



Citizenship Education in Austria and Europe

Objectives, methods and future prospects

EPALE

Österreich | E-Platform for
Adult Learning in Europe

Citizenship Education in Austria and Europe

Objectives, methods and future prospects

CONTENT

4 **Editorial**, EPALE Team Austria

6 **Introduction**, Doris Wyskitensky

CONTRIBUTIONS

8 **EPALE & Erasmus+ Adult Education – Recent developments**
Carin Dániel Ramírez-Schiller

11 **Adult Education as a path to social inclusion: towards active citizenship through economic, social and civic participation**
Natasha Kersh

16 **Democracy MOOC – Education for democratic citizenship for adults**
Gerhard Bisovsky, Christin Reisenhofer

22 **Political education for adults in Austria – Historical developments and current challenges**
Hakan Gürses, Sonja Luksik

26 **Trauma and learning**
Barbara Kuss, Mats Mikiver

30 **Speaking Out Loud – empowerment through community-based media**
Natalie Konyalian, Petra Pint



- 34 **DEMOS: Democracy and equality matters
for our society – political participation**
Herbert Depner
- 37 **European values in adult education –
The ‘European Values through European Intelligence’
(EVEQ) project**
Tino Boubaris
- 40 **EMAC – Ethical Media for Active Citizenship**
Helmut Peissl
- 43 **Erasmus+ supports political education –
Enjoy the benefits of the Erasmus+ programme!**
Karin Hirschmüller

EPALE

- 48 **EPALE – what is in it for you?**
- 50 **Effectively using EPALE for your Erasmus+ project**



EDITORIAL

Citizenship education becomes particularly important in times of economic and social change. Democracy has to be relearned in each generation. Adult education plays a key role in imparting knowledge about democracy, politics, political processes and social structures. It should empower people so that they are in a position to exercise their rights and help shape the way in which society progresses.

What is citizenship education? How and where does it take place? What are thematic key aspects, approaches, methods? How should we structure courses for citizenship education and how can the education of democracy be implemented for adults? These were the central questions of the fifth **EPALE conference 'Citizenship Education in Austria and Europe: Objectives, methods and future prospects'** held on 13 June 2019. The event was jointly organised by EPAL and Erasmus+ Adult Education.

Around 120 participants from the world of citizenship education for adults and related fields discussed how political content can be communicated in the context of social changes. This publication covers the various contributions made at the conference.

Natasha Kersh (University College London) introduces the 'Adult Education as a Means to Active Participatory Citizenship' (EduM-AP) project. The goal of this Horizon 2020 project with regard to education policy is to promote active participatory citizenship of disadvantaged young adults, such as people with a migration background.

Gerhard Bisovsky (Association of Austrian Adult Education Centres (Verband Österreichischer Volkshochschulen)) and **Christin Reisenhofer** (Democracy Centre Vienna (Demokratiezentrum Wien)) introduces the Democracy MOOC, an online course target-



ed at adult educators delivering courses in political education, as an example of improved access to civic and political education.

In their article, **Hakan Gürses** and **Sonja Luksik** (Austrian Society for Political Education (Österreichische Gesellschaft für Politische Bildung, ÖGPB)) discuss the importance of citizenship education for adults, its historical development and the current approaches available.

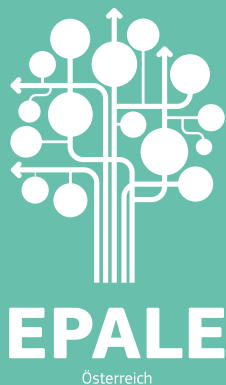
Other articles focus on the results of Erasmus+ projects and cover the following subjects: dealing with trauma (Barbara Kuss and Mats Mikiver), the role of empowerment through community-based media (Natalie Konyalian and Petra Pint), Democracy and Equality Matters for Our Society (Herbert Depner), European values in adult education (Tino Boubaris) and the ethical production of media content (Helmut Peissl).

This publication also gives information on the opportunities that the Erasmus+ programme provides for adult education in the areas of Mobility and Strategic Partnerships (Karin Hirschmüller), and how the ePlatform for Adult Learning in Europe, EPALE, can help with project work.

EPALE Austria would like to thank everyone who helped make the event a success by giving talks and contributing to this publication.

The EPALE Austria team hopes you find this publication an interesting read.

Carin Dániel Ramírez-Schiller
Eva Baloch-Kaloianov
Katrin Handler
Andreas Koreimann



INTRODUCTION

Citizenship education – never has a topic been more relevant

Adult education has an important role to play in imparting knowledge about democracy, politics, political processes and social structures. It not only empowers adults living in Austria and Europe, it supports the recognition and use of their possibilities of having an impact and making a difference. Adult education also furthers civic courage and initiates active engagement in political processes in their respective contexts. However, for this to succeed, adults need to be able to access comprehensive information about political backgrounds, processes and opportunities.

The Department for Adult Education at the Federal Ministry of Education, Science and Research (Bundesministerium für Bildung, Wissenschaft und Forschung) has for many years regarded citizenship education as an interdisciplinary issue that is integrated into nearly all the main areas of the department's work. Citizenship education is an essential component of implementation programmes such as 'Education Guidance', the 'Adult Education Initiative' and other offerings that address participants directly. Both guidance and education offers need to address the specific political issues that relate to participants' environments. This represents a considerable challenge for adult education. The programme of this conference, which is reflected in this publication, demonstrates the broad area of debate and the wide range of offerings in the field of citizenship education for adults.



Doris Wyskitensky, MA

Department for Adult Education at the
Federal Ministry of Education, Science
and Research (Bundesministerium für
Bildung, Wissenschaft und Forschung)

The background is a light teal color. It features three large teal circles of varying sizes. One circle is in the top left, another is in the top right, and a third, larger one is in the bottom left. A thick teal horizontal bar extends from the right edge of the bottom-left circle across the entire width of the page.

CONTRIBUTIONS

EPALE & Erasmus+ Adult Education

Recent developments

Carin Dániel Ramírez-Schiller

In recent years, OeAD-GmbH (the Erasmus+ national agency for Austria) has been working to build closer ties between EPALE – as the networking and knowledge sharing platform and Erasmus+ – as the funding stream, for adult education across Europe. A short summary of developments in both programmes since the start of 2019 and how these closer ties are benefitting them is outlined below.

EPALE users on the rise

The key development in terms of EPALE is the marked increase in the number of users. In June 2019, the platform had close to 800 registered users in Austria and more than 50,000 across Europe. This is great news! What's more, this growing interest is vital for the future success of EPALE, since new users are essential if it is to fulfil its role as an active networking platform for adult education professionals.

New improved features for EPALE

One of the reasons for the increase in users is, without doubt, the growing popularity of the partner search function. Indeed, thanks to the sharp increase in registered organisations, this function has become a much valued tool for adult education institutions. At the end of May 2019, there were 1,764 organisations registered on EPALE, meaning institutions looking to submit an application for an Erasmus+ adult education project now have access to a wide range of potential project partners. The feature has been very well received and has already generated over 1,300 enquiries for potential project partners across Europe.

The operators also worked hard at the start of 2019 to improve the technical performance of the platform. The national support

services for EPALE and national agencies submitted a written call to the European Commission for a rapid response to the frequent technical problems that have been encountered as the EPALE platform continues to grow. As a result of these concerted efforts, the European Commission organised for the data to be migrated to a new, more powerful server in early summer.

So that's the figures, but what about the current focal points? The European-wide focal points for EPALE in 2019 are: digital adult learning, citizenship education, non-formal and informal learning, social inclusion of vulnerable groups through adult learning and adult learning in the workplace.

EPALE & Erasmus+ – Shared goals for adult education

Many of the above mentioned focal points above are also being addressed through Erasmus+ adult education projects, and these shared goals form a vital connection between EPALE and Erasmus+ for adult education.

However, of all the shared goals and ongoing developments, the biggest success in recent months has been the enormous increase in applications received during the 2019 application period.

Overwhelming increase in Erasmus+ applications for adult education

Since 2018, the European Commission has significantly increased funding across all areas of education, but most notably adult education. The adult education team at OeAD-GmbH has therefore been working hard over the past year to promote the funding opportunities offered by Erasmus+ for the Austrian adult education community and specific target groups in particular.

Interest in Erasmus+ Mobility Projects and Strategic Partnerships for adult education has soared, with the number of applications for 2019 far exceeding expectations. Applications for Mobility Projects rose from 22 to 34 (an increase of 55 percent). Interestingly, some of these applications are from large consortia – in other words groups of institutions managed by a single coordinating organisation. As a result, the number of adult education institutions involved in submitting applications has, in fact, almost doubled in comparison to the previous year.

Strategic Partnership applications have risen by an enormous 65 percent – up from 23 in 2018 to 38 in 2019 – making this the biggest increase in any area of education. In fact, in terms of the absolute numbers more applications for Erasmus+ Strategic Partnerships were submitted for adult education in Austria than for any other area – with the exception of school exchange partnerships.

Events such as the EPALE conference are designed to provide a networking platform for stakeholders in adult education and an opportunity to present exciting and innovative Erasmus+ projects that may inspire more adult education institutions to take advantage of the many opportunities that the programme has to offer. EPALE conferences are very well attended with delegates valuing the opportunity to network and to share ideas. Time and again, the conversations at these events have provided the starting point for new Erasmus+ projects.

In particular, many inspiring projects have been developed in the area of political adult education – some of which are presented in this publication – in the hope they may provide inspiration for future projects.

EPALE & Erasmus+ – What does the future hold for adult education?

The next Erasmus+ programme for the period 2021–2027 is due to start in less than 18 months, with ‘inclusion’ – one of the fundamental values behind adult education – set to be the key focal area.



The author of this article in exchange with Ernst Gesslbauer, Head of the National Agency Erasmus+ Education, and Gerhard Bisovsky, Secretary General of the Association of Austrian Adult Education Centres

© OeAD-GmbH/APA-Fotoservice/Hörmandinger

When the European Commission presented its draft proposal for Erasmus 2021–2027 back in May 2018, adult education and EPALE were both mentioned explicitly.

Naturally the Commission can (and will) make changes to its draft programme in the lead up to 2021; however the focus on developing adult education and EPALE have been non-negotiable from the outset, so we can be confident this will remain the case.

In recent months, preparations have started in earnest for the implementation of the draft programme and it is clear that there are going to be some exciting developments in terms of EPALE and Erasmus+ for adult education. For example: there will be a big emphasis on improving the interactive features of EPALE and a new focus on the ‘mobility of groups of learners’ in adult education.

Indeed a key target of the European Commission for Erasmus+ 2021–2027 is to further streamline EPALE and the adult education programme.

And finally: the budget proposed by the European Commission for Erasmus 2021–2027 is double that allocated for Erasmus+, and the European Parliament is even advocating trebling the budget. Therefore, even though adult education will continue to receive the smallest share of the funding, in absolute terms the budget for promoting adult education across Europe is guaranteed to increase.

All in all, Erasmus 2021–2027 promises some exciting times ahead for EPALE and adult education across Austria and Europe.



Carin Dániel Ramírez-Schiller

Dr. Carin Dániel Ramírez-Schiller has been Head of the Erasmus+ Adult Education & Transversal Matters Department and Deputy Head of the OeAD-GmbH Erasmus+ National Agency since 2007. After completing her PhD in Politics and History at the University of Vienna (Universität Wien), she worked as a Training Assistant and then as a Marketing Assistant at a software company. Following this, she joined the team at OeAD-GmbH in 1994.

carin.daniel-ramirez-schiller@oead.at
www.bildung.erasmusplus.at



Adult Education as a path to social inclusion

Towards active citizenship through economic, social and civic participation

Natasha Kersh

Context: social inclusion, engagement and young adults

Social exclusion, disengagement and disaffection of young adults have been among the most significant concerns faced by EU member states over the last decade.¹ There is a growing number of young people suffering from the various effects of the unstable social, economic and political situations affecting Europe and its neighbouring countries (Kersh and Toiviainen, 2017). Some young adults are particularly at risk of being excluded and marginalised, for example those with health or learning difficulties, early school leavers, members of ethnic minority groups, homeless young people, or young refugees and migrants. Adult Education (AE) systems in Europe and beyond have responded by setting up programmes and strategies with the aim of integrating refugees and migrants into domestic labour markets as well facilitating their social and civic participation. The recent debate on AE, social inclusion and citizenship has been underpinned strongly by the discussion on how active citizenship could be exercised in a way that would promote social justice, inclusion and participation (Jarvis, 2012; Evans 2009). Different forms of AE have been recognised increasingly as a means to engage young adults, improve their life chances and facilitate their social inclusion, thus contributing to their capacity to take an active role as citizens within their societal contexts. However, the European AE systems often fail to meet the specific educational needs of many vulnerable groups, such as people with low levels of basic or functional literacy (e.g. ethnic minority members, foreign newcomers), as well as those who have dropped out of school or are not in education or training (NEETs). The Ho-

rizon 2020 project 'Adult Education as a Means to Active Participatory Citizenship' (EduMAP), conducted in 2016–2019, aimed to address these complex issues and advance understanding and further develop both the current and future impact of AE on learning for active participatory citizenship (APC) in Europe and beyond.

EduMAP: Researching adult education policies and practices

The project 'Adult Education as a means to Active Participatory Citizenship' (EduMAP) is a Horizon 2020 research initiative (2016–2019) focusing on AE and young adults at risk of social exclusion. Particular attention is paid to the educational policies and practices needed to foster APC among young people facing different types of vulnerabilities. The research question that the project seeks to answer is: What policies and practices are needed in the field of adult education to include young adults at risk of social exclusion in active participatory citizenship in Europe? Therefore, in the development and conceptualisation of the notion of APC, the project specifically takes into account the requirements of this target group.

EduMAP² is a multinational research consortium, which involved the partnership and cooperation of six European countries and one non-EU partner, and has surveyed both European and national AE priorities, policy developments and educational practices in the EU28 and Turkey. The EduMAP's methodological approach was based on undertaking both desk and empirical research, car-



Speech by Natasha Kersh
© OeAD-GmbH/APA-Fotoservice/Hörmändiger



ried out through dedicated work packages. Our Europe-wide desk review (Kersh and Toiviainen, 2017) provided a basis for the empirical research, which aimed to identify and review educational programmes and services that have proven to be successful in including young people aged 16–30 at risk of social exclusion in active political, social and/or economic participation. The concept of active citizenship is used across European countries with different emphases, and to a certain extent, the way the term is used reflects the policy priorities of the countries in question. The EduMAP empirical study involved researching 40 Adult Education programmes across 19 EU countries and one non-EU country. Fieldwork involved individual and focus group interviews with some 800 participants, including educational practitioners, policy-makers and young adults. Through empirical research, EduMAP identified and explored elements of good practice in terms of engaging vulnerable groups, and further investigated the role of information and communication processes in shaping aspects of inclusion, engagement and active citizenship for young people at risk of social exclusion.

Active participatory citizenship, vulnerability and inclusion

The findings indicate that the types and characteristics of vulnerability are associated with different disadvantages such as displacement, limited basic skills, disability, socio-economic background, unemployment and NEET status. The current political, economic and social state of affairs across Europe and beyond, has brought a number of challenges related to inclusion and active societal participation of young people, especially those in a vulnerable position. Within the project, the concept of ‘active participatory citizenship’ (APC) was defined to embrace social, economic and political dimensions of participation. The consideration of socio-cultural, socio-economic and political dimensions of active participatory citizenship provides the conceptual lens to explore young adults’ participation in different social contexts (Kersh and Toiviainen, 2017). The project considers social, economic and political dimensions of active participatory citizenship, encompassing the development of social competences and social capital, civic and political participation and skills related to the economy and labour market, including employment and work-related skills, access to social benefits and awareness of rights. In the project, the concept of APC is employed to provide a better understanding of

social inclusion and participation of young people, where the

- social (socio-cultural) dimension focuses on the development of social competences and social capital;
- economic (socio-economic) dimension relates to employment (e.g. developing employability skills) and access to social benefits; and
- political (politico-legal) dimension encourages civic and political participation, running for boards, neighbourhood activities.

Such interpretation of active citizenship does not exclude discussions of rights and responsibilities, but is additionally concerned with the ways in which individuals improve their life chances and make decisions about their lives. This notion of engagement brings attention to an important configuration of active citizenship, which presupposes both active and participatory engagement of individuals (Toiviainen et al, 2019). (EduMAP, 2017).

Conclusions and recommendations

EduMAP recommends that AE policies, programmes and actions pay attention to vulnerable young learners' needs and set explicit goals for the promotion of social, economic and political aspects of active citizenship. The project has highlighted several points of consideration.

(1) With the exception of programmes for newly arrived migrants and/or refugees, the majority of AE courses do not demonstrate an explicit focus on citizenship education/skills.

(2) Different dimensions of active citizenship, however, such as economic, social and political dimensions, have characterised (often implicitly) AE programmes and initiatives across all countries considered in this project. While some programmes may specifically focus on citizenship (e.g. programmes for migrants), often 'citizenship' is not used explicitly and/or may just be embedded.

(3) One critical limitation, however, as identified by the project findings, is that current AE policies and the manifestations of active societal participation are often driven by national policy de-

velopments and agendas rather than by the needs of vulnerable groups.

(4) Specifically in the most recent decade, developments and policies related to AE and active citizenship have been strongly influenced by both the economic crisis and the influx of migrants across the EU28 and Turkey. These trends have resulted in the prevalence of market-oriented approaches and strategies to integrate refugees and migrants across AE programmes. The findings have indicated that the European AE systems often fail to meet the specific needs of young adults in vulnerable positions. Through targeted research, the project aimed to identify and explore educational programmes (good practices) that proved to be successful in re-engaging young people, addressing their specific needs and facilitating their APC (rather than just focusing on addressing current policy agendas). The following elements of good practice (drivers for success) have been identified:

- Relevance and contextualisation: contextualising APC dimensions in ways that are relevant to young adults' personal backgrounds and/or professional aims and ambitions; gender differences need to be taken into account;
- Opportunities and affordances: creating opportunities to exercise active citizenship in all its dimensions and related to young adults' experiences and personal situations;
- Flexibility and personalisation rather than one fixed 'approach' for all: ensuring flexible provision that provides personalised approaches in developing educational programmes;
- The role of the educational professional: the importance of the mediating role of educational professionals needs to be better recognised and taken into account by relevant stakeholders;
- Multiculturalism and tolerance: promoting learning in diverse and multicultural groups in a safe environment;
- Resilience and confidence: fostering resilience, confidence, self-esteem and aspiration of young adults;

- Communication: promoting communication between different stakeholders;
- Favourable and supporting policies: which (1) recognise vulnerabilities as complex and multi-faceted issues, thus addressing the danger of providing a limiting definition that fails to address all young adults' needs; (2) avoid policy responses to put 'blame' on individuals (e.g. refugees, in countries affected by acts of terrorism); and (3) ensure issues of equality and equal access to resources.

Based on the research findings, the following recommendations have been made for AE policies, programmes and actions:

- Ensure strong and coherent national and local policies, incorporating AE, that (1) understand social inclusion as a multidimensional and complex process that needs to be supported by strong diversity and anti-discrimination policies; and (2) recognise the complexity of vulnerabilities and consider vulnerability as a situation of risk (e.g. age, disability, lack of basic skills) rather than a label for specific groups at risk of social exclusion;
- Facilitate cooperation, learning and partnerships between different sectors and levels (European, national, regional);
- Pay serious attention to the tendencies of intolerance towards vulnerable people in the world (learning to live together);
- Improve AE accessibility and inclusivity for young people in situations of risk;
- Facilitate cooperation and communication between all AE stakeholders, including young people, in policy consultation and decision-making.

The role of policies and practices in contributing to strategies to enhance the inclusion, engagement and active citizenship of young adults have been considered within both our desk and empirical research. In considering the interplay between policy and practice the project aimed to shed light on the ways in which policy and practice developments may either undermine or contribute to cultivating APC for young adults, and what might be learnt from these developments. As part of EduMAP's project aims and ambition, the research findings and recommendations have been utilised to enhance dialogue between educational actors and vulnerable groups. The research findings have been used to generate an Intelligent Decision Support System (IDSS) to give policy-makers and other stakeholders easy access to the information required to address the needs of vulnerable minority groups.



Natasha Kersh

Quellen:

EduMAP (2017). Adult Education as a Means to Active Participatory Citizenship: A Concept Note. <http://blogs.uta.fi/edumap/>

Evans, K. (2009). Learning, Work and Social Responsibility. Dordrecht: Springer.

Jarvis P. (2012). Adult Learning in the Social Context. London: Routledge.

Kersh, N. & Toiviainen, H. (Eds.). (2017). Broad Research on Adult Education in the EU: Research Report. EduMap project. Verfügbar unter <http://www.uta.fi/edu/en/transit/index/D2.1.Report.30.6.2017.pdf>

Toiviainen, H., Kersh, N. & Hyytiä, J. (2019). Understanding vulnerability and encouraging young adults to become active citizens through education: the role of adult education professionals. Journal of Adult and Continuing Education. doi:10.1177/1477971419826116

¹ This project has been funded under the European Union's Horizon 2020 Research and Innovation Programme (EduMAP, H2020-YOUNG-2014-2015/ H2020-YOUNG-SOCIETY-2015), Grant Agreement number 693388.

² Please see <https://blogs.uta.fi/edumap/> for further information about the project

Dr. Natasha Kersh is a Lecturer in Education at the Department of Education, Practice and Society, University College London (UCL) Institute of Education. Her research interests and publications relate to the study of VET in the UK and international contexts as well as comparative education, lifelong learning, and adult education.

n.kersh@ucl.ac.uk
www.ucl.ac.uk

Democracy MOOC

Education for democratic citizenship for adults

Christin Reisenhofer
Gerhard Bisovsky

Democratic and civic education may be high up on the list of educational concerns, but it is not all that easy to deliver. More often than not, democratic and civic education is tied up with ideological beliefs and reduced to the level of party politics alone. It is also often said that the general public's interest in politics is on the decline. And yet, 'politics affects us all in one way or another'. This statement crops up time and time again at events, workshops and conferences dedicated to democratic and civic education. Noteworthy contributions to the field are certainly being made by people committed to the cause in Austria.

Sadly, it only takes a quick look at recent studies, such as the European Values Study¹, to see that citizens are not all that interested in politics. The fact that people do not consider politics to be a key aspect of their lives has not changed between 1990 and 2018. In fact, in 2018, only 20 percent of people asked said that they were very interested in politics, whilst 80 percent claimed to take little to no interest.

The legitimacy of representative parliamentary democracy is also called into question, with 16 percent of people who completed the European Values Study in 2018 feeling in need of a strong leader.² Right-wing populist parties are experiencing a rise in popularity in Europe and researchers are issuing warnings about young people becoming increasingly frustrated with our political system.³

In light of these results, it is important for us to recognise that the need for democratic and civic education is not to be taken lightly. Our democracy relies on citizens of voting age assuming respon-

sibility and getting involved in helping to shape matters of public interest. In other words, civil society has the function of protecting against state despotism and controlling the way in which the state exercises its power. It serves the state by fulfilling social functions and it also represents the interests of disadvantaged groups.

Against this backdrop, the ways in which citizens think and act within the framework of a democracy are crucial in determining how they view the opportunities they have to get involved. These include the ability to play an active role in our democracy and to represent their own interests.

When it comes to education, we focus heavily on supporting and empowering people so that they are in a position to exercise their rights and help shaping the way in which society progresses. After all, we are all responsible for bringing our ideal vision of the present and the future to life and there are plenty of ways to get involved. It is interesting to note, though, that it is predominantly the people with a higher level of education that make the most of such opportunities.

Taking all of this into account, there is no denying that democratic and civic education is incredibly important. It can be used as a form of mediation between the private sphere, the citizens' own lives, and the political sphere and political issues, the socio-political reality. Democratic and civic education provides the foundation that allows people to form an opinion on politics and take action accordingly. It also helps them to really understand political processes. Sound democratic and civic education can go a long way



Presentation by Christin Reisenhofer and Gerhard Bisovsky at the EPAL conference 2019

© OeAD-GmbH/APA-Fotoservice/Hörmandinger

towards encouraging citizens to think and act on the basis of a fundamental understanding of participatory democracy.

The aim of the 'Democracy MOOC' project is to provide a foundation course on democratic and civic education to cover some of the qualification requirements within adult education and other areas of education.

Why the MOOC format?

A MOOC (Massive Open Online Course) is an online course with no restrictions on who can participate. MOOCs are a more or less fully inclusive way of giving people the opportunity to broaden their knowledge and skill set alongside the various online platforms and

information portals available. As there are no restrictions on who can access and participate in MOOCs since the training is all delivered online, the target group can be diverse.

The MOOC format has been deemed to be the best option given Austria's geographical location. This way, the training can be accessed at any time and from anywhere in the world. Having said that, we will also be offering face-to-face sessions alongside the MOOC in the near future. These will cover the ways in which each of the modules on the Democracy MOOC can be delivered in lessons. The Federal Institute for Adult Education (Bundesinstitut für Erwachsenenbildung) held a two-day event on this at the end of October: www.bifeb.at

All of the materials relating to gaining the qualification are available online. People taking the course can take control of their own learning and work at their own pace. They can also reflect on controversial issues and check their progress online. The content covered by the MOOC is also structured in a way that is appropriate in terms of the specialist knowledge and didactics.

Aims of the DeMOOC

The MOOC delivers information on political issues as well as providing support and opportunities to reflect on behaviours, values, skills and attitudes relating to democracy and civil society.

The concept at the heart of the MOOC aims to encourage engagement, involvement and diversity management. In order to ensure that these principles are followed, the MOOC is based on the following didactic principles:

Didactic principles

- **Reference to real life:** References are made to the participants' own lives by having the content delivered in the form of tasks and additional information relating to specific problematic areas currently being faced in society.
- **Problem solving:** Participants are presented with problems to encourage them to find out the information for themselves.
- **Multiple perspectives:** Rather than conveying some 'independent' truth, the course focuses on giving participants the tools to think critically for themselves. Several relevant perspectives are always taken into account when delivering the content to make this happen.
- **Practical application of content:** Didactic delivery options are covered for the content to provide possible examples and guidance on practical application.

- **Focus on learners:** Subjective knowledge, processing and prior knowledge on the part of the participants are taken into account as central points of reference, while working through the topics, with constant opportunities for reflection.

The MOOC makes for a very flexible form of training. There is no requirement to complete all the modules and they can be worked through in any order. Each module is a standalone unit, meaning that participants can just choose to focus on the modules and units that are relevant to them.

Target groups

People responsible for delivering adult education form the MOOC's main target group, but the course can also be used to form the curriculum for democracy and civic education in the broadest sense. In other words, the MOOC can be used as a further education course for anyone interested in the issues covered, trainers, course creators, teachers and (social) pedagogues.

Links

The content covered by the MOOC follows the European Key Competences for Lifelong Learning, with a focus on the skills that citizens require.⁴

Overview of the modules

The MOOC is divided up into ten standalone modules that are linked in terms of content and methodology. Each module consists of units focussing on the various aspects covered within the scope of a single topic. As a whole, the course provides a solid foundation on democracy and civic education.

Here is an overview of the ten modules.

MOOC Part 1 (Modules 1–3)

<https://imoox.at/mooc/course/view.php?id=53>

1

Politics and Democracy

Every individual is affected by politics and can get involved at a political level

Politics and democracy as concrete points of reference in various spheres

2

Ways to take action within the Austrian Political System

Be aware of opportunities to assert your own interests

The Austrian political system and the role of the citizens

3

Democracy and the Media

The media and democracy are linked on many levels

The role of the media within various political systems

MOOC Part 2 (Modules 4–6)

<https://imoox.at/mooc/course/view.php?id=69>

4

The History of Democracy

The history of democracy has been punctuated by disruptions

A basic history of (modern) democracy

5

Migration, Integration and Identity

Our identity influences our position within the political system

Historical and current reasons for migration

6

Democracy in Europe and the Rest of the World

Making the most of opportunities for action at the European level

How the European Union works and its history and processes

7	8	9	10
Basic Rights and the Rule of Law	Democracy and the Economy	Freedom and Security	The State, Ideology and Religion
<i>Being able to apply knowledge on basic human rights to personal situations</i>	<i>The differences between economic systems</i>	<i>Reflecting on the relationship between the individual and the state</i>	<i>Learning about different ideologies and concepts of religion</i>
The significance of these rights within a democratic system	Identifying how the economy influences politics and vice versa	Different dimensions of freedom and security and their significance	The role of ideology and religion in society

Links

MOOC homepage: www.imoox.at/mooc/go/demooc

Part 1 of the MOOC (Modules 1–3): <https://imoox.at/mooc/course/view.php?id=53>

Part 2 of the MOOC (Modules 4–6): <https://imoox.at/mooc/course/view.php?id=69>

Part 3 of the MOOC (Modules 7–10): <https://imoox.at/mooc/course/view.php?id=70>

¹ <https://www.werteforschung.at/projekte/europaeische-wertestudie/>

² https://www.werteforschung.at/fileadmin/user_upload/p_inter_werteforschung/EVS_Politik_sozialer_Zusammenhalt.pdf

³ <https://www.journalofdemocracy.org/wp-content/uploads/2016/07/FoaMounk-27-3.pdf>

⁴ [https://eur-lex.europa.eu/legal-content/DE/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/DE/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN)



The Democracy MOOC is a project run by the Association of Austrian Adult Education Centres (Verband Österreichischer Volkshochschulen) in partnership with the Democracy Centre Vienna (Demokratiezentrum Wien) using funds from the Chancellor's Office (Bundeskanzleramt), the Future Fund of the Republic of Austria (Zukunftsfonds der Republik Österreich), the Chamber of Labour (Kammer für Arbeiter und Angestellte) and the Federal Ministry for Education, Science and Research (Bundesministerium für Bildung, Wissenschaft und Forschung). The Democracy MOOC is hosted free of charge on the iMOOX platform.



Christin Reisenhofer

Christin Reisenhofer, BA is a research assistant at the Democracy Centre Vienna (Demokratiezentrum Wien). Her tasks include planning and running workshops on political education and arranging, putting together and overseeing the content covered on the DeMOOC. She has a Master's degree in Education and also studied History, Social Studies and Political Education as well as German for her Teacher Training Diploma. She worked as a study assistant for Psychoanalytic Pedagogy, a tutor on various courses and an educational writing mentor – all at the University of Vienna (Universität Wien). As an external lecturer on the eEducation Master's course at the Danube University Krems (Donau Universität Krems), she is jointly responsible for supervising on the Media Pedagogy and Didactics module.

reisenhofer@demokratiezentrum.org
www.demokratiezentrum.org



Gerhard Bisovsky

Dr. Gerhard Bisovsky is the Secretary General of the Association of Austrian Adult Education Centres (VÖV). He studied Politics with a focus on Public Adult Education Policy in his doctoral thesis. Bisovsky has many years of practical experience in adult education, having taught the subject at universities and written many articles on it for specialist publications, and he trains adult educators. As head of the Meidling Adult Education Centre in Vienna from 1996 to 2012, he developed digital learning amongst other things. Between 2008 and 2012, he managed the 'Education Guidance in Vienna' network project. Bisovsky was member of the Board for the European Association for the Education of Adults (EAEA) from 2012 to 2017. Since 2012, he has been the Editor-in-Chief of 'Die Österreichische Volkshochschule' magazine (<http://magazin.vhs.or.at>) and head of the Media Prize Office (Büro Medienpreise), which awards the radio and television prizes for adult education as well as the VÖV's academic prizes.

gerhard.bisovsky@vhs.or.at
www.vhs.or.at

Political education for adults in Austria

Historical developments and current challenges

Sonja Luksik
Hakan Gürses

The history of political education in Austria is characterised by a lack of recognition, low funding and insufficient institutionalisation. From the outset of the Second Republic, the status of Austria as the 'first victim of national socialism' was a detrimental factor when it came to the 're-education' measures introduced by the allies. These involved political education becoming a nationwide subject both inside and outside of school, but this was limited to Germany itself. After 1945, the so-called 'victim myth' underpinned the idea that political education was the study of traditional local history and citizenship.

In the 1970s, during a period of societal transformation in Austria, political education gained a new level of importance and became the subject of (party) political debates. In the context of increasing referendums, popular votes and opinion polls, politicians saw this as an important tool for the democratisation of society. Political education did not, however, become a focus of public debate.

Institutionalisation and diversification

In 1977, a state-initiated specialised organisation for political education in Austria was finally founded and it remains the only organisation of its kind to date: the Austrian Society for Political Education (Österreichische Gesellschaft für Politische Bildung, ÖGPB), which was restructured and moved its headquarters to Vienna in 1991.

Today, the ÖGPB divides its work into two areas of operation: 'project funding' and 'educational opportunities and project consulting'. The activities of the ÖGPB therefore comprise project funding

allocation for political educational events in member states as well as the planning, conceptualisation and execution of continuing education courses (workshops, training courses, conferences, lectures, etc.) nationwide in cooperation with adult education institutions.

In the 1990s, initiatives emerged with the aim of increasing the professionalism of adult education. In the same decade, an increasing number of political education initiatives sprung up in associations and self-governing organisations (e.g. maiz – the autonomous centre created for and by migrants or Frauenhetz – feminist education, culture and politics), which contributed to a diversification of political education for adults in Austria. The next step was to try to strengthen political education in schools (e.g. by establishing a 'school service centre for teaching projects relating to political education and contemporary history', known as Zentrum polis in Austria today).

A lack of recognition and funding

The two key challenges for political education for adults in Austria are the lack of public recognition and the lack of funding.

Only around ten million euros from the public purse are earmarked for funding adult education every year (which includes the budget for public libraries), and just a fraction of this feeds into political education for adults. For example, the annual distribution total from the ÖGPB for project funding is just over 300,000 euros. Subsidies for party academies, on the other hand, amount to more than ten million a year.



Sonja Luksik and Hakan Gürses discuss current challenges for political adult education in Austria.

© OeAD-GmbH/APA-Fotoservice/Hörmandinger

What 'should' political education include?

These problems that are specific to Austria are accompanied by additional challenges of a more substantive nature. A current debate in political education relates to the Beutelsbach Consensus, although this is more prevalent in Germany than in Austria. In 1976, educational specialists agreed on a 'minimum consensus' at a conference in the Swabian town of Beutelsbach. The three principles of this model – prohibition against overwhelming the pupil, treating controversial subjects as controversial, and giving weight to the personal interests of pupils – still act as a guideline in the practice of political education in German-speaking countries today.

However, this consensus is coming under increasing criticism in current expert debates. The interpretation of the prohibition against overwhelming the pupil in particular is an intensely dis-

cussed issue. Many teachers interpret this as a 'principle of neutrality' and believe they have to refrain from expressing their own political opinions and standpoints. Even the right-wing populist party Alternative for Germany (Alternative für Deutschland, AfD) referred to this (mis-)interpretation of the prohibition against overwhelming the pupil in its campaign 'Neutral schools in Hamburg' (Neutrale Schulen Hamburg) and demanded an end to 'AfD bashing' in schools. The issue of whether political educators should take a stronger stance and whether the Beutelsbach Consensus limits their ability to teach remains unresolved.

Global perspective

Global political developments also bring new challenges for political educators. The world is currently experiencing a global 'authoritarian turning point'. In Hungary and Russia, the media and NGOs are subject to state control, government critics are persecuted



During a sociometric line-up participants positioned themselves according to conceptions of political education

© OeAD-GmbH/APA-Fotoservice/Hörmändiger

in Egypt and Turkey, and in 'western' democracies, demands for strengthening the executive and non-elected expert governments are growing louder. During this trend towards authoritarianism and the abolition of constitutional structures, presenting political systems as a comparison between democracy and dictatorship is inadequate. It is a challenge in political education to explain the intermediate forms, such as 'illiberal democracy'.

The 'glorification of democracy' can also be questioned and criticised in political education. The idealisation of democracy as a value framework, as a way of life, as a higher form of human coexistence, and so on, is problematic and also leads to disillusionment and sometimes frustration. It is important to still see democracy and all its advantages as a form of rule that comprises hierarchical elements from start to finish.

Defining democracy as the standard and aim in political education also results in a 'national formula' that equates democracy with the national government. Another challenge for political educators is therefore figuring out how to look beyond national borders and expand their own methods and educational content to encompass a global perspective.



Sonja Luksik

Sonja Luksik, MA: Studied political science at the University of Vienna and the Centré Européen Universitaire (CEU) in Nancy, France. Research assistant and teacher at the Austrian Society for Political Education (ÖGPB).

luksik@politischebildung.at
www.politischebildung.at



Hakan Gürses

Dr. Hakan Gürses: Born in 1961, studied philosophy in Vienna. He is research director at the Austrian Society for Political Education (ÖGPB).

gurses@politischebildung.at
www.politischebildung.at

Literatur:

Rahel Baumgartner & Hakan Gürses (Hrsg.) (2015): Im Blickwinkel: Politische Erwachsenenbildung in Österreich. Schwalbach/Ts.: Wochenschau Wissenschaft

Hakan Gürses (2016): Mühen der Ebene im Land der Berge. In: Klaus-Peter Hufer / Dirk Lange (Hrsg.): Handbuch politische Erwachsenenbildung. Schwalbach/Ts.: Wochenschau Verlag

Hans Knaller (Hrsg.) (1998): Gegenkonzepte. Politische Bildung und Erwachsenenbildung. Innsbruck/Wien: Studien Verlag



Trauma and learning

Barbara Kuss
Mats Mikiver

Migrants who decide to leave their home country either voluntarily or through no choice of their own are confronted with a change in their frame of reference. The frame of reference helps people within a social system to reduce the world to a manageable section in which they can find their way and in which they can interact. They thus find themselves in an unknown territory, a confusing world where all known rules of behaviour, societal roles, structures and conditions have changed (Han 2009, 205–209). The impact is particularly severe where migration has taken place due to flight from war and persecution. This migration often starts unexpectedly, with no time for the individual to adapt. Often family members or friends have disappeared, died, or been killed, and the individuals in flight are in profound danger and great fear and distress.

While trying to settle, they often attend integration courses to learn the language of their host country or to learn 'national and regional values and cultural habits'. Trainers delivering these integration courses and tutors providing other integration offerings meet a number of participants who are not able to access their learning abilities. In many cases, this is a consequence of traumatic experiences.

Trauma

A trauma is a sudden, intense and painful event that overwhelms an individual's mental processing capabilities, with the effect that it floods the psyche. This can occur after natural disasters such as floods or earthquakes, after a tragedy such as an accident or a fire, but also after 'man-made disasters' (UNHCR 2018; Schwarz 2009).

According to Schouler-Ocak et al. (2010), 17 percent of patients in psychiatric and psychotherapeutic treatments were people with a migration background, with pathological situations resulting from traumas. These can trigger the development of a post-traumatic stress disorder and/or be partly responsible for the development of other mental illnesses (Özkan/Hüther 2012). Man-made disasters such as abuse, sexual abuse, rape, war or torture can be the cause of exceedingly substantial traumatising, where the treatment is particularly complex and difficult (UNHCR 2018; Schwarz 2009). The reason is that in these cases people deliberately damage other individuals in the most serious physically and emotionally destructive manners. The health of those affected is impaired in many ways in the long term. Some suffer from physical deformities and disabilities, while others are scarred by flashbacks causing them to repeatedly relive the experience. Some individuals find their ability to concentrate significantly affected, as is their ability to absorb and process information. Often the capacity for work is reduced and the capacity for social interaction might also be heavily affected, leading to social withdrawal or complete isolation. The recovery process is often made even more difficult when refugees have been persecuted by the state and their trust in institutions is low (Braun et al., 2009).

Furthermore, migrants and refugees are often experiencing significant acculturative stress, and this may have an impact on their learning capabilities. Learning the language, finding a place to live, becoming familiar with social systems and structures such as healthcare, education and other supporting systems takes up all their attention, and they are also troubled by questions such as how to deal with values that differ from their own.



Barbara Kuss and Mats Mikiver in the workshop 'trauma and learning'

© OeAD-GmbH/APA-Fotoservice/Hörmändiger



The INTED project and examples of handling insecurities about how to interact with people affected by trauma

The aim of the INTED project (Integration through Education and Information) was to improve integration among refugees and immigrants. Funded within the Erasmus+ programme as an 'exchange of knowledge' project, five countries (Austria, Croatia, Germany, Italy and Sweden) shared their approaches and activities in this area.

One of the partners, the 'Rehabilitation Centre for Stress and Trauma (RCT)' in Croatia, is focusing particularly heavily on trauma and has introduced the 'solution-focused approach to trauma'. RCT held a workshop dealing with the following question: In my role (e.g. as a trainer), how should I best interact with a person affected by trauma given my lack of a professional background in dealing with traumatised individuals? It is not unusual to feel unsure about how to act when meeting or working with traumatised people. Trainers and tutors are often preoccupied by questions such as

'What can I talk about with the traumatised individual other than the activity that we are doing together (e.g. in the case of a language course)?' 'Should I ask about the traumatic event?' 'Should I ask about the person's feelings?' and other thoughts that might arise.

Solution-focused approach to trauma

The 'solution-focused approach to trauma' can be useful in this case. The main idea is to focus on the future, on what is possible and what is working well for the person affected by trauma. The causes of the problem are not necessarily the focus in this method. The questions are the following: When does the person feel better? What are they doing that makes themselves feel better? Can the person do more of that or develop another activity that makes them feel better? It involves reducing the amount of time that the individual's mind is occupied by thoughts relating to the trauma and replacing them with positive thoughts, words or actions.

Positive interaction is of course important. Simply by behaving welcoming towards others, one has taken the first step. One of the principles is that 'small steps forward in the individual's mental status can lead to significant changes in their day-to-day life'. The method can be used both at a group level and for individuals, but it is important to be aware that individuals can react differently to the same situation. How much a person is affected by a traumatic event depends on different parameters such as personality, age, degree of exposure, support from family, and their social situation.

Family learning

If the traumatised individual is a parent, 'family learning' (FL) can be a useful method with the aim of doing something positive and future-oriented. FL is useful for all parents and is highly suitable for immigrants. In FL, parents and children do activities together in five to ten group sessions with a focus on positive learning experiences. These include embedded literacy and numeracy skills as a natural part of each session. FL is designed to enable adults and children to learn together.

The main objective of FL is to emphasise the important role parents have in their child's intellectual and emotional development. Parents are also the first teachers a child encounters and their home is a learning environment. For immigrants, FL is a useful method for both parents and children to develop language skills. They can generally do the same exercises as they are normally at the same language level as newly arrived immigrants. The exercises should be both theoretical and practical, and the skills should be learned in a fun and relaxed way, e. g. through play.

A family learning course should focus on the needs of the participants. Is it language skills, information about preschool and school, information about healthy eating, information about public services or something else that is most needed? The tutors bear this in mind when drawing up the learning plan together with the participants.

FL is a global method. It was created to support families in disadvantaged areas or people with little or no education. For some adults, FL is the first step into education with the aim of starting lifelong learning.

There is strong evidence of an intergenerational transfer of disadvantages from parents with poor literacy, language and numeracy skills to their children. Family learning can play a key role in helping to reverse this process.

Bibliography:

Braun, Brigitte Ambühl, Refgula Bienlein, Annelis Jordi und Hasim Sancar (2009): Gesundheitskompetenz in der Behandlung kriegs- und folter-traumatisierter Menschen In: Schweizerisches Rotes Kreuz (SRK), publ.: Gesundheitskompetenz: Zwischen Anspruch und Umsetzung (Gesundheit und Integration – Beiträge aus Theorie und Praxis); p. 200–220

Han, Petrus (2009): Soziologie der Migration. Stuttgart: Lucius & Lucius.

Özkan, Ibrahim und Gerald Hüther, 2012: Migration: Traum oder Trauma? In: Özkan, Ibrahim, Ulrich Sachsse und Annette Streeck: Zeit heilt nicht alle Wunden: Kompendium zur Psychotraumatologie. 175f.; Fischer

Online sources:

Schwarz, Gisela: Trauma und Lernstörung: http://www.gisela-schwarz.at/data/Trauma_und_Lernstoerung.pdf [22.5.2019]

Winklhofer, Claudia: Flucht und Trauma im pädagogischen Kontext: http://wipso-net.de/wp-content/uploads/2017/02/Flucht_und_Trauma_im_paedagogischen_Kontext-Kopie.pdf [22.5.2019]

UNHCR: Flucht und Trauma im Kontext Schule – <https://www.unhcr.org/dach/at/services/publikationen/bildungs-und-trainingsmaterial/flucht-und-trauma-im-kontext-schule> [22.5.2019]

Solution-focused approach: <http://www.nwbttc.com> [22.5.2019]

Family learning: <https://uil.unesco.org/case-study/effective-practices-database-litbase-0/family-learning-learning-together-sweden> [22.5.2019]



Barbara Kuss

Barbara Kuss, MMag.: Pedagogue, project manager. The main focus of her work is the intersection of migration, health and education. She works at the OMEGA transcultural centre for mental and physical health and integration, Graz, Austria.

b.kuss@omega-graz.at
www.omega-graz.at



Mats Mikiver

Mats Mikiver: Project manager in the municipality of Linköping, Department of Education, Sweden. His main responsibility is organising different kinds of parenting support with a focus on migrant families.

mats.mikiver@linkoping.se
www.linkoping.se

Speaking Out Loud

Empowerment through community-based media

Natalie Konyalian
Petra Pint

In a time of widespread backlash against the rights of both women and migrants, as well as rising inequality and increasing conflicts on local and global levels, it is important to protect spaces where people affected by those restrictions and changes can talk about their perspectives. Community-based media is one such space, where voices which are underrepresented in mainstream media can be heard. Community-based media gives people the chance to produce their own content, irrespective of their background, education, skills, gender, residency status and much more. This plays a key role in encouraging people to become independent actors and participate actively in the democratic process.

The three partner organisations, Frauen*solidarität (Austria), Cyprus Community Media Centre - CCMC (Cyprus) and Panjabi Centre (United Kingdom), brought their expertise and experience in working with women and ethnic minorities together with experience in using community media as a mediator in conflict situations in a project entitled 'Speaking Out Loud'.

Who we are

Austria's Frauen*solidarität (Women's Solidarity) organises and hosts events with international gender experts, feminist and women's rights activists. It also publishes a quarterly magazine,

produces a weekly community radio programme, implements projects, produces educational material and runs a library in co-operation with two other organisations. Frauen*solidarität also provides media training for women and girls.

CCMC is the leading community media organisation in Cyprus. In addition to running media and communications training programmes for civil society groups, CCMC has also launched an online volunteer-based multilingual community radio station – MY-CYradio – the first of its kind in Cyprus to specifically target and empower communities and disadvantaged groups that have been marginalised by mainstream media.

The Panjabi Centre in London runs a 24/7 community radio station (Desi Radio) and offers radio and computer training for men, women and young people across the community. It also organises Panjabi cultural events to empower women through song, folk dancing, storytelling and acting.

Why it is important

The right and the ability to communicate is a critical aspect of gender equality, representation and integration of migrants, and progress in peace building and conflict resolution initiatives.



Petra Pint and Natalie Konyalian during a discussion with workshop participants

© OeAD-GmbH/APA-Fotoservice/Hörmandinger

The widening gap between women whose economic and personal status has improved in recent years and those who have been left behind, parallels the gaps between the rich and the poor, and the connected and the powerless. The goal of the project 'Speaking Out Loud' was to raise awareness about the inequalities that still exist, to recognise international cooperation in women's movements around the world (e.g. the UN World conferences on Women) and to also discuss possibilities for improvement on a local level.

In light of increased levels of migration to Europe in recent years, as well as the political instrumentalisation thereof, it was important to focus on the perspectives of migrants who have been left out of the current discourse (e.g. the Panjabi community in London). Migration affects every country, family and individual in

some way. This project gave space to discuss how migrants' rights can be strengthened and how racism can be combatted.

Inequalities and conflicts between social groups are rising throughout Europe; not just in war zones in the Global South. The project discussed current approaches to peace building and conflict resolution (e.g. the Cyprus peace process) and provided a space to think freely about possibilities for peace on both a local and global level.

Meeting each other where they are based

One of the main aims of the project was for the organisations to exchange knowledge and best practices by working with volunteers and utilising and practicing different training methods. Each of the partner organisations met in Vienna (Austria), Nicosia

(Cyprus) and London (United Kingdom) where they held workshops, which were mainly targeted at women and migrants, and organised meetings. Sustainable partnerships and contacts were built and the meetings brought together activists from different organisations and backgrounds. The workshops gave participants the opportunity to share their experiences and develop a theoretical framework on the rights of women, and migrants, and conflict resolution and gave them an opportunity to exchange practical training on the use of community media.

Working together

The training sessions promoted empowerment through the combination of learning new media skills whilst at the same time discussing specific topics. These topics included gender justice and international feminism at the workshop in Vienna; migrant rights and representation, restrictive policies and Brexit at the meeting in London; and reporting about peace, conflict resolution and creating stories for change at the conference in Nicosia.

The products of these training workshops included videos about diversity, female empowerment and women's rights in the workplace as well as a mixed radio programme about women's rights and health reforms in Austria. In London, the participants, primarily Panjabi women, produced radio documentaries and radio dramas in Hindi about their situation in the UK, family issues and the current political climate. In Nicosia, the participants produced a mixed radio programme about issues related to working in the buffer zone and how to live a peaceful life around the world. They also produced radio dramas about FGM (Female Genital Mutilation) and a peaceful adaption of a story from Greek Mythology. At the final workshop in Vienna, the participants produced a mixed radio programme about the current antifeminist backlash in Austrian politics.

Keep on asking questions → sharing with a broader audience

To gain a broader understanding of the three main project areas (gender, migration and conflict resolution), the project partners conducted interviews amongst themselves, as well as with other organisations from each corresponding country, which are active in areas relating to the project's overall theme. For example, a representative from the Association of Historical Dialogue and Research (AHDR) in Nicosia, Cyprus, was interviewed about how the organisation works to contribute to the advancement of historical understanding among the public (mainly young people and teachers) within the local context by providing access to learning opportunities, with a focus on the area of conflict resolution. These interviews were later compiled as short broadcasts and published on a CD to be shared with the wider public. All media productions can be downloaded from the partners' websites and used without restrictions.

What we achieved

This project offered volunteers the opportunity to change their perspectives, it gave them new themes to work with, and empowered them to take both the theoretical and practical training back to their organisations and radio stations. It also allowed them to further expand their knowledge and reflect on the subjects that were covered and use these skill sets for future development.

Participants had the opportunity to work with international teams of trainers and volunteers, gaining new insights into the world of international community media. One participant, who attended a training session in Vienna, later visited the Panjabi Centre in London and produced a radio show about their experiences. Many of the people who visit and volunteer at the Panjabi Centre have little opportunity to mix with people from outside their community. This project allowed them to receive training from a totally different perspective on issues that they would not normally

consider tackling. This was an important experience for them, one that they will likely share with their friends and family, spreading the knowledge that they gained.

Most of the participants from the workshops that took place in Cyprus would not have otherwise had the opportunity to meet experts from the UK or Austria, and this was particularly true for the refugees who took part. These people had had very little, or zero, exposure to such organisations but did have a keen interest in the topics discussed. Therefore, this was highly valuable information and interaction for them and will help empower them and broaden their knowledge.

Conclusion

The collaboration between the three organisations that took part in this project not only proved valuable to the workshop participants, but also helped build relationships between the organisers, who were able to educate themselves on issues they would otherwise not have been aware of or been exposed to. It also helped broaden the understanding of how community media, specifically radio, is useful and how it is utilised in each region, based on the local context. For example, the CCMC in Nicosia is situated within the UN-controlled buffer zone in the capital, a city that has been divided for 45 years. This makes the organisation very unique in its setup, mission and operations and means it plays an integral role in the peace process at a grassroots level. Speaking to the locals from the different regions and learning about their perspectives and the issues they deal with on a daily basis proved very enriching and helped integrate those new experiences into future projects.



Natalie Konyalian

Natalie Konyalian, MA, Project Coordinator, Mediamaker, MYCYradio Studio Manager, CCMC

nataliekonyalian@gmail.com



Petra Pint

Petra Pint, MA, Editor of the magazine 'Frauen*solidarität', Media Workshop Organiser, Member of the radio collective 'Women on Air' (www.noso.at).

p.pint@frauensolidaritaet.org
www.frauensolidaritaet.org

More information about the project:
www.frauensolidaritaet.org/erasmusplus



DEMOS

Democracy and equality matters for our society – political participation

Herbert Depner

The value of democracy is at stake in Europe. In some countries, a sceptical or negative attitude to democratic processes has emerged. We have also seen the rise of political parties that reinforce this scepticism as well as the emergence of more authoritarian forms of government. It is becoming increasingly evident that substantial sections of European societies have either lost faith in the democratic process or feel there is no point in participating. This can lead to people searching for 'simple' or more extreme solutions to problems in society – anti-immigration sentiment, racism, far-right beliefs, religious radicalism etc.

This partnership will enable our target groups to participate more actively and more inclusively in the societies in which they live in their respective countries. It will give them the knowledge and skills they need to contribute in a positive and pro-active manner in democratic society, giving them an experiential understanding of both contemporary and historical socio-cultural issues and the political structures that have shaped them. Participants will be made aware that by contributing to the democratic process, every individual has a voice and that non-participation and passivity can lead to alienation, apathy and social exclusion. The concepts of rights and responsibilities, democracy and law will drive the development of the DEMOS project.

Outcomes

Our target groups will:

1. Gain knowledge and understanding of both the political systems that govern our societies at local, national and European levels as well as the historical influences that have shaped them.
2. Have opportunities to reflect on the beliefs and values which influence their attitudes and actions as both individuals and members of our communities based on the commitments of human rights, social responsibility and democracy.
3. Have access to evidence of DEMOS activities, which will be communicated through a range of media: e.g. video, website, blogposts. These activities will be summarised as part of one final, high-quality photographic video presentation which will highlight the overarching themes of respect, freedom, equality, solidarity and justice based on the European Charter of Fundamental Rights.

The target groups of the DEMOS Project are people who may not be fully aware of their rights and responsibilities while living under a democracy.



Herbert Depner and Sanda Anca during a workshop at the EPALE conference
© OeAD-GmbH/APA-Fotoservice/Hörmandiger



They may also display low levels of civic engagement and low patterns of voting e. g.

- New, and hard to reach, migrant groups, refugees and asylum seekers
- Younger learners especially those from marginalised and underserved communities
- Adults from marginalised and underserved communities
- Women – particularly as they are proportionately underrepresented in our parliaments.

Multi-sector partner groups are another target group of interest to the DEMOS project, particularly those who operate in the civic space and who work with underserved communities to promote civic and political engagement e.g. MEP's, political institutions such as local councils, political parties, third-level Institutions –

departments with remits concerning politics and civics, or arts organisations who can collaborate with us on this project.

Most of the partners know each other from previous Erasmus+ projects. The coordinator was looking for institutions that offer political education as part of their provision, and for countries where societal and democratic marginalisation is increasing. The coordinator sent out a draft of the application and invited members of the network to join the consortium and to send in examples for possible projects. After consultations with the Austrian National Agency, the coordinator had to exclude some keen institutions such as the interest in working on this project. Therefore, the coordinator identified the institutions most suited, using geographical criteria and by evaluating the quality and the degree of innovation of the example projects submitted. These are the partner countries: Ireland, Germany, Finland, Sweden, Poland, Czech Republic, Romania, Bulgaria and Austria.

Impact

It is expected that partners and other relevant stakeholders will learn innovative methods for reaching marginalised groups and be able to integrate these into future educational provision.

This will lead to a higher degree of political and social inclusion and offer new perspectives to our target groups.



Herbert Depner

Mag. Herbert Depner has been working for Wiener Volkshochschulen (Vienna Adult Education Centres) since 1981 and has been involved in European cooperation projects since 1995. Since 2011, his work has focused exclusively on Europe and he has gained experience with Grundtvig, Leonardo, Interreg, and ESF. The Erasmus+ programme provided him with fresh motivation and has since led to his involvement in 14 projects. In 2017, Herbert Depner was appointed Erasmus+ ambassador.

herbert.depner@vhs.at
www.vhs.at



European values in adult education

The 'European Values through European Intelligence' (EVEQ) project

Tino Boubaris

In line with Article 2 of the Treaty on European Union (TEU), the promotion of European values is one of the primary aims of the EU Erasmus+ programme. Europe needs communities with stronger cohesion and without marginalisation that allow its citizens to play an active role in democratic life. In adult education, this means an obligation to develop value-oriented programmes among other implications. However, adult education is not just about telling adults how they should behave, but also how they can address the various expectations of advocates of certain values. The EVEQ project has taken on this challenge and in doing so has taken the needs of teachers and students into consideration in equal measure. Alongside the coordinating body from Germany (VNB), partners from Austria (uniT), North Macedonia (Eco Logic), Denmark (mhtconsult) and the United Kingdom (Inteval) have also participated in the project.

Human dignity, freedom, democracy, equality, rule of law and preservation of human rights including the rights of minorities – it is essential that the member states of the European Union respect these values as outlined in Article 2 TEU. In recent years, however, extensive and sometimes contradictory processes of change have become apparent in various European countries and regions, creating political divisions born from national (and sometimes nationalistic) ideologies. This leads to all those affected fighting for the preservation of their personal set of values. How can this be compatible with European interests?

Is the European Union a community of values?

One sentence that you often hear in political discussions about the European Union is: 'The EU is a community based on common values'. This is the message that is often delivered when preconceptions about the European Union only existing for economic reasons, it only benefiting large corporations, or it creating pointless regulations need to be corrected. It is true that the Treaty of Rome, which governed the relationships between the European states after the Second World War from 1957, was used to establish economic cooperation, but the primary consequence of this treaty was that it secured peace in western Europe.

Article 6 of the Treaty of Maastricht, which marked the official founding of the European Union in 1992, states: 'The Union is based on the principles of freedom, democracy, respect for human rights and fundamental freedoms, and the rule of law, principles which are common to all Member States'. This means that Europe is a community of values – at least according to its legislation. However, it also comes down to how individuals interpret this.

If Europe is a community of values – what are these values?

What values are we talking about and what do they mean, not only for the cohesion of the European Union, but for its citizens? As things stand with this question, if you were to ask a randomly amalgamated group of people in Europe, you would discover some significant points of contention. For some, the core values



Reflecting about one's own and each other's values during a visit to the theatre

© EVEQ



The Value Toolbox serves as systemic support for analysing values.

© EVEQ

of democracy, human rights and freedom are at the top of the list. Others, on the other hand, believe that social cohesion, the preservation of natural resources, religion or security should take precedence.

In a Eurobarometer survey in the spring of 2012, democracy was only cited by 28 percent of respondents as one of their three most important values¹. This makes it clear how important it is to teach these fundamental values, especially during a time when Europe seems to be on shaky ground and even core values are being questioned in many places.

How can European values be taught and discussed in a way that makes them relevant?

Before teaching European values, it is essential to first clarify the terminology used. What are universal values, how do they differentiate themselves from individual moral concepts and conventions? What one person may see as an irrefutable value may in fact just be their own personal belief or the belief of a particular group and cannot be defined as a common value for a community.

At the same time, however, the beliefs and opinions of each and every individual must be tolerated and treated with respect. This then brings us back to the core values, demonstrating how there is often tension between them. The way we address these values and how we discuss them with one another is much more important than the question of which values people hold and where. Many students will have had their own personal experience of European values, their potential and limitations, and will bring these experiences into discussions about values.

What does the EVEQ project contribute to discussions about European values?

The aim of the project was to provide teachers and students with the essential foundations for open, fruitful and knowledge-based discussions about European values. To achieve this, we developed a strategy for teaching European values based on the Cultural Intelligence (CQ) model. CQ is defined as a person's ability to behave perceptively, effectively and intelligently in culturally diverse situations and environments.

The 'Val-EU – Values of Europe' guidelines developed as part of this project were based on this strategy. These guidelines are intended to encourage teachers, who work in both adult education and other areas of education, to engage with the teaching of European values in their courses and programmes and to successfully plan and implement appropriate teaching and learning activities. Based on the Cultural Intelligence approach, the guidelines describe four steps for action that can be useful when developing courses and educational opportunities to teach European values: motivation & drive, knowledge & resources, reflection & awareness, and planning & practice. These four steps are explained in more detail in the guidelines and are complemented by many examples of practical implementation that have been tested on different groups of students as part of the project.

The results of the project can be downloaded in various languages free of charge and for unrestricted use from the project website www.val-eu.eu.



Tino Boubaris

Tino Boubaris, MNA, has been working as a project coordinator at the Association of Education Initiatives in Lower Saxony (Verein Niedersächsischer Bildungsinitiativen e.V., VNB, www.vnb.de) for almost 20 years. He has been involved in numerous European projects and networks in the field of adult and vocational education. In addition to this, he advises associations and initiatives on issues relating to organisation and finance, as well as other areas. He volunteers for the Lower Saxony Refugee Council (Flüchtlingsrat Niedersachsen) and is the chairperson of the Education Lab Association (Bildungslabor e.V.), which develops and implements innovative projects at the interface between art/culture/education. Since summer 2017, he has been the German ambassador for the Electronic Platform for Adult Learning in Europe (e-Plattform für Erwachsenenbildung in Europa, EPALE).

tino.boubaris@vnb.de
www.vnb.de

¹ European Commission: Standard Eurobarometer 77, Spring 2012: The Values of Europeans, Quelle: <http://ec.europa.eu/commfrontoffice/publicopinion/index.cfm>

EMAC

Ethical Media for Active Citizenship

Helmut Peissl

Critical media literacy in adult education

In light of the process of 'mediatisation' – the way in which communication delivered via the media is increasingly affecting all areas of life – interacting critically with media is not only an important prerequisite for empowerment and participation in society but is also increasingly gaining fundamental importance in learning, the concept of democracy and community building. 'Media interaction' here means the way that people deliberately interact with media channels and their content in terms of receiving, analysing and creating content at a personal/individual level, at a social level and at a cultural/societal level. The British media expert Roger Silverstone¹ (2007, p. 274 in the German edition) emphasises this political aspect of media literacy in the following:

'... Media literacy [...] is a prerequisite for full participation in late modern society, involving as it does the critical skills of analysis and appreciation of the social dynamics and social centrality of media as framing the cultures of the everyday. Media literacy above all requires an understanding of the non-transparency of media and of the moral implications of that non-transparency. And it requires an understanding of mediation as a social and political process.'

Recognising, analysing and reflecting on the individual, social and societal impacts of mediatisation on our daily lives are thus taking on fundamental relevance from the point of view of emancipatory adult education work. As active citizens, adult learners should be given the ability to identify their interests, opportunities and re-

sponsibilities resulting from mediatisation and should be given the skills to make well-informed decisions in their media interactions. By that token, critical reflection is a prerequisite for also being able to deliver practical knowledge to learners in a responsible manner.

EMAC – Ethical Media for Active Citizenship

As part of the EMAC Erasmus+ project, partners from five countries are developing and testing low-threshold methods for teaching critical media literacy and media ethics. The first area of focus for this project is approaches to the analysis of media content, checking the veracity of media content and compliance with ethical media standards, with a particular emphasis on the representation of minorities and disadvantaged groups in the media. A second area of focus is methods and tools that can be used in workshops for citizens and journalists relating to the ethical production of media content. The 'Power Flower' exercise, for example, is designed to highlight participants' own experiences of discrimination but also provide them with the opportunity to reflect on situations where they might have discriminated against others, often unconsciously. The learning goal of this exercise is to ensure participants take a more empathetic approach when designing media content. All these elements are being included in the preparation of a workshop module on journalism ethics. They will then be available to be used as a whole or in the form of individual exercises.

The partner organisations are collecting examples of 'good prac-



Herbert Peissl and Michael Nicolai during the introduction to critical media competences in adult education

© OeAD-GmbH/APA-Fotoservice/Hörmandinger



Simon Olipitz explaining the exercise 'flower power' for a visualisation of discrimination in media. The exercise can be found in the the tool box of EMAC

© OeAD-GmbH/APA-Fotoservice/Hörmandinger

tice' in relation to guidelines and codes for ethical journalism in the participating countries with a focus on the representation of under-represented/marginalised groups and these will serve as reference material. Radio programmes are being produced on individual topics. These will provide the opportunity to go into subjects in more detail and will also act as practical examples of how non-discriminatory media can be created. In this way, the project will contribute to the education work that is now urgently needed. Bernhard Pörksen² (2018, p. 186) coined the term 'editorial society' to highlight today's need for all citizens to have journalistic skills in order to be able to participate in public debate independently and constructively.

The project partners

Involving partners from different geographic contexts and with different backgrounds in terms of their experience was another important step in the design and implementation of the project.

What they all have in common, however, is a long history of analysing and implementing low-threshold teaching of media competence as part of accessible and emancipatory media work – the creation of media content always goes hand-in-hand with conscious or unconscious learning.

NearFM in Dublin, Ireland, <http://nearfm.ie> was founded in 1982 and offers regular training and adult education sessions on community building, radio broadcasting and intercultural communication. The two partners in Germany, Radio Wüste Welle www.wueste-welle.de in Tübingen and Radio Corax <http://radiocorax.de> in Halle/Saale, operate under very different conditions but both are non-commercial free radio stations seeking to involve refugees and migrants in radio work. The Spanish partner is EMA-RTV, the Association of Public and Communitarian Radios and TV of Andalusia www.emartv.es. EMA-RTV coordinates a whole host of local radio stations, produces programmes for general broadcast and is

responsible for continuing education for volunteers and paid staff. COMMIT, the Austrian Community Media Institute www.commit.at, promotes discussion and development with regard to the subject of media literacy within a European and international context, and seeks to provide a link between science and practice. COMMIT is actively involved in related research and continuing education for community media workers in Austria. AMARC-Europe www.amarc-europe.eu is the European association of community radio stations. It seeks to get non-commercial radio recognised as a distinct sector in Europe and is responsible for publicising the results of this project within Europe.

Links:

Peissl, Helmut, Meike Lauggas (2016): With every show I learn something! Educational services and contributions to lifelong learning by community radio and TV in Austria (Ich lerne mit jeder Sendung. Bildungsleistungen und Beiträge zum lebensbegleitenden Lernen des nichtkommerziellen Rundfunks in Österreich). Series of publications produced by the Austria Regulatory Authority for Broadcasting and Telecommunications (RTR), volume 2/2016, Vienna; Online: <https://www.commit.at/materialien/studien/studie-ich-lerne-mit-jeder-sendung/>

Helmut Peissl, Andrea Sedlacek, Barbara Eppensteiner and Carla Stenitzer (2018): Critical media competence and community media (Kritische Medienkompetenz und Community Medien). erwachsenenbildung.at dossier; Online: <https://erwachsenenbildung.at/themen/kritische-medienkompetenz/>

¹ Silverstone, Roger (2007): Media and Morality: On the Rise of the Mediapolis. Cambridge: Polity (Also published in German by Suhrkamp, Frankfurt)

² Pörksen, Bernhard (2018): The Great Irritation. Ways of Coping with Collective Irritation. (Die große Gereiztheit: Wege aus der kollektiven Erregung.) Munich: Hanser



Helmut Peissl

Mag. Helmut Peissl is a communication expert and media educator. He has been the managing director of COMMIT, the Austrian Community Media Institute for Adult Education, Research and Consulting since it was founded in 2010. He has led several study projects on non-commercial radio broadcasting in Austria and Europe for the Austrian Regulatory Authority for Broadcasting and Telecommunications (RTR). Together with Dr Meike Lauggas he published the study 'With every show I learn something! Educational services and contributions to lifelong learning by community radio and TV in Austria'. He also prepared the dossier 'Critical media competence and community media' for adult education in Austria in 2018. He actively contributes to the Media and Internet division of the Council of Europe as an observer and an expert through the Community Media Forum Europe (CMFE).

hp@commit.at
<http://ethicalmediatraining.eu/>
(Projektlaufzeit: 9/2017 – 10/2019)

Erasmus+ supports political education

Enjoy the benefits of the Erasmus+ programme!

Karin Hirschmüller

A large number of Erasmus+ projects focus on social participation and equal opportunities. If you want to find out more about these projects, take a look at the Erasmus+ Project Results Platform¹, or EPRP for short. Input the search term 'social participation', for example, and you will find various adult education projects related to this topic that have been approved in Europe by Erasmus+ since 2014. There is a short description of each project, as well as a list of the partner organisations. You can also use the platform to find products developed by Erasmus+ projects, such as collections of best practice examples, curricula, handbooks and videos.

When searching on this platform, you may also notice that there are different formats in Erasmus+:

KA1 – Mobility

Key Action 1 (KA1) projects are also called **Mobility Projects**. In these projects, managers or employees of adult education organisations travel abroad for their continuing education, which usually involves the completion of courses or 'job shadowing' at a host organisation. However, participants can also teach at an organisation abroad themselves.

You also have the option of joining with other Austrian organisations to form a **consortium** and doing this activity together. This is an especially good option if you are already linked with other organisations in networks or through an umbrella association.

KA2 – Strategic Partnerships

Another one of the formats is **Strategic Partnerships**, which are also called **KA2 projects**. Here, there is a choice between two focal points: 'Cooperation for Innovation' and 'Exchange of Good Practices'.

KA2 projects focusing on '**Exchange of Good Practices**' offer a chance to become familiar with a wide range of approaches and methods. A number of European organisations meet up (regularly) over a relatively long period (at least a year) to exchange their knowledge and experiences of a specific topic. This usually involves collecting examples of good practice that could be helpful for other adult educators.



Zurich – the city from the perspective of a refugee, organised by Architecture for Refugees

© Max Mayrhofer, inspire

A successful example: **INCLOOD (Inclusive Neighbourhoods – Researching opportunities for intercultural learning)**. Led by the Austrian coordinator inspire (www.inspire-thinking.at/) project organisations from Germany, Italy, Sweden and (as a silent partner) Switzerland worked together between 2016 and 2018 to tackle the question of how to turn neighbourhoods into vibrant places of intercultural learning. Together they gathered relevant stakeholders and identified criteria for success. The project website (<https://denisryabov6.wixsite.com/inclood>) and the EPRP <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-AT01-KA204-016678> also contain another one of the project's outcomes: descriptions of 14 neighbourhood initiatives in Europe where intercultural learning is practised.

If, in addition to an exchange, you would also like to develop highly innovative products, then the KA2 programme for **'Cooperation for Innovation'** should be your choice. Together with your European partner organisations, you will tackle a specific challenge and

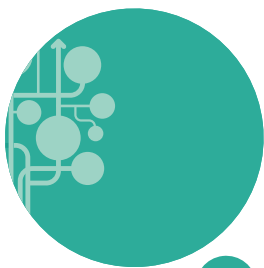
develop products that are needed to solve it, such as methodology manuals, curricula for study courses or learning platforms.

¹ <http://ec.europa.eu/programmes/erasmus-plus/projects/> – Projects from other programmes are also included: Life Long Learning, Youth in Action, Co-operation with industrialised countries, Erasmus Mundus, Tempus, Sports. We therefore recommend you use the advanced search!

Do you want to undertake further study in Europe or work together with European partner organisations? If so, then the Erasmus+ Adult Education scheme offers a range of funding options.

The Austrian national Erasmus+ agency offers information events, webinars, consultations and final checks.
Get in touch!

<https://bildung.erasmusplus.at/de/erwachsenenbildung>
erwachsenenbildung@oead.at



Karin Hirschmüller

Mag.^a Karin Hirschmüller Karin Hirschmüller studied business management at Vienna University of Economics and Business. She has worked for the Erasmus+ Education National Agency at OeAD-GmbH since 2009 in the field of adult education. She is in charge of Erasmus+ Strategic Partnerships (KA2) and Mobility Projects (KA1) for adult education and was also employed by Euroguidance, the European network of education and careers guidance, until 2017. Prior to this, she worked in adult education, including projects promoting dialogue between Roma and non-Roma people and in the field of anti-discrimination.

karin.hirschmueller@oead.at
www.bildung.erasmusplus.at

EPALE – what is in it for you?

<https://ec.europa.eu/epale>

There are plenty of benefits in joining the EPALE community.

Join a diverse adult learning family

EPALE aims to build a unified adult learning community on a national and European level. When you join EPALE you can communicate with different adult learning actors, such as trainers, policy-makers and volunteers.

Network with similar-minded individuals

As a member of EPALE you can discuss ideas and share information with other people in your country or in Europe working in your sector. The platform is perfect for finding partners or sharing experiences and ideas related to your adult learning project!

Step outside your professional circle

EPALE offers something new to the adult learning sector – it gives you the opportunity to easily get in touch with European adult learning professionals from outside your usual professional circle – policy makers, bloggers, researchers, volunteers, tutors, trainers and more.

Reach a wider audience

You may be a blogger who wants to share an opinion on an adult learning-related topic; a researcher who has written a paper on a new methodology; a policy maker with an intriguing proposal; or a trainer who would like to share best practice, an event, a news article or a resource that their peers would be interested in. EPALE can give you immediate exposure not only in Europe but also across the world.

Access a rich database of resources

EPALE members can access over 6,700 high-quality resources related to adult learning. Our community makes sure this rich database is constantly growing.

Stay up-to-date

EPALE will keep you informed about the latest news and developments in the sector, in your country and across Europe.

How to get involved?

To take advantage of all the features EPALE has to offer you just need to register on the platform.



Create your EPALE profile

Make it easier to network and connect with your peers and other members on the platform by completing your profile and including as much information as possible. Let the community know about your professional experience and interests, or current projects.



Engage in discussions

EPALE has five broad thematic areas which encourage peer-to-peer cooperation, with forums, commenting, rating, and polling. The thematic pages are a space to provide information and an area where like-minded users can come together.



Share your thoughts

If you are passionate about blogging, we would love to hear your thoughts on different adult learning topics. With just a few clicks you can propose your blog post for publication. Just visit EPALE's blog section to get started.



Keep the community updated

Found an interesting resource? Learnt about a new methodology or an upcoming event on adult learning? Sharing that information on EPALE is easy and straightforward. Within minutes you can post new content on the platform and spread the word amongst your peers. Visit EPALE's news, resource or event section to find out more.

Effectively using EPALE for your Erasmus+ project



News



Blogs



Resource
Center



EU
Policy Portal



Event
Calendar

01 PREPARATION

Inform yourself
about current
topics and
developments

Read reviews and
project reports

Find resources and
rate them

Learn about
European adult
education policy

Find and visit
events and train-
ings

02 APPLICATION

News about
application
processes, dates
for advice and
support events

News about
application
processes, dates
for advice and
support events

Find support
and training
opportunities

03 IMPLEMENTATION

Let others know
about your project
start and project
milestones

Share your project
experiences in
regular blogs

Share interim
results and outputs

Promote your own
events

04 DISSEMINATION & EVALUATION

Share key findings,
refer to your
project outputs
and reports

Summarize your
project results and
experience

Upload outputs
and reports
sustainably

Promote your
conferences and
multiplier events

Profit from existing knowledge

Network with Europe's biggest adult education community

Develop your profile and increase visibility



Communities of Practice

Exchange ideas and network with like-minded people

Discuss news or receive feedback in your areas of interest



Collaborative Space

Prepare your application with partners in a collaborative space

Use it for project management and share documents within the group

Plan the implementation and dissemination of results together



Partner Search

Find suitable project partners

Search for partners for follow-up projects



Online Discussion

Discuss current topics and make yourself visible

Share your knowledge and own findings

Present and disseminate your project and results



EPALE Social Media

Always be up to date

Be the first to know about the application process, changes to the process, and information events

Reach more users by actively engaging with EPALE social media

Use EPALE social media for dissemination

ACKNOWLEDGEMENTS | **Publisher:** Österreichische Austauschdienst-GmbH | **National Agency Erasmus+ Education** | Ebendorferstraße 7 | 1010 Vienna | T +43 1 53408-0 | F +43 1 53408-999 | epale@oead.at
bildung.erasmusplus.at | Head office: Vienna | FN 320219 k | ATU64808925 | DVR 4000157 | **Editor and proof-reading:** Eva Baloch-Kaloianov | Translations from German into English of the articles written
by Doris Wyskitensky, Carin Dániel Ramírez-Schiller, Gerhard Bisovsky / Christin Reisenhofer, Hakan Gürses / Sonja Luksik, Tino Boubaris, Helmut Peissl: eurocom Translation Services GmbH | **Responsible
for the content:** Ernst Gesslbauer | **Portraits of the authors:** OeAD-GmbH/APA-Fotoservice/Hörmandinger | **Graphic Design:** Alexandra Reidinger | **Printed by:** Print Alliance HAV Produktions GmbH, Bad
Vöslau | **Vienna, December 2019**

This publication has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

WWW.

ec.europa.eu/epale
facebook.com/EPALE.AT
twitter.com/EPALE_AT
bildung.erasmusplus.at
oead.at

