

**Támogatott pályázatott - Szellemi terméket fejlesztő projektek**

**1. Pályázó intézmény: Önkéntes Központ Alapítvány**

**Projekt címe:** CAPACITY BUILDING IN THE SOCIAL SECTOR through the Development of Volunteer Programs at Social Institutions in the CEE Region

**Projektszám:** 2016-1-HU01-KA204-022920

**Leírás:**

Our vision is that the social sector in the CEE region realises and learns to utilize the untapped potential that lies in the cooperation with local community. Through the SoVol European project social institutions (run by government or local government) will be able to develop and implement volunteer programmes involving local citizens into their operations thus enabling them to provide higher quality services to a wider range of clients and will be able to respond to individual needs. In order to be able to make best use of the benefits of volunteers tailor made volunteer strategy and various trainings are needed. The project aims to prepare a practical methodology for social institutions on how to involve volunteers effectively into their institution.

The methodology tool kit is set up of the following modules covering all areas of implementing successful volunteer programmes into social institutions:

OUTPUT1: A step by step guidebook that contains the key guidelines those have to be followed and provided for a successful volunteer program in any social institution. It covers the followings: 1. financial, human and other resources necessary to launch and to ensure the effective operation of the system. 2. Required attitudes by employers, employees, clients and volunteers. 3. How to achieve the atmosphere that is welcoming volunteers. 4. How to elaborate a volunteer strategy of a social institution. 5. How to assess risk. 6. What administration tools and methods required.

OUTPUT2: Training curricula for employees of social institutions in order to raise awareness and teach new competences and skills to them:

This contains 3 different training curricula:

1. sensitizing training for all employees and stakeholders of a social institution
2. training for volunteer managers
3. training for volunteer mentors

OUTPUT3: Training curriculum for volunteers of social institutions with a focus on clients such as elderly, children living in foster care, addicts, homeless people, disabled people and psychiatric patients

OUTPUT4: Handbook on measurement and communication of the impact of volunteering in social institutions aims to provide the social institutions with practical knowledge on how to measure the impact of volunteering and how to best communicate about volunteering in order to raise the public awareness on the value that volunteers bring to the social institutions services and to the overall society. The handbook will look to accommodate basic principles of ensuring quality in volunteer management and a mutually satisfactory volunteering experience for all the parties involved (social

institution, volunteer and beneficiaries) and will use the results of the previous project some of the project partners have implemented together regarding the role of the volunteer manager and the quality standards for the volunteer programs.

Due to our previous international collaborations project partners think it is the best to gather the know-how of other European countries as the problem effects several other countries in the CEE region.

However there are countries in Europe that have already tackled the integration of volunteers into social care institutions and their methods and approaches could serve as good examples. Therefore a study visit to the Netherlands will add to the knowledge and experience that will be comprised in the tool kit.

As part of the project the elaborated guidebooks and training courses will be piloted in each participating country. At a chosen social institution a volunteer program will be launched and mentored to test the tool kit. Upon the feedback gained from the pilot phase the toolkit will be finalised. Finally national dissemination events will be organised in the following countries:PL,HU,CR,SL,RO.

**2. Pályázó intézmény: IMRO-DDKK Nonprofit Kft.**

**A pályázat címe:** StartUp-Academy: Developing International Innovation Acceleration and Supporting Environment for potential young Startuppers

**Projektszám:** 2016-1-HU01-KA204-022923

**Leírás:**

Since the outbreak of the global economic crisis in 2008, youth unemployment rates have significantly risen and still remain very high in several European countries. Aiming at reducing the number of young unemployed persons throughout Europe, a wide range of policies and initiatives are stressing the urging need to promote self employment, entrepreneurship and the creation of highly innovative start-up companies in order to ensure sustainable economic growth while creating new jobs. However, a number of barriers still persist which hinder the implementation of innovative entrepreneurial ideas such as the lack of finance, the administrative burden especially in the Eastern countries, the lack of information on how to start and/or lack of entrepreneurial skills and mind-sets.

With the proposed project, we aim at reaching the following long-term objectives:

- To equip young adults with entrepreneurial ideas with all necessary skills and knowledge for putting their ideas into practice
- To improve young adults' employability opportunities through providing them with an innovative training curricula which is open, flexible and accessible from anywhere and anytime
- To create awareness among local, regional and/or national policy makers and authorities responsible for educational policies on the importance of promoting entrepreneurship education in a lifelong learning perspective
- Through involving business experts, investors and potential innovators in our activities, we intend to act as intermediary organisations creating a bridge among these stakeholder groups.

- To foster environment-friendly and sustainable business management practices among future entrepreneurs

To do so, an international consortium has been set up comprising 5 organisations:

1. IMRO-DDKK Nonprofit Ltd. (HU), lead partner: non-profit organisation situated in the Western Transdanubian area of Hungary committed to promote environment-friendly attitude and sustainable development.
2. Institute of Entrepreneurship Development (GR): IED is a Greek NGO committed to the promotion of innovation and the enhancing of the spirit of entrepreneurship.
3. Youth Association from Transylvania (RO): NGO in Romania created to help develop, promote and represent the general interests of the communities in Transylvania by having social, cultural, sporting, educational, recreational and professional training activities.
4. Local Development Agency Pins (HR): Croatian NGO created for collecting, processing and supporting realisation of entrepreneurial ideas and programmes and developing projects with aim to support SME's in the Gorski kotar area
5. CEEI (ES): NGO supported by the most representative local and regional public and private entities such as the Innovation and Development Agency of the Regional Government of Andalusia, the University of Cadiz, etc. CEEI Bahia de Cadiz has been working since 1997 providing professional support to SMES and entrepreneurs.

In order to reach objectives set by project partners, the following activities are foreseen:

- Large-scale surveying in Croatia, Greece, Spain, Romania and Hungary to get a clear and complete vision on the extent of innovation potential Croatian, Greek, Spanish, Hungarian and Romanian young adults – with a special focus on those residing in less favoured geographical areas
- Innovative entrepreneurial training courses developed, implemented and continuously optimised
- Online community of young European entrepreneurs established where stakeholders can interact, exchange ideas or good practices, and propose new business initiatives
- Support and business coaching services provided to young entrepreneurs Through implementing the proposed StartUp Academy project we intend to reach the following long-term impacts at regional, national and European levels:
  - Young adults currently inactive in the labour market and aged between 18 and 35 residing in rural areas enabled to put their innovative business ideas into practice thus fostering the creation of new jobs and encouraging other young persons to not to leave their home towns or countries seeking better labour opportunities
  - Future entrepreneurs equipped with all the necessary skills and competences to plan, implement and manage their own businesses.
  - General awareness created among local and regional policy makers (with special regard to those responsible for educational policies) on the importance of taking measures for promoting entrepreneurship education during all cycles of the formal educational system
  - Development and mainstreaming of the new StartUp Academy approach and training materials developed by the project (these will be open and available via Moodle event after the project's conclusion)
  - Creation of an international collaboration network for young entrepreneurs where cooperation opportunities and new business ideas can be generated besides having the opportunity to share doubts, experiences and good practices

**3. Pályázó intézmény: Pandokrátor Ltd.**

**A pályázat címe:** The 'Game Changer', Creating Science-based Online Games and Activities for Maximizing the Long Run Well-Being of People in Transition Situation Through Skills Development

**Projektszám:** 2016-1-HU01-KA204-022962

**Leírás:**

'THE GAME CHANGER', Creating Science-based Online Games and Activities for Maximizing the Long Run Well-Being of People in Transition Situation Through Skills Development

Transforming trends grow both globally and at European level. Change affects everyone, it can be disruptive and difficult for individuals to transition through, particularly if a change crosses international borders, cultures and languages.

Disadvantaged and at-risk groups frequently are those facing big life changes, for whom successful transition is a basic requirement for a decent participation in life and the achievement of economic and personal well-being: from school to work, unemployment to employment and also through industrial/ economic change, by migration, from home to independent living from institution (hospital, care home, prison, military and security forces) to civilian life, to a new language territory and all those who feel that they need to change but not knowing how yet: people, especially young people, facing inequality, bullying, violence or discrimination.

The project's key objective is to support, develop and enable individuals to make/respond to transitions by maximizing their potential through improvement of their skills and well-being in a long time period with the support of 'social operators' - trainers, coaches, psychologist, social workers, mentors, counselors and educators - in an web-based community, and parallel harmonizing the standards of skills of 'social operators' by accreditation. Achieving this objective will in turn, improve employability and therefore reduce unemployment, promote mobility, equality and diversity, integration and respect for human rights.

The "Game Changer Project" seeks to

- apply the science of self-efficacy, personal change, planning, action and resilience (self regulatory skills),
- develop a science-based gamified online training site for peer learning and self-learning,
- create an online training program - with interactive games and activities for trainees (people in transition),
- develop an educational platform and an online interactive material for training social operators (trainers)
- develop the skills of individuals who are in the process of a transition,
- develop an accreditation tool for social operators,
- include installation within organisations as well as providing individual guidance,
- incorporate curriculum design and skill-learning methodologies used for learning at work and at home,

- include self-assessment measures for compliance with design,
- use behavioural measures to assess skills & competencies,
- create a series of webinars,
- organise local workshops, seminars, training sessions,
- a justifiable web-based community for all stakeholders on an online community tool for broader societal engagement,
- pilot the training materials with trainers + trainees in each partner country,
- realise transnational meetings for stronger cooperation and exchange of ideas.

#### The project participants

The partnership consists of six partner organisations with different geographical and socioeconomic background, resulting in very different educational needs and experiences. All partner countries are affected by current human and economic crisis, therefore new educational theories, practices and methods are demanded for our organisations. Our partners are experts in psychology, counseling people with disabilities, teaching adults, accreditation, assessment, mentoring young people with learning difficulties, educational technology and design development and EU project implementation, minority education, curriculum design.

#### Methodology

We will identify well-being, target groups, relevant skills needed for managing change and improving well-being and the groups of social operators. We will develop online training for people in transition with the support of social operators, parallel with an accreditation tool for trainers. The Game Changer training sites will be tested and finalised with trainees and trainers through trials, and will be open resources for all. For enhancing the training, webinars will be also created.

#### Impact

The game changer project will provide an opportunity to make a genuine impact to the lives of individuals and communities. Participants will be helped to improve well-being, and employability, gain confidence, make plans, improve relationships, conquer negative thoughts, handle conflicts, adapt easier to change and cope with economic, personal, social, cultural difficulties. As a result, participants will have a a better position in society and improved quality of life.

However this opportunity also creates a unique set of training tools in this specific area, which does not currently exist, that have the potential to have a much wider impact across Europe. Delivering the game changer project could improve employability, promote mobility, promote equality and diversity and promote integration.

#### **4. Pályázó intézmény: Dél-alföldi Teleházak Regionális Közhasznú Egyesülete**

**A pályázat címe:** We wish a better world

**Projektszám:** 2016-1-HU01-KA204-023015

#### **Leírás:**

Among European countries, Hungarian, Maltese and Romanian elderly people use internet rarely, Denmark is a leader in internet usage, although voluntary senior group trainings are not organized even there.

Our aim is to activate seniors in the aging societies, develop their mental and physical skills, thus, they will become active, healthy and open minded people, who can find their place in the society easier and their defencelessness decreases.

We help the development of innovative practices with developing curricula which build community and are tailor-made for different agegroups when preparing voluntary senior group helpers (O1) and by strengthening intergenerational relations (O2) – with delivering experiences accumulated in the participating countries from one area to another – we contribute to the acquiring of the program with developing online, multimedia, distance education curriculum (O3) for young people – which will be available in the languages of the participating countries (English, Danish, Hungarian, Romanian), 12-12 trainers/country, totally 4 (training)\*12 trained participants.

The acquired competences will be delivered by people who cooperates in sharing knowledge in the international telecentre and community venues network with ICT devices, with the aim of providing equal opportunities for the elderly.

For the participants of the trainings, who will be multiplier volunteers, we will develop a methodological database (O4) in English, the users can search the training tasks according to type, topics and difficulty, they also can upload training tasks.

#### Partners

##### Applicant:

DTE's role: project management, taking part in the project meetings (M1, M2, M3), organizing the final workshop (M3), translating the curriculum into English (O1, O2, O3), developing the portal of the methodological database (O3), providing venue for the training in Hungary (C1), recruiting participants for the training (6+6 people) and the final conference (40+14 people), developing and filling in the database with content, translating it into English (O4), organizing the conference (E1).

##### Partners and their role:

KIFE's role: taking part in the project meetings (M1, M2, M3), developing the curricula and database (O1, O2, O3, O4), training (C1, C2, C3, C4), taking active part in the conference (E1).

EMKE's role: taking part in the project meetings (M1, M2, M3), providing venue for the training in Romania (C4), recruiting participants to the training (6+6 people) (C1, C2, C3, C4), translating the curricula into Romanian (O1, O2, O3), filling in the database with content (O4), taking active part in the conference (E1).

Telecentre-Danmark's role: sharing its experience, providing venue for the first workshop (M1), taking part in the project meetings (M1, M2, M3), providing venue for the training (C3), recruiting participants to the training (C1, C2, C3, C4), translating the curricula into Danish, (O1,O2,O3), filling in the database with content (O4), taking active part in the conference (E1).

MCA's role: providing venue for the workshop (M2), providing venue for the training in Malta (C2), taking part in the project meetings (M1, M2, M3), recruiting participants to the trainings (C1,C2,C3,C4), filling in the database with content (O4), taking active part in the conference (E1).

##### Target group:

Young people (18-28 years) and pensioners (mainly above 60 years) from Denmark, Hungary, Malta, Romania who are active and opened to acquire knowledges in connection with leading groups and improving the quality of life and think they could deliver these knowledges for people in the same age, which provide the sustainability of the project.

**Results:**

**Intellectual outputs:**

O1 Training for Senior Contemporary Group leaders curriculum (2x12=24 people)

O2 Preparing Intergenerational helpers curriculum (2x12=24 people)

O3 Preparing Intergenerational helpers - distance learning curriculum – (continuously available)

O4 Methodological database (300 visitors/month)

E1 Final conference in Hungary - "Who are still 'young' ... in excellent condition" (40+14+10 participants)

C1, C2 Training for Senior Contemporary Group leaders (Hungary, Malta) (2x12=24 persons)

C3,C4 Preparing Intergenerational helpers (Denmark, Romania) (2x12=24 people)

**Impact:**

Elder people will be involved in the society and find their role (as a trainer or trainee), in this way, they can preserve their health longer.

Elder people will be able to use modern ICT devices in their life, thus, they can keep contact with other people easier, administration will be simplified for them and they can access more information. Their increased intellectual capacity can be used by the local community and thus, the social capital will strengthen.

The number of the social services (special collective, voluntary, public educational and training services) will increase which is an important characteristic of the welfare society.

**5. Pályázó intézmény: Pro- Cserehát Egyesület**

**A pályázat címe:** Developing an integrated rural development educational toolkit for decision makers and (aspirant) key figures

**Projektszám:** 2016-1-HU01-KA204-022965

**Leírás:**

The participating partners in the RUSDELA project have identified a lack of knowledge about sustainability when it comes to rural decision makers and key figures. Also when we see how far sustainable development principles are used in European communities, we recognize that there is an initiation "green cities" in Europe, but something similar does not exist for villages (or smaller towns). We have identified several needs interconnected at the social level. After the era of wide industrialization, sustainable development knowledge is missing in less developed rural areas of Southern and Central Europe. Also when we see how far sustainable development principles are used in European communities, we recognize that there is an initiation "green cities" in Europe, but something similar does not exist for villages (or smaller towns). Since local decision makers have a highly influential role in defining and carrying out the goals of development in small rural communities, it is essential that these actors can gain motivation for sustainable development and means to access information. It is especially important to give them tools to tackle complex problems

related to development, for example by addressing the individual, social, economic and environmental aspects of poverty, unemployment and discrimination.

#### Participants:

For the pilot testing, 2 trainers per partner will be trained (14); and further 5/ partner in the multiplication events (35). Trainers will be selected from aspiring people with expertise in sustainable development and adult education. The pilot testing of the RUSDELA toolkit will be targeted at local decision makers and key figures from disadvantaged rural regions in each country (5/ partner; 35).

During the final multiplication event, further 30 people will be addressed with the RUSDELA toolkit, from NGOs, municipalities and other affected stakeholders (180). Altogether, the RUSDELA project will directly involve 264 participants.

#### Activities:

The RUSDELA – Rural Sustainable Development for Local Actors projects activities:

After a short preparation phase will begin the first phase of Toolkit Development (phase 2, by the project partners. The first version of the toolkit will be tested on a test-training. (phase 3)

As a part of toolkit development is a pilot test training, and a train the trainers activity as well.

Based on the results of the test-training, the final toolkit (phase 4) will be compiled.

During phase 5 will happen the project multiplication, with a multiplication event by each partner. Phase 6 will be the final, project closing phase.

#### Methodology:

The methodological approach of the project is to create an intellectual output for non-formal adult education. During the project the training will be also tested, and it will provide feedback for the project partners to compile the final version of the toolkit.

#### Results:

The results of the RUSDELA project will be twofold. A toolkit will be developed, a sustainability training / manual for decision makers of small (smaller) rural communities in disadvantaged regions in Europe.

This toolkit will be developed by the RUSDELA project partners, and it will be freely accessible after the project for all those who are interested in sustainable local development, for decision makers, experts and members of the civil society as well.

A further result will be that the IO material will be tested by trainings conducted in each country. This “test-training” will have the result in a wider recognition of the project among practitioners in the field.

Trainers will be also trained, who – after finishing of the project – will be able to use the curricula in their own setting.

With a new toolkit and guideline RUSDELA will widen the available knowledge and create a new methodology and knowledge-base about sustainability and rural development. It will help adopt new adult education methods at international and at national level alike.



The project establish a wide international network of organizations and it can serve as a platform of cooperation for succesful future partnerships based on the experiences and knowledge accumulated during the developement of RUSDELA.

#### Impact and long term benefits

Throughout the trainings and meetings the capacities of the partner organizations will be strengthened. These events give new skills, improve existing ones and shows new approaches to the partners.

The participants who benefit from the project bring home the gained knowledge and skills and share with others; decision makers, trainers, leaders of other organizations, colleagues, partners. Through these interactions an increasing number of beneficiaries are being generated. Because of that a snowball effect is also generated. As an indirect result, available knowledge about sustainability issues and participatory processed in rural communities will increase.

#### **6. Pályázó intézmény: Rogers Személyközpontú Oktatásért Alapítvány**

**A pályázat címe:** Restoring Resilience - Connecting to Nature and Self

**Projektszám:** 2016-1-HU01-KA204-022911

#### **Leírás:**

Restoring Resilience – Connecting to Nature and Self

Resilience is the ability of an individual, a community or a country to cope, adapt and quickly recover from stress and shocks caused by a disaster, violence or conflict. It reduces vulnerabilities and contributes to build local capacities so that people can cope better with shocks. This ability comes more than handy in our turbulent times. Whatever work programmes or legislative agendas say: the first priority today is and must be addressing the refugee crisis. This is not the time for business as usual. We do not plan to work with refugees: we want to connect with people (local residents) to tap into deeper levels of their humanity and to find meaning in their lives, in dealing with this sensitive topic, individually and collectively right now. Our strong conviction is that nature provides the fastest way to access our humanity, providing inspiration for sustainable and meaningful solutions that are taking into consideration the whole ecosystem.

Also we would like to address the development of people's digital skills in this project. The Digital Economy and Society Index (DESI) shows that Croatia, Italy and Hungary (the three partner countries) score all three below the EU average.

The project has four objectives:

-build resilience to the crises that affect European Union now.

- experience nature as a guide.

- to create meaning, individually and collectively, opening yourself to the meaning of your life now, in the present moment, and to your human purpose, and collectively discover a shared meaning, getting inspiration from nature.

- to help raise the awareness of self (self-awareness) tapping into the deeper levels of our humanity.

Our target group are men and women already with an established existency but full with fear and questions, as well as all those people who work with them as trainers and councellors.

The main implementive task of the project is to develop the Intellectual Outputs: a reference frame, a MOOC frame and MOOC contents about re-connecting to nature and self in order to increase

resilience in times of crisis. The development of the outputs will be through local (home-based) work as well as discussions in transnational meetings. The MOOC will be blended with an in-nature class for personal betterment.

After development of the MOOC, these learners will be recruited to participate in pilot MOOC (about 5 per country), out of them 4 will participate in the connecting in-nature course in Calabria. Their evaluation and findings will be used to be built into the MOOC, after which it will be finalized, and exploited.

Main writings and all video subtitles will be translated to all national languages.

During all activities the monitoring, evaluation and dissemination activities will be organized, as well as two multiplication events per country: there will be a stakeholder meeting and a practice resource dissemination workshop in all of the three partner countries: Hungary, Italy and Croatia. With all the project activities we plan to reach more than 100 people directly, and about 600 people indirectly.

The three partners are Rogers Foundation, Aura Association and Isoropia: a foundation, an association and a small enterprise, all working in the area of development and betterment of people and organizations.

**Támogatott pályázatok – Tapasztalatcserére fókuszáló projektek**

**1. Pályázó intézmény: Nonprofit Információs és Oktató Központ Alapítvány**

**Projekt címe:** CSOs online - Enhancing digital literacy, online communication and fundraising skills

**Projektszám:** 2016-1-HU01-KA204-023031

**Leírás:**

'CSOs online' is a project for the development of nonprofit sector workers' digital skills, especially in the field of online communication and fundraising, based on the exchange of experience, innovative practices and know-how in the frame of transnational partner meetings. The participating organizations have a broad experience of utmost relevance to achieve a more efficient and pragmatic CSO mentoring and training activity, and thereby, support CSOs with advice and examples through a specially designed guide, incorporated in the participants' existing websites.

In short, this project will harness the experiences, best practice and lessons learned from organizations across Europe, involved in the fields of education, training and mentoring CSOs in their online communication and fundraising activities. The formation of the partnership to exchange best practices in the field is essential due to the relatively small scale of the mentioned activities in the participant countries, and the need of CSOs to be more deeply embedded into the surrounding society, in order to be supported morally and financially by their environment.

**2. Pályázó intézmény: Control Stúdió Filmegyesület**

**A pályázat címe:** Rural Inclusive Outdoor Theatre Education; Street theatre education methodology and network cooperation model in rural environment

**Projektszám:** 2016-1-HU01-KA204-022938

**Leírás:**

The present project called "Rural Inclusive Outdoor Theatre Education" (RIOTE) was born from the need to realize exchange in between some European theatre-educational organizations.

The partnership members are: Teatro Tascabile di Bergamo (Italy) Kud Ljud (Slovenia), Soltis Lajos Theatre (Hungary), Control Film Studio Association (Hungary; coordinator), Shoshin Theatre Association (Romania), Dartington (UK). The Italian and Slovenian partners are the exporter organizations, while the English, Hungarian and Romanian are importers.

Our project is based on a knowledge and skills exchange between performing arts- organisations who provide adult education through outdoor theatre, physical theatre or other cultural and adult educational practices in rural settlements. The project is at the same time based around the research of the question 'How do we develop the reach of our adult educational activity, as arts organisation, so that we can connect with more of our target group?'

The aim of the partnership is to share outdoor theatre education methods. Outdoor performance is traditionally a good tool to create reciprocal cultural dynamic in rural areas. Some of the partners

provide theatre courses or camps for local people in rural settlements. They also offer a "barter" by this we mean a cultural exchange between professional artists and local people who offer their own folk songs, local history, or other particular skills. The project's main idea is that outdoor performing experiences and our partners' educational methods could offer an extraordinary support to theatre activities in rural areas.

There is no any institution in Europe which would give place to street theatre studies. Street theatre education as a non-formal adult education and practice and cultural phenomena is on very different quality level in different national contexts (30-40 years of distances). Street theatre as an artistic activity and a certain kind of adult education supported by non-institutional groups and civil organizations.

Street theatre could give a new aspect, while it involves a new mass of public, proposing a new model of "demand and supply" on the field of theatre.

Outdoor performing adult education can create culture in socially marginalized environments to propose: dialogue approach; critical sociology by carrying out social problems; interactive cultural exchange; collective education; development of multiple intelligences; trigger the imagination of social change; empower of community; strong pedagogical aspect; collaborative process.

The implementation of outdoor theatre competences and teaching methodology will be tested in geographically disadvantaged villages such as Kide (Romania) or Dunaszekcső (Hungary).

The next aim is to understand the English model of the rural touring network. We intend to observe practices and in long term implement the model of the rural touring network in our partner countries which would in turn create a sustainable project that has a lasting impact on our partners and their countries. The English partner would have a leader role in this area of research and Italian and Slovenian partners could contribute greatly with their long history in outdoor touring shows in Europe, South America and Asia.

This would be offered to Hungarian and Romanian partners to help them establish a network in their own locality.

The coordinator as a film association a socio-graph researcher team has the function also as a control group of the partnership, to follow the activities and guarantee the accomplishment of the partnership objectives.

### **3. Pályázó intézmény: Antener Oktatásszervező Kft.**

**A pályázat címe:** Sharing Best Practices in Corporate Language Education

**Projektszám:** 2016-1-HU01-KA204-023006

#### **Leírás:**

Corporate Language Education (CLE) is very special sub-segment of the language education that is currently not served properly by the teacher educating system. The differing needs of the participants and the financiers of these types of courses require special approach.

These courses are financed by the corporations i.e profit oriented institutions, as the language knowledge of their employees is not sufficient. They want their language knowledge to develop to be more efficient in their work. Corporations consider these courses as an investment i.e on cost benefit

basis. They seek methods that require the less effort and can achieve the minimum level of progress that is enough to reach their desired profit making capacity.

Corporations do not want their employees to speak the foreign language accurately. They want their colleagues to use the language properly and fluently enough to convince the customers, to solve the problems of the clients, to gain information from foreign technical literature, to inform the foreign owners, managers in the most efficient way, to cooperate with the colleagues seating abroad, to manage negotiations, to make presentations, even with partners from a very different cultural environment who use English as a lingua franca.

Having found that the issue of CLE is not unique, but existing in Europe as well, the project's idea is rationalized in national and European level and led us to form a partnership of 4 countries to share the best practices in the special field of teaching English. This is to be done by answering 10 predefined and 5 additional questions with a deep analysis of the CLE market. of the affected countries. All the countries agree on that such a project can be a basis of a deeper, more specialized project later (teacher training material, workshops, etc.)

As an impact of the project the members of it and the participating institutions get deep insights into the CLE markets of the other institutions, and get access to the best practices of each other in this field. With the help of each other every institution can improve their methods and practices to improve their CLE related courses to transfer more practical language knowledge to the learners. The institutions can better understanding of the request of their clients and can get better methods to satisfy it better.

#### **4. Pályázó intézmény: Magyar Bibliodráma Egyesület**

**Projekt címe:** Anspracheformen und Kontexte für grenzüberschreitendes / interkulturelles Bibliodrama

**Projektszám:** 2016-1-HU01-KA204-022971

##### **Leírás:**

Innerhalb und auserhalb der Bibliodrama-Szene steigt die Frage nach einem möglichen Beitrag von Bibliodrama-Workshops zur interreligiösen Verständigung und zur Integration von kulturellen oder religiösen Minderheiten.

Sowohl unter dafür ausgebildeten Bibliodramatikerinnen und -dramatikern als auch bei den Bildungsanbietern ist strittig bzw. unklar, welche Anspracheformen bzw. Formate dafür geeignet sind. Dies ist in allen Ländern zu beobachten. So ermöglicht diese Projekt Kursleitenden, die solche Angebote machen wollen, in anderen Ländern derartige Angebote praktisch und theoretisch kennenzulernen in Expertenkreisen zu reflektieren und sich bei der Entwicklung derartiger Formate gegenseitig zu beraten.

The European Bibliodrama Network (ebn - [www. bibliodrama-ebn. eu](http://www.bibliodrama-ebn.eu)) plans under the direction of Lotta Geisler, Lars-Gunnar Skogar, Wolfgang Wesenberg and Peter Varga an European advanced training to the Bibliodramaleiter / Bibliodrama-Facilitator with special focus for intercultural Bibliodrama.

The Bromma Folkhogskola, the Society for Bibliodrama (GfB), the Protestant Parish in Thessaloniki, the Finnish Bibliodrama society and the Hungarian Bibliodrama association are interested to accommodate as an organizer one module of this advanced training.

The Protestant and Anglican Network for life-long learning in Europe ([www. eaee. eu](http://www.eaee.eu)) is willing to support this as a quiet partner. The project management is responsible for the lecturers and the licensing of the participants.

The Hungarian Bibliodrama Association would like to support this, by applying for financial support of an international exchange of views to questions of Bibliodrama in multicultural groups by EU Program ERASMUS +. This happens in cooperation with the GfB. If this succeeded the involved partners would be able to send two persons for the purpose of the exchange of views to the participation in education courses organized by the other partners.