

Projectnummer	Titel project	Organisatie	Adres	Postcode	Plaats	Contactpersoon	Consolidated Score	Toegekende subsidie onder voorbehoud
2015-1-NL01-KA204-008947	REALLIFE: serious gaming and virtual reality to develop 21st century and employability skills	Click F1	Catharijnesingel 55G	3511 GD	UTRECHT	Hendrik-Jan Trooster	87	€ 425.001
2015-1-NL01-KA204-008870	Volunteer career guide	EDOS Foundation	Rijplaan 23	6681 EG	BEMMEL	Jo Peeters	84,5	€ 52.464
2015-1-NL01-KA204-009004	Transnational Peer Review for quality assurance in Validation of Non Formal and Informal Learning (VNFIL) Extended	ErikKaemingk	Beethovenlaan 47	6815 CP	ARNHEM	Annemieke Kikstra	83,5	€ 402.791
2015-1-NL01-KA204-008924	WorKit: Job Language Kit for Migrants	Cooperatieve vereniging Pressure Line U.A.	Provenierssingel 71b	3033 EH	ROTTERDAM	Svetlana Rashlov-Ninova	81,5	€ 281.431
2015-1-NL01-KA204-009009	Zoo Keeper Competency Framework	Europese Vereniging van Dierentuinen en Aquaria (European Association of Zoos and Aquaria)	Plantage kerklaan (p/a Artis Zoo) 38-40	1018 CZ	AMSTERDAM	Laura Myers	81	€ 266.301

<b>Projectnummer:</b>	2015-1-NL01-KA204-008947
<b>Organisatie:</b>	Click F1
<b>Titel:</b>	REALLIFE: serious gaming and virtual reality to develop 21st century and employability skills

**Partneroverzicht:**

<b>Click F1</b>	<b>NL</b>
Changes & Chances	NL
STEPS srl	IT
Kocaeli Open Correctional Institution	TR
VSI HITECO	LT
CHAINS	NL
THE NOTTINGHAM TRENT UNIVERSITY	UK
Accord International s.r.o.	CZ

**Summary:**

RealLife is an innovative project in which serious gaming and virtual reality are used to improve skills needed in the 21st century and skills needed for employability for those at the edge of society. Training skills in a safe and virtual reality will help prisoners to function in real life and enhance their sense of initiative.

The objective is to develop an innovative tool, the RealLife game with a certificate that validates informal learning. RealLife will design a strong tool for many disadvantaged groups in Europe by implementing seven pilots in six European countries that will include 80 prisoners, 14 mentors and 35 prison guards. Focus will be on different groups, youngsters between 17 and 23, women and (older) men.

The use of gamification is a user-friendly method that can be delivered on an individual basis to promote employability and reduce recidivism for in prisoners. To measure effectiveness of the serious game we will study the rate of recidivism in the first 48 hours to two months after prisoners leave detention.

This way we are able to measure the impact of the game almost immediately and improve the game. The game will focus on new learning possibilities to be applied in prisons: digital tools, games that educate, train and inform, can provide an alternative sustainable learning tool for disadvantaged groups. Many among the end-users have learning disabilities and reject more traditional teaching approaches.

At the moment many prisoners and others at the edge of society have big problems finding their way to the labor market. Many inmates have no diplomas and no or little access to digital media. Excluding this disadvantaged group from 21st century developments will only widen the gap between them and the labor market. The SEPE certificate (Supporting Employability and Personal Effectiveness) that we will work with is a flexible approach in which a portfolio is used as a tool to

assess the outcomes of non-formal learning. This certificate for employability skills is recognized in the EQF. Europe can be on the frontier of discovering how to use technology to improve 21st century skills and increase employability with RealLife.

Within the project, one will be a regular project website, the other website is [www.reallifework.eu](http://www.reallifework.eu) in which we will link our target group to the labor market.

Sustainability will be achieved by:

- MediaWise: a digital platform for (non-formal) learning that is an integrated part of education in the justice system in The Netherlands. Project RealLife will be included in this platform.
- A Social Impact Bond will be set up in at least one country. A Social Impact Bond in short is a contract between the public sector (government), businesses and social organizations to stimulate innovative ideas that have a high potential to be successful. It is a way for governments to implement innovative ideas that result in public sector savings without having the risk to having invested in advance.
- Give ownership of project RealLife to mentors

In all countries, mentors will act as a catalyst, they will guide disadvantaged groups through RealLife games and disseminate and transfer the idea to other local and regional institutions.

<b>Projectnummer:</b>	2015-1-NL01-KA204-008870
<b>Organisatie:</b>	EDOS Foundation
<b>Titel:</b>	Volunteer career guide

**Partneroverzicht:**

<b>EDOS Foundation</b>	<b>NL</b>
Centre Européen du Volontariat (CEV)	BE
BONSAI	HR

**Summary:**

Volunteering is a rich learning environment, where motivated people of all ages contribute to civil society in a self chosen position and environment, and at the same time gain skills and competences that have value for their personal and professional development and career. In this way, volunteering offers a nice mixture of non-formal and informal learning.

This project is based on the results of the Public Consultation "Towards a European Area of Skills and Qualifications", published by the European Commission on 17 June 2014. The report of this consultation states that there should be more focus on the individual and on the end users of validation tools, that there should be more attention for guidance, and that the EQF should be more open towards nonformal and informal learning.

Translated to the world of volunteering, this means that:

- there should be more attention for guidance of volunteers in their personal and professional development (in stead of developing more tools and methods for recognition and validation of their learning outcomes)
- the starting point of the validation process should be the individual, not the system
- we should build bridges between the outcomes of informal and nonformal learning processes on one side and the European Qualifications Framework on the other side.

The project is innovative in 3 ways:

- it builds bridges between informal learning on one side and the European Qualifications Framework on the other side
- it creates a clear link between volunteering on one side and professional career guidance on the other side
- it does not provide new tools or methods, but provides guidance for volunteers in using these tools and methods for their personal and professional development.

The project results will be:

- Booklet (PDF/printed) for volunteers how to "translate" their volunteer qualifications to the labour market.
- Online training (using the online learning platform Pblearn or a similar platform) to support the use of the booklet.
- Face to face training in addition to the online training, custom made for volunteering organisations, to be offered in the framework of Erasmus+ Key Action 1.

<b>Projectnummer:</b>	2015-1-NL01-KA204-009004
<b>Organisatie:</b>	ErikKaemingk
<b>Titel:</b>	Transnational Peer Review for quality assurance in Validation of Non Formal and Informal Learning (VNFIL) Extended

**Partneroverzicht:**

<b>ErikKaemingk</b>	<b>NL</b>
Weiterbildungsakademie Österreich	AT
Kammer für Arbeiter und Angestellte für Salzburg	AT
Verein Frauenarbeit Steyr	AT
CENTRE INTERINSTITUTIONNEL DE BILAN DE COMPÉTENCES BOURGOGNE SUD	FR
Vigor Transition B.V.	NL
UNIVERSITAET FUER BODENKULTUR WIEN	AT
Libereaux B.V.	NL
Europäische Peer Review Vereinigung	AT
CITEFORMA	PT
NARODNY USTAV CELOZIVOTNEHO VZDELAVANIA	SK
Lietuvos svietimo profesine sajunga	LT
ISLA-Instituto Superior de Gestão e Administração de Santarém	PT
Firmenausbildungsverbund Oberösterreich - FAVOÖ	AT
EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS	BE

**Summary:**

The 'European Peer Review VNFIL Extended' project aims to extend the current European Peer Review for RVC methodology to more European partners in more countries, establishing Peer Review to complement and enhance the usual quality assurance systems in Validation of Non-Formal and Informal Learning (VNFIL).

Building upon the results of a series of previous European programmes, the project seeks to increase the transparency, market relevance, consistency and transferability of VNFIL across Europe. It provides in a common framework and tools for Peer Review for different Member State VNFIL systems and VNFIL providers to improve, monitor and evaluate their quality assurance policies and practices in a manner appropriate to their national/institutional context. On European level the project supports mutual trust in transnational use of VNFIL and alignment of Quality Assurance methods across Member States.

Peer review – the external evaluation of VNFIL institutions/providers by Peers – is a promising instrument for quality assurance and development. It builds on quality activities already in place at a VNFIL institution/provider, it is cost-effective and it fosters networking and exchange between providers of validation of non-formal and informal learning.

Transnational peer review in particular supports exchange between Member States and VNFIL providers. In the project, this is used to strengthen mutual trust and enhance alignment between Member States, working towards a common, standard framework for Peer Review on European level.

The Peer Review VNFIL Extended project works with the Peer Review methodology and instruments as they have been developed in previous programmes. Most recently, in the EuropeerGuide RVC project, the Manual, Toolbox, and Quality Areas for Peer Review have been adapted to use in 3 countries. VNFIL providers and stakeholders in other countries have expressed a strong interest in adapting and implementing the Peer Review framework and its instruments. This project takes up further fine-tuning and transfer of the methodology to new countries through a number of capacity building activities directed at professional development of more VNFIL practitioners.

In the project, 15 partners from 7 European countries conduct transnational Peer Reviews on VNFIL. To ensure continuity of approach and enhance transference, project partners are both organisations that have been involved with preceding programmes and new partners from new countries. All share the ambition to extend the results of the current project. Project partners are adult education- and higher education providers, VET organisations, and specialised VNFIL centres, companies and NGOs. Also organisations that impact national policies were included, as well as European umbrella organisations for learning.

10 VNFIL providers get Peer Review feedback on their chosen European Quality Areas for VNFIL from national and transnational partners. The project enhances the quality and visibility of VNFIL-provision by making a complete inventory of current policies, QA systems and good practices, for all participating countries and on a European level. A reflection report provides in a scientific analysis of the added value of Peer Review, containing good practices and scientific information that can be used by VNFIL providers and national policy makers to underpin their choice for Peer Review in QA VNFIL. National strategy papers will be compiled to advise stakeholders in participating countries and European policy-makers on further development of their (trans)national quality frameworks on VNFIL.

To further disseminate Peer Review VNFIL across Europe, the project provides in a practical peer review reader for interested providers and policy makers, and publish a policy paper on the outcomes of the project, indicating the added value of Peer Review for VNFIL providers and outlining opportunities for policy-making on a European level.



To ensure long term impact the project supports the European Peer Review Association (EPRA) in setting up a sustainable network on Peer Review. This network starts up already during project implementation, when national coordinators and stakeholder committees are formed and, through (trans)national meetings and conferences, get involved by discussing relevant Peer Review inventories, national strategy papers and (European) policy papers.

Further, the project provides in preparatory activities to formally set up a sustainable Peer Review Network. These include Business Model Canvas session(s) to develop a business plan for the Network, a Network database, a Peer Review register and Peer Review label. New and sustainable channels for dissemination and transference of the Peer Review methodology are thus an integral part of the project's outcomes. This enables the project to immediately influence, through the Peer Review Network, an emerging community of VNFIL providers and other stakeholders across Europe.

<b>Projectnummer:</b>	2015-1-NL01-KA204-008924
<b>Organisatie:</b>	Cooperatieve vereniging Pressure Line U.A.
<b>Titel:</b>	WorKit: Job Language Kit for Migrants

**Partneroverzicht:**

<b>Cooperatieve vereniging Pressure Line U.A.</b>	<b>NL</b>
Università per Stranieri di Siena	IT
EURORESO	IT
Inthecity Project Development	NL
St. Dona Daria	NL
TRADIGENIA SL	ES
JEST	BG
MI GEN CIC	UK

**Summary:**

The WorKit project is aimed at facilitating the access of adult migrants to the labour market of the host country through equipping them with a set of language and communication skills necessary for finding a job and providing them with information about local labour market opportunities in 5 EU countries (The Netherlands, Italy, Spain, Bulgaria and the UK).

Languages are central to many of the challenges posed by migration and thus migrants have some of the most urgent language learning needs of any language learner. The barriers faced by migrants for finding a job in the receiving country include, among others, insufficient skills and experience (especially language barriers, low level of education or a lack of local work experience) and difficulties in navigating host-country labour markets (including poor information about how to present themselves and look for a job).

WorKit will address the above needs and challenges through the application of innovative context-related and learner-centred tools providing language information linked to the migrants' immediate needs for employment. The main project products (Job Language Kit for Migrants, WorKit Online Interactive Tool and WorKit Mobile App) will provide language information on work and employment, addressing specific areas in the process of seeking, finding and keeping a job. Thus WorKit will allow migrants to quickly achieve progress in adaptation and language learning, directly help them to find their place on the labour market and match requirements and needs of employers.

The project objectives are focused on:

- Improving language competences of adult migrants for the purposes of labour market orientation and participation

- Developing attractive products for non-formal language learning and thus improving the capacities of organisations working for the integration and language training of adult migrants
- Facilitating the access and inclusion of adult migrants into the labour market by providing them with employment-specific information for local labour market regulations in 5 EU countries with urgent migrant integration needs

The Job Language Kit for Migrants and its on- and offline learning applications will be developed as an attractive language tool with educational and informative character that will offer instant, on-the-go support to migrants in their job seeking. It will allow them to quickly achieve progress in adaptation and language learning and facilitate their access to the labour market through learner-centred language education.

The WorKit outcomes address, on one hand, adult migrants, but on the other, also (volunteer) educators providing language training to migrants. They will be offered new attractive methodologies and products, encouraged to multiply their effects at local level and apply them in a language teaching environment in order to improve the quality, attractiveness and accessibility for migrants. This will also improve the capacities of organizations and providers addressing migrant integration issues and especially of organisations from countries which currently face problems with dealing with intensive migrant flows and providing support to migrants, including for learning of the host language.

WorKit will reach its target groups through creating a Europe-wide network of organisations working for the integration and language training of adult migrants, such as migrant organizations and communities, organisations providing language and integration courses for migrants, language and VET providers, employers' associations, workers unions, job coaching providers, etc. The network will be used throughout the project for needs analysis, development of main products, feedback, dissemination and impact opportunities. The identified stakeholders will be involved in training workshops demonstrating the created methods and products and their applicability with the end-users. Events for exploitation of the project outcomes will also serve as a forum for discussion and feedback from the associated partners and an opportunity to kick-start a discussion among stakeholders and policy makers on current issues regarding the integration of migrants.

The main project results include:

- improved language and communication skills of adult migrants for the purposes of labour market integration
- developed context-specific and learner-centred language products which to support non-formal learning of adult migrants as well as (volunteer) language educators of adult migrants
- improved capacities of migrant organisations with new approaches and motivational boosters for engaging migrants in a process of integration in society
- facilitated access and inclusion of adult migrants into the labour markets of 5 EU countries
- effective methodologies for labour market integration of migrants from 5 European countries and beyond (good practices)
- continuous dialogue between stakeholders from the worlds of education, training and work.

<b>Projectnummer:</b>	2015-1-NL01-KA204-009009
<b>Organisatie:</b>	Europese Vereniging van Dierentuinen en Aquaria (European Association of Zoos and Aquaria)
<b>Titel:</b>	Zoo Keeper Competency Framework

**Partners:**

<b>Europese Vereniging van Dierentuinen en Aquaria (European Association of Zoos and Aquaria)</b>	<b>NL</b>
North of England Zoological Society	UK
Aeres Groep	NL
Lietuvos zoologijos sodas	LT
Federatia Gradinilor Zoologice si Acvariilor din Romania	RO
Zoo Wroclaw sp. z o.o.	PL
Sparsholt College Hampshire	UK
Ustanova Zooloski vrt grada Zagreba	HR

**Summary:**

Zoos are conservation, research and education centres, plus highly popular tourist attractions, throughout Europe. The European Association of Zoos and Aquaria (EAZA) alone represents 345 institutions, housing over 1.6 million animals and with an estimated 140 million visitors per year - making Zoos and Aquaria an important sector in the EU with 27% of EU citizens having visited an EAZA institution in 2012. By ensuring that its member zoos and aquariums achieve and maintain the highest standards of care for the species they keep, zoos and aquariums (hereafter referred to as zoos) empower European citizens to learn about animal behaviour and welfare; and contribute to global biodiversity conservation goals; whilst contributing to local economies through their role as highly popular tourist attractions.

Zoo keeper training opportunities vary greatly across Europe. Whilst in some countries standardised, formal qualifications are available to zoo keepers, for example, the Diploma in Management of Zoo and Aquarium Animals (DMZAA) in the United Kingdom, resources and standardised training opportunities are lacking in many countries, especially those who joined the EU in 2004 or later. This has resulted in a clear skills gap in professional zoo keeping in many EU member states. In these instances, zoo keeper training is reliant on the application of in-house identification of core zoo keeper skills and training, which lacks inter-institutional standardisation, a quantifiable measure of skills competency and implementation of best-practice. This often leads to limited capacity building within the role of the zoo keeper, barriers to mobility between institutions, compromised best-practice animal management and stilted progression in the value of the zoo as a place of conservation, research, education and as an economic contributor.

The aim of this project is to develop and implement a sector-specific comprehensive and coherent Zoo Keeper Skills Competency Framework to meet the needs of the zoological tourist industry;

incorporating skills from a range of relevant disciplines and available to all European zoos, bringing positive and long-lasting benefits through:

- Building capacity within the role of the zoo keeper through implementation of vocational education and training (VET) via work-based learning (WBL);
- Promoting progression in animal management standards, including animal welfare best-practice and as centres for conservation, research and education.
- Facilitating labour mobility between zoos and have a positive effect on both employment opportunities and retention;
- Professionalising the role of the zoo keeper to drive economic development, the value of zoos as modern tourist attractions and employers with high vocational opportunities.