

Project concept – ERASMUS+ KA2, ADULT education

1. Project type, period and budget max

Type: Erasmus Plus, KA2, Strategic partnership – development of innovation in the field of adult education

Period: September 2018 – August 2020 (24 months)

Grant: Maximum EUR 300.000

Deadline for application: 21st of March 2018, 12.00 CET

2. Work title

First-time international project realisers support network for the adult liberal education.

3. The need

Democracy does not exist without engaged citizens, able to critical thinking and aware of their rights and obligations, creating lively civil society. This comes with participation in lifelong learning (LLL). United and solidary Europe needs active, strong civil society organisations playing important role of uniting citizens to advocate their needs and rights. Learning providers in the liberal adult education field need to be able to introduce innovative methods of work to be able to attract adult learners, especially those low-skilled and low-qualified.

One of the barriers in civil society organisations development is low level of cooperation at the international, European level (for ex. In Poland only 9% of the NGOs is involved in such a cooperation). European cooperation brings innovations in the methods of work to better fit the needs and expectations of the adult learners. It also brings development of professional skills of the NGO staff – adult non-vocational and non-formal, liberal education professionals.

Low level of cooperation in an international environment, with bodies of various cultural backgrounds, results in low level of trust, low level of intercultural competences and often even consent to discrimination. Lack of cooperation on the European level may be the basis for questioning the united Europe existence and Euroscepticism.

Offering and promoting educational opportunities fitted to various needs, including these of the low-skilled and low-qualified adults, ability to outreach and motivate them to learn – enhances equality, non-discrimination in education and social inclusion.

To achieve this, liberal adult lifelong learning organisations need skilled leaders – international project managers – able to initiate international cooperation and to plan, develop and realise international, European level cooperation projects.

The Partners* previous experiences & research results also show, that the most difficult is the first step – to take the challenge initiate and start international cooperation. The project proposed would develop support tools for the first-time European project managers and the civil society organisations they cooperate with.

** The project idea is based on conclusions from 3 projects, aiming at supporting NGOs at planning, developing and realising international projects and cooperation, realized by FAIE in the years 2012 – 2016, with support with the governmental actors. The first project was local, the second regional, and the third – all-Polish. There were the staff of 115 NGOs trained; 38 NGOs took then part in advisory sessions. The logical next step would be to develop supporting initiative at the European level.*

4. Aim and objectives

The overall aim is to support development and capacity building of the lifelong learning promoters and organizers in the field of adult liberal education, extending and developing their educators' competences.

One of the objectives would be to increase the competences of the adult liberal education organisations' managers and educators at initiating, developing and realizing international, cooperation projects aiming at enhancing inclusion, diversity, equality and non-discrimination in education and fostering the development of social, civic and intercultural competences.

5. Main activities and outputs

PHASE 1. DEFINING THE BASELINE (6 months)

WP 01. Preparatory & management activities.

WP 02. First transnational meeting of all Partners (kick-off meeting).

WP 03. Mapping best practices and success stories at supporting international project managers in the lifelong-learning (LLL) adult liberal education organisations.

- IO1. Developed international report on good practices & success stories (5 national languages + English, electronic format).

WP 04. Mapping key competences of the successful international project managers in the lifelong-learning (LLL) adult liberal education organisations.

- IO2. Developed international report on key competences of international project managers (5 national languages + English, electronic format).

PHASE 2. DEVELOPING & TESTING (12 months)

WP 05. Second transnational meeting of all Partners

WP06. Designing, developing and testing a 'SUPPORT PORTAL' for the first-time international project realisers in the lifelong-learning (LLL) adult liberal education organisations.

(Based on recommendations included in IO1 & IO2: designing preliminary structure and contents –

developing – testing in open consultations – refining – delivering).

- IO3. Developed 'SUPPORT PORTAL', English version (+ possible national sub-pages) opened for all interested.

WP07. Third transnational meeting of all Partners.

WP08. Designing, developing and testing a mentoring and e-mentoring system for the first-time international project realisers & managers in the LLL field.

(Based on recommendations included in IO1 & IO2: Each Partner initiates & realizes cooperation with 2-3 liberal adult education providers planning to start international cooperation for the 1st time).

- IO4. Developed mentoring and e-mentoring system for the first-time international project realisers, available through the 'SUPPORT PORTAL'.

PHASE 3. SUPPORT, VALORISATION & DISSEMINATION

WP 09. Fourth transnational meeting of all Partners.

WP10. Designing, initiating and testing an International Support Network/Team (mentoring) for the first-time international projects realisers & managers in the LLL field.

- IO5. Established and working International Support Network/Team.

WP 11. Organising & delivering 5 national conferences.

(Announcing and promoting the Network – national levels).

WP 12. Organising & delivering European conference.

(Announcing and promoting the Network – European level).

WP 13. Fifth transnational meeting of all Partners (& developing an Exit Strategy).

WHOLE PERIOD: TRANSVERSAL WORK

WP14. Dissemination

WP15. Evaluation

WP16. Project management

6. Target groups

The direct target groups include liberal adult-learning organisations, their members, workers, co-workers, volunteers – educators.

The indirect target groups include: Local, regional, national and European civil society organisations, the learners, learning providers, institutions in the field of learning providing and validating.

7. Partners

The idea is, that the partnership of the new project shall build on the former partners involved in cooperation within Erasmus+ KA1 project “EDU-DESIGN...” + some new partner(s) with supplementary competence profile(s).

The Partnership circle would comprise of 5 organisations, active in the field of lifelong learning, various profiles of Non-governmental organisations:

EDU-DESIGN Partners:

1. Foundation of Alternative Educational Initiatives, Poland (Coordinator)
2. COOSS MARCHE ONLUS Scpa, Italy
3. Hungarian Folk High School Society, Hungary

New Partners:

4. Interfolk, Interfolk, Institut for Civilsamfund, Denmark
5. EDUCULT - DENKEN UND HANDELN IM KULTURBEREICH VEREIN, Austria

8. Proposed work-plan & responsibilities: September 2018 – August 2020 (24 months)

WP	Work Package titles	Period	Intellectual output (IO)/ Multiplier event (ME)	Lead partner proposed
PHASE 1. DEFINING THE BASELINE (6 months)				
WP01	Preparatory & management activities.	Sept-Oct 2018	-	FAIE
WP02	WP 2. First transnational meeting of all Partners in Bielsko-Biała, Poland	Oct 2018	-	FAIE
WP03	Mapping best practices and success stories at supporting international project managers in the lifelong-learning (LLL) adult liberal education organisations.	Oct 2018-Feb 2019 (5 months)	IO1. Developed international report on good practices & success stories (5 national languages + English, electronic format).	EDUCULT, All the Partners
WP04	Mapping key competences of the successful international project managers in the lifelong-learning (LLL) adult liberal education organisations.	Oct 2018-Feb 2019 (5 months)	IO2. Developed international report on key competences of international project managers (5 national languages + English, electronic format).	Interfolk, All the Partners
PHASE 2. DEVELOPING & TESTING (12 months)				
WP05	Second transnational meeting of all	March 2019	-	EDUCULT

	Partners in Viena, Austria			
WP06	Designing, developing and testing a 'SUPPORT PORTAL' for the first-time international project realisers in the lifelong-learning (LLL) adult liberal education organisations.	March 2019 -Jan 2020 (12 months)	IO3. Developed 'SUPPORT PORTAL', English version (+ possible national sub-pages) opened for all interested.	FAIE, All the Partners
WP07	Designing, developing and testing a mentoring and e-mentoring system for the first-time international project realisers & managers in the LLL field.	March 2019 -Jan 2020 (12 months)	IO4. Developed mentoring and e-mentoring system for the first-time international project realisers, available through the 'SUPPORT PORTAL'.	COOSS, All the Partners
WP08	Third transnational meeting of all Partners in Ancona, Italy	September 2019	-	COOSS
PHASE 3. SUPPORT, VALORISATION & DISSEMINATION				
WP09	Fourth transnational meeting of all Partners in Copenhagen, Denmark	March 2020	-	Interfolk
WP10	Designing, initiating and testing an International Support Network/Team (mentoring) for the first-time international projects realisers & managers in the LLL field.	March 2020 – May 2020 (3 months)	IO5. Established and working International Support Network/Team.	FAIE
WP11	Organising & delivering 5 national conferences.	June – Aug 2020	-	HFHSS
WP12	Organising & delivering European conference.	June – Aug 2020	-	HFHSS
WHOLE PERIOD: TRANSVERSAL WORK				
WP13	Dissemination	Sept 2017-Aug 2019	-	HFHSS
WP14	Evaluation	Sept 2017-Aug 2019	-	EDUCULT
WP15	Management	Sept 2017-Aug 2019	-	FAIE

9. Financial conditions for the Partnership

* Typically: KA2 – Strategic Partnerships lasting up to 2 years: Pre-financing: 80%; Balance: 20%.

National Agencies or the Executive Agency may decide to split the first pre-financing payment into more instalments (most typical 40% - 40% - 20%). They may also decide to reduce the pre-financing or not pay any pre-financing at all, if the financial capacity of the beneficiary is not deemed satisfactory (still the Polish NA does not use this practice).

* Settlement, concerning payments for the Partners proposed: Several (3-4) payments based on the outputs delivered/milestones realized.

11. Information about the Erasmus+ KA2, Strategic partnerships - development of innovation in the field of adult education

The project must address at least one of the priorities (either horizontal or field-specific) of the action, as indicated in the Programme Guide. The maximum 3 priorities (either field specific or horizontal) may be chosen. The underlined ones FAIE proposes as the priorities for the project.

FIELD SPECIFIC PRIORITIES for ADULT EDUCATION:

In the field of adult education, in line with the ET2020/European Agenda for Adult Learning priorities and the Council recommendation on Upskilling Pathways: New Opportunities for Adults , priority will be given to:

- Improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults so that they enhance their literacy, numeracy and digital competences, key competences and/or progress towards higher qualifications, including through the validation of skills acquired through informal and nonformal learning, or progress towards higher qualifications;
- Facilitating access to upskilling pathways by making available skills identification and screening, learning offers adapted to individual learning needs, and through the validation of skills acquired through informal and non-formal learning;
- Increasing demand and take-up through effective outreach, guidance and motivation strategies which encourage low skilled or low-qualified adults, to develop and upgrade their literacy, numeracy and digital competences and skills and/or progress towards higher qualifications;
- Extending and developing educators' competences, particularly in the effective teaching of literacy, numeracy and digital skills to low-skilled or low-qualified adults, including through the effective use of ICT;
- Developing mechanisms to monitor the effectiveness of adult learning policies or to track and monitor the progress of adult learners.

HORIZONTAL PRIORITIES

- Development of relevant and high-quality skills and competences: supporting individuals in acquiring and developing basic skills and key competences, in order to foster employability and socio-educational and personal development, as well as participation in civic and social life. This priority will include, among others, actions to develop partnerships between learning institutions, businesses and intermediary bodies, with a view to promote lifelong learning and to improve the quality and effectiveness of learning mobility experiences. The Programme will also support actions that develop or disseminate tools for the assessment of such competences, as well as actions that apply "learning outcomes"-based approaches in

education, training and youth activities or assess their quality, impact and relevance.

- Social inclusion: priority will be given to actions that help address diversity and promote –in particular through innovative and integrated approaches– ownership of shared values, equality, including gender equality, and non-discrimination and social inclusion through education, training, youth and sport activities. The Programme will support projects that aim to:
 - a) foster the development of social and civic and intercultural competences, media literacy, and critical thinking, and also tackle discrimination, segregation, racism, bullying and violence;
 - b) enhance the access, participation and learning performance of disadvantaged learners, reducing disparities in learning outcomes; and
 - c) support and assess new approaches to reducing disparities in access to and engagement with digital technologies in formal and non-formal education. Particular attention will be given to addressing gender differences in relation to ICT.
- Open education and innovative practices in a digital era: priority will be given to actions that promote innovative methods and pedagogies, as well as participatory modes of governance, where appropriate. Another priority will be updating and developing digital learning materials and tools, in particular Open Educational Resources, open textbooks, and Free and Open Source Educational Software, as well as supporting the effective use of digital technologies and open pedagogies in education, training, youth and sport. This will include fostering synergies with research and innovation activities and promoting new technologies as drivers of improvements in education, training, youth and sport policies and practices. The Programme will also support new teaching methods and tools.
- Educators: priority will be given to actions that strengthen the recruitment, selection and induction of the best and most suitable candidates for the teaching profession as well as to actions supporting the promotion of high-quality and innovative teaching in all educational sectors, training and youth work. The Programme will support the professional development of educators (such as teachers, professors, tutors, mentors, coaches, etc.) and youth workers, especially in dealing with early school leaving, learners with disadvantaged backgrounds, diversity in classrooms, use of new teaching methods and tools, and other contexts and work-based and informal learning.
- Transparency and recognition of skills and qualifications: priority will be given to actions that support employability as well as learning and labour mobility and facilitate transitions between different levels and types of education and training, between education/training and the world of work, and between different jobs. Priority will be given to actions enabling and promoting recognition as well as transparency and comparability of qualifications and learning outcomes, including through the provision of better services and information/guidance on skills and qualifications. This includes promoting innovative solutions for the recognition and supporting the validation – at local, regional, national or European/international level – of competences acquired through informal and non-formal learning.
- Sustainable investment, performance and efficiency: priority will be given to actions supporting the effective implementation of the Investment Plan for Europe, including by promoting funding models attracting private actors and capital (incl. under the Erasmus+ Student Loan Guarantee Facility), as well as supporting the design of evidence-based reforms that deliver quality, innovation and relevance in education, training, youth and sport systems

and policies. Priority will also be given to actions supporting the development of innovative ways to ensure sustainable investment in all forms of learning, both formal and non-formal, including performance-based funding and cost-sharing.

- Social and educational value of European cultural heritage, its contribution to job creation, economic growth and social cohesion. In the context of the European Year of Cultural Heritage 2018 , priority will be given to actions contributing to raising awareness of the importance of Europe's cultural heritage through education, life-long learning, informal and nonformal learning, youth as well as sport, including actions to support skills development, social inclusion, critical thinking and youth engagement. New participatory and intercultural approaches to heritage, as well as educational initiatives aimed at fostering intercultural dialogue involving teachers and pupils from an early age will be promoted.

*Updated by: FAIE
05-03-2018, Bielsko-Biala, Poland*