flows are directed to the so-called Balkan migration route. These are reputable institutions, which are also confronted with the specific needs and expectations of the "new" profile of the migrant. We can confirm that a unified, comparable and professionally supported comprehensive approach, which would generate successful integration approaches, has not yet been established in the partner countries. This is the aim of our project.The purpose of the project is to design and establish a holistic approach for successful integration of migrants, which will allow professionals of different fields of education, social and health care, employment sector and other areas further specific and professional education and training to work with migrants, standardized verification of professional the qualification of professional staff working with migrants, established the basic starting points for the creation of a new national professional competencies "coordinator/counsellor working with migrants" unify practice of working with migrants and created the opportunity for the participation of experts in various fields in the context of coordination networks to work with migrants.Project activities will resulted in the following project results: (1) a program of education and training (E&T) systems of experts in various fields to work with

migrants; (2) an updated and upgraded catalog of skills proficiency check for professionals and employees in the field of work migrants; (3) professional basis for a new professional qualification "coordinator/counselor working with migrants"; (4) Guide trainers/training providers; (5) The model of co-ordination network of experts on the integration of migrants. Objectives of project activities and the final results of the project generate a synergetic effects at three basic levels:1. At the level of the target groups and other actors such as the empowerment of professional staff and employees of different areas and institutions with key professional competencies in education and training programs for work with migrants within integration efforts. It also represent an opportunity for intensifying knowledge networking and professional cooperation of experts in various fields. 2. At the environment level as a unifying and upgrade different practices and approaches of work at local, regional, national and transnational, which will be integrated responded to the needs of "new" profile of a migrant in their integration. It will also be an opportunity for the creation and understanding human and multicultural society that goes beyond discrimination, marginalization and stereotyping of migrants;3. On the institutional level as the strengthening of structural capital about the phenomenon "new" profile of a migrant in the project also to involved all the institutions and have the opportunity to establish continuity institutional cooperation of different countries.The project will use relevant qualitative and quantitative methods.Key activities of the project are: (1) a snapshot of identification of environmental interests and examples of good practice in the partner countries; (2) Preparation for the starting points of E&T program for work with migrants, to update the catalog of knowledge proficiency check professional staff and for the preparation of new national professional qualification' coordinator/counselor working with migrants, for the establishment of coordination network of experts for integration of migrants (3) training of specialists, (4) pilot implementing of new program education and training systems to work with migrant and coordinating a network of experts on the integration of migrants (5) evaluation of the pilot implementation, (6) manufacture, use and durability of following project results, (7) communication, promotion and dissemination, and (8) the completion of the project.

Naslov projekta:	**DigiLing: Trans-European e-Learning Hub for Digital Linguistics (DigiLing)**
Institucija koordinatorica:	**Univerza v Ljubljani**
Odobrena dotacija:	229.265 EUR
Trajanje projekta:	36 mesecev
Kontaktna oseba:	Špela Vintar
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Povzetek projekta:	

DigiLing will create a transnational e-learning hub for Digital Linguistics containing online core modules covering the essential skills and competencies as identified through the labour market survey. Digital Linguistics is a new interdisciplinary field which develops knowledge and skills for understanding, processing and exploiting language content in the digital era. Currently no European university offers a curriculum in this field, although preliminary needs analyses among employers reveal its enormous potential. The DigiLing objectives and the activities planned to achieve them are as follows:1. Create an internationally approved model curriculum for Digital Linguistics by combining existing and new courses. This output will be achieved by conducting a trans-European survey among employers and end-users about the skills and competencies of future graduates and identifying gaps in existing curricula.2. Train the teachers in relevant disciplines in the use of authoring tools and in the design of high quality online learning materials. This will be achieved through a face-to-face workshop for HE staff in e-authoring.3. Design online courses for selected modules; localize, evaluate, test and implement. Courses will be designed in compliance with open e-learning standards (SCORM, TinCan API), will promote inclusion by being fully localized into 6 European languages (languages of the partner countries + International Sign language for audiovisual contents) and by being accessible to special needs students. Courses will be cross-evaluated by partners (teachers and students), participants of the DigiLing summer school and national ECTS accreditation bodies.4. Disseminate and sustain. DigiLing results will be publicized to a broad network of stakeholders, the widest academic community and the public at large including special needs students. Short- and medium-run sustainability will be achieved by using existing and acknowledged platforms for our DigiLing hub: the international CLARIN network and the University of Ljubljana infrastructural centre of Language Resources and Technologies (CJVT). Medium- and long-run sustainability will be achieved through national accreditation of online courses and the curriculum.The project directly targets an estimated audience of 2000 people, with potential benefit for many more: - students of partner universities studying or planning to study at any language- or IT-related study programme, including (General or Applied) Linguistics, (General or Specialised) Translation, Intercultural Communication, Natural Language Engineering or Processing, Information Technologies, Informatics, Computer Science and similar,- teachers and researchers of partner universities in the relevant fields,- companies, organisations, public institutions and other users of digital language services. The proposed network brings innovation into HE development by connecting 5 prominent EU universities and a leading enterprise for language solutions into a network with the joint purpose of building a new Digital Linguistics e-learning hub. The project results will have the following impact:- At the local, regional and national levels we improve digital skills of HE teachers and students, promote intercultural understanding and offer solutions for an increasingly multilingual society, including lesser-resourced languaged. We offer solutions for better

inclusion by providing open multilingual e-learning courses with language support for special needs students. We address the quality of HE by building an international network of excellence and promoting (real and virtual) mobility, by using multi-tiered evaluation of teaching and learning, and by creating an entrepreneurial environment through our industrial partner and the network of stakeholders.- At the national, international and EU levels we contribute to the strategic goals as described in the Opening Up Education, Modernisation Agenda, ET2020, the Paris declaration and other strategic documents.

Naslov projekta:	Empowerment of persons under risk of exclusion through development of storytelling professional training in under-equipped EU countries (StoryTeller)
Institucija koordinatorica:	OZARA storitveno in invalidsko podjetje d.o.o.
Odobrena dotacija:	337.665 EUR
Trajanje projekta:	36 mesecev
Kontaktna oseba:	Moira Kobše
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Povzetek projekta:	

BACKGROUND AND CURRENT SETTINGAccording to Eurostat for 2014, there are app. 122,3 mio (24,4%) people in the EU-28 at risk of poverty or social exclusion, among which the most vulnerable groups are disabled people, migrants, refugees and asylum seekers, Roma, long-term unemployed, NEETs etcWith raising societal challenges, especially increased migrant and refugee flows in the last years, Europe has been facing highly multiculturalism, diversity, social inequity, and a growing population of persons under risk of exclusion. Therefore professionals working with these groups constantly seek for new knowledge, skills and approaches to be able to empower them in a most effective way. The StoryTeller project therefore proposes a traditional but still very innovative psycho-social approach of STORYTELLING, that has proven to be highly beneficial in empowering a wide variety of final beneficiaries, contributing to their social inclusion and active citizenship. However, through implementation of the previous RSRC project and preliminary analysis, undertaken by partners, a lack of formal educational modules in the area of storytelling in Europe, as well as lack of professional VET curricula has been recognised. Thus this project proposes a development of a professional freely available (on-line) VET training for the continuing education (C-VET) in 6 partner languages, and initiation of its certification by National VET certification bodies in all partner countries aiming at enhancing access to training and qualifications across Europe.PARTICIPANTSThe project involves 7 partners from 6 EU countries. They incorporate numerous professionals, experienced in working with disadvantaged groups. 1 of the partners is an IT expert.>MAIN TARGET GROUP are professional workers, social workers, educators, mentors, trainers, psychologists, therapists, storytellers (>20 directly involved in implementation, >240 in multiplier events, >5000 indirectly involved in dissemination).>MAIN FINAL BENEFICIARIES are persons from disadvantaged and socially excluded groups such as disabled, Roma, migrants, asylum seekers, NEETs, long-term unemployed etc. (>130 directly involved in implementation).PROJECT AIMS, OBJECTIVES, ACTIVITIES AND METHODOLOGYPROJECT AIM is to develop a formal C-VET curriculum in storytelling profession, aligned with the EQF, and to be presented for formal C-VET accreditation, thus bringing storytelling closer to a wide range of professionals working with people under risk of exclusion.LONG-TERM GOAL of this project is to promote and employ storytelling (C)VET trainings into national professional practice when working with disadvantaged groups and gradually into national (C)VET systems across Europe. It aims to initiate growth of newly skilled professional storytellers, that will be able to empower as many disadvantaged people as possible through their every day practice, and thus promote their social inclusion.Project activities will be implemented through 7 Work Packages (WPs), resulting in 5 Intelectual Outputs (O1-5), 13 Multiplier Events (E1-13), and 1 Teaching/Training activity (C1):>O1: Compendium of storytelling trainings and certifications initiatives>O2: StoryTeller C-VET Curriculum>O3: StoryTeller Universal

Methodology>O4:On-line Interactive StoryTeller Platform>O5: Business & Provision Plan with a map of National VET Accreditation Bodies, Systems and possibilities, 5 National Accreditation Procedures Initiated, Recommendations for decision makers>E1-12: National Multiplier Seminars (2 per country, >240 participants)>E13: Final International Conference (Austria, >55 participants)>C1: Train-the-Trainer event (UK, app. 20 trainees, 3 trainers, 5 disadvantaged)> National Pilot project experiences in 5 »less-equipped« partner countriesIMPACTThe project is expected to have a multifaceted impact:1.) PROFESSIONALS, working with disadvantaged groups,2.) DISADVANTAGED GROUPS facing risk of social exclusion, marginalization, stigma and discrimination.Through intensive training, guided by certified storytellers (facilitators, assessors, verifier from UK), the targeted professional workers will get new knowledge, skills and competences and will be able to implement storytelling techniques into their everyday work aiming at empowering disadvantaged people they work with. 3.) ENVIRONMENTStoryTeller project will have impact on stakeholders (VET providers, professionals' associations, final beneficiaries' associations, decision makers etc.) through 13 multiplier events, and a set of dissemination, exploitation and sustainability activities.The partners have developed L, R, N and EU networks of stakeholders in the field of social and health care, social inclusion, psychosocial support, vocational rehabilitation, and C-VET and adult education. They are members of relevant networks (EASPD, EVBB, SOLIDAR, ULIXES, AECOP etc.). As such they have reach to a wide arena of members.

Naslov projekta:	Enhancement of School TEAching Methods by linking between schools, experts and geoparks in the combination with outdoor activities and ICT technologies (ESTEAM)
Institucija koordinatorica:	Center za idrijsko dediščino, Idrija
Odobrena dotacija:	380.371 EUR
Trajanje projekta:	36 mesecev
Kontaktna oseba:	Mojca Gorjup Kavčič
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Povzetek projekta:	

The project ESTEAM comes out from the personal experience and needs of science teachers. We know that learning programs and the learning process are getting more and more comprehensive, fast and demanding.The traditional way of teaching is slowly losing its force. Modern, contemporary and fun ways of teaching with modern technologies included in learning process are looked for. They should be fun and adapted to ICT technologies. Internationalization is promoted and there is also increased use of digital learning, possibly in combination with teaching in the field. The ESTEAM project aims to improve the quality of teaching-learning in the school system through an innovative method (teaching methodology, toolkit & users experience space (virtual & nature)) that links National curriculum goals in natural science education with developing of mobile teaching/users experience platform (ICT) in combination with outdoor activities. Additionally, development and findings will result in Guide for Teachers in Natural Science Education – ESTEAM methodology Step by step guide.General objective is to improve the teaching process in combination of ICT technologies and outdoor activities.Specific objectives:- Research of National Curricula in project countries with the list of proposed programes and tool for designing lessons- Create effective content & methodology for science teaching designed in collaboration with teachers, experts in the field of science, interpretation of the natural heritage & with experts in the field of ICT- Develop mobile teaching/users experience platform- Design of Guide for teacher in science education based on outputs, knowledge and experiences- Increase the frequency and effectiveness of the use of ICT technologies in the teaching of science- Increased level of digital competence for teachers & pupils- Increased level in foreign languages for teachers &pupilsIn the project several activities will be carried out: 1) Project management2) Quality assurance 3) Dissemination4) Research of National Curricula with guidelines 5) Development of teaching methodology: mobile teaching/users experience platform 6) Preparation of Guide for teacher in natural science education – ESTEAM methodology Step by step guide7) Project meetings8) Presentations of ESTEAM Intellectual Outputs and their use in teaching/learning process9) Short-term joint staff training eventTarget groups- Science teachers- Future Science teachers- Professors of didactics at faculties- Pupils aged 12-15- Geoparks staff- Employees in educational institutionsOutputs of the project will be O1 - Research of National Curricula with guidelines, O2 - Development of teaching methodology: mobile teaching/users experience platform and O3 - Guide for teacher in natural science education – ESTEAM methodology Step by step guide, which form the TOOLKIT for natural science teaching.Based on input of O1 and innovations in education we will go with O2 & O3 towards pupil centric approach that includes inquiry and cooperative based learning. It will be innovative, interactive, evolving and experimental. We will provide virtual teaching, e-learning directed-self-study assignments, pre-

assignments and post learning reviewing. We'll combine different learning styles – visual, auditory, kinesthetic – multi-sensory learning combining reading, typing, hearing & seeing. In learning experience we'll follow gamification, progression, follow-up, evaluation, comparison with others (users, countries - through presentation of points, answers in database). Platform will enable self-evaluation, but also individual & team-based out door learning. Communication enables learning through dialog. It will be based on learning Science on various outdoor activities & examples in the nature.Users will be outside, where all phenomena exist, learning by doing, observing, experiencing with vast engagement and interaction. They will be able check results, data, tasks, virtual travel, where ever with access to platform. Platform is based on geo-position learning. This project will have a lot of impact on different groups of people, but the most important impact will be modern natural science teaching approaches which spice up the learning process in combination with outdoor activities and ICT technologies. Using mobile platform will make learning more interesting for pupils, so they will learn more than now. The most important long-term benefit of this project will be spreading the knowledge and to provide varied innovative, quality, optimized natural science teaching methods and introduction of new tools to their target groups.

Naslov projekta:	Give them a chance! (GEM)
Institucija koordinatorica:	**Ljudska univerza Zavod za izobraževanje odraslih in mladine Lendava**
Odobrena dotacija:	118.645 EUR
Trajanje projekta:	30 mesecev
Kontaktna oseba:	Rahela Hojnik Kelenc
Elektronski naslov kontaktne osebe:	rahela.hojnik@lulendava.si
Povzetek projekta:	

V okviru projekta Give them a chance (akronim GEM) bomo projektni partnerji iz Slovenije, Madžarske in Hrvaške pripravili program usposabljanja za učitelje, ki v različnih programih izobraževanja in poklicnega usposabljanja za odrasle poučujejo pripadnike romske etnične manjšine. Izobraževalci odraslih, ki delujemo na območjih, kjer živijo pripadniki romske etnične manjšine in slednje vključujemo v različne programe izobraževanja, smo že dalj časa v okolju zaznavali potrebo po razvoju in dvigu kompetenc izobraževalnega osebja (učiteljev), ki poučujejo v programih izobraževanja odraslih pripadnike romske etnične manjšine, saj smo se nenehno srečevali z enakimi težavami, in sicer:a) z visokim osipom pripadnikov romske etnične manjšine, tako v programih formalnega izobraževanja kot poklicnega usposabljanja;b) neuspešnostjo odraslih Romov v vseh oblikah izobraževanj in usposabljanj, pa tudi z izjemno skromnimi učnimi dosežki;c) opustitvijo izobraževanja zaradi različnih vzrokov (slabo razumevanje jezika večinskega naroda in skromen besedni zaklad, težave z grafomotoriko, nemotiviranost zaradi drugačnega sistema vrednot, nizka samopodoba…).Uspeh v izobraževanju je pri odraslih Romih mnogokrat odvisen od njihove motiviranosti za obiskovanje programa. Romi vsako situacijo, v kateri se znajdejo, doživljajo izjemno čustveno, zaradi tega je potrebno delati z njimi, tudi v izobraževanju, izjemno subtilno, predvsem pa jim je potrebno nuditi veliko stopnjo razumevanja in jih sprejemati z vsemi njihovimi posebnostmi, kar pa marsikateremu učitelju v izobraževanju odraslih povzroča težave. Veliko učiteljev, ki poučujejo v naših programih, nima konkretnih izkušenj s poučevanjem odraslih pripadnikov romske etnične manjšine. Noben formalni program izobraževanja, po katerem se izobražujejo bodoči učitelji, ne daje »znanja«, kako poučevati pripadnike različnih ranljivih skupin in ob tem upoštevati vse njihove družbene, socialne in jezikovne specifike. Prav zaradi slednjega smo se partnerji v projektu, LU Lendava, POU Čakovec, Amrita obk Pécs, UZOR Orehovica in Zveza Romov Slovenije odločili, da pripravimo za izobraževalno osebje v programih izobraževanja in poklicnega usposabljanja za odrasle, ki poučujejo pripadnike romske etnične manjšine in na tak način prispevamo k razvoju kompetenc za delo z odraslo romsko populacijo, tako pa na posreden način pripomoremo k večji uspešnosti odraslih Romov v programih formalnega in neformalnega izobraževanja ter poklicnega usposabljanja za odrasle.V ta namen bomo pred pripravo programa usposabljanja opravili obširno raziskavo ter izdelali analizo potreb, saj bomo na tovrsten način lahko zagotovili pripravo kakovostnega programa usposabljanja za dvig kompetenc izobraževalnega osebja, ki poučujejo v programih izobraževanja odrasle Rome, slednjega pa bomo implementirali tako v pilotnih izvedbah programa usposabljanja, v katerega bomo vključili 60 udeležencev, kot tudi v preizkusu pridobljenih kompetenc v praksi. V okviru projekta bodo odrasli Romi, ki se izobražujejo, pripravili Manifest učečih se Romov, v katerem bodo zapisali, kakšnega znanja, učenja in poučevanja si želijo.Partnerstvo, ki smo ga oblikovali v projektu, ni bilo ustvarjeno samo za potrebe projekta, saj naše sodelovanje poteka že daljši čas, vendar smo kot partnerji šele sedaj dozoreli do te mere, da si drznemo z našim znanjem in izkušnjami pristopiti k

uresničevanju tako velike in pomembne ideje, predvsem za romsko skupnost. Naša želja ni samo usposobiti in razviti kompetenc učiteljev za delo z odraslimi pripadniki romske etnične manjšine, ampak na tak način vplivati na opolnomočenje pripadnikov romske etnične manjšine na področju izobraževanja. Partnerje pa nas ne veže samo skupna ideja, ampak skupna preteklost in kulturno-zgodovinska osnova.

Alternativni povzetek projekta:

Within the project Give them a chance (acronym GEM) the project partners from Slovenia, Hungary and Croatia will prepara a training program for teachers, who in different educational and professional adult training educate the members of Romani ethnic manority. The educators of the adults, that work in area with members of Romani ethnic minority and include them in different educational programs, are also facing the lack of need for development and ascent of competences of professional staff (teachers), who educate the members of Romani ethnic minority in adult educational programs and we are facing similar problems, such as: a) high decrease of the number of members of Romani ethnic minority, as in programs of formal education as well in professional training;b) unsuccessfulness of adult Roma in all forms of education and trainings, and also extremly poor teaching achievements; c) educational drop-outs, due to different reasons (poor understanding of the language of the majority and vocabulary, poor graphomotoric skills, demotivation due to different system values, low self-esteem,…). Success in education of adult Roma often depends upon their motivation for visiting the. Roma are experiencing every situation, in witch they appear, extremely emotional, so because of this one must act with them, also in education, extremely subtile, above all is necessary to offer them large rate of understanding and accepting them with all their specialities, which causes many problems for teachers within the adult education.Many teachers, that teach in our programs, don't have concrete experiences with teaching the adult members of Romani ethnic minority. No formal program of education, that future teachers are being educated about, has given knowledge how to teach members of different vulnerable groups and consider their social and linguistic specifics.Because of this have the project partners, LU Lendava, POU Čakovec, Amrita obk Pécs, UZOR Orehovica and Romani Union of SLovenia decided, that we will prepare a program for the teachers in educational and professional programs for adults, that educate the members of Romani ethnic minority. In that way we will contribute to development of competences for working with adult Romani population, and in direct way contribute to higher success of adult Roma in formal and informal education, as well in adult professional trainings. Before the preparation of training program we will perform an extensive research and do the analysis of the needs, we will also manage to provide preparation of quality program of training to raise the competences of teachers, who teach adult Roma in educational programs, as such will be implemented in pilot training program realisations and the gained competences will be tested in practice. The Roma, that will take part in education within the project, will prepare a manifesto of learning of members of Romani ethnic minority, in which they will describe what kind of teaching and learnig they wish to have.Partnership, that was formed in the project, wasn't created only for the needs of the project, but our cooperation has already existed for longer time, however, as partners we matured to this degree, that we dare to accede to implement such an important idea with our knowledge and experiences, above all for the Romani community. Our wish is not only to qualify and develop the competences of the teachers for their work with adult members of Romani ethnic minority, but also to enpower the Romani ethnic minorities in

the field of education. The common idea is not the only thing that connects the partners, but also our shared past and culturally-historical base.

Naslov projekta:	LET'S BE INNOVATIVE! Development of Creativity, Innovation and Entrepreneurship for Primary School Teachers (InnoTeach)
Institucija koordinatorica:	Korona plus d.o.o., Institut za inovativnost in tehnologijo
Odobrena dotacija:	208.669 EUR
Trajanje projekta:	24 mesecev
Kontaktna oseba:	Urška Mrgole
Elektronski naslov kontaktne osebe:	info@innovation.si
Povzetek projekta:	

Slovenia, Austria and especially Hungary are lagging behind most developed economies in innovation and economic results. One of the important obstacles is the educational system which has not yet adapted to the needs of the modern society. Creativity, innovation and entrepreneurship (CI&E) are crucial competences that cannot be taught in a simple manner. The project aim is to trigger different way of thinking in primary schools and to show that creativity, innovation and entrepreneurship is crucial for success - anywhere; in all subjects, in daily situations in school, in real life challenges, and to teach participants how to do that in practice. Within the IO1 (Intellectual Output) we will define the profile of competencies which teachers must obtain. With the goal of the validation and recognition of competencies we will base our exam system on ECQA standards of European Certification and Qualification Association and the Europass guidelines.The OI2 will be related to methodology development. We will prepare methodology for short motivating workshops for the Schools' management. In addition the methodology for selection of teachers and their training will be prepared. It will be supported by methodology for international teachers' cooperation and guidelines for teachers' innovative projects implementation.The IO3 will be focused in preparation of LTT materials encompassing the preliminary topics: Developing the innovation, Innovative teaching and Making innovation work. The last topic is related to international aspects of cooperation. Within this IO materials will be prepared for international training and will also be used in the IO4.The IO4 - e-Training portfolio is an e-environment incl. training materials for LTT activities. It will be prepared on one of the already existing e-platforms (e.g. Moodle). The study materials from IO3 will be tailored for e-activities.Within IO5 we will develop the InnoTeach Exam System focused in validation and recognition of skills and competences gained through non-formal education. We intend to develop this system via ECQA exam methodology and Europass standards. They also represent a step towards defining of national competences related to teachers/trainers work.Based on the project activities, evaluation and country specifics we will prepare the final InnoTeach Model - an optimised comprehensive toolbox (IO6) representing a set of methodology, guidelines and materials for efficient implementation of the project goals to other schools and its validation. The activities will also encompass interesting and interactive international training (C1) and national e-training (C2). Teachers will get knowledge and skills from the field of CI&E. It is important also to develop personal competences necessary for successful implementation of ideas (e.g. self-confidence, courage, risk attitude, teamwork etc.). Within practical work teachers will identify a concrete challenge (a problem from school, educational process, local environment…) and perform all the necessary phases which are crucial if they want to bring their idea to life.Within the project, we will encourage schools/teachers to establishing cooperation with various stakeholders, e.g. companies, researchers, parents, innovators and entrepreneurs. They can contribute their

experiences if teachers invite them to present their jobs via invited lectures, visits of their working places…Some of them may prepare problems and the school can contribute ideas and develop solutions. In addition local stakeholders can support teachers/pupils in preparation of prototypes, materials, equipment… It is important to stress that many successful projects in schools were performed in cooperation with the local environment.Within national and international Multiplier Events we will present main project results from the perspective of project partners and mainly school headmasters, teachers, local stakeholders and pupils. In addition, we will emphasise the international dimension of the project which may result in new networks and exchange of best practices.We strongly believe, innovation in educational system is one of the cornerstones of the innovative and entrepreneurial society, which EU tends to become. It is a must which should become daily educational system praxis.Last but not least the partnership has a long and sustainable tradition in developing CI&E in the educational system. Due to the resound results the Institute for Innovation and Technology was invited to present the results at the United Nations' headquarters in Geneva and at the Closing Conference of the European Year of Creativity in Stockholm. Also the The Tenegen project (HU partner) was selected as "best practice" by the EU Commissions.

Alternativni povzetek projekta:

Naslov projekta:	Odkrivanje kulturne raznolikosti z učenci in njihovimi starši (OKRUS)
Institucija koordinatorica:	Osnovna šola Jakoba Aljaža Kranj
Odobrena dotacija:	134.75 EUR
Trajanje projekta:	24 mesecev
Kontaktna oseba:	Manca Kladnik
Elektronski naslov kontaktne osebe:	manca.kl@gmail.com
Povzetek projekta:	

Naziv projekta je Odkrivanje kulturne raznolikosti z učenci in njihovimi starši. Naša šola stoji v blokovskem naselju na kulturno zelo mešanem področju, zato se že vrsto let soočamo z izzivi, povezanimi z učenci priseljenci na naši šoli. Skozi leta smo razvili več metod za boljšo inkluzijo teh učencev. Te izzive želimo prenesti na višji nivo in jih povezati z mednarodnim sodelovanjem. Predvsem želimo naše pozitivne in bogate izkušnje na tem področju razširiti in nadgraditi z mednarodnim sodelovanjem ter izmenjati dobre prakse. Prav te teme smo se lotili, ker na šoli kljub številnim aktivnostim še vedno opažamo, da so učenci priseljenci marginalizirane skupine, da so pogosto zapostavljeni, izločen ter imajo učne in/ali vedenjske težave. Ker v naši državi na področju šolstva deluje integracijska politika, se morajo ti učenci prilagoditi šolskemu sistemu. Tako nimajo dovolj možnosti aktivno izražati svojo identiteto. Opažamo, da je tudi to razlog za odklonska vedenja. Zato smo se odločili narediti korak v smer, da se bodo lahko aktivno izrazili in predvsem izrazili svojo kulturo. Poleg tega pa v današnji družbi nasploh vlada preveč negativizma do drugih kultur, priseljencev, migrantov, do drugačnega, nepoznanega. Ta negativizem pa je vedno bolj izrazit sedaj, ko prihajajo v Evropo vedno večji valovi beguncev in migrantov. Zato smo želeli za ti dve problematiki poiskati skupno rešitev. Na naši šoli je veliko učencev priseljencev s starši, ki dobro sodelujejo s šolo, zato smo se odločili skupaj z njimi podati v ta projekt. Cilji projekta so torej: - boljše poznavanje kulturnega ozadja in narodnosti naših priseljenih učencev; - boljša socialna vključenost učencev priseljencev; - izboljšanje znanja in povečanje uporabe IKT- spoznanje učencev z raznimi načini mednarodnega povezovanja.- boljša povezanost učencev, staršev, šole ter lokalne skupnosti in vzajemno sodelovanje- večja strpnost učencev do otrok z drugačnim socialnim ozadjem; - izboljšanje učnega uspeha teh učencev; - večja strpnost do prihajajočega vala beguncev in migrantov ter do drugačnosti nasploh- aktivno sodelovanje učiteljev, učencev in staršev v izvajanju projekta: izvajanje in sodelovanje pri dejavnostih in pri aktivnostih po teh dejavnostih; izdelovanje materiala za razširjanje in diseminacijo, sodelovanje v nastajanju knjižice, publikacije, revije, v mednarodnih izmenjavah materiala, videov... V projekt bodo v prvi vrsti vključeni učenci, starši, učitelji in ostali delavci naše šole. Poleg tega pa bo v projekt aktivno vključena tudi lokalna skupnost (udeležba na dogodkih, deležni bodo tudi projektnega materiala). Preko medijev (lokalnih in nacionalnih) bodo imeli koristi projekta tudi ostali občani in državljani. S sodelovanjem v likovnem natečaju bodo v projekt vključene tudi šole, ki že sicer sodelujejo v tem natečaju, tako bo projekt razširjen tudi mednarodno. Na regionalni, nacionalni in mednarodni ravni pa bo projekt razširjen tudi preko lastne spletne strani, platforme eTwinning in različnih socialnih omrežij. Za dosego zastavljenih ciljev bomo na vseh partnerskih šolah izvajali številne aktivnosti. Za potrebe projekta bomo prilagodili tudi določene dogodke, ki so že utečeni v šolsko delo. V okviru projekta bo izveden koncert, delavnice plesa, pravljic, izdelovanja nakita in drugih izdelkov, učenja otroških iger, plesov, kuhanje tradicionalnih jedi, karaoke, učenje različnih abeced, tradicionalnih praznikov in običajev. Bistvo je, da te aktivnosti izvajajo učenci priseljenci in

njihovi starši s pomočjo učiteljev. Učenci bodo uprizorili tudi pravljico, ki jo bodo obravnavali na eni od delavnic. S temi dogodki bomo na aktiven način s pomočjo staršev in učencev spoznali kulture vseh učencev naše šole. Tudi tradicionalni mednarodni likovni natečaj bo posvečen tej temi. Na vseh partnerskih šolah bomo imeli kotiček, posvečen projektu; tam bo predstavljen material, koledar dogodkov, novice, članki... Na končnem skupnem pikniku šole in lokalne skupnosti bodo predstavljene vse te aktivnosti ter potek projekta, rezultati projekta, ves material, vrteli se bodo posnetki aktivnosti... Vse aktivnosti bodo ves čas objavljene na spletnih straneh, socialnih omrežjih. V času izvajanja projekta bo nastajal tudi oprijemljiv in virtualen projektni material: zloženke, revija, časopis, ob koncu projekta tudi knjižica z recepti, pesmicami, igrami ter zaključna publikacija ali knjiga, e-revije, e-dnevnik, blog...Uspešnost ciljev projekta bomo merili z opazovanji, anketami, vprašalniki, testi, skupinskimi razpravami, vmesnimi poročili. Glede uspešnosti projekta pa bomo merili še produktivnost, učinkovitost, sodelovalnost, holističnost, transverzalnost, preverljivost... Pričakovani rezultati so: doseženi (zgoraj našteti) cilji projekta, uspešna internetna stran, dober odziv na socialnih omrežjih, kvaliteten projektni material, uspešna diseminacija projekta, dobro mednarodno sodelovanje, ter izmenjava dobrih praks med šolami.

Alternativni povzetek projekta:

Our project is called Discovering Cultural Diversity with Pupils and Their Parents. Since our school is located in a culturally diverse area, we have been facing challenges, related to migrant pupils, for many years. We have developed several methods for improving thier integration. We wish to bring these challenges to a higher level and link them with international cooperation. Above all, our goal is to share and upgrade our positive and rich experience in this area through international cooperation and exchange of good practice. We decided on this particular project theme because we notice that migrant pupils in our school are still discriminated, or have learning and/or behaviour difficulties despite numerous activities to prevent it. Because the integration policy, these pupils have to adjust to Slovenian school system. Therefore there aren't enough possibilities for them to actively express their identity. This also seems to be the reason for their deviant behaviour. In this light we have decided to take a step towards enabling them to actively express themselves, especially to actively express their culture. Moreover, our society tends to look rather negatively upon other cultures, migrants, anything different or unknown. This negative attitude has become more noticeable, as the number of refugees and migrants to Europe increases. We thought of finding a joint solution for both problems. At our school there are many migrant pupils and parents involved in school life, therefore we decided to take up this project together with them. Project goals and objectives are to: - know more about cultural backgrounds and nationalities of migrant pupils at our school; - improve migrant pupils' social integration; - improve IKT skills and increase IKT usage;- meet pupils through different ways of international integration;- establish a better connection between pupils, parents, school and local community as well as mutual cooperation between them; - increase pupils' tolerance to children with different social backgrounds; - improve these pupils' learning achievements; - increase tolerance to refugees and migrants entering EU and to being different in general - stimulate active involvement of teachers, pupils and parents in project implementationPrimarily, the project will include pupils, parents and other school employees. It also aims to actively involve local society. Other citizens will benefit from the project through media (local and national). Schools participating in a fine arts

competition will also be included in the project, which will thus spread onto international level. The project will spread on regional, national and international level also via its own website, eTwinning platform and various social networks. In order to achieve the project goals and objectives we plan to organize numerous activities at our partner schools. As part of the project, a concert will take place as well as dance classes, fairy tale workshops, making jewellery and other products, learning children's games, cooking traditional dishes, karaoke, learning different alphabets, holidays, customs and traditions. It is essential that these activities are carried out by migrant pupils and their parents with teachers' support. All these events strive to encourage parents and pupils to actively learn about cultures of all the pupils at our school. The traditional fine arts competition shall be dedicated to this theme. We will provide all partner schools with a place, where project material will be presented, for example calendar of events, news, articles... All the activities, project implementation and its results, material and recordings will be presented at the final event, joint picnic of school and local community. The activities will also be published online and on social networks. While implementing the project, tangible and virtual project material will be produced: leaflets, magazine, newspaper, as the project finishes a publication or book, e-magazines, e-diary, blog… We plan to measure project successfulness by observation, polls, questionnaires, tests, group discussions, interim reports. In terms of project successfulness we are also going to measure productivity, efficiency, involvement, entirety, provability... The following results are expected: achieving project goals (listed above), creating a successful website, getting good response on social networks, producing high quality project material, providing successful project dissemination, good international cooperation and exchanging good practices between schools.

Naslov projekta:	**Old Guys Say Yes to Community (Old Guys)**
Institucija koordinatorica:	**Univerza v Ljubljani**
Odobrena dotacija:	183.003 EUR
Trajanje projekta:	36 mesecev
Kontaktna oseba:	Sabina Jelenc Krašovec
Elektronski naslov kontaktne osebe:	sabina.jelenc@guest.arnes.si
Povzetek projekta:	

CONTEXTThe European Commission has identified active and healthy aging as a major societal challenge common to all European countries, and an area which presents considerable potential for Europe to lead the world in providing innovative responses to this challenge. The participation of older men in learning and social activities in communities is low which affects their well-being and health. The willingness of older people to take part in organized education is linked to their level of education, previous occupation, gender, and well-being. Men, especially less educated and socially deprived, are often not active in community associations and are also excluded from the educational activities. It is also important to mention that voluntary associations do not perceive their role as important actors in community learning of different age and gender groups; this perspective should be enhanced, developed and implemented according to andragogical theory and practice. Based on above it is essential to further explore learning needs and demand of older men, to evaluate the needs of communities and accordingly prepare guidelines and training materials for community workers dealing with different groups of older people.AIMSThe project "Old guys Say Yes To Community" aims to foster inclusion of older man over 60 years old (especially with low education), in learning and education activities to positively affect their well-being, health, social life and to contribute to their re/up-skilling. Partnership of 6 organisations (4 universities, 2 community organizations) from 4 EU countries (Slovenia, Estonia, Poland, Portugal) will develop and propose new measures to enhance learning dimension in community organizations which are not primarily concerned with education (NGO's, volunteer organisations and other associations). University teachers and students will contribute strongly in this process, and therefore enhance partnerships between community providers and educational institutions on all levels. In-depth recommendations and a model for training program for educators and community workers will be developed to ensure use of open and innovative educational practices to achieve coordinated and diverse learning opportunities EU-wide. Process will be strongly supported with use of Open Educational Resources (OER) and other innovative teaching strategies. OBJECTIVES1. To analyse needs, motivation and demand of older men in selected communities regarding community activities and confront them with existing possibilities in different communities.2. To analyse models of good practice on older men's learning and socializing in different contexts and environments.3. To prepare the precise and in-depth recommendations for local communities, involving different organizations, providers of activities, local community animators, etc. in a sense of development of new social activities and community learning possibilities for older men.4. To develop and implement educational programme for community organisation workers that are interested and active in learning and education of older men over 60 years old on how to to enhance learning dimension in their organisations.5. To raise awareness of different stakeholders and providers of social and learning activities on community level on their impact on community members, on the learning needs of older men and benefits from including

them into learning process.6. To form a user-friendly information and learning community portal for enhancing EU wide cooperation of different actors and organizations on community level and their acquaintance with learning and social needs of different groups of adults in communities in participating EU countries.METHODOLOGY / RESULTSStrategic partnership will reach its objectives through carefully planned activities which include conducting of surveys, focus groups, round tables, new methodologies, innovative OER web based portal, blended training for community workers, piloting and testing the outputs. IMPACTBased on in-depth recommendations educational curriculum for community workers will be developed to ensure use of innovative practices to achieve coordinated and diverse learning opportunities EU wide. Process will be strongly supported with use of open educational resources (OER). Project will impact community organizations and their usual practice related to learning offer, raise awareness of local authorities and policy makers how they can support community organizations and benefits, old guys over 60 years and their willingness to act more pro-actively, project partners (exchange of knowledge, expertise) and through media - also general public.

Naslov projekta:	See the goal! - In-company learning outcomes as videos (See-the-goal)
Institucija koordinatorica:	Center Republike Slovenije za poklicno izobraževanje
Odobrena dotacija:	297.871 EUR
Trajanje projekta:	24 mesecev
Kontaktna oseba:	Darko Mali
Elektronski naslov kontaktne osebe:	darko.mali@cpi.si
Povzetek projekta:	

BACKGROUND & NEEDSEuropean VET has its focus on WBL. It is the same for well-established dual systems and for countries newly implementing apprenticeships in formal VET. Quality assurance of WBL is therefore a central point. In this context, the students´ learning outcomes for in-company training periods are quality keys. These learning outcomes are also tools for enforcing the cut-face between VET-college, training company and student.Easily accessible learning outcomes promote VET, support the design and implementation of the students´ study plans, ease the assessment of WBL and contribute to transnational mobility.In general, there is a big heterogeneity among the countries and often variations between the trades and colleges in each country, how learning outcomes are interpreted and applied to practice - IF THAT IS AT ALL THE CASE!There is a general need to systematize the work with in-company learning outcomes, to make it more transparent and to present prototypes of good practice.OBJECTIVES & RESULTSSee-the-goal will support vocational students, training companies, school-based training centres, training consultants and VET teachers in achieving a better understanding of the learning outcomes, as well as adapting learning outcomes more transparently and consistently to practice.A welcome approach to meet these challenges in the digital era - is video. See-the-goal will exemplarily "translate" the in-company learning outcomes for VET programs from each of the four partner countries into short videos (1). The videos will enforce the quality of in-company training in:a) Specification and formulation of learning outcomes for WBLb) Communication between student, in-company mentor and school teacher; training with the videosc) Assessment / self-assessment of the apprentice's achievement, promotion of the students´ competencies to potential employersd) Advisory for training companies on implementation of WBLA script (2) will instruct how to produce videos of learning outcomes. Guidelines on how to apply the video to practice will be produced for each of these target groups: trainers (3), students (4) and consultants (5). A platform (6) will frame all these results to illustrate the products´ mutual correlation and allow user interaction. Finally, a practice-based report (7) on the formulation of in-company learning outcomes as standards will contribute to the partners´ and other stakeholders´ reflections, when defining these educational standards.PARTICIPANTS, IMPACTS & SUSTAINABILITY7 internationally experienced organizations from Slovenia, Denmark, Finland and Portugal form the partnership, covering various aspects in VET: The partners represent public bodies on national level, private companies with a steering institute, a chamber, VET colleges, VET teacher education and vocational consultancy. Local VET colleges and training companies are involved in all countries. All partners have a European reach. The VET programs chosen for practical implementation relate broadly to typical trades.See-the-goal will implement the products with vocational students, training consultants, VET teachers as well as in training companies and school-based training centres. Approx. 4-5.000 people will get in contact with See-the-goal´s results or parts of them.The

implementation of the results will be adapted to local needs, conditions and languages, as well as having focus on generic European versions.Training sessions during See-the-goal and the local relevance of the products will enable the involved key actors to become multipliers in each of their countries. Multiplier events and local linkages to stakeholders (social partners, ministries etc.) will support the expansion of the results. Local long-term implementation plans will be part of the final evaluations.The technical solutions will be financially affordable and applicable for average users. This aspect is a conscious criterion to strengthen sustainability of the projects´results.METHODOLOGY OF PROJECT & ACTIVITIESThe project is designed according to agile principles, with frequent prototypes and evaluations on their quality and impact. In repeated "learning circles" the partners´ trial-runs and conclusions will be taken into account, which will qualify the moulding of the products in an ongoing process throughout the project until the final forms of the products are reached.See-the-goal relates to a student-centred approach in WBL with different methods, depending on the specific work environment, their conditions and expectations. Principles for the planning of individual study plans will be incorporated.The project will apply research regarding "translation" of policies to practice: how to read, understand, communicate and transfer generic regulations or guidelines into specific daily practice.An operational work plan relating to the production of the intellectual outputs, is composed of phases with each their milestones to be achieved.

Naslov projekta:	Skilled Business Leaders for Skilled Europe (LEAD4SKILLS)
Institucija koordinatorica:	CEEMAN Ustanova za razvoj menedžmenta v srednji in vzhodni evropi
Odobrena dotacija:	197.035 EUR
Trajanje projekta:	24 mesecev
Kontaktna oseba:	Olga Veligurska
Elektronski naslov kontaktne osebe:	olga.veligurska@iedc.si
Povzetek projekta:	

Research shows that a number of enterprises across the EU (as many as 4 out of 10) are facing the challenge to find job applicants with the right skills. Common types of mismatches in labour markets across the EU include discrepancy between the workforce qualifications and the specific needs of particular sectors and occupations within economies, as well as imbalance between labour market needs and education provided. The emerging business issues (including those underscored by technological advancement, economic and political crises, and increasingly tangible effects of climate change, mass immigration, and income inequality and resource depletion – as reflected also in the new Sustainable Development Goals formulated by the UN with a global call for action) create new managerial and leadership challenges for companies and the necessity to develop new skills and knowledge in order to effectively address them. In turn, this presents a challenge, but also an opportunity, for education providers to develop new, more relevant, educational offerings, including through updates in curriculum, upgrade of teaching/learning tools and materials, as well as development of relevant teaching skills, based on recognition of specific business challenges and the consequent management and leadership development needs in companies.The overall aim of the project is to provide higher education institutions (HEI) with a comprehensive set of insights, guidelines and materials that would help develop more relevant and innovative management education offerings and study processes, based on the real needs of businesses and economies and as a result stimulate reduction of management skills mismatch across EU and provide enterprises with better skilled employees, decreasing their investments in new employee trainings and increasing their competitiveness on local, regional and international levels.The project aims at exploring, identifying and assessing management and leadership development needs by focusing on:- challenges faced by businesses (particularly with respect to management and leadership issues);- exploration, identification and assessment of management and leadership development needs and how they may help address challenges faced;- critical evaluation of the results achieved and impacts made by management education to date;- recommendations for learning partners, including specific guidelines, materials, and staff training.To achieve the aims and goals of the project, it entails to develop Intellectual Outputs "Cross-country report" and "Guidelines for management and leadership skills development". Developed outputs will provide insights into current and future business challenges and related management and leadership development needs, as well as specific instructions, best practice examples and inspiration for HEIs for improving management education curricula, teaching/learning materials, as well as teaching tools, methods and techniques. This will help to provide more adequate and labour market needs-based education, contribute to skills mismatch and shortage reduction, as well as ensure long-term project results accessibility and usability across the EU.In order to prepare for Intellectual Outputs development, to present the aim of the project, exchange knowledge and collect best practices, as well as

to engage more HEIs to join the project network and consequently use developed outputs, 5 Multiplier events will be organised at international level. In order to achieve the objective pursued, ensure project results implementation in education process and develop Intellectual Outputs, as well as to involve academic and administrative staff in learning, teaching and training activities relevant for the project implementation, 4 short-term joint staff training events will take place during the project implementation period.It is expected that the project will provide long-term results for HEIs by increasing competitiveness of directly and indirectly involved HEIs, improving the quality of the study process across the EU. Academic staff will be able to improve their knowledge and skills, develop new innovative study curricula, teaching materials and tools. The project implementation will help improve employability levels for students in EU and provide better skilled managers and employees for labour market. Labour market will be able to provide better business results and competitiveness positions, decrease their investments in new employee trainings and increasing their competitiveness on local, regional and international levels. In addition, the project will stimulate entrepreneurship development and growth in EU that in turn would result in increased welfare and economic development.

Naslov projekta:	**Smart Child Plus (SCE)**
Institucija koordinatorica:	**Zavod za gluhe in naglušne Ljubljana**
Odobrena dotacija:	21.750 EUR
Trajanje projekta:	36 mesecev
Kontaktna oseba:	Živa Ribičič
Elektronski naslov kontaktne osebe:	ziva.ribicic@zgnl.si

Povzetek projekta:

Smart Child + (Bistra glavica +) je projekt v programu Erasmus + , ključni ukrep 2 strateškega partnerstva med zgolj šolami. Štiri partnerske organizacije iz Slovenije, Češke in Italije pripravljajo izmenjavo dobrih praks v triletnem projektu. Koordinator projekta je Zavod za gluhe in naglušne Ljubljana, ki sodeluje z enoto vrtca, Vrtec Galjevica iz Ljubljane, Vrtec Andilek iz Prage in vrtec Al. Gatto iz Salerna. Vse organizacije so zelo izkušene pri prijavi in vodenju projektov in so že sodelovale vsaj v enem projektu Erasmus+, večina pa v več kot štirih. Partnerstvo izkušenih organizacij nam omogoča pripravo programa za krepitev otrokovih potencialov v predšolski dobi, s čimer naslavljamo dve ključni nalogi, to sta izboljšanje kakovosti predšolske vzgoje in krepitev učiteljskih poklicev. Izhajamo iz problema vse Evrope, da potenciali naših otrok niso dovolj izkoriščeni. Če slediti ciljem Evrope 2020 za trajno rast, moramo začeti pri najmlajših. Vsaka izmed partnerskih organizacij je izreden strokovnjak na enem od področij, zato s pomočjo mednarodnega partnerstva nadgrajujemo področja v enoten program s priporočili strokovnim delavcem in politikam, kaj lahko naredimo za optimalni razvoj otroka. V projektu smo predvideli 4 aktivnosti usposabljanja, učenja in poučevanja in v program vključili pomembne teme za strokovni razvoj delavcev. Na srečanjih bomo izmenjali primere dobrih praks, s pomočjo dveh zunanjih ekspertov, dr. Ranka Rajovića iz Srbije in Andreje Semolič iz Slovenije pa bomo dodali potrebno teorijo, vodila pa bosta tudi delavnice. Ostala področja pokrivajo partnerske organizacije same. Na štirih mednarodnih projektnih sestankih bomo nadgrajevali natančno pripravljeno vodenje projekta, nadzirali kakovost v projektu in evalvirali dogodke . Velik pomen ima diseminacija, pripravili smo načrt ter vanj vključili tudi evropske mreže, s pomočjo katerih bomo projekt zelo široko diseminirali. Vse partnerske organizacije bodo projekt diseminirale tudi v drugih svojih projektih. Tako bodo lahko tudi zunaj meja treh držav spoznali naš program celostnega razvoja otroka, gradiva, ki jih bomo pripravili v spletni učilnici Moodle ter naše projektno vodenje. Projekt se začne 1.9. 2016 ter se zaključi po treh letih z zaključno konferenco v Ljubljani.

Alternativni povzetek projekta:

Smart Child + is an Erasmus+, KA2 project which includes schools only. Four partner?s organizations ffom Slovenia, Czech republic and Italy are preparing an exchange of good practice in their three year project. The coordinator is Zavod za gluhe in naglušne Ljubljna/Ljubljana School for the Deaf with the kindergarten unit, Kindergarten Galjevica from Ljubljana, kindergarten Andilek from Prague and kindergarten Al. Gatto from Salerno. All organizations are really experienced partner and had participated in one or more Erasmus+ projects. This partnership of experienced partners enables us to prepare a programme to enhance a child potentials in the preschool age. We are adressing two objectives of Erasmus+: one is to work toward better Early childhood education and care and another is to strengthen a teachers knowledge. We are deriving from a problem that the potentials of our children are not used enoughl If we follow the aims and strategies of Europa 2020 for substantial growth we need to enpower Early childhood education and care. In our project we are going to reccomend and prepare guidelines for better use of a

child potentials. There are going to be 4 learning, teaching, training activities and the programme will be enriched by dr. ranko Rajovič from Srbia and Andreja Semolič from Slovenia. At our LTTs we are going to discuss and study important topics which will be covered by the skilled partners. At four transnational project meetings we are going to manage project, look at the quality indicators and evaluate the activities. The great importance for us is the dissemination plan which includes networking and connections with European networks already exist. Alll partner's organizations are going to disseminate the project in their other projects. We are going to share a knowledge about a development of a child, the materials connected with that and our classroom Moddle which is an open source. The project Smart Child + starts on 1.9. 2016 and ends with the final conference after three years.

Naslov projekta:	**Social media in formal education ()**
Institucija koordinatorica:	**Šolski center Slovenj Gradec**
Odobrena dotacija:	24.570 EUR
Trajanje projekta:	24 mesecev
Kontaktna oseba:	Tomaž Šoster
Elektronski naslov kontaktne osebe:	tomaz.soster@sc-sg.si
Povzetek projekta:	

Information and communication technologies move the world and social media have become an important part of our lives. They influence people´s mind and behaviour. They make our lives easier and more enjoyable, but on the other hand they can be easily misused to manipulate people from an early age. The fact that teenagers spend most of their free time on social media is alarming. They use social networks for social interaction. Our project is the reflection of the fact that teenagers don´t spend their free time effectively and meaningfully, they confuse virtual world with reality and tend to be dependent on their performance on social media what might lead to negative phenomenon and decrease the quality of their lives. What is more, some of the risky behaviour such as casual sex, drug abuse and some kinds of bullying are shown as exciting and cool on social networks. Teenagers challenge themselves with the activities that are actually meaningful. Such kind of behaviour leads to unconcern, disrespect and selfishness among the people. Teenagers are becoming the members of different groups on social media which influence their personal development in a very negative way. Sometimes they are motivated by the curiosity and they don´t find their behaviour harmful, but from different point of view they push the limits of aggression and manipulation. We need to make teenagers think, be critical and make them more responsible for their lives and the society in general. There is no doubt that social media and networks connect people. However, they can make people isolated in reality too. We believe that this project is essential to point out all the risks of social media and networks. And on the other hand show the possibilities how we can use them for an educational purpose because they are no doubtly the source of information that we can get very easily. However we need to to sort out this information and learn how to use social media and networks for our benefits. During implementation of the project the following methods will be used: discussions, interviews, analysis, peer to peer learning, learning by doing, cooperative learning, problem based learning. brainstorming, brainwriting, observation, study and analyis of documents, critical reading and comparison. The target group of our projects are the students from 14 to 18 years old. We have chosen this target group because we think they are the most vulnerable and easily manipulated and they need to be shown differences. We would like the teenagers to learn by doing and to find out the options when we can use social media and networks for educational purpose. GENERAL OBJECTIVES- improve the level of key competences and skills of young people- language competence, digital competence, social and communication competences (also those with fewer opportunities)- provide such an environment and such situations where all participants will have equal opportunity for intercultural and intergenerational education and lifelong learning- promote democratic life in Europe, promote intercultural dialogue, social inclusion and solidarity- enhance the international dimension in education and training, promote mobility in Europe- promote young people´s involvement- strengthen digital integration in learning, teaching, training and youth work at various levels- be aware of the idea of a United Europe with its different customs, traditions and

cultural heritage according to the countries- promote respect, harmony, tolerance, acceptance and global understanding among people of different cultural and social backgroundOBJECTIVES RELATED TO THE PROJECT IDEA- Study and analyse the behaviour and performance of teenagers on social networks- Point out risky behaviour on social networks and possible negative consequences for the society in general- Analyse the groups active on social networks focusing on environmental changes study and preparing media activities related with this topic- Analyse the groups active on social networks focusing on economic crisis and changes in the world and preparing media activities related with this topic- Analyse the groups active on social networks that present extreme ideas and ideologies and preparing media activities related with this topic with the aim to prevent people from manipulation- Analyse the hobby groups active on social networks according to the students preferences and preparing media activities related with the topic of free time and hobbies of teenagers- Analyse the groups active on social networks that provide information about the possibilities to work or travel abroad and prepare the media activities related with this topic- Create a FB page where all the information about the project will be uploaded to share with public, the activities on social media and social networks will be updated there, anybody interested can download activity sheets and use them

Naslov projekta:	Student voice - THE BRIDGE to learning (BRIDGE)
Institucija koordinatorica:	Zavod Republike Slovenije za šolstvo
Odobrena dotacija:	212.500 EUR
Trajanje projekta:	36 mesecev
Kontaktna oseba:	Brigita Žarkovič Adlešič
Elektronski naslov kontaktne osebe:	brigita.zarkovic@zrss.si
Povzetek projekta:	

Student voice is acknowledged in the literature as an opportunity to empower students to participate meaningfully and collaboratively in improving their experience of school, encouraging their engagement in learning and improving teacher-student relationships. Facilitation of student voice is a key component in constructing discourses of respect, empowerment and citizenship in schools. Education for citizenship and societal participation is also highlighted as an important value in European citizenship thinking. Education in schools is based on a trichotomy of knowledge acquisition, personal development and societal preparation. Most schools appear not to have a problem with the knowledge component but personal development and societal preparation are more difficult. In spite of the wide array of literature on the topic of how to promote students' participation where all students have a voice and opportunities to play an active role in decisions which affect their learning, and prepares them for active citizenship, experiences of the project members with schools reveal that there is little research or anecdotal evidence of widespread efforts by schools to develop forms of partnership between students and teachers which are underpinned by democratic engagement and respect. Student voice - the bridge to learning (BRIDGE) will provide different models of working in partnership with students by giving them voice and develop their skills and attitudes to become responsible and democratic citizens. BRIDGE will create and implement ideas for pedagogical practices that support the active role of students in their learning by building bridges between students and teachers. Through CPDs, and other initiatives teachers will be supported to build partnership with students so that they can reach their full potential as learners and democratic citizens.For each objective clear, relevant and measurable results have been indicated and a range of appropriate evidence has been planned which will show whether the project has been successful. This will help us to evaluate the overall success of the project and identify next steps for improvement. During and at the end of the project the report (analysing and reviewing the methodology and project aims) will be prepared and shared among project partners. There will be 15 schools in 5 EU countries who will be directly involved in the project. Besides that, project participants will be also associated schools and their teams of primary and secondary level, involving heads, teachers and internal and external support staff: advisers, counsellors, initial teacher trainers, researchers, curriculum developers, the inspectorate, education authorities and decision makers (local, regional, national and European). All member partners will work with schools on national level so the project results will be disseminated to as many schools as possible. Intellectual outputs will be developed to support teachers in building partnership with students. The project will develop different MODELS of working in partnership with students which will systematically and sustainably increase students' engagement and participation enhancing student-teacher relationships in the classroom at national and transnational level. Practical TOOLS will be collected in active TOOLBOXES, available via webpage. These tools will be used and evaluated in local,

regional, national and international CPDs and conferences. There will be three national and one international Student voice conference, where students'experiences will be demonstrated through roundtables.Young people will benefit in a range of different ways: increased confidence, self-esteem, responsibility, communication skills, qualities of leadership, and ability to listen to others. Students will become more active learners and consequently develop their self-regulating abilities. Their engagement and motivation will increase by giving them voice. Student will develop their competencies to become responsible and active citizens. Teachers will reflect upon their teaching practices in order to optimize the learning of the learners. Thus they will build commitment and capacity to work in partnership with students.In a few years' time, through deeper understanding and long term use of MODELS, CPDs and TOOLBOXES, classroom teaching and learning culture will improve. Students will have a voice to take an active role in decisions which will affect their learning and consequently their participation in the society.

Naslov projekta:	Ukrotimo kompetence 21. stoletja (Kompetenten, torej sem)
Institucija koordinatorica:	Osnovna šola Bistrica ob Sotli
Odobrena dotacija:	26.250 EUR
Trajanje projekta:	36 mesecev
Kontaktna oseba:	Bogomir Marčinković
Elektronski naslov kontaktne osebe:	bogomir33@gmail.com
Povzetek projekta:	

V mednarodnem prostoru se je v zadnjem desetletju pokazalo, da je veliko držav izboljšalo kakovost svojega izobraževalnega sistema oz. natančneje dosežkov učencev z vlaganjem pozornosti v izboljšanje izobraževanja učenk in učencev, ki imajo nižje izobraževalne dosežke od svojih sovrstnikov (PISA 2000-2009). Obenem velja, da učenke in učenci z nižjimi dosežki praviloma izhajajo iz t.i. ranljivih skupin prebivalstva, to so skupine z nižjim socialno-ekonomskim statusom, deprivilegiranih geografskih regij v državi, priseljenci, ne-govorci jezika poučevanja ipd. Za uspešnejše vključevanje učenk in učencev iz ranljivih skupin v sistem vzgoje in izobraževanja je tako smiselno v večji meri prilagoditi izvajanje pouka in načine poučevanja njihovim potrebam. Te prilagoditve pa se lahko učinkovito izvedejo le preko večje individualizacije poučevanja in personalizacije učenja.Za vse to pa je potreben suveren in kompetetnten evropski učitelj. Torej potrebno je usposobiti učitelje za sodoben pouk v 21. stoletju, da bodo iz množice aplikacij (milijoni) znali izbrati nekaj teh in jih s pomočjo mobilnih naprav uporabljali pri pouku. Predvsem izhajamo iz lastnih potreb obeh zavodov, ker smo s SWOT analizo ugotovili, da je to naše šibko področje, ki pa je v tem času izredno pomembno za sodoben, učencu prijazen pouk. Uvajanje novih oblik in načinov dela je pomembno podpreti s smiselno in sistematično uporabo sodobnih informacijsko komunikacijskih tehnologij, sodobnih e-storitev ter multimedijskih in interaktivnih e-vsebin. Vendar je pri tem zelo pomembno upoštevati, da zgolj uvajanje in uporaba sodobne tehnologije sama po sebi ne more zagotoviti boljše učinkovitosti poučevanja in učenja ter s tem dosežkov, še posebno ne za učenke in učence iz ranljivih skupin. Nasprotno, med učenkami in učenci iz ranljivih skupin in njihovimi sovrstniki bi se utegnile razlike v dosežkih še povečati, saj bi se ob neustreznih prilagoditvah pouka pravzaprav okrepili prav dejavniki, ki že sicer predstavljajo večjo oviro pri doseganju znanja za učenke in učence iz ranljivih skupin. Ob uvajanju tehnologije je tako treba z najmanj enakimi vlaganji razviti izvedbene kurikule, oblike in načine poučevanja temelječe na sodobnih pedagoških paradigmah in metodah, ker le-te podpirajo ter vzpodbujajo inovativne načine poučevanja in krepijo personaliziran in individualiziran pouk, kar je pri delu z ranljivimi skupinami ključnega pomena. OECD v poročilu Against the Odds (2010) o učencih, ki kljub pripadnosti ranljivim skupinam dosegajo višje dosežke (t.i. rezilientni učenke in učenci), ugotavlja, da so le-ti v primerjavi z manj uspešnimi ranljivimi sovrstniki bolj motivirani in angažirani za učenje. Personalizacija učenja in individualizacija pouka lahko pripomoreta k izboljševanju motivacije in angažiranosti za učenje in s tem izboljševanju dosežkov.Z izvajanjem vseh naših aktivnosti v projektu želimo okrepiti strokovno rast ter kompetentnost strokovnega profila učiteljev. Da bodo kos poučevanju v 21. stoletju.

Alternativni povzetek projekta:	

In the last decade many countries have improved the quality of their education system and specifically the achievements of students by paying attention to investing in improving the education of pupils who have lower educational achievements than their peers (PISA

2000-2009).At the same time these students generally originate from so-called vulnerable groups, i.e. groups with lower socio-economic status, from disadvantaged geographical regions of the country, immigrants, non-speakers of the language taught, etc. For more successful inclusion of students from vulnerable groups in the education system it is reasonable to strongly adjust the lessons and teaching methods to their needs. These adjustments can be effectively implemented only through greater individualization of teaching and learning personalization.All this requires a sovereign and competent European teacher. So it is necessary to train teachers for modern teaching in the 21st century, that they will be able to select some applications out of the plurality (millions) and by using mobile devices use them in the classroom.Above all, we stem from the needs of both institutions, because with SWOT analysis we found that this is our weak point. But at this time it is extremely important for modern, student-friendly teaching.It is important to support the introduction of new forms and methods of work with meaningful and systematic use of modern information and communication technologies, advanced e-services, multimedia and interactive e-contents. However, it is very important to note that only the introduction and use of modern technology itself cannot guarantee a better efficiency of teaching and learning as well, and therefore the achievements; especially as pupils from vulnerable groups are concerned. Quite the contrary, among these particular pupils and their peers the differences in achievements might increase, as with inadequate adjustments of lessons the factors that already constitute a serious obstacle to the achievement would increase for these students. With the introduction of technology it is necessary to put at least equal investments into developing implement curricula, forms and methods of teaching based on modern pedagogical paradigms and methods, as these will support and encourage innovative teaching methods and enhance personalized and individualized lessons, which is crucial when working with vulnerable groups. OECD report Against the Odds (2010) on pupils who, despite belonging to vulnerable groups achieve higher standards (so-called rezilient pupils), notes that these students are, compared to the less prosperous peers, more motivated and engaged in learning. Personalization of learning and individualization of lessons can help to improve motivation and engagement in learning and thereby to improvement of achievements.With the implementation of our project activities we intend to enhance professional growth and competence of the professional profile of teachers in order to cope with teaching in the 21st century.

Naslov projekta:	UPSKILLING ADULT EDUCATORS FOR DIGITAL LEAD (UPSKILLEAD)
Institucija koordinatorica:	Razvojno izobraževalni center Novo mesto
Odobrena dotacija:	200.480 EUR
Trajanje projekta:	24 mesecev
Kontaktna oseba:	Metod Pavšelj
Elektronski naslov kontaktne osebe:	metod.pavselj@ric-nm.si
Povzetek projekta:	

It is widely acknowledged that educators across all sectors but more importantly adult educators and trainers face many challenges as they deal with increasingly complex and diverse learning situations and meet competence demands in a constantly changing work environment with the evolvement of new technologies, a constantly changing labour market with highly technical demands for skills and a challenging socio-economic context.As a result, there is an urgent need for Adult Educators s to enhance uptake of ICT in teaching and learning, to promote stronger coherence between the needs of the labour market thus achieving a better skills match for their adults and bridging the gap between the education and the world of work. Providing attractive, effective and efficient high-tech possibilities for training helps Adult educators/ trainers to address skills deficits and update their competences throughout their career based on the current needs of the labour market and the economy are the main tasks of the project. The EU 2020 Strategy for smart, sustainable and inclusive growth acknowledges LLL and skills development as key elements in response to the current economic crisis, to demographic ageing and to the broader economic and social strategy. The economic crisis has highlighted the major role which Adult Learning (AL) can play in achieving the EU 2020 Targets, by enabling adults to improve their ability to adapt to changes in the labor market, family and society. Recent statistics show however that AL is currently the weakest link in developing national LLL systems. Participation in adult learning has raised only to 10,7 % in 2014, thus making the increased 'ET2020' target of 15 % by 2020 a greater challenge for all MS. Based on the above the project aims to provide adult educators/trainers a comprehensive professional development programme for upgrading and up-skilling their digital skills which will be offered as an in-house training and pilot-tested as on-line tool. During the implementation of the ICT training Adult Educators' progress will be carefully monitored, whereas at the end validation through the use of the OPEN BADGES system will be offered. Endorsement procedures will be taken by the consortium in order for the Adult Educators to have by the end of their training a valid recognition of their new digital skills. Europass and participation certificates will be provided, whereas efforts will be taken to utilize the mechanisms of EU tools such as ECVET and EQF.The direct target group is Adult Educators involved in adult learning who will upgrade their digital skills and use of technology, whereas the indirect target group is adult learners, who will benefit from digitally literate teachers through the provision of high quality adult learning.Based on the above the project is in line with the Erasmus+ priorities for:-extending and developing educators' competences, particularly in the effective use of I T in adult learning, for better outreach and improved learning outcomes. -using open and innovative training in the digital era, use of ICT to outreach disadvantaged groups, - support synergies between education, research and innovation activities, the digitisation of quality learning content and promote the use of ICT as a driver for systemic change to increase the quality and relevance of training at all levels.- Inclusive training, addressing diversity, developing social and civic

competences, media literacy, combating discrimination, reducing disparities affecting disadvantaged learners in order to enable accessThe project supports the efforts of MS to promote the:-EU Agenda for Adult Learning-Digital Agenda for Europe-Opening up of Education- EC Rec. for the validation of non-formal learning (2012), The project draws from the results of:- 2015 ET2020 New priorities for EU cooperation in E&T- 2015 EC Report 'Support for the work on policy guidance on basic skills for adults'- 2015 EC Report 'An in-depth analysis of AL policies and their effectiveness in EU' - 2015 Eurydice Report for Adult E&T- 2013 PIAAC ReportThe consortium consists of 6 partners from 5 EU countries which cover a wide range of expertise related to the aims of the project as well as they have a Pan-European outreach in their activities. They are all organisations with either high expertise in the field of ICT or they have great experience with adult education.It is expected that by the end of the project a number of about 100 Adult Educators in the five participating countries will extend and develop their digital competences in the use of ICT in adult learning through in-house training, whereas a large number of Adult Educators will be invited to register on the platform and follow the on-line learning modules offered. The e-learning community of Adult Educators is expected to sustain the results of the project.