



fOCUS europe

January 2012
Spotlighting European
developments and projects

European Mobility

The Benefits for People with Fewer Opportunities

H.E.-L.P

Hospitals' E-learning and Information Exchange Portal

Skankomp

Bridging the Gap between Education and Work

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Enter Europe's network for sharing project results and products. www.enter-network.eu



focus europe

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C-E.N.T.E.R.

Your key to successful promotion of EU projects

“C-E.N.T.E.R. - Competence, cooperation and communication in the dissemination and exploitation of EU projects” is a 3-year (2010-2013) project dealing with the task of promoting EU projects and distributing their results. Thereby, different instruments such as the Focus Europe magazine will be developed in order to improve the dissemination activities at European level. Beside the implementation of new tools, the project aims to support project consortia in achieving successful and sustainable EU project marketing. Our next activities will be:

- C-E.N.T.E.R. workshop organised as European course under Grundtvig grants
- Dissemination toolkit
- 5th thematic dissemination conference in Bilbao, Spain on 22 November 2012
- Awards for good practices in the dissemination of EU projects
- C-E.N.T.E.R. Case with up to date project products to a specific topic (ready to be ordered in March 2012)
- 4th edition of Focus Europe in October

C-E.N.T.E.R. invites you to participate in the project activities and to use the instruments for your dissemination actions. Please visit us at www.c.enter-network.eu for further information and keep updated at www.enter-network.eu.

Visit us also at www.facebook.com/Centerproject.



Focus Europe

A spotlight for ideas and innovation

European Year for Active Ageing and Solidarity between Generations 2012 – E.N.T.E.R. provides an important contribution to this campaign

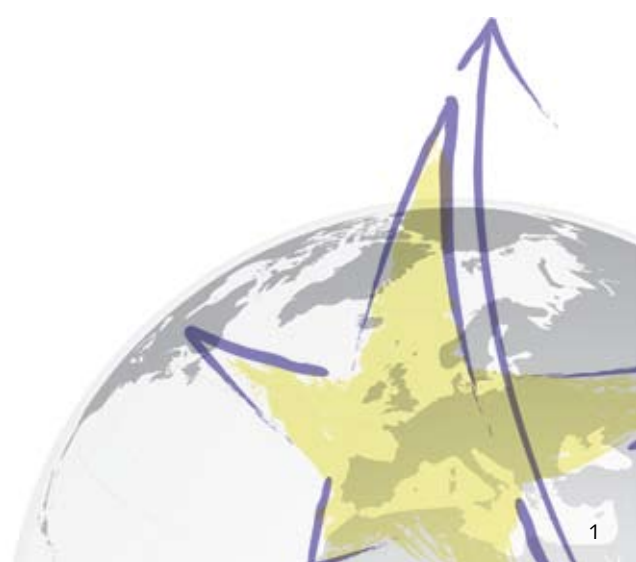


The European Union has announced the year 2012 as European Year for Active Ageing and Solidarity between Generations. This should allow a deeper and longer reflection of the issue that all Europe is getting older, people are living longer and are staying healthier. This creates huge chances and challenges for the society that need to be discussed, analysed and planned. Staying in the workforce for older people, playing an active role in the society and live healthy and meaningful lives as long as possible are the key issues defined for the thematic year 2012. In addition to this the topic of intergenerational solidarity should be emphasized as cornerstone of the European society systems. The European Year should however go beyond discussing issues but really lead to concrete action plans from stakeholders and policy makers.

E.N.T.E.R. has the honor and possibility to contribute to this discussion and implementation process in the European Year 2012 with a dedicated Grundtvig Accompanying Measures Project “Age on Stage: Later Learning in Adult Education and its Role in Europe’s Development – Challenges, Concepts, Benefits, Outlook (STAGE)”. In this project, that will be implemented in a co-operation with the Federal Government of Styria, Department 1E Europe and Foreign Affairs as well as Europe Direct Network Styria from 1st of October 2011 to 30th of September 2012, a number of activities will be implemented (identification of best practice projects within the topic of learning of older and senior citizens, information campaign etc.) that are all culminating in a two days conference on the 21st and 22nd of June 2012 in Graz. During the conference around the topic of active ageing and learning of senior citizens a number of experts’ presentations and discussions will be held, in addition to this the participants will have the possibility for direct intervention during a number of workshops that will be offered. In parallel to the conference E.N.T.E.R. will organise a project fair that will show the identified 30 best practice projects in display for you to discover and test their concrete outputs.

Further information about the project can be found on the project website www.age-on-stage.eu. The website will also offer the possibility for registration to the conference in June 2012. Regular updates on E.N.T.E.R.’s further activities around the European Year 2012 will be published on www.enter-network.eu and on our Facebook page www.facebook.com/enternetwork. We are looking forward to meeting you online for discussions on the topic and to welcoming you in person as E.N.T.E.R. members and supporters at this major thematic conference event in June 2012 in Graz, Austria.

Kind regards,
The E.N.T.E.R. Team



Projects

Skankomp

Bridging the gap between education and work

Skankomp is a project aimed at creating tools and networks for bettering the dialogue between education institutions in Scandinavia and the business sector that they work with to foster new skills and competence. Skankomp is an abbreviation for “Skandinaviskt Kompetensutvecklingsnätverk”, which means Scandinavian network for competence development.

The partnership consists of 38 partners from Sweden, Denmark and Norway under the lead of the Central Denmark Region. The countries can share experiences in many areas since their systems for competence development and education are very similar, but differences still remain which create interesting perspectives. The sharing of ideas and experiences between business and education is crucial, to achieve a good synchronisation between the supply and demand for education and competence development. In Sweden 13 municipalities, one network organisation and one company working with validation of skills participate in the project.



EUROPEISKA
UNIONEN
Europeiska
regionala
utvecklingsfonden



Interreg IVA
ÖRESUND – KATTEGAT – SKAGERAK



Skankomp
SKANDINAVISKT KOMPETENSUTVECKLINGSNÄTVERK



The project works from different angles; building for example on new and existing networks, regional competence platforms, “business intelligence” with the aim of coming up with a more realistic prediction of future competence needs in local and regional businesses and a new course for “Knowledge brokers” – aimed at the coordinators working specifically with matching the supply and demand of education. The project runs from 2010 to 2013.

Programme Interreg IVA – Kattegatt-Skagerack

Duration August 2010-July 2013

Main outcome An enhanced dialogue between education institutions and business in Scandinavia to match the supply and demand for education and skills.

Website www.skankomp.eu

INTEGRA

Mixing Integration with financial matters

The Integra project: ‘Migrants’ Integrating Kit - Basic Language for Dealing with Financial Matters’ aims to help migrants improve their integration, in particular on financial matters. In today’s global knowledge society and with

ever increasing mobility, migrants face many challenges before they can settle and feel part of a new community. Two major challenges, which affect many new arrivals, are lack of language skills and lack of basic knowledge on financial matters.

Integra works together with social partners, such as migrant communities and financial institutes and creates a Europe wide network of relevant institutes in order to reach migrants in partner countries and improve their integration into local society. Integra provides them with opportunities to gain language skills on basic financial matters. The Integra team develops learning materials and unique methodologies using theatre games and exercises for training representatives of migrant communities who will pass their knowledge to final beneficiaries.

Partners involved in the project are:
SOROS INTERNATIONAL HOUSE– LT (coordinator), DIAN - Training and Management Activities – GR, Dialoge language institute – DE, Instituto de Formacion y Studios Sociales IFES - ES, Milli Egitim Müdürlüğü-Diyarbakır – TR, Smashing Times Theatre Company – IE, Pressure Line V.O.F. – NL, EuroEd Foundation – RO, DHE Solutions Ltd. – GB, AKADEMIA HUMANISTYCZNO – EKONOMICZNA W LODZI - PL, INTERNATIONAL HOUSE – BY (third country partner)



INTEGRA

Funding 510258-L.L.P.-1-2010-1-LT-GRUNDTVIG-GMP

Duration October 2010 – September 2012

Outcome Create a Migrants’ Integrating Kit - Basic Language for Dealing with Financial Matters and a European Network of fitted trainers from migrant communities able to continue delivering the skills to final beneficiaries.

Website www.integra-project.eu



EXPERTS

Experts in education reflect by telling stories Contribute to the EXPERTS Blog and Forum!

www.experts.story-telling.eu - is an easy-to-handle weblog area for the exchange of experiences among kindergarten teachers. It is about stories of personally experienced situations with children in the daily life of kindergarten teachers and day mothers of different countries all over Europe.

EXPERTS is not about telling exciting, extraordinary, unpublished stories or big problems or events. We would simply like to invite you to tell "little pieces of working life

you have encountered in your daily working routine", for example something important for you, or a situation which was difficult to handle, a situation where you were lost for words, a touching experience, a certain problem, situation, event or encounter that you would like to share with other colleagues...

The EXPERTS project is co-funded by the European Commission and aims at building up a Europe-wide network for kindergarten teachers and day mothers providing peer support for this group and lifelong learning through personally experienced situations from working life. The project is coordinated by ILI – Innovation in Learning Institute, Germany, with partners in Finland, Italy, Slovenia and Spain.

Write your story in the EXPERTS Blog!
... read and comment the stories of other Kindergarten teachers and day mothers.

Contribute to the discussion in the EXPERTS Forum!

... read and comment the messages of others, communicate with us and your colleagues in early childhood education about your experiences.

Programme LLP Leonardo - Development of Innovation

Duration 1 December 2010 - 30 November 2012

Websites <http://experts.story-telling.eu/>
<http://blog.experts.story-telling.eu/>
<http://blog.experts.story-telling.eu/forum/>



DigEm

A creative approach to ICT skills empowerment

DigEm is an innovative digital empowering project that uses a creative approach to teaching ICT skills through the creation of two-minute personal digital story to provide an effective entry route for learners disengaged with the learning process, or not confident with new technologies. DigEm combines non ICT-based pedagogies, such as story circles, learning groups, drama role play to create a dynamic approach to introducing ICT to socially excluded groups and adults who have been excluded or unwilling to join the training procedure in order to motivate them to increase their employability.

DigEm develops communication skills by using creative tools/media techniques, focused on people's own lives, through story-telling, photography, music, video and narrative. DigEm places the learner at the centre of the teaching

method, and draws upon personal experiences to engage them on developing a 2min. film about their lives, for publication on the internet. DigEm introduces basic ICT competence e.g using word process to create scripts, blogs, using picture and editing software, using the internet (e-mail and other services/training,

hobbies). The project is being coordinated by DIMITRA ITD with the participation of partner organization from eight (8) European Countries.



Programme/Action LLP – KA3 ICT Multilateral Project

Duration 2009-2012

Main outcome Trainer's Methodology Guide

Website www.digem.eu

DigEm post card

Projects

H.E.-L.P.

Hospitals' E-learning and Information Exchange Portal

Programme Lifelong Learning Programme
Key Activity III multilateral project

Duration 2 years, 01/01/2011 – 31/12/2012

Key Objective Learning and information platform for hospitals and patients

Communication between health system organizations (hospitals, physicians, rehabilitation centers etc.) and patients is becoming a major challenge in modern society. Within the context of an ageing population, increasing cases of chronic diseases and spiralling costs within the health system, providers are challenged to find new ways for co-operation and communication with people and patients. Eight European organisations (hospitals, health providers, higher education providers, consultancy organisations etc.) from seven countries (AT, DE, GR, FI, IT, SE and TR) have started to implement a two year co-operation project to build an information exchange portal for hospitals and health organisations throughout Europe.



Based on a European survey with patients and hospital staff, crucial information topics have been identified together with didactical and methodological frameworks for ICT based learning and communication. This is



channelled into a master version of a learning and information platform for hospitals which is currently under a field testing phase. All materials and further information about the H.E.-L.P. project can be found on the project website www.he-lp.eu



Getting European Business On-line

Businesses of every type and size need to be found online. Students need to get practical experience when learning how to make a web site. We are putting these requirements together.

Getting European Business On-line (GEBOL) has two key aims. The first is to increase the number of businesses in the partner countries that can set up and manage their own web sites. The second is to promote ECVET (European Credit Transfer System for Vocational Education and Training) compliant qualifications in the skills of setting up and maintaining a business web site. The two main transfers of innovation are "the Getting British Business On-line Concept" from Google (UK) and "the ITQ national vocational qualification" of the UK Sector Skills Council, ref. to the

EQF (European Qualifications Framework). The project provides a pilot identifying SME's in local areas and linking them to vocational training establishments where students are learning the IT user skills in owner managed businesses. Partners from UK, DE, ES, RO,

BG, NL coordinated by CZ will supervise these students applying their learning to support development of web sites for the target beneficiaries, achieving sustainability by training the teachers as ITQ assessors. Skills will transfer from the learners to the owners and employees SME's with ECVET methodology as the focus.



Programme LLP – Leonardo da Vinci
– Transfer of Innovation CZ/11/LLP-LdV/
TOI/134007

Duration October 2011 – September 2013

Website www.gebol.org

Empowerment and Networking of European Works Councils

Facing intercultural challenges within transnational workers representation

Experience has shown that qualifications members of works councils on national level have acquired in their careers are not necessarily sufficient to defend the interests of workers in transnational companies, which requires specific competences, including intercultural skills.

The project – managed by the Austrian Union of Private Sector Employees, Graphical Workers and Journalists (GPA-djp) and involving unions from Italy, Germany, Slovakia

and the Czech Republic – gave special attention to experienced members of European Works Councils (EWC) who take on a leading role in the field of policy making and management

Programme 04.03.03.03 “Information, Consultation and Participation of Representatives of Undertakings”, DG Employment/Social Affairs

Duration 15/08/2010-14/08/2011

<http://blog.gpa-djp.at/ewcempowerment>



of an intercultural and multilingual work environment.

One main finding: In a multicultural environment the EWC can work efficiently only by successfully identifying the common interests and developing instruments aiming at improving its bargaining power and conflict mediation competence.

The project provided a series of transnational trainings and developed manuals that can be downloaded alongside all further material from the specifically installed weblog: <http://blog.gpa-djp.at/ewcempowerment>.

Inclusive Care Teams

People with Learning Difficulties Become Colleagues

In the course of the predecessor project, IBB, an inclusive training model for people with learning difficulties to become disability care workers was developed. Thus, for the first time ever, people with disabilities were able to

Programme LLP-Leonardo Transfer of Innovation

Duration October 2010 – September 2012

Output IBB2 handbook

Further details www.lebenshilfe-guv.at/ibb2

participate in a two-year integrative vocational training in the social sector.

This integrative process is where the current IBB2 project picks up, focusing on the interface between vocational training and employment. In order to successfully integrate people with learning difficulties in jobs of the social sector, it is necessary to properly prepare their future working environment. Therefore, the project partnership designed a two-day curriculum which focuses on Diversity Management and Mentoring for people with learning difficulties. The training addresses people working in the social sector. After the



trainings, the participants establish contact with the inclusive care worker's future working environment. They give a Diversity Workshop and facilitate the mentoring process between Mentor (employee at the respective workplace) and Mentee (inclusive care worker). The main findings will be presented at the Final Event on the 19th of June 2012 in Brussels.

lebenshilfe
Wege für Menschen

BEST FORM

Boosting Entrepreneurship Tools FOR Migrants

Programme Lifelong learning Programme – Leonardo da Vinci Transfer of Innovation

Duration October 2010 – September 2012

Main outcome 2 pilot courses

Website www.spi.pt/bestform



The project BEST FORM is a two year project that started in October 2010 and will end in September, 2012.

BEST FORM, coordinated by SPI, brings together 8 partners from 7 different countries: Germany, Italy, Poland, Portugal, Romania, Spain and the United Kingdom.

The project is funded by the Lifelong Learning Programme through the Leonardo da Vinci transfer of innovation grant.

The main aim of BEST FORM is to enhance business advisers' cultural and interpersonal skills, improving their preparation to deal more efficiently with immigrant entrepreneurs. BEST FORM approach is inspired in the Community-Based Business Support Model, developed in the United Kingdom.

The outcomes of the project will be the following:

- Support Handbook
- Guideline Handbook
- Interactive Tool
- 2 Pilot Courses (In Italy, in March 2012)
- International Conference (taking place in Pitesti, Romania, in April 2012)

The pilot courses are free of charge and will have a duration of 30 hours. Please note that registration is still open!

A new generation of agricultural entrepreneurs

Project V-3DAS

The political orientations of EU in Agriculture are more and more addressed towards the challenge of promoting sectoral entrepreneurship. This, of course, requires a strong effort for the VET sector, whose commitment is needed in order to perform suitable strategies and approaches to sustain the professionalisation of the entrepreneurial class.

The project V-3DAS (Virtual 3D Agri-Stage for experiential learning), promoted and coordinated by Serifo with the participation of 6 EU Countries, may represent a first step towards the design of an innovative set of methodologies and tools for the construction and the support of such a process of entrepreneurship. In fact, V-3DAS is grounded on the innovative assumption that a new generation of entrepreneurs is possible

only if they are accompanied in process of acquisition of an entrepreneurial mindset.

In this perspective, the Professional Profile of the Future Agri-Entrepreneur in EU has been designed putting in evidence not only technical-professional competences, but recognising as relevant also transversal and key competences and understandings which could allow to run businesses according to an entrepreneurial and managerial approach.

These competences acknowledged within the EQF framework are acquired within a blended learning curriculum which combines face-to-face lessons (for the improvement of technical knowledge and competences) with e-learning sessions (sectoral EN skills) and v-learning sessions, in which learners have the opportunity to test themselves in an immersive 3D virtual environment, reproducing scenarios of farm management.

The aim is to offer to the learners the opportunity of an experience of guided apprenticeships, in entrepreneurial roles, overcoming the limits of the current sectoral

training, which does not offer formalised models of repertoires of consolidated expertise to be transferred to the new entrepreneurial generation.

Hence, the idea to construct a virtual and protected environment in which learners can perform the entrepreneurial roles, by facing problems of agri-enterprise management, interacting and cooperating with other learners in order to solve out problems by valorising their spirit of initiative and creativity and by reflecting, with the contribution of an expert (reflective practicum), on the solutions adopted.

In this way, they will have the opportunity to acquire, develop and / or reinforce not only professional knowledge, competences and skills, but also a creative mindset oriented to the entrepreneurship, through the development and/or the improvement of transversal skills characterising such a profile.



Programme Lifelong Learning Programme
Key Activity III

Duration 2 years (01/01/2010 –
31/08/2012)

Main Outcome Pedagogical 3D learning tool
for the agri-businesses adult people

www.v3das.com

KIFLI

Resources for Keeping Fit in Later Life



Programme LLP - Leonardo Transfer of
Innovation

Duration December 2010 – November 2012

www.kifli.eu

Across Europe the population is aging; people over 50 years of age currently represent 36% of the population and this is increasing. European society faces the challenges of how to preserve the mental and physical health of this group of people, in order to maintain social and economic activity; and to avoid loss of autonomy. People over 50 need to remain active (physically and mentally) to maintain their quality of life stay and to stay in the labour market for longer periods.



The KIFLI (Keeping In Fit in Later Life) Project aims to provide a set of resources which will promote physical activity among people over 50. There is currently a lack of adequate materials that show people in this age group how to integrate physical activity



into everyday life with appropriate motivation and variety. The materials developed will not only show older people and trainers how to exercise, but will also inform them about what infrastructure is required, what equipment to use and the importance of regular exercise and a healthy life-style. KIFLI also offers the opportunity of inter-cultural experience through “mobilities”.

LABS2LEARN

Learning labs for the transfer of lifelong learning strategies.

LABS2LEARN project aims to promote the comparison and exchange of innovative Lifelong Learning Good Practices, in order to firstly, identify the success and the main critical factors, and secondly to test and transfer them at European Level.

Lead and coordinated by Fondo Formación Euskadi (ES), LABS2LEARN project is composed by organizations active in Lifelong learning field of different European countries: INNOBASQUE - Basque innovation Agency, a non profit organization that promotes the innovation (ES); GIP Academie Aix-Marseille, Public Institution related to continuous learning (FR); Vytautas Magnus University, formal Learning provider (LT); Observator Pentru Dezvoltarea Invatarii Permanente, non profit organization that carries activities of research, training, consultancy...

Through the development of Learning Labs in the participant countries, Labs2Learn project is intended to encourage the exchange of experience among 4 different European countries regarding innovative LLL good practices in order to identify the factors which make them successful in their local context and test a transfer to other partner countries.

The main results will be:
 A descriptive report about the eight LLL Good Practices in different European contexts.
 The transference and Implementation of selected Good Practices in another participant country.
 Compendium of the Innovative Good Practices analyzed in the countries.



Learning Lab in Spain - Visit to one of the LLL Good Practices selected



Programme Lifelong Learning - Support for Transnational Cooperation in the Development and Implementation of National and Regional Lifelong Learning Strategies 2010 (ECET-B). 190475-LLP-2010-ES-KA1ECETB

Outcomes
 A descriptive report about the eight LLL Good Practices in different European contexts.
 The transference and Implementation of selected Good Practices in another participant country.
 Compendium of the Innovative Good Practices analyzed in the countries.

Duration March 2011 - August 2012

www.labs2learn.eu

Success in business with Spanish

Cooperation with Spanish companies and professional language course.

Programme LdV – Transfer of Innovation (2009-1-PL1-LEO05-05043)

Duration 2009-2011

Outcomes

ESPA-Learning: online business Spanish language course, ESPA Dictionary: multilingual dictionary with 9 languages
 ESPA Base: database with SMEs
 ESPA B2B: B2B communication platform
 Espa Info: collection of useful documents
 ESPA Society: internet society

If you would like to find business partner and you are interested in Spanish market be a part of our project: Business Spanish for SMEs.

Espa 2.0 is addressed to Small and Medium Enterprises from Central and Eastern Europe, which are interested in cooperation with companies from Spain. Apart from providing an e-learning platform, it enables a practical Spanish course in a business environment. The project ESPA 2.0 provides business contacts between enterprises from Poland and Spain and the exchange of experience between them. The project is completely free of charge.

Espa 2.0 allows you creating a free business page on the product www.espa2.eu, finding partners for cooperation with Spain and Central and Eastern Europe, exchanging experiences among entrepreneurs, gathering comprehensive information on business in Spain, business culture, customs and language and using free

business Spanish course and an electronic dictionary.

Espa 2.0 helps entrepreneurs to develop business mobility and language and business skills. What is more, our project supports and encourages establishing and developing existing business relationships with Spanish companies. To use all products of the project find the ESPA 2.0 website on www.espa2.eu, create an account and find companies and partners in Spain.



“Valorise or Vaporise” - The essential of Dissemination and Marketing in EU Projects

organized from 14-18 May 2012 in Porto.

The workshop “Valorise or Vaporise” aims at improving dissemination/exploitation knowledge and networking/communication skills of EU project managers and other actors involved with EU funding programmes. Participants will get to know different methods and instruments that aim to enhance their marketing competences in order to fulfill dissemination and exploitation activities within their projects even more successfully.

www.c.enter-network.eu | mettechristensen@spi.pt



Events Diary



February 2012

EICOON-2012 School & Workshop

School 20-21 Feb and Workshop will be on 23-24 Feb (2012)

Location Hotel ITC SONAR, Kolkata (India)

Organising body CSIR-Central Glass and Ceramic Research Institute

Theme/topic School - School on Science & Technology of Renewable and Clean Energy Sources; Workshop - Workshop on Nanomaterials in Solar Energy Applications

Further information <http://www.eicoon2012.org/>

Prof. Indranil Manna and Dr. Rajendra N. Basu

eicoon2012@gmail.com



April 2012

Fourth annual ICPCNanoNet Workshop

April 2-4 (2012)

Location Zuri White- Sands, Goa (India)

Organising body Jawaharlal Nehru Centre for Advanced Scientific Research

Participation Fee N/A

Theme/topic Nano for Water, Energy & Environment

Further information www.ICPC-nanonet.org

Ms. Vanitha B (icpc_jnc@jncasr.ac.in)

Prof. G. U. Kulkarni (kulkarni@jncasr.ac.in)



International Seminar on community-based business support

26-27 April 2012

Location Pitesti, Romania

Organising body University of Pitesti and Sociedade Portuguesa de Inovação

Participation Fee Free

Theme/topic The Seminar aims to present the results of the implementation of the community-based business support model in immigrant communities in Portugal and Italy and to discuss the possibility of implementing it in other countries.

Further information www.spi.pt/bestform

Georgeta Chirlesan (georgeta.chirlesan@upit.ro)

Mette Christensen (mettechristensen@spi.pt)



June 2012

Conference launch of fe:female network

15th June 2012

Location Malta

Organisation fe:female project partners are organising the event, including Inova Consultancy UK, the Foundation for Women Entrepreneurs Malta, VHTO Netherlands, Intercollege Cyprus and VITECO Italy

Participation fees Free

Theme/Topic Supporting female entrepreneurs in Europe: looking at lessons learnt from the fe:female project, including the launch of the first network for female entrepreneurs across Europe.

For more information visit www.femaleproject.eu



Age on Stage – Final Conference

21-22 Juni 2012

Location Graz, Austria

Organising body E.N.T.E.R.

Further information [E.N.T.E.R. stage@enter-network.eu](mailto:E.N.T.E.R.stage@enter-network.eu)



September 2012

FinMan - Final Conference

September 2012

Location Graz, Austria

Organising body E.N.T.E.R.

Theme/topic If you are involved in EU projects, if you are not familiar with the financial management of such projects, if you have difficulties with the planning of a project budget, internal financial reporting systems and the general reporting of project expenses, either as coordinator or as project partner, FinMan will present you supporting training materials and further relevant information to your needs and simplify your financial management in European cooperation projects.

Further information petra.kampf@enter-network.eu



Active Citizenship, Volunteering and Active Ageing – What do they mean to me?

4 – 10 March 2012 Hemel Hempstead, United Kingdom
 Organising body Dacorum Council for Voluntary Service
 Theme/topic This workshop is for adults with an interest in and willingness to participate in civil society, particularly individuals who face barriers to learning. Explore what active citizenship, volunteering and active ageing mean at an individual and group level and, with training, present the findings through a local radio station. mark@communityactiondacorum.org.uk
www.communityactiondacorum.org.uk

Mobility for an active European Citizenship

8 – 15 March 2012 Reggio Calabria, Italy
 Organising body Comune di Reggio Calabria
 Theme/topic The 6-day workshop will address mobility as a fundamental tool through which to promote a deep sense of identity and citizenship by developing new language and intercultural skills, strengthening human capital, employment opportunities, creating benefits to both worker and employer.
staffsindaco@comune.reggio-calabria.it www.reggiocal.it

METROPOLIS – Urban Learning

25 March – 1 April 2012 Wiesbaden, Germany
 Organising body arco e. V.
 Theme/topic METROPOLIS is active exploration and urban learning between parks and street canyons: Participants can experience the City of Wiesbaden actively and inter-culturally. The urban environment offers a wide variety of possibilities to explore and activities to choose from and provides options for personality development. By means of educational play, theatrical pedagogy and experiential education, an early concept of urban learning is presented and executed.
arco.wiesbaden@t-online.de www.arco-wiesbaden.de

Inclusion through Sports

1 - 8 April Inverclyde National Centre for Sports, Glasgow
 Organising body Everything is Possible
 Theme/topic This Grundtvig Learner Workshop will focus on sport and inclusion; learners will be recruited from five different countries; and we will prioritise applicants from backgrounds of social exclusion or disability. The workshop will include the opportunity for participants to try out seven different sports (as well as an introduction to national sports from the participants' own countries), to learn about the history of various national sports and of the Olympic Games. Learners will be involved in coached sports sessions, individual research on national sports, observing professional live or recorded sports, visiting sports stadiums and considering the wider aspects of sport such as nutrition and clothing for sports. www.everythingispossible.eu

European Project Design and Management

16 - 20 April 2012 Miercurea Ciuc, Romania
 Organising body Fundatia Central Educational Soros
 Theme/topic The workshop will cover all aspects of the project management needs of educational organisations, including discussion of European project opportunities and how to access them. sec@sec.ro www.sec.ro

Anti-discrimination in practice: understanding discrimination, learning about diversity and sharing ideas on taking action against sexist, racist and homophobic remarks
22 – 18 April 2012 Berlin, Germany

Organising body KomBi - Kommunikation und Bildung / KBZ e. V.
 Theme/topic This workshop is addressed to participants from 18 without prior knowledge/precognitions regarding anti-discrimination and diversity, who wish to learn about these subjects in an interactive experience based and action oriented way and who are looking for an exchange of ideas and experience. Applicants may come from the EU Member states (except Germany), Turkey, Iceland, Norway and Liechtenstein, Suisse and Croatia. info@kombi-berlin.de www.kombi-berlin.de

INOVATE: Implement New Operating Changes for Valuing Adult Training & Education

23 - 27 Mai 2012 Bucharest, Romania
 Organising body SC ITOL Central Eastern Europe SRL
 Theme/topic: participants will engage in active learning activities in the field of policymaking and will apply their knowledge on this topic, as follows: - day 1: understanding the EU 2020 Strategy for education and the European Credit System for Vocational Education and Training - day 2: developing basic skills in policymaking and learning about tools and instruments in this field - day 3 & 4: parallel group work on two major topics, "The design of a credit transfer framework" in the participating countries & "The design of a policy pilot for recognising and validating non-formal and informal learning for VET/LLL" - day 5: the Learning & Development Summit www.itol.ro

Voluntarily Europe. Culture of volunteering, multicultural integration, European awareness

28 Mai 2012 – 01 June 2012 Cracow, Poland
 Organising body Fundacja Instytut Rozwoju Regionalnego i Przedsi biorczo ci
 Theme/topic The workshop is designed for adults from countries participating in the LLP program, who are interested in volunteering work, eco-tourism and sustainable development of their regions. The workshop is open to everybody, without regard for the attained education, or social handicaps. A condition for participation is communicative level (B2) in the workshop's working language, which is English.
biuro.firrip@gmail.com www.firrip.pl

COMET Communication for European Training Managers

7 – 11 May 2012 – Firenze, IT. 1 - 5 October 2012 – Firenze, IT
 Didactic Classrooms, Via Buonvicini 56, Firenze, IT
 Organizational body Tk Formazione Srl www.tkformazione.it
m.calabrese@tkformazione.it c.boschi@tkformazione.it

FinMan - Financial Management for EU Adult Education Providers

10 – 14 September Didactic Classrooms, Firenze, IT
 Organizational body Tk Formazione Srl www.tkformazione.it
m.calabrese@tkformazione.it c.boschi@tkformazione.it

STRESSLESS – “Resilient Educators, Resilient Learners”

17-20 September 2012 Riga, Latvia
 Organising body Latvian Adult Education Association and Sociedade Portuguesa de Inovação
 Theme/topic: Improve resilient while dealing with psychosocial hazards by promoting well-being in individuals and institutions, raising awareness on work-related stress management in employees and organisations and improving quality in the educational context. www.spi.pt/stressless
Sarmite Pilate (Sarmite.Pilate@laea.lv) / Mette Christensen (mettechristensen@spi.pt)

Projects

COMMIN

Competences for innovation in the Metal Sector.

Within the metal sector, the new reality defined by economic globalization and market dynamics, requires workers to develop a set of skills and competencies related to innovation. These competences are usually acquired through informal processes. Thus, organizations, and in particular SMEs, need to identify and develop in their workers the skills related to innovation acquired in informal processes to facilitate their transfer to their working scope.

Funding programme Leonardo Da Vinci
Transfer of Innovation

Duration 24 Months (2010-2012)

www.cominnproject.eu

The COMINN Didactic Guide will positively influence different groups:

Middle managers and responsible of metal SME, COMINN will provide them the necessary tools to develop the competences linked to INNOVATION in their daily work, with the workers.

HH.RR and training responsible in SMEs, may incorporate the development of this material to their human resource strategies and knowledge management.

In an indirect way, Workers related to those middle managers.

COMINN is aimed at developing of a Didactic Guide for industrial SMEs, to help the middle managers to valorize, develop and mobilize the competences linked to INNOVATION in their daily work with the workers; specially competences related with: Creativity, Clarity of Communication,

Capacity of motivate and lead to common goals, Work collaboratively and Capacity of analysis.

Partners: Federación Vizcaína de Empresas del Metal (Spain), Fondo Formación Euskadi (Spain), BFI (Austria), Inovafor (Portugal), VDU (Lithuania), TREBAG (Hungary).



MOVET

A module for Vocational Education and Training for Competences in Europe (MOVET) is an EU-Project in Leonardo da Vinci, Lifelong Learning Program.

MOVET focuses on transparency and acknowledgement of competences. Competences acquired within cross border modules going to be declared, certified and credited. MOVET explores a practical approach to a system ECVET. The six modules for students end with an especially designed assessment of learning outcomes.

Training providers, companies, competent bodies and other protagonists of vocational education from Germany, Denmark, Finland and Slovakia validate the acquired learning outcomes as relevant for the training profile and award credit points. Learning outcomes acquired within transnational (geographical mobility) modules are going to be assessed in the hosting institution, validated and recognized in the sending institution by the European partners. The Transfer of Innovation (TOI) project explores a practical approach to the system ECVET.

Program LLP Transfer of Innovation

Duration October 2008 – September 2012

www.gomovet.eu

Five VET schools BSFT and EU-BS from Germany, TEC from Denmark, WinNova from Finland and SPSS from Slovakia design a module in English. It is intended

for three weeks, covering the topics PLC, Electro-Pneumatics, CAD/CAM, Hydraulics, Bus systems and CNC. All six modules are located within the competence area in the VQTS-matrix and the MOVET -matrix. In the context of mobilities students from the European partner institutions complete the developed modules. The module courses are concluded by examinations which consist of a paper and pencil test and skills demonstration with technical discussion. Upon successful completion of the test, students are rewarded with a certificate.



Studying in Movet –module “bus systems” in Finland

School and Life

From School to Professional and Social Life in an Open European Space

The project reacts to a bad situation on European labour markets concerning youth unemployment which often correlates with social exclusion. The partnership aims to strengthen the links between European educational systems, the labour markets and the civil society, to ensure better integration of young people in professional and social life.

Project partners - institutions involved in diverse fields of social, educational and economic life of their communities work together to share experiences in youth unemployment, its connection to social exclusion and ways how to combat them.

Project activities include analysis and comparison of educational systems and labour markets; organisation of seminars, conferences, national and international dialogues. In combination with partners' meetings training workshops for target group are carried out, to support them in acquiring new skills and competencies necessary for their integration into the labour market and the society.

Next partners meeting will be hosted by Estonian Survival Society at the beginning of 2012. The training workshop "Creative



visualisation" will bring learners from partner countries to Võru county and concentrate on different aspects that affect a person's future, eg the environment where they grow up and the emotions they deal with.

Partners of the project are:

Estonian Survival Society (Estonia) – www.loodusmatk.ee, Tempo Training & Consulting (Czech Republic, co-ordinator), Inspectoratul

Scolar Judetean Vaslui (Romania), Agentia Judeteana pentru Ocuparea Fortei de Munca (Romania), Festula 2000 snc (Italy), Aksaray Anadolu Ticaret ve Ticaret Meslek Lisesi (Turkey), College of Social Sciences (Lithuania)



Funding programme Grundtvig Learning Partnership

Duration 24 months (2010-2012)

<http://schoolandlife.eu/>

<http://fspsl.blogspot.com/>

Sail Ahead

Mapping onshore career paths for sea captains

Seafarers in general have a job with extraordinary features. They usually work overseas for long periods, which puts a real pressure on their personal life and active citizenship. They work in alternating 4hour shifts and often have to face temperature changes of over 30o C every few days. Captains in particular have a multitude of managerial, technical and administrative tasks to perform and suffer from occupational stress. The effort of women to enter the profession is in most cases contradictory with maternity.

For these reasons it would be beneficial for captains to know that if their life turns so,

there is a possibility for them to engage to an alternative career ashore, using competencies they acquired through their formal and non-formal learning.



"Sail ahead" project develops an online guidance tool that will be used by students or captains and will help them assess the possibilities to work ashore.

The expected impact of the project will be to alleviate the current reluctance of young persons to join the sea by providing more choices to women and men engaged in the profession and wishing to work ashore.

Funding Program LLP - Leonardo Development of Innovation

Duration January 2011 - December 2012

Main outcome On-line occupational guidance tool for a second career onshore for sea captains

Website www.sailahead.eu

Projects

fe:male

Supporting disadvantaged female entrepreneurs

fe:male aims to support potential women entrepreneurs across Europe, particularly those facing extra challenges in starting up their business. The fe:male project is helping women increase self-confidence and life skills in order to develop their business ideas and become successful entrepreneurs.

We are achieving this through this through:

Support: piloting Mentoring Circles™ in 4 countries to allow entrepreneurs to come together using an innovative methodology to develop essential soft skills

Network: social network for both new and

experienced businesswomen to build business contacts both within their own countries and across the EU community as well as provide support to others by sharing advice and information

E-learning: learning resources used by trainers in face-to-face Mentoring Circles™ sessions, adapted to be used online to widen access to support

Funded by the European Commission, fe:male brings together experts and stakeholders in the UK (Inova Consultancy), Malta (Foundation for Women Entrepreneurs), Netherlands (VHTO), Cyprus (Intercollege) and Italy (VITECO).



Education and Culture DG

Lifelong Learning Programme

Funding LLP – Leonardo Transfer of Innovation

Duration October 2010 – September 2012

Outcome Innovative support methodology Mentoring Circles™ piloted and European network of female entrepreneurs launched

Website www.femaleproject.eu



InterGenerationes – Connecting Generations across Europe



Implementing intergenerational learning in international youth encounters



The model project “InterGenerationes – Connecting Generations across Europe” was meant to sustainably open the fields of international youth work and senior citizen work to each other. The climax of the project was an international multigenerational encounter for 24 people from Germany, Poland and France. The participants, aged 21-78, had the opportunity to experience international dialogue between the generations first-hand in Kreisau. The following quote confirms the transferability of intergenerational approaches to international encounters.

The mix of language animation, energizers, biographical work, historical learning, leisure activities and theater workshops went over

so well with the participants that all project partners saw confirmation for continuing to work on “intergenerational opening” in international youth work.

Partners: Kreisau-Initiative / Krzy owa Foundation for Mutual Understanding in

Europe / Bundesarbeitsgemeinschaft der Seniorenorganisationen / National Service Centre for Intergenerational Practice in Germany / France Benevolat / Slovenian Third Age University / Entr’ages / CISV e.V. / Stichting Rijk & Groen

“For me InterGenerationes was a week full of intensive encounters between French, Poles and Germans, young and old. [...] In particular the engagement and emotional involvement of the young participants at this multi-generational meeting makes me believe in a major advance in mutual coexistence in Europe.” Petra, 63, Germany



Funding EU-Programme “Europe for Citizens”, Stiftung für deutsch-polnische Zusammenarbeit

www.intergenerationes.eu

The Leap Between



The daily round at Coop Forum Bäckebo

Take the plunge

How can we support people with intellectual disabilities to carve out a career for oneself?

The participants are so far from the labor market to get a job but have a dream of reaching one in the future.

The project offers numerous gains at various levels. Participants are given opportunities to practice appropriate social skills and we develop a model for survey, work training, coaching to increase the participant's knowledge and promote multitude, equality on the labor market. At The Leap Between the participants train and develop skills in a genuine environment and work side by side with the permanent staff.

In an increasingly tougher social development The Leap Between will give participants opportunities to experience real work. Duties of persons with intellectual disabilities are more often constructed, this is discouraged by The Leap Between. Partly because we are actively growing and affecting corporate knowledge, both Coop Forum Bäckebo and the companies receiving the participants to practice, we encourage other companies to take similar steps. By influencing attitudes affect on business values and skills to meet people with intellectual disabilities we can offer everyone in the project a contribution to society. Attitude effect is an important part of our strategically influence.

The Leap Between is a unit in the public administration of the City of Gothenburg.

Funding The European Social Fund

Duration 2009-08-03 till 2012-08-02

Main Outcome The expected outcomes of The Leap Between and internships, is that more participants will be able to convert pension / activity support to the salary / wage subsidy.

Street Life Safety for Young People

BULLYING ON THE WAY TO AND FROM SCHOOL – the Land in-Between

Duration January 2010 – December 2011

Main outcomes Final report from the quantitative and qualitative research including recommendations for anti bullying policy. Online toolkit.

DAPHNE 3 - Street Life Safety for Young People project undertakes crucial initiative - to explore the phenomenon of bullying on the way to and from school. The quantitative and qualitative research was conducted in 8 participating countries: UK; CY; IT; PT; HU; ES; NL; PL. In accordance with the obtained results project partners designed recommendations and suggestions that could be helpful in improving the school protection system in this area. Knowledge, which was collected during the research process, is a rich source of information about this specific aspect of school violence, which is rarely a matter of profound concern. All specific findings from

the research delivered by each participating country were deeply described in the final report prepared by the project coordinators from Anglia Ruskin University.

Travelling to and from school – which was defined in the project as “The Land in-Between” is usually spent without much adult attention. That is why, the European research initiative was very significant in formulating recommendations according to the specific needs and up-to-date problems. Suggestions

can be divided into three thematic groups:

- Trusted teachers and socially aware students
- Confident communities
- Peers in the streets, on the buses, in the playground

The project actions also include designing online toolkit in multiple languages –addressed to young people, schools, teachers, youth workers. The toolkit will provide information and hints that could be helpful in coping with bullying situations.



Partner meeting in Lisbon, April 2011



Europe Direct Steiermark is part of a network of ten centres in Austria, 500 across Europe which aim to act as an interface between the EU and its citizens at regional level. We can help with general questions on various aspects of Europe and can put you in touch with relevant specialist services if required. We have leaflets, brochures and materials to take away about the European Union's activities and policies. We also organise events and activities to make the public aware of the EU.

www.europa-direct.steiermark.at



PALADIN

Promoting Active Learning and Ageing of Disadvantage Seniors



Participants at Paladin workshop in Spain

Programme Lifelong Learning Programme - Grundtvig

Duration November 2009 - October 2011

Outcomes 5 self-efficacy for self-direction scale in 5 specific areas: health, activity education, citizenship and finances

Website <http://projectpaladin.eu>

The PALADIN project aims to contribute to the empowerment of the disadvantage seniors (over 50 years old and low qualified) through the development of their readiness for self-directed learning, especially in 5 fields of their lives:

- Activity (employment or voluntary);
- Health;
- Finances;
- Citizenship;
- Education (formal/ non-formal / informal).

During the project the development and testing of a package of methodological instruments in order to facilitate the self-learning processes of seniors over 50 years were implemented by partners representing Portugal, Spain, Greece, Malta, Hungary and Switzerland. Furthermore, a network focussing on self-training and learning approaches was set up at community level.



The following products are now available for free at the Paladin website:

Self directed learning index – information on self directed learning and other relevant themes for adult education. (pdf an online search version)

Self-directed learning didactic tools – methods for professionals working with low qualified seniors 50+ year and adults in general. (available in 6 languages)

PALADIN Scales – 5 self-efficacy for self-direction scales for disadvantaged seniors in the fields Health, Activity, Education, Citizenship and Finances. (available in 8 languages)

Self-efficacy and Worthy Old Age Memorandum – Lessons and recommendations for policy-makers and lifelong learning deciders. (available in 21 languages)



PALADIN Conference at European Parliament - 16 November 2010

What is self-directed learning?

Albertina L. Oliveira - Faculty of Psychology and Educational Sciences of the University of Coimbra (Portugal)

As for any concept, there is not a comprehensive definition, able to reach the agreement of all experts. However, to clarify the ideas and discard prejudices, firstly we would like to stress what self-directed learning is not, as did Brockett and Hiemstra (1991). This is not an all or nothing concept, but a feature that exists or has the potential to exist in all people and in all learning situations, in greater or lesser degree. It does not necessarily mean that this is a type of learning that takes place in isolation, since the more self-directed people are the stronger their tendency to learn from other people through, for example, in learning communities. Similarly, one can say that self-directed learning activities are not limited to reading and writing, so ample resources and methods are, in fact, used (interviews, observations, demonstrations, discussions, materials production, viewing of films, internet, just to name a few). And, contrary to what is sometimes thought, self-directed learning is associated with learning better, deeper and to the achievement of more meaningful, satisfying and longer lasting learning. However, despite these

advantages, one cannot say that self-directed learning is the panacea for everything or the best learning approach of all!

Throughout human history and in all cultures there always have been people who were self-educated, but it was mainly from the beginning of the 7th decade of the century that the phenomenon of self-directed learning began to be systematically investigated, raising a growing interest.

Many studies followed in different groups and samples, within the same framework, determining fairly consistently that many adults would prefer to direct their learning (Hiemstra, 1992). But who really popularized the concept was Malcolm Knowles (1975), in defining self-directed learning as “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes” (p. 18).

Taking into account the need of all people to become more autonomous and participating, actively, in democratic processes of society, really and consciously engaging in the paradigm of lifelong learning, bearing in mind the many advantages that have been associated with this learning approach, no doubt that there is a huge need to continue to practice, understand and investigate it.



FinMan

Finding a common Guide in EU for Financial Management

FinMan is a two-years project on the Financial Management of EU projects co-financed by the EC through the LLP Grundtvig Multilateral Projects.

Six European partners from Italy, Austria, Czech Republic, Poland, Portugal, United Kingdom work together to develop an efficient and effective financial guide for the administrative and financial management of the entire cycle of a EU project in lifelong learning: from the end of the project planning

to the submission of the final report to the European Commission.

Since working on EU project doesn't only mean to know how to plan project activities, but also how to manage projects effectively from a financial point of view, the FinMan project aims at improving the effectiveness and efficiency of the project management of LLOs (Lifelong Learning Organizations), providing administrators and financial staff with skills needed to successfully implement and manage those projects from a financial point of view.

The FinMan Grundtvig In Service training Course will be held in EN, in Florence (IT), from 10th to 14th September 2011. Course details will be soon available on the Grundtvig database. In the meantime, for further information, please, contact the following.



Tk Formazione Srl (project coordinator), Viale Gramsci, 73 - 50121 Firenze,
Tel. +39 055 2466005,
Fax +39 055 2260696
m.calabrese@tkformazione.it

Programme 510664-LLP-1-2010-1-IT-GRUNDTVIG-GMP

Duration October 2010 – September 2012

Outcomes Financial Guide translated in all partners languages, Grundtvig In-Service Training Course, Website, Dissemination materials, 6 Local seminars, Final Conference

Website www.fin-man.eu

<http://www.tkformazione.it>

TK Formazione

Grundtvig: Learning for Adults

Ursula Großruck, OeAD – National Agency for Lifelong Learning (Austria)

An effective Europe-wide system for Lifelong Learning plays an important role to fulfill the ambitious aims and benchmarks of the EU's LLL:2020 strategy. Smart, sustainable und inclusive growth – these are the three central elements of the Europe 2020 policy. The European Union has set five ambitious objectives – employment, innovation, education, social inclusion and climate/energy – to be reached by 2020.

Adult Education and Grundtvig play a key role: the Grundtvig programme focuses on the needs of adult learners as well as the organizations delivering these services. Grundtvig aims to provide adults with more ways to improve their knowledge and skills, facilitate their personal development and boost their employment prospects. It also helps to tackle problems associated with Europe's ageing population. By promoting innovation, enabling the exchange of knowledge and good practice, strengthening European cooperation between adult learning providers and supporting the networking, the programme has contributed to the emergence of a European community of adult learning.

Furthermore, European policy initiatives were strongly stimulated by the results of "Ten years of Grundtvig". An example is the Adult Education plan which supports the development of National Qualification Frameworks (NQR) and is linked to the European Qualification Framework (EQF). As such, adult learning has progressively been recognized as an essential component of lifelong learning policies across Europe. The

European Year of Volunteering 2011 and the European Year European for Active Ageing and Solidarity between Generations 2012 cover some of the priorities of the LLP/Grundtvig programme. Within the Grundtvig-Senior volunteering projects people over 50 years old can volunteer for any kind of non-profit activity, as a form of formal or informal learning activity. This fosters the collaboration between the sending and hosting institution for a longer period.

Intergenerational Learning is an important part of Lifelong Learning where the generations work together to gain skills, values and knowledge. Grundtvig-institutions in any field of education – formal, informal, non-formal – reflect on this important issue in our ageing societies. Grundtvig successfully demonstrates how Europe creates opportunities for its citizens.

... and never forget: It's always a good time to learn!

www.lebenslanges-lernen.at
<http://ec.europa.eu/education/lifelong-learning-programme>
<http://adultlearning-budapest2011.teamwork.fr/en/background>
<http://www.eaea.org/index.php?k=12321>
<http://www.bmukk.gv.at/ministerium/vp/20110705b.xml>



SolTec

Towards a European Qualification for Service and Maintenance in the Solar Energy Sector

Since the EU agreed to raise the European Union's share of renewable energies to 20% by 2020, new challenges have emerged, especially in the solar energy sector. The development of skills and competences of workers are far behind the requirements of this growing sector. Furthermore, this process is still national in scope and unaligned with the European market. This creates barriers to achieve the EU's targets. Common VET-qualifications e.g. for electricians developed at a local or national level, are not sufficient in order to meet the needs for a systematic approach in VET for the growing solar-sector. The SolTec initiative supports the employability of solar workers and the competitiveness of the European solar



labour market by improving the vocational education and training in the field of service and maintenance of PV-systems.

SolTec arrived at its final stage and celebrated its official closing event in September 2011 in Berlin. During two intensive work years, the SolTec partners aimed at the improvement of the international qualification and training of workers in the solar energy sector. The result is a further training course which has been tested and evaluated by participants from five European countries. The piloting of the course has shown that the curriculum is sufficient in providing the required knowledge.



Partners and participants, 2nd pilot course, July 2011, Unna (Germany)

Funding Leonardo da Vinci - Development of Innovation 503219-Leonardo-2009-LLP-2009-2181

Duration November 2009 - October 2011

Outcomes Competence profile, Curriculum, Training manual, Learning material

www.soltec-project.eu

Social Enterprises Model: let's disseminate it!

Patrizia Giorio FormAzione Co&So Network



"Cooperatives are a reminder to the international community that it is possible to pursue both economic viability and social responsibility."
United Nations Secretary: General Ban Ki-moon

The 2012 International Year of Cooperatives is intended to raise public awareness of the invaluable contributions of cooperative enterprises to poverty reduction, employment generation and social integration. The Year will also highlight the strengths of the cooperative business model as an alternative means of doing business and furthering socioeconomic development. Focus Europe is a magazine created to promote dissemination of project and activities at EU level, that's why to disseminate the cooperative as a means of equally opportunity to access

to the labour market it is of relevant matter, to disseminate the concept is important because the cooperative is one of the most ethical working system to involve people in the work process both from the economical or responsibility perspective

A Cooperative is an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise. The Cooperative value is based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, cooperative members believe in the ethical values of honesty, openness, social responsibility and concern for others.

In Italy, there has been since 1980 a new form of cooperative the so-called "social cooperative" the Italian social cooperative has two basic forms: social service, in the areas of health care, care of the elderly, and education; and the creation of employment for certain disadvantaged groups: namely, physical or mental invalids, present or former psychiatric patients, drug addicts, alcoholics, young workers from troubled families, and criminals subject to alternatives to detention. The cooperative work is very connected to the Community in which is located and this represent a strong point, on the other hand the social sector since the start, it is a sector that is not able to communicate and disseminate the activities they do, they should improve their communication aspects in terms of dissemination. The social enterprises are firms (of various legal forms, including cooperatives, associations and mutual) that combine a social and an economic mission, do not distribute their profits and have some kind of democratic governance structure in place. They have played a vital role in the production of goods and the provision of services at the local national and European levels over the last century. That's why by all means the dissemination of the a new shared model in terms of ethical business should be broadly spread at all EU state members as a possible solutions to the Economical Crises that is hitting Europe to involve Social Enterprises in the supplying of services usually managed by Public may represent a new way of dealing in this field.

Europass – a cross-sectoral instrument of transparency

Carin Daniel-Ramirez-Schiller, OeAD – National Agency for Lifelong Learning (Austria)

Europass has been the first EU- initiative focusing on learning outcomes. Launched in 2005, within only few years this transparency tool has become a success story: The European commission's central Europass website has had around 40 million visits so far, and the Europass CV has been completed online over 14 million times by the end of 2010.

The Europass portfolio consists of five documents: Europass CV, Language Passport, Europass Mobility, Certificate Supplement and Diploma Supplement. All documents are free of charge and available in a standardised format.

What makes Europass special?

Europass allows documenting all kinds of learning (formal, non-formal

and informal learning). It provides transparency of qualifications which is a precondition for recognition. Europass is part of a series of EU- initiatives to foster and support transparency of qualifications - together with EQF, EQAVET, ECTS, ECVET,..



Why is Europass relevant for all educational sectors?

Europass supports the documentation of individual qualifications, skills and competences, promotes the mobility of learners, trainees and employees in Europe (and beyond), helps to find a job in the national and European labour markets

Among the future challenges for adult education institutions there will be especially important: focus on learning outcomes, documentation of non-formal learning

In order to meet these challenges Europass should gain more importance in the adult education sector. Europass is the first and most important cross-sectoral instrument of transparency in Europe and its spread is for the benefit of individuals as well as institutions - in the adult education sector but also in all other educational sectors.



European Mobility: The Benefits for People with Fewer Opportunities

Robert Conaty, Ecorys – National Agency (UK)

Improving access to education, vocational skills and personal development for all social groups has been high on the political and policy agenda in Europe for many years. This is particularly important for groups who have access to fewer learning opportunities, due to socio-economic, personal or practical barriers, and who are vulnerable to social exclusion and disadvantage.

The Lifelong Learning Programme complements these policy priorities by promoting the benefits of lifelong learning to all sectors of society, especially to those with fewer opportunities. This group may face the greatest barriers in taking up learning opportunities but may also gain the most from the experience.

Why participation in mobility matters

Participation in mobility activities provide opportunities for individuals to gain new knowledge, skills and cultural competences, which in turn can contribute to their personal development and improve their employability.

European mobility can:

offer participants the opportunity to broaden their outlook beyond their immediate localities, breaking down cultural barriers, promoting tolerance and understanding, and contributing to a greater sense of European citizenship.

develop vocational skills and improve employability.

offer personal development opportunities, which can result in increased independence, confidence, self-awareness, improved social skills, and the acquisition of a variety of practical skills for living.

What can we learn from the LLP?

Whilst it is evident that there are universal benefits of mobility, the achievements for those with fewer opportunities are often considered to be life changing as this quote from a participant demonstrates:

"It has been a unique opportunity and one I never expected to have - to share experiences of volunteering with people from a different cultural background".

The 'added value' is derived from the sense of achievement gained by overcoming barriers and participating in opportunities which may otherwise be unavailable. In addition to the cultural and vocational benefits, the experience of European mobility can also contribute to increasing resilience and self-esteem, a rise in aspirations and personal goals, and importantly can give people with fewer opportunities the confidence and motivation to engage with education and employment opportunities in the future. These outcomes are vital as they underpin the essential skills needed to progress to employment or further training.



Spotlighting European developments and projects

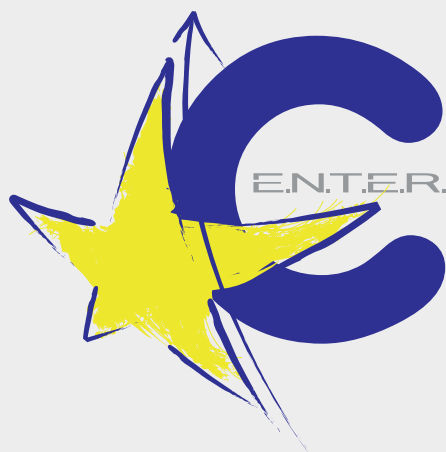
The next edition of Focus Europe will be distributed in October 2012.

Deadline for article submissions will be 16th August 2011.

Please contact petra.kampf@enter-network.eu for submission guidelines and details of available space.

Partners

AT	E.N.T.E.R.
DE	bfw
BE	Syntra West
EE	MTÜ Siksali Arendusselts
ES	Fondo Formacion Euskadi
FI	WinNova
IT	TK Formazione Srl
IT	FormAzione Co&So Network
PL	Academy of Humanities and Economics in Lodz
PT	Sociedade Portuguesa de Inovação
SE	Campus Varberg
RO	Fundatia Central Educational Soros
TR	Istanbul Chamber of Commerce
UK	Point Europa



www.c.enter-network.eu

C-E.N.T.E.R. - Competence, Communication, Cooperation in the C-E.N.T.E.R. of Dissemination and Exploitation of EU Project Results (505336-LLP-1-2009-1-AT-KA4- KA4MP)

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