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# POVZETKI ODOBRENIH PROJEKTOV

## KA2 - STRATEŠKA PARTNERSTVA

### 2015

*Povzetki so kopirani neposredno iz projektnih prijavníc.*



Erasmus+

V pričujočem dokumentu se nahajajo povzetki KA2 Strateških partnerstev, ki so bili odobreni v razpisnem roku 2015

Naslov projekta:	In Your Own Time! (iYOT)
Institucija koordinatorica:	LJUĐSKA UNIVERZA PTUJ
Odobrena dotacija:	188.499,00 EUR
Trajanje projekta:	24 months
Kontaktna oseba:	Petja Janžekovič
El. naslov kontaktne osebe:	petja.janzekovic@lu-ptuj.si
Povzetek projekta	
<p>The EU 2020 strategy sets out a target to reach a 75% employment rate for 20 to 64 year olds across Europe, however the stark reality is that Europe currently faces a unemployment crisis with around 23 million people unemployed, from those 5 million young adults, in the EU-28 area in January 2015. The number of young adults in employment has fallen by three times more than that for adults and with 7.5 million young Europeans between 15 and 24 not employed, not in education and not in training, the trend looks set to continue.</p> <p>Adult Education Organizations have been long identified as having an important role in reversing this trend. According to trends, in recent years employers are increasingly looking for people who have obtained not only academic qualifications but who can also demonstrate that they have a wider range of practical skills that cannot all be learned in formal education. These 'soft skills' cannot easily be 'taught' in formal education because they are learned through 'hands-on' practical experience and are thus much more effectively gained in non-formal environments. Adult education and lifelong learning organizations across Europe are working tirelessly to make a positive change for adults. However based upon the research and experience of the consortium, if such organizations developed their core administrative and counseling activities, they have the capacity to have a significantly higher impact.</p> <p>Adult education and lifelong learning organizations are managed by highly competent staff with a desire and vision to make a difference, however in many cases, have little financial, administrative and management capabilities. In order to strengthen the work of current and even new adult education or lifelong learning organizations there is a need to have concrete administrative, counseling and even management processes. In doing so such organizations will be able to reach a wider scope of beneficiaries, develop the effectiveness of their activities, and gain increased recognition and confidence from other sectors, which in turn will help to develop the recognition of non-formal education on the whole.</p> <p>The project involves 5 partners, from Slovenia, Austria, Sweden, Portugal and Spain. Each partner will have a dedicated project team who will take the lead in researching, developing, and publishing one module for Training of Mobile Guidance Counselors and 1 module for iYOT mobile application. Each partner was carefully selected according to their specifics and expertise so we will combine wide scope of European framework.</p> <p>The aim of this project is to increase the capacity of adult educators and staff of adult education organizations offering different courses, trainings, lifelong learning activities and counseling services to adult participants with fast and effective access to counseling and information. The main purpose is to develop user friendly distant guidance counseling service to follow adults interest, skills, personal and occupational developments according to available time of interested user (In Your Own Time), realized in a web-based mobile support system with innovative mobile software - iYOT.</p> <p>Furthermore project aims to increased involvement of adults in guidance counseling through innovative mobile application iYOT for counseling over distance and in users own time with Certificate for non-formal knowledge, thus increasing their capacity to undertake new learning, mobility or working opportunities.</p> <p>In order to meet this aim, the following objectives have been set:</p> <ul style="list-style-type: none"> <li>- Develop a iYOT mobile guidance counseling service (Guidelines) that meets the counseling, informational and lifelong learning needs of adults in education or lifelong learning,</li> </ul>	

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- Bring together and utilize specific skills and expertise from different sectors to develop Guidelines for mobile guidance consulting material,
- Create a system for validation and recognition of non-formal knowledge and skills for the iYOT mobile application users,
- Develop an e-learning platform in order for the iYOT Guidelines, mobile application and materials to be an open access resources,
- Train a team of Guidance Counselors to implement the iYOT mobile guidance counseling in practice,
- Include at least 25 x 20 guidance's (each counselor executes at least 20 guidance's in own country in pilot implementation),
- Organize 5 x 2 informational seminars/events (each partner with estimated 50 participants).

Naslov projekta:	Environmental Protection and Natural Disasters (EPND)
Institucija koordinatorica:	UNIVERZA V LJUBLJANI
Odobrena dotacija:	112.555 EUR
Trajanje projekta:	24 months
Kontaktna oseba:	Mojca Šraj
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<b>Povzetek projekta</b>	
<p>The problems of environmental protection are integrated, interdisciplinary and combine multiple sciences. Because of that in integration of different disciplines we see the prospect for successful compilation of problems of environmental protection. At the points where different disciplines come together usually the new skills and knowledge are created, and the new technical solutions are formed. Interdisciplinary doctoral study of Environmental protection (University of Ljubljana, Slovenia) offers lectures of various contents/topics. The main focus of doctoral studies is an interdisciplinary research work and collaboration of internationally renowned national and international experts in teaching and research arena of environmental protection. Doctoral studies demand development of new knowledge worldwide and that is not possible without transnational collaboration. Because lecturers from all relevant areas of the summer school can not be obtained from Slovenia we need to cooperate with foreign universities, which have suitably qualified lecturers. The need of partners created discussion about hypothesis of doctoral study on international level and summer school offers good opportunity for that.</p> <p>The idea of our project is to carry out 2 international blended learning summer schools. "Blended learning" designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students (Friesen, 2012). Blended learning is a methodology to be used in carrying out the project. Partners were chosen based on references in the topics that will be covered by the program. Participating organizations are University of Ljubljana, Brescia University, University of Natural Resources and Life Sciences and Piktorama d.o.o.</p> <p>The project is directly intended for 21 PhD students and potential PhD students from the three partner universities (7 from each University). Teachers, professors and lecturers will also be involved directly. Indirectly interested experts able to participate in online discussion will be involved. The other interested public will have the opportunity to watch and participate in the activities of the summer school project through the portal and e-classroom which will be developed.</p> <p>The project is innovative because it allows PhD students to improve doctoral dissertation using on-line discussions, into which experts from the entire world shall be included. Doctoral dissertation deal with specific issues, so the opinion of experts who deals with similar issues is very important. And these experts usually can not be find locally, so we need to look at the global level. After the end of the summer school we will implement the workshop together with our partners. At the workshop we will present the results of use of blended learning method in PhD program.</p>	

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The main objectives of project are: implementation of modern teaching method of “blended learning” as support to existing study techniques; finding best ways of this kind of study for doctoral and potential PhD students; international experience sharing between partners regarded blended learning and topic of summer school; deeper integration of risk studies in environmental research.

The first part of both summer schools will take place through online courses, the second part of the summer schools students will spend in Ljubljana. Lectures and discussions will be recorded and the material will be accessible through the portal and social networks even after the end of the summer schools. In this we see one of the potential long-term benefits of the implementation of our project. Other long-term benefits are: integration of blended learning methods of learning in other programs in both the partner and other universities; as students and professors will get contacts from each other; professional cooperation for the future is enabled etc.

Our desired results are for students to improve their research work and to thoroughly check the hypothesis through on-line discussion streaming; to improve communication skills in relation student-student and student-professor (also through ICT); to enhance knowledge of the issues and approaches of solving from other backgrounds etc. Our desired results are also for participating organizations to improve cooperation; to obtain useful information on the learning method “blended learning”; to be able to use results of PhD students seminar for further research etc.

Naslov projekta:	Vertical Plant Life (VPL)
Institucija koordinatorica:	Biotehniški center Naklo
Odobrena dotacija:	228.100,00 EUR
Trajanje projekta:	24 months
Kontaktna oseba:	Martina Kramarič
El. naslov kontaktne osebe:	<a href="mailto:martina.kramaric@bc-naklo.si">martina.kramaric@bc-naklo.si</a>
Povzetek projekta	
<p>Due to demographic changes it is foreseen that the number of inhabitants in urban environments will increase to 80% until 2050. Urban areas are therefore the places in which environmental problems most affect the day-to-day life of Europe’s citizens. Green spaces in urban areas have significant potential to improve the quality of life of city and town dwellers, the urban environment and urban sustainability.</p> <p>The concept of green architecture enables the establishment of various green spaces in urban areas including vertical gardening by using outdoor and indoor green vertical walls which can be built up at the walls of the concrete buildings, buildings interior, fences and other surfaces adequate for the cultivation of ornamental plants, vegetables, fruits, herbs, berries. Setting up a green vertical walls is a concrete passive yet effective contribution to the sustainable decreasing of energy consumption and environment protection and at the same time raise the quality of bioclimatic development of the building themselves.</p> <p>How education can cope with the facts identified?</p> <p>One of the basic quality requirements of vocational education and training systems is the capacity of responding and adjustment to the labour market demands.</p> <p>With this in view the project » Vertical Plant Life« directly refers to the relevant items within Bruges Communiques 2011- 2020 i.e. » The transition to a green economy is a mega trend which affects needs across many different jobs and sectors. Many of the skills can be found in the existing occupations, but the labour market requires more efficient balance between developing generic green skills and specific skills. We need to improve the capacity of VET to respond the changing requirements of the green labour market. Today's pupils and students will still be in the beginning of their career in 2020 with at least 30 years to go in their professional live, and some of them in occupations that do not exist today.”</p> <p>The objectives addressed by the project “ Vertical Plant Life” lies in the very core of statements.</p>	

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The general aim of the project is to assure professional approach to described demands of green architecture/green vertical walls through the adequate education and training, validation and recognition of outputs through the use of European references tools.

Project specific objectives that are linked to the education and training are:

- Development and implementation of new and innovative In-service teacher training in the field of vertical gardening for VET teachers.
- Development and implementation of the new and innovative VET module in the field of vertical gardening for students (secondary level).
- Incorporation the new VET module for students in open curriculum of existing formal VET educational programs and make validation and recognition of the module through the use of European references tools.
- Setting up the indoor and outdoor green vertical walls at VET centres as teaching and learning units.
- Development of Moodle based e-learning platform with interactive and textual learning material

The "Vertical Plant Life" project partnership is made of 5 partners. All the partners develop their daily work in a close relation with the horticulture, landscaping, agriculture, gardening, nature preservation and renewable energy but their expertise are different and complementary thus guaranteeing the development of the synergies needed to achieve the objectives foreseen in the work plan.

Naslov projekta:	Flipping the classroom in adult education (iFLIP)
Institucija koordinatorica:	Andragoski zavod Ljudska univerza Velenje
Odobrena dotacija:	219.370,00 EUR
Trajanje projekta:	30 months
Kontaktna oseba:	Mihaela Orozel
El. naslov kontaktne osebe:	mihaela.orozel@lu-velenje.si
<b>Povzetek projekta</b>	
<p>Adult learners differ from younger students in several ways: their time is limited due to other life responsibilities, they have different levels of prior knowledge and some lack ICT skills, some work in shifts and are unable to participate in courses and some have negative experience with prior educational process (drop-outs) and need special attention.</p> <p>For those reasons classic school lectures often do not meet their needs and requirements. The option is pure e-learning or distant learning, but this presents difficulties for those who lack ICT skills and need additional support. In addition many experience difficulties engaging in education after a longer break and require guidance and support. Personal contact is valued and is hard to replace by modern technology.</p> <p>To meet all these requirements adult educators need to be well equipped and able to present the subject/content in a way that is understandable, acceptable and tailored to the individual learner's needs. In adult education educators differ greatly; some come from school sector, others are professionals primarily working in non-educational sector and some are self-employed. If teachers in regular schools are often acquainted with new teaching approaches, educators in adult education rarely have the same opportunity. As teaching adults is often their "second or additional job" time spent to improve their technics is limited, so are the financial resources. Taking into consideration the adult learners needs they are however the ones that need to use most creative and innovative methods, adapted to each individual's needs.</p> <p>The project focuses on such innovative technique and aims to adapt it and implement it for adult educational purposes.</p> <p>The approach of the so called Flipped Classroom is especially suitable to adult learners since they can decide when to learn and how to divide their time. At the same time it enables educators to adjust in-class time to individual's needs - focusing on basics with some and advancing the subject</p>	

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with others. It encourages and promotes ICT use but with support and guidance that adult learners need. The personal contact is provided but with enough space and freedom for learners to design their own learning path. The FTC technique present a quicker, more efficient and creative way of learning.

Within the frame of this project:

1. The needs of adult learners in participating countries will be identified and Flip the Classroom (FTC) technique will be introduced to educators in adult education during the training. (15 educators will participate in the training, additional 50 will be acquainted with the FTC technique)
2. Educators will transfer the FTC technique to adult education, design classes and develop materials that will meet the adult learners' needs; pilots will be done in partner countries. (a minimum of 100 adult learners will benefit from the FTC technique)
3. After the pilots, assessment will be done and feedback provided. Additional modifications will be done according to the feedback from adult learners. Trained educators will participate in events (national conferences) for other educators, providers and policy makers presenting the outcomes.
4. A learning guide on FTC in adult education will be developed with aim to transfer the method and the design of the materials to further fields (subjects).

All materials will be made accessible to all partners in the educational circle; so that educators and learners can get insights and a better understanding of the use of diverse learning materials and methodologies.

Teachers working primarily in VET/elementary schools/other educational centres will act as a catalyst to make the concept of FTC known in other organizations and schools by incorporating the method and suited teaching materials in their work.

The need for new teaching techniques arises from the needs of the adult learners, they are motivated to learn but at their own pace and in their own time. They do however need support and tailored materials. Educators wish to meet those needs but adapting their learning style requires expertise which this project will provide. The outcomes (training including methodology, materials and a learning guide on FTC in adult education) have great potential for sustainability since they will be available online. The trained educators will continue to deliver the courses in partner organizations after the project lifetime. The materials will be offered to fellow educators and lessons learned will be transferred to other educational institutions in partner countries.

Naslov projekta:	Leadership capacity building for career development of educational staff (LEADCAREER)
Institucija koordinatorica:	SOLA ZA RAVNATELJE
Odobrena dotacija:	152.245,00 EUR
Trajanje projekta:	24 months
Kontaktna oseba:	Mihaela Zavašnik Arčnik
El. naslov kontaktne osebe:	mihaela.zavasnik@solazaravnateljje.si
Povzetek projekta	
<p>The main aim of the project LEADCAREER is to develop school leadership knowledge and skills for career development of educational staff. This will be effected by realizing two specific objectives of the project:</p> <ul style="list-style-type: none"> <li>- To develop a curriculum for a training programme for school leaders focused on capacity building for career development of education staff;</li> <li>-To develop a strategy for implementing the above mentioned programme into lifelong learning of school leaders.</li> </ul> <p>Slovenia, Austria, Croatia are the partners involved in the project. The need for a project derives from different research results and from good practice in other fields outside educational environment. The main arguments are related to the changing social environment which requires flexible working time and educational staff that will be more and more responsible for steering</p>	

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their own career development. Educational staff should for reasons of irregular employment and varieties of employment know themselves well and identify opportunities for learning and work, being able to make decisions and successfully transfer and shift between their roles as students, staff members, family members and citizens. On the other hand, school leaders should become competent in career guidance and development of educational staff. Therefore it is necessary to offer school leaders and other educational staff training for career development, i.e. to enhance their career competence (being part of a learning to learn and entrepreneurship competences). The main aim of the project is to develop a 5-day innovative curriculum with the help of the headteachers (as the main target group) from all partner countries. We intend to invite headteachers (10 from each partner country) to actively participate in the curriculum design. In order to reach the main aims 5 intellectual outputs are planned: a comparative study, a detailed curriculum, pedagogical materials, policy recommendations/guidelines and an e-book. The main target groups are headteachers, teaching staff, institutions and policy makers. The quality of the project's activities and results will be monitored throughout the project with questionnaires, logs and reports. Transnational project meeting will be held in each participating country as to gain a clear insight into the culture, thinking and hands-on practice of the countries involved. Every 2-3 months a partner meeting will take place. After each meeting, a consultation day with headteachers will be performed. The main aim of the consultation days is to present the headteachers separate parts of the curriculum, gain their views, beliefs, knowledge and attitudes, suggest methods of implementation and guidelines for policy making at the national and international levels. The main expected impacts are:

- The empowerment of headteachers for leading their own career development and of educational staff because of the very direct involvement into the project.
- Ready made training materials and developed curriculum for leadership capacity building for career development of educational staff,
- Policy documents, professionally supported and research-based,
- Empowered training institutions for leadership capacity building for career guidance of educational staff.

Dissemination strategy will encompass a wider audience using different communication channels, e.g. web pages, journals, conferences, informal meetings, workshops, training programmes.

Naslov projekta:	E-RESPLAN - Innovative Educational Tools for Energy Planning (E-RESPLAN)
Institucija koordinatorica:	UNIVERZA V MARIBORU
Odobrena dotacija:	228.825,00 EUR
Trajanje projekta:	24 months
Kontaktna oseba:	Peter Virtič
El. naslov kontaktne osebe:	peter.virtic@um.si
Povzetek projekta	
<p>E-RESPLAN is a Strategic Partnership for Higher Education, aiming at providing young professional and experts with innovative tools in order to reinforce their interdisciplinary skills in the field of energy planning, RES development and spatial planning.</p> <p>Architecture and planning traditions are often not well-integrated with the recent development of new technologies in the energy field. And, on the opposite, the experts in energy and RES development often do not have skills to properly integrate new plants in urban contexts and in cultural and ecological valuable landscapes.</p> <p>The integration among these competences is more and more required, especially considering the relevance of integrated tools and strategies, at European, national and local scales, as in the case of SEAPs – Sustainable Energy Action Plans, in the framework of the Covenant of Mayors.</p> <p>The starting point is twofold: on the one side, the project will address the issue of integrated planning and energy planning, which is central in local, national and EU strategies; on the other</p>	

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side, it will address the need of specific and interdisciplinary educational tools and activities in this field.

The project will deal with energy planning issues, RES technologies, landscape and environmental assessment, energy potential mapping and governance, in order to support young professionals and experts in developing competencies in cooperation with Higher Education Institutions and Local Energy Agencies, in order to qualify the work in public sector and to support the access to job market for newly graduated or close to graduation participants.

The overall objective is to experiment with new techniques of learning and teaching, through the use of Complex maps, ICT and Cloud tools, in order to encourage the sharing of knowledge and to develop collaborative training tools (<http://cmap.ihmc.us/cmap-cloud/>) in the above fields.

The project will also aim at:

- Realising a new tool called Energy-CMap, an OER for the scientific and educational purposes of the project;
- Supporting the training of experts in energy and environmental planning through the definition of educational tools at academic levels (Concept Maps and OER);
- Contributing to the reinforcement of networks among planners, academics and enterprises operating in the field of RES;
- Development, with a view to increase labour market relevance of learning provisions and qualifications;
- Establishing a network among Mediterranean Universities with the aim of improving their educational capacities in the fields of RES development, energy and environmental planning, according to 2020 EU goals.

During the project, partners will develop, test, evaluate and improved the Energy-CMaps, organised in 5 educational modules.

Energy-CMaps will be tested through distance learning activities, involving professors and students, in the field of Architecture, Energy, Engineering, Geography. Participants will be also involved in intensive learning activities in order to verify and complete the acquired competences. At least 100 learners will be involved in distance learning activities (OER) and (among them) 50 learners will take part in Intensive Study Programme, to test the acquired competences in a real case study. 25 teachers will be involved in an Intensive Study Programme.

The expected impacts for participants are an improvement in accessing job market thanks to acquired competences, and also through the development of professional networks, especially with experts in energy planning and Municipalities; the development of horizontal professional network with other participants, at international level; the possibility to access the Concept Maps to update their skills and competencies.

Teachers, professors and other educational professionals will improve their approach in using Concept Maps in normal educational activities, being also able to re-adapt the provided educational materials and to update them. They will also enlarge the range of their educational activities, using OER in a more pro-active way.

Universities and Energy Agencies will have the opportunities to develop existing e-learning materials, to improve the use of OER, to reinforce the links between professional education and academic education and to reinforce interdisciplinary and integrated approaches in curricula.

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Naslov projekta:	ANIMAL INTEGRATION IN THE EDUCATIONAL PROGRAMME (ZORO)
Institucija koordinatorica:	LJUĐSKA UNIVERZA, ZAVOD ZA IZOBRAZEVANJE IN KULTURO, ROGASKA SLATINA
Odobrena dotacija:	216.310,00 EUR
Trajanje projekta:	24 months
Kontaktna oseba:	MOJCA VUKOVIČ
El. naslov kontaktne osebe:	mvukovicmojca3@gmail.com
Povzetek projekta	
<p>After detailed analysis of learning achievements of pupils with special needs and the analysis of potential solutions for managing the problem of low learning achievements and early school leaving with pupils with special needs, the most innovative and interesting strategy was the use of Animal Assisted Therapy (AAT) in educational processes, which has proven to be very effective in raising pupils' interest, motivation, cognitive and learning abilities, especially with pupils with special needs. The main objectives of the project are to develop an innovative approach for teachers and provide a more attractive education. This will be achieved by development of a guideline for teachers about how to use AAT in their curriculum and in their classrooms. The project will create new or improved practices to cater for the needs of disadvantaged group – pupils with special needs. Another objective is to train the members of the teaching staff how to use AAT in their curriculum programme and make them more skilled and prepared to integrate good practices and new methods into their daily activities and to support schools, teacher and pupils with special needs in the field of early school leaving. At the same time the teachers and others involved in the project will benefit from the linguistic and cultural diversity. The project involves 10 organizations from 8 different countries. The coordinator, an adult educational centre, was chosen because of its experience in coordinating and dissemination in national and international projects. ELISTA organization was chosen for the project because it is one of the rare institutions in Europe that offers AAT trainings and will offer its expertise on this subject throughout the project. The project focuses especially on teachers who deal with special need students and therefore we included five organizations with education for special needs students and three regular primary schools that have an increasing number of pupils with special needs. Through the project we will carry out various activities to reach the final output of the project – the guideline. The members of teaching staff will undergo theoretical and practical training in the field of using AAT in classrooms on regular basis. During the project they will work together with local volunteer organizations, which deal with AAT and will be trying out AAT method in the classrooms. During this they will keep detailed records, opinions and suggestions, which will be gathered by the coordinator. At the same time there will be activities carried out for the children in order to test reactions of children to animals. On the basis of all the experience in the project, partners will develop the final guideline for teachers on how to use AAT in classrooms. During the process of testing the guideline we will use the method of experimenting, method of problem solving will be used in cases of reports about occurring problems from the teachers, which will probably occur through testing, but will be solved by the project team. During the practical training and afterwards together with the local AAT organizations, we will use the method of demonstration. The main result of the project will be a final guideline for teachers about the use of Animal Assisted Therapy in classrooms. Among other we wish to encourage and educate members of teaching staff to use this method for the benefit of children and in this way raise their motivations for learning and at the same time raise their level of learning achievements.</p>	

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Naslov projekta:	Khetaun (Skupaj): s ključnimi koraki do vključenosti romskih otrok v kakovostne predšolske programe (RomChiQuaPP)
Institucija koordinatorica:	PEDAGOSKI INSTITUT
Odobrena dotacija:	202.549,00 EUR
Trajanje projekta:	24 months
Kontaktna oseba:	Jerneja Jager
El. naslov kontaktne osebe:	korakzakorakom@pei.si
Povzetek projekta	
<p>The project is based on various research supported results and the results of direct findings from the field of the applicant organization, that quality early childhood education and the inclusion of children from disadvantaged groups in high-quality preschool programs is one of the key protective factors that predict success of children in further education as well as later. In the case of Romani children we must focus our great effort on work with Romani parents, because of their various negative experiences from the past, they in majority do not trust institutions, and often do not feel the need to send children in preschool programs, because of high unemployment rate they usually stay at home and also on their scale of values for various reasons, (pre-school) education is not listed high.</p> <p>On the other hand there are preschool teachers who are professionally committed to the integration of all children in the educational process. Because of specific of target population and the complexity of the Roma issue, teachers must be equipped with special tools and strategies that enable them to successfully integrate Romani children in their classrooms. Preschool teachers are largely aware of the problems and their helplessness and that is the reason why the preschools to which Roma settlements gravitate or which include Romani children, in recent years are implementing the number of projects that address the integration of Romani children in pre-school educational system from different angles. But the problem lies in the fact that there does not exist a comprehensive model that would help preschool teachers work with and include Romani children and their parents in early childhood programs.</p> <p>The aim of our project is exactly this: on the basis of past experiences of partner organizations, to develop a comprehensive model that includes both work with children, parents and the local community and help raise awareness among educators of their implicit theories, which are often an obstacle to the successful implementation of innovations.</p> <p>The target groups in our project are administrators and professionals in preschools (preschool teachers, counselors etc.), Romani parents and children, representatives of the Romani community, representatives of local organizations and other members of the local community. With direct project activities we will reach 350 people. In the project, besides the applicant organization, there are involved three partner organizations, which have been selected on the basis of similar problems faced in their countries and their rich past experience in this area. Those experiences differ from partner to partner, so that the consortium represents an optimal set of complementary partner organizations.</p> <p>Activities in the project will be based on the implementation of four different courses, which will cover four key pillars necessary for the successful integration of Romani children in preschools and the development of linguistic, cultural and developmentally appropriate multilingual materials for children. Trainings will be primarily carried out on an international level, and later they will be implemented by partner organizations at the national level for preschools and other key persons directly involved in the implementation of the project.</p> <p>For the implementation of the project on the consortium level, the coordinator of the project will be in charge. For this purpose there will be organized kick off meeting and during the implementations of international trainings, there will be part of the time devoted to discussing the current project issues. For the dissemination of the results and project's findings four roundtables</p>	

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at the national level in the partner countries will be organized, at the international level there will be organized annual conference and also scientific monography will be published.

As all partner organizations are members of two international Network (ISSA and REYN), which include more than 60 different countries in Europe and beyond and between which there is an ongoing, continuous exchange of information and cooperation, project results will be immediately disseminated to a variety of levels of educational system (local and national policy makers) in the member states of the two networks and also different users (non-governmental organizations, preschools, primary schools, individuals, etc.).

The project will create guidelines for policy makers at the national and European level, which will open up possibilities for dialogue and systematically address the issue of integration of Romani children in preschool education.

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Naslov projekta:	Učenje za razvoj kompetenc v kamnoseštvu (EARN)
Institucija koordinatorica:	Chamber
Odobrena dotacija:	228.750,00 EUR
Trajanje projekta:	35 months
Kontaktna oseba:	Doris Požar
El. naslov kontaktne osebe:	doris.pozar@ozs.si
Povzetek projekta	
<p>The situation of young people entering the labor market is characterized by a bad connection between the education system and the labor market. Formal education institutions are only marginally associated with the business sector, which causes young people lack of their practical experiences. The proposed project will place particular emphasis on leveraging employers to provide practical training for the profession stonemason, the first contact between the employer and the students, the method of placement and design of a new model of practical training. The relationship between students, employers and schools can be strengthened and improved in a very simple manner that does not require any special organizational changes only slightly different way of working and collaboration. The experience show that employers who carry out practical training with work have a major impact on the further development of young people and their careers. Integrating education and practical training to work is one of the most important areas for the introduction of young people in the working process.</p> <p>Objectives of the project:</p> <ul style="list-style-type: none"> <li>- The exchange of knowledge and best practices between the partners,</li> <li>- Establishment of a new strategic partnership associations, schools and employers and schools ,</li> <li>- Strengthening the impact on employers to provide practical training,</li> <li>- Upgrading the current cooperation partners with similar organizations in other countries and expand this cooperation to new partners,</li> <li>- Establishment and implementation of a new model of practical training "Learning for the development of competences",</li> <li>- Acquisition of new skills and competences of teachers, educators and employers,</li> <li>- Acquisition of new practical and useful knowledge for faster responsiveness, and the inclusion of students after school,</li> <li>- Increasing interest among young people for the profession of stonemason,</li> <li>- Increasing the corporate interest among young people.</li> </ul> <p>Target groups and participants (28 participants):</p> <ul style="list-style-type: none"> <li>- Staff who are active in the field of education and training,</li> <li>- Students,</li> <li>-The company-employers,</li> <li>- The social partners (Chamber of Commerce).</li> </ul> <p>The proposed project contributes to greater integration synergy between educational institutions (schools, which educate the profession of stonemason) and economic sectors (chambers of commerce, employers) and the establishment of a new model of practical job training. The added value of the project is to increase the responsiveness of students to the real working environment, acquire new practical and useful knowledge for faster integration into the labor market and to enhance the responsiveness of the students after school.</p>	

V pričujočem dokumentu se nahajajo povzetki KA2 Strateških partnerstev, ki so bili odobreni v razpisnem roku 2015

Naslov projekta:	Skilled Hands for Hi-tech Production (Compo-HUB)
Institucija koordinatorica:	Inovacijsko-razvojni institut Univerze v Ljubljani
Odobrena dotacija:	195.110,00 EUR
Trajanje projekta:	24 months
Kontaktna oseba:	Gregor Cerinšek
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Povzetek projekta	
<p>The composites industry is characterised by high added value and complexity of manual work processes. The future of the composites market is expected to be highly competitive, and companies with innovative capabilities and skilled labour force can thrive and gain market share. However, the growth of the composites industry has been to some extent limited due to the unavailability of skilled labour force, resulting from its specific complexity, requiring working habits, experiences and manual skills. All these tacit assets can be offered by the surplus and currently unemployed labour force from the traditional industrial sectors, such as wooden or textile industry. The key identified problem is that the VET systems do not offer structured quality training programmes in the field of composite manufacturing that would reduce the existing skills mismatches.</p> <p>Therefore the key mission of the Compo-HUB project is to use the current potentials offered by the labour market as a baseline and furthermore involve additional education and training activities to re-qualify the labour force to be able to work effectively in the respective high-tech area. The project will develop and manage the Composite HUB which will present a durable and result-driven strategic partnership, involving 3 main groups of stakeholders: 1) organizations that carry out research and development on composites and/or manufacture composite materials, 2) organizations that use the composite materials to manufacture composite parts for different industries (e.g. aerospace, automotive, marine etc.) and 3) training organizations and VET providers. By devising and implementing an aggressive valorisation strategy, the HUB will aim to influence the VET policies and regional economic development strategies, focusing especially on the Zasavje and Kuressaare region. The main innovative result of the project is a holistic training programme to educate, train and – consequently – properly qualify the workers in the field of composite manufacturing, which will be responsive to the identified market needs and tailored to the specific requirements of the target training group (i.e. wood cabinet makers/joiners). The training courses will be integrated and available through the developed on-line open-source learning platform, allowing wide exploitation and simple customization according to the different market needs. In addition, the project will train the educators and trainers from companies and VET institutions and will organize a teaching/learning mobility with a particular focus on work-based teaching.</p> <p>The overall approach of the project will be based on the Waterfall model due to the linear-sequential nature of the project. The approach will allow effective management and delivery, especially due to the size and length of the project, where requirements and goals are clear and well understood and the end-product definition is stable. The approach will be user-centric from the inception to the termination of the project.</p> <p>The activities of the work plan can be aggregated into 4 different logical blocks. The foundational work of the first block results from the requirements analysis (user and context requirements) and conceptual framework. The analysis of the collated data builds the necessary models and processes that will drive the development, implementation and evaluation activities. The second block covers the main work package involving the development of the training programme and on-line learning platform. The third block represents the actual delivery and evaluation of developed training programme (delivery of 240 training hours, involving target group of cca. 30 people). The fourth block covers project management and dissemination/exploitation.</p> <p>In terms of desired impact and long term benefits, the project will fight rising levels of unemployment in wood occupations by promoting active participation of disadvantaged groups</p>	

V pričujočem dokumentu se nahajajo povzetki KA2 Strateških partnerstev, ki so bili odobreni v razpisnem roku 2015

and will provide them with the new knowledge and skills in the field of composite manufacturing, which are required by the labour market. The developed occupation standard and catalogue will assure that skills can be more easily recognized, within and across national borders, as well as in the labour market. The developed training programme can be furthermore used and delivered by other VET providers, which will eventually unburden the companies to educate, (re)train and (re)qualify the workers to fit their demands. This will improve the capacities of VET system, composites sector and, on the long run, economic growth in general at the European level. The European Composites Industry Association (EuCIA) will be used as a impact multiplier to promote and reinforce cooperation with other European partners and to establish the exchange of knowledge and good practices, eventually contributing to the development of innovative practices in the field of education for composite manufacturing.

V pričujočem dokumentu se nahajajo povzetki KA2 Strateških partnerstev med šolami, ki so bili odobreni v razpisnem roku 2015

## V nadaljevanju so navedeni povzetki projektov KA2 – Strateška partnerstva med samo šolami.

Naslov projekta:	What Does It Take to Raise an Artist?
Institucija koordinatorica:	SŠOF Ljubljana
Trajanje projekta:	24 mesecev
Povzetek projekta	
<p>The need for this project derives from the current social and economic situation in Europe, where youth unemployment rates are high. Youth, therefore, face many difficulties in finding a job, and even more so if they are looking for a job in art. Artists are generally self-employed and face an unpredictable future. This is why we want our students to extend their knowledge from just one field of artistic creation to various ones. We believe that all around artists with a strong entrepreneurial awareness will have better chances of employment.</p> <p>The project involves three secondary art schools from Slovenia, Bulgaria and Italy. Our starting point was the realization that for a successful career in art our graduate students need much more than just expertise in one specific area of artistic creation, for example fine arts. This project gives them the opportunity to perfect the basic skills needed to become successful all around artists, to use their skills in other field of artistic creation, and become confident in areas such as story building, script writing, filming, animation, product designing and advertising to mention just a few. All with the aim to give our students the chance to expand their knowledge from a single field of interest to various ones, and help them with employability.</p> <p>The three schools all share very similar programmes but on the other hand each school has its unique advantages. The school from Bulgaria has already successfully integrated entrepreneurship into their curriculum; the Italian school can offer a specific insight into marketing of the Italian cultural heritage. All three schools feel the need to prepare our students for the future. But we also know that our history and culture offers us a rich source of inspiration and a sense of uniqueness. That's why the Italian school will organize classes on Renaissance art and the Slovenian school will prepare an excursion to the region of Prekmurje, where the students can learn from the local craftsmen about an almost extinguished art of black clay baking.</p> <p>We have planned two types of activities: the ones that will be carried out in each of our schools in the same time (e.g. creation of presentation materials for each school, turning students' hobbies into business ideas) and the ones that will be carried out abroad during three transnational learning and teaching activities. For the transnational learning and teaching activities we planned workshops where the students will pass through all the stages of designing a product- from the idea till packaging, logo and advertising it. During this time they will be working in small groups in a non-formal environment, some workshops will be carried out in situ alongside traditional craftsmen and mentors. Students will get involved in areas of artistic creation, like visual communication and animation, which demands an extended knowledge in digital technology. Students and teachers alike will learn about successful business practices, they will also produce OER materials, such as videos, application for a creation of a digital portfolio and brochures.</p> <p>With this project we also want to improve our students' linguistic competence, English proficiency in particular, their digital competence, and raise their cultural awareness.</p> <p>The world of art is beautiful but also extremely competitive. That's why our students need to learn that it takes constant, lifelong learning to stay on top.</p>	

V pričujočem dokumentu se nahajajo povzetki KA2 Strateških partnerstev med šolami, ki so bili odobreni v razpisnem roku 2015

Naslov projekta:	Odgovorni turist varuje raznolikost kultur, ljudi in okolja
Institucija koordinatorica:	Gimnazija Franceta Preserna
Trajanje projekta:	28 months
Povzetek projekta	
<p>In the project <i>Responsible traveller values diversity of people, cultures and environments young people</i> four partner schools will develop their entrepreneurial skills and social responsibility in the field of responsible travel. Responsible travel promotes awareness of tourists about their impact on the natural and cultural heritage destinations, as well as creates a positive impact on the local economy and increases the well-being of local communities. The promotion of responsible travel is a potential, which we want to increase in activities in this project. The implementation of the project on an international level has sense, because this way the participants learn about the diversity of people, cultures and environments. Responsible travel has developed various properties in each country. Very important reason for international project is the fact that impact of tourism on the local environment is a global problem and concerns all inhabitants of our planet. In terms of mobility among partner schools from Bulgaria, Czech, Lithuania and Slovenia, we are going to develop and implement a model of responsible travel. This is an innovation in the school environment and it is important because the schools in their programs offer more and more mobility for young people. In this context, we think that education for responsible travel should be included in the school field.</p> <p>We cannot imagine effective implementation of the project without developing entrepreneurial skills among participants. Entrepreneurial skills allow young people to identify their needs and desires, take on the challenges and become socially responsible makers. Entrepreneurial skills will be developed through preparation and implementation of travel program in local environment for guests from other partner schools. Participants will experience the role of a responsible traveller with participating in the travel program.</p> <p>The project involves four partner schools (Slovenia, Czech, Bulgaria and Lithuania), a total of 32 students between the ages of 15 and 19 years and their coaches. First activities in the project will have the aim of learning about responsible travel and the making of 10 principles of responsible travel, as guidelines for carrying out further activities. Then we will explore opportunities for the development of responsible travel in the local environment and prepare a travel program. During these activities, students will learn about and develop necessary entrepreneurial skills. The peak of the project will be short-term group exchanges of students, which will implement traveller programs according to the principles of responsible travel.</p> <p>To learn about responsible travel and to discover opportunities for responsible travel in the local area, we will use methods of studying literature, researching and observing in the field. We will develop entrepreneurial skills in the context of group work and experiential learning during preparation and organizing travel programs and their implementation. In these processes, participants will learn about the diversity of people, cultures and the environments.</p> <p>Expected outcomes are associated with greater awareness of the importance of responsible travel and knowledge of its principles. We expect that these results can be measured by means of interviewing, which will be carried out at the start, during and at the end of the project. Participants and partner schools will create and sign the intention of practicing the principles of responsible travel in their future activities. Evaluation of the implementation and self-assessment of participants in the field of developing entrepreneurial skills.</p> <p>Long-term benefits of our project are promoting responsible travel among individuals, groups and decision makers in the field of education, in local communities and youth and tourism organizations. Long-term benefits are also in the field of entrepreneurship, as entrepreneurial activity focuses on the area of social responsibility.</p> <p>The project will last 28 months.</p>	

V pričujočem dokumentu se nahajajo povzetki KA2 Strateških partnerstev med šolami, ki so bili odobreni v razpisnem roku 2015

Naslov projekta:	Language in Motion LIM
Institucija koordinatorica:	Skofijska gimnazija Vipava
Trajanje projekta:	24 mesecev
Povzetek projekta	
<p>In addition to the Diocesan Gymnasium Vipava, which is the applicant organisation, the Lycee Pierre Termier of Grenoble will also take part in this project called Language in Motion. This project is a response to the lack of communication skills of our students. The students themselves expressed a wish to pay more attention to rhetoric and enhancing communication skills because many of them have a fear of public speaking. In addition, more and more students have difficulties in expressing themselves both in their mother tongue and foreign languages. The trend is that their language knowledge becomes increasingly better, however, they experience difficulties in the active use of the language and the gap between those who do better and those who lag behind is becoming wider and wider. Students with learning difficulties will be also included in the project. It will last two years and about 200 students of both participating schools will take part in the activities held in the course of the project.</p> <p>The project aims to improve the communication skills of students and language-related extra-curricular activities and increase the number of students taking part in these activities (our aim is that there will be 15% more students participating in these activities by the end of the project). In addition, the project will boost the publishing activity of both schools, since in the course of the project, we plan to publish eight publications dealing with current social issues and four literary publications (two of them will be published as bilingual editions).</p> <p>Moreover, events to promote reflection on the use of language will be organised (such as panel discussion, literary evenings, etc.) and the young will have the opportunity to get in touch with the local media (e.g. by visiting them or writing articles to be published). As for the extracurricular activities, we would like to improve the existing offer and add some new content. The following extracurricular activities will be available: journalism, rhetoric, theatre, literature and a group discussing current issues. The so-called plan for these extracurricular activities that promote the use of language and acquisition of communication skills will be written down and the necessary learning tools to carry out these activities will be defined (O1). In addition, we plan to publish a book (O2) consisting of students' contributions that are to be produced in the course of the project. Not only the best pieces of literature but also interviews, reports, etc. will find its place in the book.</p> <p>This project presupposes four multiplier events (Eand four exchanges. As already stressed before, the project aims at arousing the interest in language learning and mastering the mother tongue, improving our attitude towards languages in general and above all to our mother tongues, enabling the young to spend time with their peers from abroad and communicate in a foreign language and, last but not least, encouraging students to participate in language-related activities. The project strives to be an example of good partnership and cooperation.</p>	

V pričujočem dokumentu se nahajajo povzetki KA2 Strateških partnerstev med šolami, ki so bili odobreni v razpisnem roku 2015

Naslov projekta:	Jaz zmorem, ti zmoreš, midva zmoreva še več
Institucija koordinatorica:	Osnovna sola Naklo
Trajanje projekta:	24 mesecev
Povzetek projekta	
<p>Our two year project titled <i>I can, you can, we can do much more</i> aims at educational undertakings. The project partners 5 schools from Slovenia Italy, Lithuania, and Turkey. This project will connect all partners by common and clear vision, conceptual guidelines for creating a positive learning environment which will consequently affect the students' wellbeing and their grades. All the partner schools have come to similar conclusions when it comes to educational undertakings. Most often these occurrences were dealt with sporadically, they caused occasional confusion and the feeling of powerlessness and thus lead us to a vision which holds clear guidelines (documents, methods of work and models of action). This will take us towards the common goal, an efficient model of education which will make teachers as well as students aware of positive skills and positive ways of thinking. We are certain that a well-planned, organised and properly supported educational model can lessen the unwanted students' behaviour and that by internalizing certain concepts and skills we can reach a very positive atmosphere. The cooperating schools are all concentrating on children with special needs meaning that this project will have appropriate activities and will adapt them to their needs.</p> <p>The main outcome of the project will be a common document (education plan) containing a description of the model, activities of teachers and students and a plan of how to implement it into regular lessons. There will be extra activities carried out by teachers which will also be useful reference for parents when raising their children. This model will be useful and practical for all who are involved in the process of educating students due to its clarity and quality. Apart from the model with its implementation, the intellectual outcomes of this project will be scientific papers with actual instructions for implementing the model and examples of good practice and promotional material in the form of clear and efficient multimedia. We will organize an international conference where we shall present our findings. All the cooperating schools will organise open days to inform about the project. This way we will raise awareness of how important it is to create a positive learning environment which is closely connected to success.</p>	

Naslov projekta:	Education+ Education+
Institucija koordinatorica:	Osnovna sola Sencur
Trajanje projekta:	30 mesecev
Povzetek projekta	
<p>The project aims at developing basic skills and entrepreneurship education. Poor reading literacy is often the cause of becoming underprivileged and destitute individuals, lost in inapprehension of rules and procedures of the modern world. In the last decades, ICT competences complement basic skills and web portals are increasingly used in everyday life.</p> <p>Reading skills are not meant to be developed per se, but in connection with the developing of social, civic and ICT skills and upgrading with eTwinning project. Book clubs will be established and students will read in their mother tongue. After the story has been read, the students will travel, virtually, across Europe, particularly through partnership countries. They will produce various electronic materials, which will be available to all partners via eTwinning. Perhaps a school outside our partnership will join in. The materials will include presentations of students, country and school presentations, activities in the countries and places, where they will travel virtually.</p> <p>Entrepreneurship education has been relatively new in the Slovenian and other schools. Students will carry out various entrepreneurial processes from the starting idea to its execution and financial realisation. Students will learn, plan the process, look for different possibilities of</p>	

V pričujočem dokumentu se nahajajo povzetki KA2 Strateških partnerstev med šolami, ki so bili odobreni v razpisnem roku 2015

execution and provide the financial input for the result in question. They will accept responsibility for the use of resources and the risk of success or failure. Entrepreneurship education will be connected to individual responsibility for the benefit of the underprivileged children. Proceeds from the Erasmus+ bazaar will go to a Bulgarian orphanage which will motivate us for a maximizing result. The focus of partner visit will be to encourage entrepreneurship spirit and show through practice that education is needed to implement business ideas in real life. This meeting will not only have its humanitarian purpose due to the proceeds/donations but also due to the participation of centres for students with disabilities, special educational needs, and students deprived of parents' care, as well as of different ethnicities and minority groups.

Intensive and condensed development of social and civic competences, in theory, and through experience, are main goals of learning /teaching activity, organized in Slovenia.

Civic competences are taught within the curriculum but never with such intensity and brevity. This time we aim at more different and attractive strategy. When thinking of upgrading social competences and developing awareness of ethical values, it is clearly understandable, that they should be tackled in experimental environment. Every personal experience counts. Living Europe in a smaller scale, even for only a week, will undoubtedly be more effective than learning in the usual way in home countries.

Senior citizens will be included in a number of project activities. They will be partly included as workshop trainers. On the other hand, students and teachers will carry out computing training courses, various sports activities for senior citizens and cultural events in senior citizens homes. A social gathering will be organized for most active students in project activities, their parents and grandparents. We would like the entire local community to somehow come to life with the project.

One of the aims of the project is sharing our experiences with other teaching staff, enabling them to use the materials that will be developed and tested in the project. Good practice examples will be written, as well as the study on developing reading skills, evaluation report, etc. The results will be publicly available at the end of the project.

The quality of both learning/teaching activities will be confirmed with Europass certificate and will qualify for Quality label.