



**ONGOING PROJECTS &  
PROJECT APPLICATIONS**  
**2016 - 2017**



**earlall**

EUROPEAN ASSOCIATION OF REGIONAL & LOCAL  
AUTHORITIES FOR LIFELONG LEARNING

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## SUMMARY

TITLE	TOPIC	DURATION	BUDGET EARLALL	EU FUNDING PROGRAMME
<b>BRIDGE</b>	Guidance for Low Skilled Adults	2014 - 2017	23.663 €	Erasmus+ KA2
<b>FinALE</b>	Financing Adult Education	2015 - 2017	9.865 €	Erasmus+ KA2
<b>TALENTS</b>	Integration of migrants and refugees	2016 - 2018	26.900 €	Erasmus+ KA2
<b>FIER</b>	Integration of migrants and refugees	2018 - 2019	66.511 €	EaSI PROGRESS (DG EMPL)
<b>BRIDGE+</b>	Guidance for Low Skilled Adults	2018 - 2020	54.008 €	Erasmus+ KA3
<b>Vet's CLIL</b>	VET teachers	2018 - 2020	40.872 €	Erasmus+ KA2
<b>TAC</b>	Third age competence and ageing population	2017 - 2020	20.420 €	Erasmus+ KA2
<b>DUC</b>	Development of urban centres through VET	2018 - 2020	9.375 €	Erasmus+ KA2
<b>LEASA</b>	Skills assessment for people with low basic skills	2018 - 2020	38.075 €	Erasmus+ KA3
<b>QUANTUM-VET</b>	Monitoring systems for better performances in VET	2018 - 2020	56.527 €	Erasmus+ KA3
<b>KEYMOB</b>	Improving the learning capabilities of young people in VET	2018 - 2020	30.055 €	Erasmus+ KA2
<b>LLL-Pathways</b>	Guidance for low-skilled adults	2017 - 2020	33.000 €	Erasmus+ KA3

## BRIDGE - Building up Regional Initiatives to Develop Guidance for low-skilled adults



Offering quality guidance services to all citizens at any point in their lives is an important challenge for regions. All regions participating in the strategic partnership "BRIDGE" have established guidance systems that support the access of citizens to training and further education. However, these guidance services don't reach all target groups to the same extent. Above all, only a very small number of low-skilled people use lifelong guidance in BRIDGE regions and the participation of low-skilled adults in up-skilling training activities is significantly low. Regional actors are, thus, looking for possibilities to improve the access of low-skilled adults to guidance and to develop the quality of guidance services with a view to lower-skilled target groups.

The project focuses on special guidance needs of low-skilled adults, especially of those who are in employment but at risk of being excluded from the job-market because of missing qualifications. Companies employing low-skilled adults are involved. The project partners are analysing the access to and quality of guidance services for low-skilled adults in Baden-Württemberg/Germany, Bretagne/France and Jämtland/Sweden from different perspectives and with different methods and activities. In a second step, they aim at the adaptation, testing and transfer of best practice tools and processes in the field of guidance from one region to the others.

At the heart of the project, a study and handbook will be produced which collects information, good examples and suggestions on the access to and quality of guidance services. The study addresses several thousand professionals working in the field of guidance in the participating regions and beyond. It will give them an overview of measures to support the up-skilling of low-skilled adults in the BRIDGE regions, it comprises the analysis of best practice projects, it includes results of two surveys among counsellors and low-skilled people, it defines key-performance factors for counselling and it will contain a self-assessment-tool for institutions that are active in the field of guidance. The handbook and additional activities will allow professionals in guidance institutions to adopt best practice measures. The handbook will also help decision-makers to develop guidance structures for low-skilled adults on a regional level. Besides, managing staff from companies will profit from the findings of the study.

In addition, an exchange of experiences during international project meetings, on-site visits of best practice measures in the participating regions and other training/multiplying activities will take place.

The project is a continuation of the work of the working group on lifelong guidance of the European network EARLALL. One of the main strengths of the BRIDGE project is the fact that it is complementary to latest developments and innovative projects in the field of guidance on a regional level. The BRIDGE project also involves key actors from the regions like regional administrations and ministries (Kultusministerium Baden-Württemberg, Region Bretagne), the leading regional guidance structures/organisations (Volkshochschulverband Baden-Württemberg/Landesnetzwerk Weiterbildungsberatung Baden-Württemberg, Fongecif/Bretagne and Lärcentrum/Jämtland) and companies (via Z-Group/Jämtland). The following main regional projects and activities are backed up and enriched by the BRIDGE project:

In Baden-Württemberg, the project accompanies the development of the new guidance network "Landesnetzwerk Weiterbildungsberatung" and will give important impulses to develop the accessibility and quality of services of the new network.

In Bretagne, the partner Fongecif is one of the five key actors at national level who implemented a new law dated 5 March 2014. Fongecif will carry out guidance to support the professional development of employees under this new law and is currently looking for new strategies to adapt its services.

In Jämtland, the project meets the goal of the Swedish project partners to enhance the quality of guidance in their structures. Aspects like communication, cooperation and interactivity, flexibility and adaptability, staff qualifications and experiences, resource allocation, institutional and cultural settings are of interest.

Longer term benefits of the project shall be...

1. to strengthen guidance networks, cooperations between organisations and measures to support low-skilled target groups through European mutual learning.
2. to innovate the access of low-skilled adults to lifelong guidance in participating regions and beyond.
3. to improve the quality of guidance with a view to the needs of low-skilled adults by supporting professionals in guidance services.
4. consequently, to increase the participation of low-skilled adults in up-skilling activities.

## Partners

**Volkshochschulverband Baden-Württemberg e.V. (Co-ordinator)**

**Kultusministerium Baden-Württemberg**

**FONGECIF Bretagne**

**Region Bretagne**

**IUC Z-Group AB**

**Lärcentrum Östersunds kommun**

**EARLALL**

### *Other/Silent partners*

- Västra Götaland / SE
- Catalunya / ES
- Basque Country / ES

## Duration and budget

Sep 2014 - Aug 2017 (36 months)

32.150 € - ERASMUS+ KA 2 Strategic Partnership

## FinALE - Financing Adult Education









In most European countries, financing (non-formal) adult education remains problematic. In contrast to the formal system, the sources of financing are fragmented. On the side of public authorities, there is a distribution across different ministries, regional and local authorities and communes. Employers obviously play an important role as do public employment services. In many countries, the learners themselves contribute through fees. There are a number of different mechanisms and tools, which can be targeted at learners directly or at providers.

Whilst the cost of many learning offers remain an obstacle for many Europeans (especially younger or older people or persons with low educational attainments as highlighted by the Adult Education Survey), funding for adult education has been under increased pressure due to the financial crisis, and even a country like Finland is cutting funds for education. This is in contrast with the clear need to increase participation in lifelong learning. The PIAAC results have shown that at least 20% of Europeans lack basic skills, and the benchmark for participation has decreased in the last few years rather than made progress.

There is an urgent need - and recent survey among EAEA members confirms the importance of this - to find answers for questions such as: why do we need to invest in adult education? What are the indicators for funding? Where is investment needed? Which instruments work? Which funding mechanisms can engage (more) new learners?

A working group of the European Commission worked on this topic in 2012/13. This project is a reaction and follow-up on this work. The consortium believes that there is a need to look into this topic from the point of view of civil society only and to update what has been achieved to make proposals for policy and financing practice that focuses on the providers and learners.

Indeed, the partnership believes that there is an urgent need across Europe to

-  improve funding of adult education
-  improve efficiency of policies and public expenditure to reconcile the need for sound public finance and fund growth-friendly investments from providers and learners points of views
-  propose innovative solutions that can help to improve efficiency and the quality of public spending in education and training
-  improve the knowledge about funding instruments and how they work and for whom
-  to increase our knowledge of why and where to invest and then implement the funding instruments
-  continue the debate across Europe about participation in lifelong learning and especially of groups that currently do not participate and how to finance this participation

The objective of the project is to provide a set of analyses (such as 'why invest in adult education', indicators for financing adult education, where to invest, etc.) and policy recommendations targeted at policy-makers of all levels (European, national, regional, local, communal) and at providers to be used as advocacy tools. The partnership would like to monitor and analyse adult education policies and funding instruments and make proposals on how to improve them. This knowledge also benefits providers and adult education organisations as they will be able to use the analyses and recommendations in their own work. The partnership believes that this peer learning aspect across Europe will contribute to finding the best solutions for adult education in Europe by drawing on European best practices to establish key indicators for monitoring and evaluating use of resources.

## Partners

**EAEA European Association for the Education of Adults - Belgium (Co-ordinator)**

**AONTAS, National Adult Learning Organisation - Ireland**

**Dansk Folkeoplysnings Samrad - Denmark**

**Individual Learning Company - UK**

**Kerigma, Instituto de Inovação e Desenvolvimento Social de Barcelos - Portugal**

**Niedersächsischer Bund für freie Erwachsenenbildung e.V. (NBEB) - DE**

**VHS Verband Österreichischer Volkshochschulen - Austria**

**SVEB The Swiss National Umbrella Organisation for Adult Education - Switzerland**

**EARLALL- Belgium**

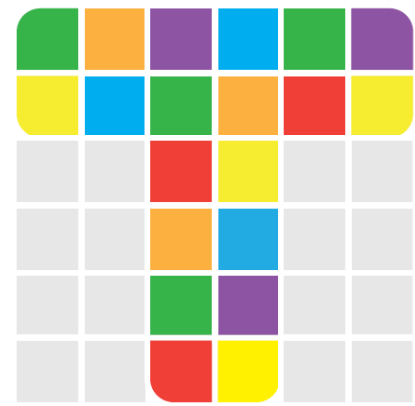
## Duration and budget

Dec 2015 - Dec 2017 (24 months)

9.865 € - ERASMUS+ KA 2 Strategic Partnership

## TALENTS - New talents for companies: Developing the potentials of immigrants and refugees

Austria, Germany, Italy, Norway and Sweden have given home to a large number of refugees and asylum seekers during the last months. The countries with high immigration figures, their regions and municipalities are right now at a crucial stage: They have to find ways to quickly integrate immigrants and refugees into society and the world of work in order to allow people a structured and financially independent life and to ensure that societies can cope with the large number of new citizens.



TALENTS

The talents project will transfer and further develop a new and very successful language and vocational training and integration concept for immigrants. The Göteborg HOTEL TALENTS concept will be amended so that it can be transferred to other sectors (e.g. health, logistics, retail trade) and other countries and regions with different legal, financing, integration and training systems.

Specific Objectives of the project are to analyse, build up, test and further develop European role models, guidelines and tools for guidance, training and company cooperations to support the access of adult immigrants and refugees to the labour market by ...

- a) analysing existing regional guidance settings and training curricula (including intensive language trainings combined with professional language, professional skills and company cooperations). The heart and driving force of the project is the "Hotel Talents" project of the City of Göteborg.
- b) testing these training concepts in different regions and countries and in different economic sectors, mainly sectors with a lack of qualified workers, e.g. hotelery and gastronomy, health sector etc.
- c) scientifically following up the project and do research e.g. on how such guidance, training concepts can be adapted to needs of different groups of immigrants (high-qualified, low-qualified, persons with traumas etc.), to legal backgrounds and to financing systems
- d) amending the pilot concepts and defining flexible role models for different target groups, sectors, legal backgrounds and financing systems
- e) developing European guidelines and tools which allow to introduce flexible guidance and training curricula in different EU countries
- f) developing modules that can be used independently from full integration concepts (tools for validation and guidance, curricula for language training, professional skills training etc.)
- g) developing teacher trainings to support the transfer of concepts

During the project lifetime of three years the project reaches up to 9000 participants, among them staff of all project partners, counsellors and teachers participating in trainings, staff in companies and partner institutions involved, persons receiving guidance in connection to training activities, participants in six pilot training courses, users of the European toolbox and modules of the training concept, persons who will participate in TALENTS courses in- and outside the project within five years from the project start, persons who have a profit from improved guidance and training in partner organisations and other institutions and persons reached through other dissemination activities like press articles.

Intellectual Output of the project will be:



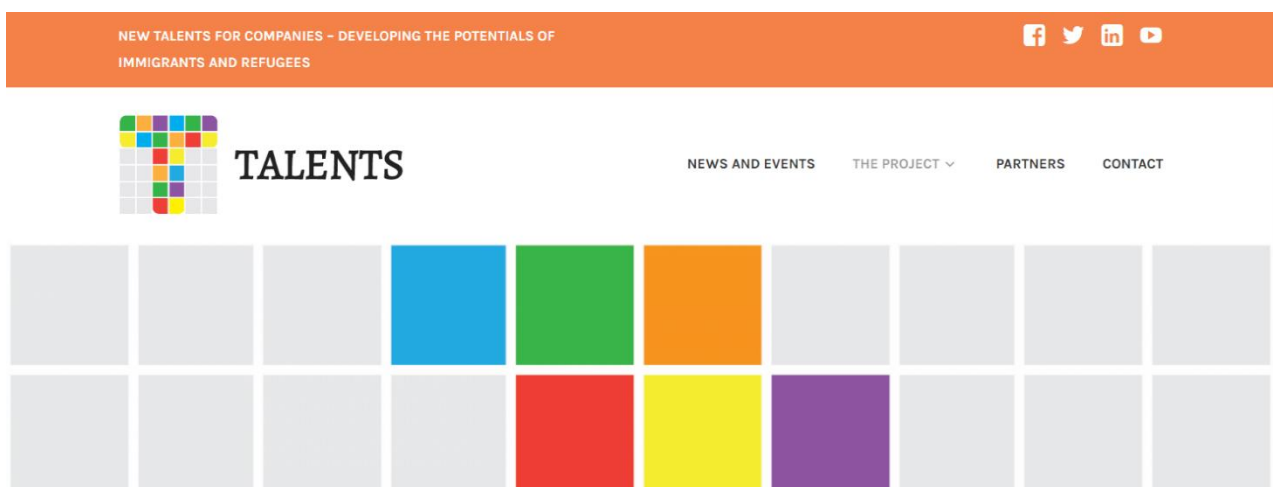
- 🚩 O1 European guidelines and toolbox for projects and training concepts to support the (fast) access of adult immigrants and refugees to the labour market
- 🚩 O2 “Talents” App for the matching and the competence management between immigrant-company-training provider
- 🚩 O3 Scientific analysis and study on the adaption and pilot implementation of the TALENTS concept including policy recommendations
- 🚩 O4 Curricula for trainings for educational staff (project managers, guidance counsellors and teachers) on the basis of the “Talents” concept
- 🚩 The TALENTS project will contribute to the successful integration of immigrants on the local and regional level and support national as well as EU initiatives to tackle the refugees crisis.

## Partners

**Volkshochschulverband Baden-Württemberg e.V. (Co-ordinator)**  
**Ministerium für Kultus, Jugend und Sport Baden-Württemberg**  
**Arbetsmarknad och vuxenutbildning i Göteborgs Stad**  
**Cuben Utbildning AB**  
**Oslo Voksenopplæring Rosenhof**  
**Steirische Volkswirtschaftliche Gesellschaft**  
**Universita Degli Studi di Firenze**  
**EARLALL**

## Duration and budget

Sep 2016 - Aug 2019 (36 months)  
 26.926 € - ERASMUS+ KA2 Strategic Partnership



# BRIDGE+ - Building up Regional Initiatives to Develop skills-based Guidance: a digital multi-actor approach

Changes in society, technology and economy are accelerating in speed. Individuals, therefore, constantly have to adapt their competences and skills. In the framework of the BRIDGE+ project, the participating municipalities, regions and their partners aim at building up, testing and implementing new strategies of skills development on a regional level – supported by innovative technology. These regional initiatives shall include relevant groups of actors, above all companies, career guidance organisations, educational institutions and individuals, and interlink them in the framework of personal and virtual networks and platforms.

In trainings, these actors will not only learn when and how to use the IT tools, e.g. to make formal, non-formal and informal competences of individuals visible. They will also be motivated to use the tools as “BRIDGES” to the partners, allowing a constant dialogue on future work and learning – the most important pillar of labour market skills intelligence.

The regional initiatives will be implemented in the framework of existing multi-actor career guidance and education networks of the 5 European regions Baden-Württemberg/Germany, Basque Country/Spain, Bretagne/France, Jämtland/Sweden and Steiermark/Austria. The guidance networks will get better access to innovative technology such as competence balancing software, skills management systems for companies, Europass features etc. In pilot initiatives, these tools will be linked by technical interfaces on regional digital platforms.

Like this, the project perfectly fits Priority 3 of this call “Promoting innovative technology in the field of providing career guidance” and will address it in a bottom-up approach at regional level and in a second step transfer results and outputs to other regions, states and to the European level. The project consortium is uniquely able to influence different levels – from provider level at local and regional level to European policy-makers level.

The main goal of the project is to tackle skills mismatches between demands of the world of work and competences of employees or candidates. With the help of ICT tools, relevant skills and competences shall be made visible in the two directions of companies and individuals and be accessible for career guidance officers. Respective activities will be developed on regional level and like this in close cooperation with the relevant actors.

## Partners

**Volkshochschulverband Baden-Württemberg e.V. (Co-ordinator)**  
**Ministerium für Kultus, Jugend und Sport Baden-Württemberg**  
**Departamento de Educación, Política Lingüística y Cultura del País Vasco**  
**Lärcentrum Östersunds kommun**  
**IUC Z-GROUP AB**  
**FONGECIF**  
**Steirische Volkswirtschaftliche Gesellschaft**  
**EC-VPL | European Centre for Valuation of Prior Learning**  
**EARLALL**

## Duration and budget

Jan 2018 – Dec 2020 (36 months)

54.009 € - ERASMUS+ KA3 Support for Policy Reform



## Sustainable development of urban centres with active involvement of VET (VET for Urban Centres)

Modern societies are urban and the number of urban centres are rapidly developing. A general challenge is to develop towns/centres in a sustainable way, which is a multiple task, and requires multiple participation. Regional and national plans are pointing at these challenges. Europe 2020 emphasises that a smart, sustainable and inclusive growth will deliver high levels of employment and social cohesion. To strengthen human capital, employability and competitiveness “New skills agenda for Europe” is pointing at the need for more work-based learning and business - education partnership and the importance of using cross-sectorial cooperation as a tool to promote innovation, creativity and entrepreneurship.

This project takes the New skills agenda a step further and adds local/regional authorities to the business-education cooperation. By cross-sectorial cooperation, sharing of best practices and methods on local planning and VET programmes, observing differences, challenges and solution in other regions, new ideas and approaches will be identified, and solutions developed.

The objective for this innovative project is to create governance models for active involvement and participation of Upper Secondary VET schools/providers and the local businesses in the planning processes and development of urban centres. Creating a cooperation arena between VET providers, municipalities and the labour market; Strengthen VET programmes in line with the needs in the local/regional labour market; Develop the innovation capacity in VET; Strengthen VET students’ engagement in the development of their hometowns/centres and thus increasing their motivation and employability and possibly to reduce the percentage of NEETs; And inform the policy makers on this important matter.

The project will produce two intellectual outputs:

-  O1: Develop a model for useful and efficient local cooperation to meet these challenges.
-  O2: Develop a model a new innovative educational VET-programme.

The project has a wide range of target groups and is aiming to influence ways of organising local/regional partnerships and to embed the results into the educational programmes. In this way create attractive, sustainable urban centres and thus make a change for people and the societies as a whole and inspire local planning; owners of VET Institutions/providers/schools; VET teachers and students, local business and labour market and local policy makers. Ultimately the results will reach other relevant stakeholders at regional, national and European level.

### Partners

**Hordaland fylkeskommune (Coordinator)**  
**Fjell kommune**  
**Colleges of Wales**  
**Barcelona Activa**  
**Business Support Centre**  
**Agenzia Umbria Ricerche**  
**Sotra Upper Secondary School**  
**EARLALL**

### Duration and budget

Sep 2017 – Dec 2019 (27 months)

9.375 € - ERASMUS+ KA2 Strategic partnerships in the field of education and training

# FIER – Fast-track Integration in European Regions

To establish innovative fast-track integration strategies and actions to the labour market is currently an important challenge for regions. With the FIER project, European regions and partners from Austria, Belgium, Germany, Norway, Sweden and Turkey will exchange and commonly develop strategies to support integration through both dedicated instruments for a fast labour market access and more broadly through instruments addressing social and economic cohesion. The consortium intends to step up on the basis of current efforts to enhance integration of third-country nationals, including asylum seekers and refugees, and will further develop these strategies – aiming at quicker and more effective results on the ground. According to regional needs and integration structures, the partners will in pilot initiatives:

- ▶ make better visible the skills of immigrants by introducing validation and competence assessment procedures, especially focusing on generic and soft skills, specific talents, interests and motivation
- ▶ support the utilisation of individual skills of refugees with guidance on individual labour market access options and information on the “hidden” labour market
- ▶ test new formats of language courses combined with work experience (internships, part time jobs, mini jobs). In addition to language training, the courses will include basics skills training, intercultural elements, self-empowerment modules etc. The trainings will use methods of individual teaching and coaching including learning at different speeds and with the help of e-learning. The trainings shall lead to employment within a short period of time.
- ▶ spread common guidelines for enterprises to support inclusion through apprenticeships, work-based learning and job offers and address companies in networks and close contacts to coaches and labour market officers
- ▶ develop innovative trainings for trainers and mentors in companies
- ▶ establish mentoring programs at workplaces
- ▶ start self-empowerment initiatives of refugees
- ▶ initiate an online platform serving as a center of communication

## Partners

**Vastra Gotalands Lans Landsting (Including Göteborg Folk High School) (Applicant)**  
**Mölnåls Stad**  
**Swedish Public Employment Service**  
**Ministerium Für Kultus, Jugend Und Sport Baden-Württemberg**  
**Volkshochschulverband Baden-Württemberg E.V.**  
**Pädagogische Hochschule Weingarten**  
**Stadt Stuttgart**  
**Het Gemeenschapsonderwijs**  
**Oslo Voksenopplaering Rosenhof**  
**Land Salzburg**  
**Yuva Association**  
**EARLALL**

## Duration and budget

Dec 2017 – Nov 2019 (24 months)

66.511 € - EaSI PROGRESS – Fast-track integration processes

## KEYMOB – Key Competences for Mobility

The European Commission has diagnosed the unemployment issue and the discordance issue between competences acquired in the formation and those necessary in the workplace as one of the most important issues to face. The productive systems are undergoing deep transformations that will accelerate in the near future wherefore changes in the sector need to be tackled. One of the proposed solutions is the promotion of work-based learning with the aim of improving the competences acquired through formation and adapt them to the real needs of the companies. We can determine that the improvement in the learning of the young people in VET can be achieved through a formation system that takes into account an internship in a company as a work situation.

Naturally, this is one of the reasons why dual learning must be considered. However, there is another factor that is becoming more relevant day by day in dual learning. The acquisition of a series of competences not strictly related with the work sector in which the learning is taking place: the so-called transversal competences, applicable to different work situations on different environments.

Young people can acquire these competencies through mobility and training in different country where he/ she has to face and solve situations in another cultural surrounding. Thereby Young people learn to adapt to this situations and build up transversal capacities.

Two elements, therefore, allow us to face the new scenario for young people in training: the training in work centers and the mobility for the training. Both considerable help to improve their capacities.

The aim the of the project is to develop cooperation between training centers, companies, regional and municipal governments to develop curricular tools and the necessary logistical and organizational agreements for the development of the transversal competences of the apprentices on a context of international mobility.

The project is focused primarily on the key players in the international mobility of the apprentices, and at the regional and municipal institutions and the intermediary bodies that necessarily collaborate in the success of such mobility. On second instance, it is directed at the apprentices, in order to improve the quality of their learning of transversal competences on an international context.

### Partners

**Cambra Oficial De Comerc Industria I Navegacio De Catalunya**

**Notus**

**EARLALL**

**Departament D'ensenyament- Generalitat De Catalunya**

**Fundació Privada Catalunya Europa**

**Freref**

**Region Languedoc Roussillon Midi Pyrenees**

**Stredni Odborna Skola Energeticka A Stavebni, Obchodni Akademie A Stredni Zdravotnicka Skola**

**Kaufmännische Schule 1**

### Duration and budget

Sept 2017 – Aug 2020 (36 months)

30.055 € - ERAMUS+ KA2 - Strategic partnerships in the field of education and training

# LEASA – Learner-centred Skills Assessment: Practice, Framework, Policy

This project is timed perfectly for the new Upskilling Pathways strategy of the European Commission. According to the last PIAAC, about 70 million Europeans lack basic reading and writing skills. Even more cannot use numbers or digital tools effectively in daily life. Upskilling Pathways, proposed by the European Commission in the framework of the New Skills Agenda, aims to tackle this issue and comprises 3 steps: Skills assessment; Learning offer; Validation and recognition of the skills acquired. This project targets the first priority of the call: acquisition of basic skills by low-skilled adults and it will concentrate on the first step of the strategy: skills assessment.

This is an ambitious project that wants to address the key questions for skills assessments. The consortium brings together high expertise on different levels for the understanding of the challenges from practice – the European Commission and the Council Recommendations have also identified some of the challenges.

We believe that the project works on different levels: the different outcomes of the project are innovative, useful and applicable in themselves:

- The overview and analysis of existing tools and instruments will help adult education practitioners (but also stakeholders and policy-makers) understand what works for which target group and where to find appropriate instruments
- The guidelines and principles for learner-centred skills assessments will create knowledge, understanding and know-how (especially for practitioners) on how an encouraging assessment will work for which target group. It will also provide support in evaluating instruments and support the development of new ones.
- The analysis of the institutional framework will inform the expertise about the role of different stakeholders and how they can work together in order to make upskilling pathways possible.

In addition to these important individual outcomes, the combination of these levels adds real value to the project outcomes – by interlocking practice and framework, we can really inform policy for the successful implementation. The outcomes will therefore enable adult educators, but also stakeholders (libraries, guidance etc) to improve their practice, to implement new practices. They will inform institutions on how to improve implementation and cooperation or how to implement them in the first place. They will inform policy-makers on the principles, framework and actions necessary to launch and/or establish and/or improve a successful upskilling pathways strategy.

## Partners

**European Association of the Education of Adults**  
**National Learning and Work Institute**  
**Verband Österreichischer Volkshochschulen**  
**AONTAS**  
**Escola Profissional Amar Terra Verde, Lda.**  
**KANSANVALISTUSSEURA**  
**Deutsches Institut fuer Erwachsenenbildung eV Leibniz-Zentrum**  
**EARLALL**

## Duration and budget

Jan 2018 – Dec 2020 (36 months)

38.075 € - ERASMUS+ KA3 Support for Policy Reform

# LLL-Pathways - Building up Regional Initiatives to Develop skills-based Guidance: a digital multi-actor approach

The LLL-Pathways project aims at tackling the career guidance deficiency in making use of new innovative methods and tools to modernise professional guidance for individuals with low qualification, marginalised groups, youth and adults in precarious social situations. The project will explore existing tools such as skills assessment tools, online CVs, online guidance and job portals and investigate their technological innovation to further develop them, integrate them and adapt them to the needs of career guidance providers for the target groups of the project. While technological innovation in the field of career guidance remains the main focus of the priority 3 the project aims to promote a holistic approach to career guidance for lifelong learning and to envisage technology in different environments that influence the career choices for young people and adults.

The project will investigate the current state of play of career guidance in Europe and the use of technology to further improve access to groups of individuals most in need. By gathering existing good practices and integrating them in a unique platform it will allow policy-makers to adapt their practices, modernise and harmonise them.

The guidelines for career guidance that will be developed within the project using self-regulation methods for its beneficiaries and users, will further contribute to improving skills intelligence and information for better career choices. The project will target vocational pathways to raise awareness about their relevance and importance and promoting vocational pathways as a first choice for young people seeking career opportunities and career development

Job-seekers, employees, and young people need the necessary career management skills necessary for today's fast changing world. Such career management skills need to be developed at early age and linked to education pathways which will determine professional development. Therefore, the project will look at the ways to develop the skills of all those who are influencing learning choices that will later on determine career choices. This is why the project includes parents and career counselors (in formal and non-formal environments

Strengthening the capacity of career guidance services providers and promoting the use of innovative technologies to the provision of such service will offer new form of support, improve access to information and enhance the outreach to wider audiences. Technology in itself cannot give a solution to the existing barriers but can overcome some of them allowing guidance providers and individuals to better navigate in their learning and employment environment.

## Partners

**LLLPlatform** (Co-ordinator)

**EARLALL**

**EPA**

**INFREP**

**Aristotle University of Thessaloniki**

**OneSource Consultoria Informática Lda. (ONE)**

**Vrije Universiteit Brussel (VUB)**

**Ministry of Science and Education of the Republic of Croatia**

**National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)**

## Duration and budget

Dec 2017 – Nov 2020 (36 months)

33.000 € - ERASMUS+ KA3 Forward-Looking Cooperation Projects

# QUANTUM – QUALity Networks: fine-Tuning Monitoring systems for better performances in VET

“Further developing quality assurance mechanisms in VET in line with EQAVET recommendation and, as part of quality assurance systems, establishing continuous information and feedback loops to IVET and C-VET systems based on learning outcomes”. This inspired QUANTUM project, aimed at setting up and piloting an integrated quality assurance system based on common monitoring Key Performance Indicators. The monitoring mechanism is going to be the fulcrum of the Quality Networks among VET providers and relevant stakeholders established in IT, PT and SK, and to support the planning and implementation of improvement measures for a renewed evidence-based policy-making approach. The data analysis is performed through the cooperation within the Networks and transnationally among networks, the continuous dialogue with decision makers, employers and social partners, and the use of the European Peer Review methodology.

The integration between Quality Networks and the European Peer Review – thanks to the positive reactions experienced with newcomers – is going to make the review phase a reality. The definition of an Overarching PR Framework fosters the continuous improvement of providers’ performances and the growth of the entire VET system.

To run the QNs and the European PR, partners are going to:

- Empower stakeholders (education manager, teachers/trainers, learners, policymakers, companies), by improving competences for self- and peer assessment, and for QA management;
- Apply the Theory of Change to assess the behavioural impact of the activities proposed for strengthen evidence-based policy making;
- Develop a Proposal for a Performance Based Funding schemes based on the results if the QNs piloting and coherent with the existing VET systems.

The partnership includes 7 organizations from Italy, Portugal, Slovakia and Belgium, and include public and private iVET and C-VET providers, VET policy-makers, EU-wide networks representing providers and public authorities.

## Partners

**Associazione FORMA.Azione srl (Coordination)**  
**Regione Umbria**  
**EfVET – European forum of technical and Vocational Education and Training**  
**SIOV - State Vocational Education Institute**  
**EARLALL – European Association of Regional and Local Authorities for Lifelong Learning**  
**CECOA - Vocational Training Centre for the Commerce and Services**  
**Secondary School of Engineering**  
**National institute of Employment and Training**

## Duration and budget

Jan 2018 – Dec 2020 (36 months)

56.527 € - ERASMUS+ KA3 Forward-Looking Cooperation Projects



# TAC – Third Age Competences

This project focuses on older adults in the third age – by which we mean the life span from leaving work life as a dominant factor in life and personal identity until the time when deterioration of the health become a dominant factor.

The project will create better understanding of what Key Competences for older adults mean, and who the providers of offers to develop and maintain these competences are. Finally the project will give policy advice on how regional and local governments can stimulate quality of life, development and learning in the third age. The long term aim of the project is to improve competence development for people in the third age in order to make sure this group is included in society and is able to take advantage of all aspects of life.

The project will look into the nature of key competences for this very diverse target group. In parallel the project will focus on what the stakeholders in wider society provide to the target group. The project will also look into how the offers to the target group are communicated and if and how the issue is addressed in regional and local policies in selected countries. At the centre of this perspective will be the understanding of the meeting point of the Key Competences for personal fulfilment in older age and the demand of wider society through volunteering for example.

It is an important aim of this project to contribute to the issue of Key Competences for older adults being on the political agenda at European level as well as the development of policies and practices on regional level

## Partners

**Nordic centre of Heritage Learning and Creativity** (Co-ordinator)  
**Provincia di Livorno Sviluppo**  
**EARLALL**  
**Università degli Studi di Firenze**  
**France Bénévolat**  
**Region Jämtland Härjedalen**  
**Universitaet Ulm**

## Duration and budget

Sep 2017 - Aug 2020 (36 months)

20.420 € - ERASMUS+ KA2 - Cooperation for Innovation and the Exchange of Good Practices

## VET'S CLIL

ET'S CLIL project, Foreign Language and Acquisition of Marketable Educational Skills, aims at improving the competitiveness and employability of vocational students in a global European market by 1) Developing and testing a Massive Online Open Courses (MOOC) on the Content and Language Integrated Learning (CLIL) approach, starting by testing an Open Online Course (OOC) in English which will result in a MOOC.; 2) Designing and implement an electronic open platform that permits to mutualise the different materials developed in each region/country and to share experiences; This will ensure a sustainable transnational community of Vocational Education and Training (VET) professionals that allows the exchange of materials. The specific objectives aimed:

- To stress the need to master foreign languages as a key competence to foster employability in all VET sectors.
- To highlight the importance of developing intercultural competences as European citizens working in a global market.
- To help teachers disseminate critical thinking skills through their teaching practices.
- To disseminate and exchange innovative methodologies and approaches in the VET teaching and learning context done in a foreign language.
- To define assessment strategies and use different tools for assessment of the competences to be acquired by VET learners (digital, social, linguistic, contents)
- To use Web 2.0 Tools and apps not only for engaging learners but also, for the opportunities they offer with regards to sharing knowledge and good teaching and learning practices among teachers all over Europe, especially in those regions with fewer resources.
- To improve teacher training programmes by teaching trainers how to use the many available tools effectively.
- To enhance mutual trust amongst vocational schools and institutions for further future mobility projects

This European proposal will capitalize the results and outputs from previous experience not only in the 7 regions and 6 countries covered by the project but also in other EU regions.

### Partners

Departament d'Ensenyament- Generalitat De Catalunya (Co-ordinator)  
GO! Scholengroep Brussel  
Seinäjoen koulutuskuntayhtymä  
ROC Da Vinci College  
Budapesti Gazdasági Szakképzési Centrum Békésy György Szakgimnáziuma és Szakközépiskolája  
Provinciaal Onderwijs Vlaanderen Pedagogische Ondersteuning  
Departamento De Educacion, Politica Linguistica Y Cultura Del Gobierno Vasco  
Istituto Pavoniano Artigianelli per le Arti Grafiche  
EARLALL

### Duration and budget

Oct 2017 – Mar 2020 (30 months)

49.872 € - ERASMUS+ KA2 - Cooperation for Innovation and the Exchange of Good Practices

## BUDGET SUMMARY

### ONGOING PROJECTS

PROJECT	2015	2016	2017	2018	TOTAL
BRIDGE	12.860	12.860	6.430		32.150 €
FINALE		4.932	4.932		9.864 €
TALENTS		10.770	10.770	5.386	26.926 €
	<u>12.860 €</u>	<u>28.562 €</u>	<u>22.132 €</u>	<u>5.386 €</u>	<u>68.940 €</u>

### PROJECT APPLICATIONS - AWAITING RESULTS

PROJECT	2017	2018	2019	2020	TOTAL
FIER		33.256	33.255		66.511 €
BRIDGE+		21.603	21.603	10.803	54.009 €
VET'S CLIL	19.949	19.949	9.974		49.872 €
TAC	8.168	8.168	4.084		20.420 €
DUC	3.750	3.750	1.875		9.375 €
KEYMOB	12.022	12.022	6.011		30.055 €
LEASA		15.230	15.230	7.615	38.075 €
QUANTUM-VET		22.611	22.611	11.305	56.527 €
LLL-PATHWAYS	13.200	13.200	6.600		33.000 €
TOT	<u>57.089 €</u>	<u>149.789 €</u>	<u>121.243 €</u>	<u>29.723 €</u>	<u>357.844 €</u>



**earlall**

EUROPEAN ASSOCIATION OF REGIONAL & LOCAL  
AUTHORITIES FOR LIFELONG LEARNING

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