

CURRICULUM PILOTING TRANSNATIONAL EVALUATION REPORT

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1 Introduction

1.1 Background and objectives of the piloting

Objectives and purpose of the pilot

The most important objective of the pilot was to gather information about the final improvements of the curriculum and gaining hands on, practical insights, real life experiences and practical case-study material that would serve and equip CGC professionals with all necessary skills and capabilities to organize inclusive counselling to deliver the curriculum and defining its possibilities of implementation and long-term use in different teaching contexts.

Such practical experience was also aimed at constituting strong basis for implementation guidelines and self-learning module finalizations for CGC professionals, enabling the ease of use and implementation without further instructions.

Pilot and curriculum refinement have thus supported the forthcoming development of an introductory video for participants with intellectual disabilities to facilitate empowered participation on equal footing.

The piloting process was planned in order to assure a model of a flexible iterative process as in cyclical process with a possibility to assure refinement and improvements based on feedback, testing, and evaluation. This approach was followed from the start of WP4 activities by including planning, discussing and adjusting:

- Prototype of pilot version & approach
- Testing it
- Gathering feedback
- Making adjustments to results

Purpose of the evaluation report

The main purpose of the evaluation report in the Include³ project is to assess the project's activities and outputs, particularly the curriculum, gather feedback from participants and use this information to improve and refine the project's deliverables. The project partnership has thus planned the piloting with the following aspects of evaluation process accompanying the piloting:

- Improving the Curriculum: A key purpose of the evaluation report, especially within Work Package 4 (Curriculum), was to evaluate the piloted curriculum. The feedback and observations documented in the report were then used to optimize the curriculum.
- Informing Implementation: The evaluation report also served to inform the finalization and development of tools for the implementation of the curriculum.
- Ensuring Quality and Continuous Improvement: feedback is considered indispensable for guaranteeing quality and the continuous improvement of the project's products.
- Ensuring that the perspectives of those involved in the piloting process were taken into account.
- Providing a Basis for Further Development: The evaluation report findings contribute to assure sustainability and implementation guidelines design to fit a wide variety of target audience, stakeholders and beneficiaries.

Overview of the curriculum and target group

The curriculum of the Include³ project is developed to train VET professionals and counsellors in sheltered workshops, focusing specifically on inclusive counselling supporting the knowledge and skills to apply the Include³ method independently. This method supports people with cognitive disabilities in their transition to the general labour market, creating individual and tailor-made pathways by individualizing vocational training and targeting specific labour market opportunities. The curriculum is structured in a modular way and comprises nine units, categorized as either theory or practical units.

The direct target group of the curriculum consists of counsellors and vocational training specialists working in or for sheltered workshops, as well as career starters with relevant academic backgrounds. The indirect or extended target group is influenced by the direct target group during the practical units of the curriculum. This group includes people with intellectual disabilities who wish to transition to the general labour market, employers interested in hiring individuals with disabilities, vocational training experts, and other stakeholders or network partners involved in the transition process.

1.2 Evaluation Methodology

The curriculum was piloted in three locations across three partner countries (Belgium, Cyprus, and Slovenia).

The pilots included over 25 participants inclusive of CGC target group and persons with disability. Data collection methods included participant observation and systematic feedback gathered through feedback circles and qualitative interviews with participants.

Category	Belgium	Cyprus	Slovenia	Total
Number of people with disabilities			8	
Number of inclusion/CGC experts	3	2	4	
Number of VET specialists in sheltered workshops	3		2	
Number of other labor market stakeholders and networks	1	3	2	
Total	7	5	16	28

Description of observation and feedback methods

The project's approach to observation and feedback emphasized creating an inclusive, creative and iterative process that values the perspectives of all participants. It included:

- Active Listening and Engagement

Facilitators in all pilot countries actively listened to participants' feedback and engaged them in discussions, thus creating a space for participants to voice their opinions and concerns openly.

- Structured Feedback Collection and qualitative prompts

Having the agreed format provided to collect feedback on within pre-defined questions ensured a degree of consistency in remaining the focus on relevant data. It included prompts for qualitative feedback, especially within the context of the planned inclusive piloting process with Career Guidance Counsellors (CGC) and People with Disabilities.

- Iterative Refinement

The feedback gathered through observation was used to refine the curriculum and didactic materials.

Consideration of country-specific differences

The project team agreed on the flexible means of data collection, gathering and structuring observation and feedback sessions.

The latter means understanding that even though some elements might be measured quantitatively (i.e. the extent of which a participant agrees on achieving the overall objective of a unit) the most important element was the qualitative data gathered, opening space for a debate. The developed evaluation format was developed in an extensive manner to assure that practical implementation of piloting can match the constellation of teams. Project partners have actively contributed to such format of evaluation approach at a very early stage and already within development of curriculum content. From this perspective, evaluation planning contributed greatly to development of self-learning module and didactical resources development, always putting priority on the target groups of the project and inclusivity in general.

Such process enabled the piloting to base on the most important element: understanding the Include3 method phases and how they can be implemented in real life settings, with additional materials and resources for learning and teaching available.

The following specifics have appeared within the evaluation process:

- Feedback Loops and Informal Discussions: Particularly evident in the Slovenia and Belgium pilots, the approach included creating opportunities for ongoing feedback during the sessions through feedback loops and informal discussions. This allowed for immediate reactions, clarifications, and a more nuanced understanding of participants' experiences.
- Voting Results: In the Cyprus pilot, voting results on the content were used as a form of immediate feedback on how well the modules were received. This provides a quick quantitative measure of participant sentiment towards specific aspects of the curriculum.
- Note-Taking: Alongside observation and discussions, note-taking was employed to document participants' reactions and insights.
- Role playing and study visit, inspired by the didactical material itself and as a form of feedback gathering from participants with disabilities.

2 Pilot Process

This chapter provides an introductory overview of the pilot projects conducted in Cyprus, Slovenia, and Belgium. These pilot initiatives were crucial for evaluating and validating the developed curriculum aimed at facilitating the transition of people with intellectual disabilities from sheltered workshops to the regular labour market.

By gathering feedback from experts and stakeholders in diverse national contexts, the piloting process sought to assess the relevance, applicability, and effectiveness of the curriculum's content and delivery. The insights gained from these pilot projects were intended to refine the curriculum and identify best practices for supporting inclusive employment across Europe. Practical experience and insights were taken into account also from people with disabilities, remaining the focus of a co-creative approach that is a thread line of the project.

2.1 Belgium

The piloting in Belgium took place in the city meeting place of the CAB (Christian Labor Movement East-Belgium), IdeenReich, Klosterstraße 16, 4700 Eupen, Belgium in February 2025.

Seven (7) specialists from various institutions participated in the piloting session. Two participants came from sheltered workshops (BWEupen and Hof Peters), BWEupen is a sheltered workshop with different areas as are packaging, dispatching and assembly. Hof Peters is a social company in which the employees prepare meals, bake and fill baguettes to deliver to customers at home or at the workplace. It also runs a farm shop. Two participants came from ZAWM (Center for education and training), that is an institution which offers training and further education opportunities for several branches. ZAWM is not focused on people with disabilities. Another participant came from the ZFP (Center for Special Education) which has the aim to integrate people with disabilities and adjustment or learning difficulties into the regular school system. One participant works on a non-profit basis with the inclusive company ALTEO to train persons with intellectual disabilities for the theoretical part of the driving license in Belgium. And another participant came from EMJA, a volunteer exchange platform.

Unfortunately, Belgium had no people with disabilities in the piloting session. They were invited but had no chance to participate. Because it is important to give them a voice, Belgium will interview a young woman with Trisomy 21 for the podcast.

The piloting was a meeting in presence that lasted a full day. Due to limited time, three key units were presented: Unit 6 (Analysing Labor Market Needs), Unit 8 (Collaboration in Networks), and Unit 9 (Reflection of the Integration Process and Coping with Stress). The remaining units were sent to participants for self-study. The participants found the self-learning module highly engaging and well-structured.

A key goal of the event was to develop solutions for an inclusive working environment and strategies for stress management. The need for better exchange between governmental institutions, employers, and workshops was emphasized. The establishment of inclusion pilots in companies was also particularly emphasized.

2.2 Cyprus

The piloting session was conducted in March 2025 at the Christou Steliou Ioannou Foundation in Nicosia, Cyprus.

The session was attended by five experts in inclusion, career counselling, and psychology, as well as representatives from educational institutions.

The piloting was a full-day session conducted in a hybrid format, combining in-person and digital elements. The location and organizations were selected for their involvement in disability inclusion, vocational training, and employment services. The pilot covered all modules of the Include³ curriculum, with a focus on Unit 3 (Communication Skills) and Unit 4 (Transfer into local/national context), as well as Unit 6 (Analyzing Labour Market Needs), which was of particular interest to the specialists.

The experts provided feedback on the curriculum's application and adaptability to local contexts. There was a noted need for more country-specific case studies and examples. The use of digital resources was seen as a success factor.

2.3 Slovenia

The piloting process in Slovenia was implemented in two modes: online with participants from Murska Sobota and in-person in Maribor within a time span of Dec 2025 to March 2025.

The online piloting included 4 persons working in social inclusion program and employment rehabilitation. The in-person piloting involved 4 sessions with 4 mentors and persons in human resource support in Maribor. Importantly, two participants with a status of disability were included in the piloting process to ensure feedback from different perspectives, along with a participant from the OZARA ZC d.o.o. employment center.

The online piloting consisted of 9 online sessions, presenting curriculum units with PowerPoints and a shared online working space containing self-learning and didactic material already available at that stage. The in-person piloting involved 4 sessions. The evaluation process was planned as an inclusive process, with both career guidance counsellors and people with disabilities operating as learners and teachers. The best feature of the piloting was perceived as addressing overlooked employment problems for people with disabilities, with diverse content.

Participants welcomed the dynamic presentation of content and noted that maximum implementation of such a learning program potentially requires a personal approach and smaller training groups. The need for a contact point and trainer for an overview of all content and consultation on the best mode, duration, and emphasis of the training material was highlighted. The practical part of the piloting involved the first group presenting the project to participants in the social inclusion program and a study visit to a local cultural center and radio station, followed by a workshop on presentation skills and networking.

3 Results and findings from each partner

3.1 Belgium

The piloting session in Belgium was conducted as an in-person meeting with the objectives of promoting the inclusion of people with cognitive impairments into the labour market and developing strategies for fostering an inclusive working environment and stress management. The process included also self-learning phase, developed after the sessions, providing additional insights into the curriculum final developments and suggestions.



Figure 1: Piloting in Belgium

Participants found the self-learning module highly engaging and well-structured, appreciating the clear explanations and seeing the practical relevance of the content. While some content was familiar, its systematic organization into a coherent method was valuable, helping participants refine skills and gain a deeper understanding. The division into units allowed for a structured learning approach, enabling focus on specific themes.

Feedback was gathered through surveys and informal discussions, emphasizing the training's relevance and usefulness in preparing for real work environments and appreciating hands-on learning.

Opinions on content varied, with some finding it well-balanced and easy to follow, while others found certain sections complex, suggesting the need for simplified instructions and more visual aids. The request for more examples and best practices was noted.

Interactive methods like role-playing and group exercises were enjoyed, while text-based materials were seen as less effective for individuals with cognitive impairments. The use of videos, pictograms, and step-by-step demonstrations was recommended to enhance accessibility.

Feedback on Specific Units was as follows. Unit 6 (Analysing Labor Market Needs) received positive evaluations and was the subject of in-depth discussion. Key challenges identified included the redesign of workplaces, adaptation of job roles, removal of employment barriers, and the need for targeted staff training. Within Unit 8 (Collaboration in Networks) participants underscored the importance of improved communication and coordination between government institutions, employers, and workshops. Recommendations focused on fostering both internal and external collaboration, developing inclusive networks, and implementing pilot initiatives to promote inclusion within companies. Stress management (Unit 9) emerged as a critical component in supporting inclusive work environments. Core suggestions included encouraging proactive reflection, appointing a dedicated contact person for stress-related issues, ensuring employers are well-informed in advance (while maintaining data protection standards), and cultivating a strong sense of belonging among employees.

Challenges and Lessons for Belgium were centred around the topic about the need for closer involvement of authorities (DSL, ADG) in the inclusion process. Recommendations included regular exchange meetings, counselling services for companies, and financial and organizational support. One important point was the preparation of the companies for inclusion. There must be trainings for the employers and the future colleagues of the people with disabilities. There is the need of more material, videos and best practice stories, to prepare the companies for the task.

3.2 Cyprus

The pilot session in Cyprus involved five experts in inclusion, career counselling, and psychology, along with representatives from educational institutions. The pilot covered all nine modules of the Include³ curriculum, with a particular focus on Unit 3 (Communication Skills), Unit 4 (Transfer into local/national context), and Unit 6 (Analysing Labour Market Needs).



Figure 2: Piloting in Cyprus

Experts provided valuable feedback on the application of the curriculum and its adaptability to local contexts. The modules were generally well-received, with certain units being highlighted as well-structured and engaging. Feedback on didactical resources suggested areas for simplification for broader audiences. Several participants felt the content needed to be more localized with real-world scenarios specific to different countries.

Survey results indicated a high level of agreement on the understanding of the learning objectives for the units. The curriculum showed potential for enhancing vocational education by emphasizing employer engagement and adapting training to labour market demands. Experts stressed the importance of employer sensitization and the development of soft skills to aid the transition. The session facilitated valuable networking opportunities among professionals, promoting a collaborative approach to inclusive vocational training.

Country-Specific Challenges were detected as need in adapting the training to local cultural and economic conditions as a challenge in Cyprus. Participants noted the need for more country-specific case studies and examples.

Success Factors The use of digital resources (multimedia tools) was acknowledged as a success factor and recognized as a key success factor for inclusivity and engagement.

Opportunities for Improvement: Further refinement of employer engagement strategies and continuous support for individuals after placement were identified as needing attention. The importance of collaboration with schools to integrate workplace readiness programs was also highlighted.

3.3 Slovenia

The best feature was perceived as the project's central purpose of addressing overlooked employment problems for people with disabilities with diverse and dynamic content (links, videos, practical units). Participants wished for more such training. Maximum implementation potential requires a personal approach and smaller training groups.

Didactic resources were welcomed but need attention within specific requirements of learners and national settings. However, they have been perceived as adaptative to different learning groups, with the exercises forming a strong basis for future trainers. The material allows for the implementation of national-specific visuals or pictograms.



Figure 3: Piloting in Slovenia

Feedback to the Units was as follows:

- Unit 1 (Include³ counselling method): Crucial for understanding the phases of the Include³ method.
- Unit 2 (Sheltered workshops): Provided valuable insights into approaches from partner countries, benefiting various stakeholders.
- Unit 3 (Communication skills): No feedback in terms of change needed.
- Unit 4 (Transfer into local/national context): Highlighted the importance of stakeholder cooperation and local/national context knowledge. The "Malta Framework" and mapping exercises were appreciated for understanding environment needs and suggesting improvements.
- Unit 5 (Strengths and aspirations of PwD): Practical implementation and self-advocacy role play were warmly received by persons with disabilities.
- Unit 6 (Labour market needs analysis): PwD appreciated the didactic materials supporting self-representation.
- Unit 7 (Connecting needs): While no feedback was given, the unit bridged well with Unit 5.
- Unit 8 (Collaboration in networks): Emphasized the value of networking for jobseekers and counsellors, offering insights into involving diverse actors to expand employment opportunities.
- Unit 9 (Integration process and stress coping): Recognized as empowering through stress-coping exercises and emotional familiarization. Mindfulness was suggested as a potential addition.

Important Points noted from Participants with Disabilities:

- Participants provided positive feedback on the practical part of Include³ curriculum, particularly on some of the didactic material (personal traits and role play) and the practical study visit. The mentor, who has participated in piloting, has particularly focused on networking, aspects of advocacy and building practical experience through a study visit.
- Participants reflected on job interview experiences, noting anxiety, difficulty with self-presentation, and strengths/weaknesses. Role-playing as employers deepened empathy and awareness of expectations. Feedback highlighted non-verbal cues and behaviour. The session encouraged self-awareness, constructive criticism, and better preparation for future opportunities.

4 Recommendations and solutions implemented for Curriculum optimisation

The following elements were detected as important for future use of the curriculum in different learning settings.

Need for Localization and Contextualization

Feedback highlighted the importance of understanding the content to be localized to match real-world scenarios in different countries and additional country-specific case studies and examples are allowed and welcomed. The report also noted the importance of understanding the national context for maximum benefit implementation, implying the curriculum needs to be adaptable to different vocational education systems in sheltered workshops.

Notwithstanding, the curriculum was revised accordingly, inclusive of self-learning module allowing the learners and trainers to receive understanding that there is implementation flexibility and available information, that is country specific, already usable within WP2 and WP3.

Adaptation of Didactic Resources

General remarks on adaptation and accessibility elements have been once again reassessed for an improved final version of the curriculum. The curriculum and accompanying didactic material however form a "strong foundation" for trainers to implement their own visuals, highlighting also the understanding to empower trainers to customize resources. The curriculum in its final version also clearly divides the theory and practice yet inviting the learners to plan the Include³ counselling method by efficiently combining the best and needed from both parts.

In general, the final version of curriculum was once again revised also within the scope of learning objectives, logically combining and connecting different results foreseen in WP4 (didactic material, self-learning module, informative module for learners with disability).

5 Conclusions

Based on the evaluation results, recommendations for curriculum optimization are indeed a positive aspect, indicating areas for flexible use and adaptation based on extensive material available rather than a need for significant changes to the fundamental structure and content of the Include³ curriculum. The feedback gathered from the piloting in Cyprus, Slovenia and Belgium suggests that the core principles and overall direction of the curriculum were well-received.

In Belgium, the training was rated positively, with participants emphasizing its relevance and usefulness. Suggestions for improvement included simplifying instructions and incorporating more visual aids, again pointing towards refinement for accessibility rather than a major overhaul. The discussion around Unit 6 ("Analysing Labour Market Needs") highlighted areas for workplace redesign and adaptation of work fields, which are external factors that the curriculum can address through guidance, not necessarily requiring a change in its core content.

In Cyprus, the modules were generally well-received and feedback on didactical resources highlighted areas for improvement and simplification for broader audiences, suggesting a need and open possibility for enhancement, not replacement. The participants also noted the need for more localization, implying an adaptation to specific contexts rather than a flaw in the overall design. The high agreement rates on the general benefit and relevance of the training further support this.

The Slovenian report emphasized that the presentation of content was welcomed, and participants noted the immense potential of the materials. While adaptation to learning groups and further accessibility elements were recommended for the didactic resources, the material was seen as a strong foundation for future trainers to build upon. The feedback focused on how to best implement and tailor the existing material, indicating its fundamental value.

The Include³ project itself was designed as a process of identifying and disseminating good practices and then implementing them. This implies a foundational belief in the value of the underlying principles and a focus on optimizing their application. The piloting phase was intended to provide valuable insights into the practical application of the curriculum, highlighting areas for enhancement and adaptation. Pilot implementation was planned carefully to assure that the approach includes different actors, settings, national realms and inclusive approach of all target groups feedback assurance.

The goal was to develop the curriculum and the self-learning module for practical use, implying an iterative process of improvement, not a radical redesign.

Therefore, the recommendations received are a positive sign of engagement and a commitment to making the already well-received curriculum even more effective and adaptable to diverse contexts, without necessitating a significant change in its core structure and objectives.

6 Annex

1. Reference: Evaluation questionnaire

1. GENERAL INFORMATION ABOUT THE CURRICULUM AND CONTENT

Please indicate the degree of agreement with the following statements upon ticking the level of agreement with the statements below from 1: strongly disagree to 5: strongly agree):

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

	Strongly Agree	Agree	Disagree	Strongly Disagree
Training is generally beneficial				
My expectations were mostly met				
Learning materials can be helpful and relevant				
The content is relevant to my work				
The learning content provides enough opportunities for independent and group learning				
In general, I estimate that I will be able to use the teaching materials in the context of my activities				
Didactic resources and worksheets are useful to deepen the contents presented				

2. APPLICABILITY OF INDIVIDUAL LEARNING UNITS

Please indicate the degree of agreement with the following statements upon ticking the level of agreement with the statements below from 1: strongly disagree to 5: strongly agree). The statements represent the summarised learning objectives per learning Unit.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

	Strongly Agree	Agree	Disagree	Strongly Disagree
UNIT 1: Include3 counselling method I understand the presented Include ³ counselling method phases				
UNIT 2: Sheltered workshops I understand the general structure, financing, and vocational training practices of workshops for people with disabilities across four partner countries, including.				
UNIT 3: Communication skills I can support the process of inclusive communication skills development by using networks to improve overall effectiveness of communication skills of my clients.				
UNIT 4: Transfer into local/national context I understand global inclusion principles and am able to tailor them to specific local or national challenges effectively.				
UNIT 5: Elaborating strength and aspirations of PwD I can effectively identify the strengths and aspirations of people with disabilities and help to advocate.				
UNIT 6: Analysing labour market needs I can connect labour market needs with identification of potential and best possible career paths for my clients and in cooperation with employers.				

UNIT 7: Connecting labour market needs and individual needs I am able to support the process of personalized learning plans tailored to individual career goals.				
UNIT 8: Collaboration in network I understand and can apply networking strategies with different stakeholders and persons with disabilities.				
UNIT 9: Reflection of integration process and coping I understand the concepts of stress and reflection, am able to identify stress symptoms, apply reflection questions, and guide clients in using coping strategies effectively.				

3. QUALITATIVE FEEDBACK GATHERING – CGC / PWD inclusive process of piloting is planned (we have 2 TGs for piloting)– the list below is not exhaustive. If the process of piloting will take place in sheltered workshops as a participative process / also applicable to gather information from CGS (also PWD) in a more descriptive manner.

- What were the best features of this piloting? Would you wish for more of such training and please specify why?
- Which activities did you like best, with description in your own words, can you briefly present your view on each unit?
- What would be your feedback and practical advice in how to implement the material within this curriculum?
- How do you evaluate the accompanying didactical resources? Would you change something?
- Which parts specifically could you implement within your work settings?
- What is the TG you have been working with (secondary target group) and how many were included?
- Can you imagine passing on the gained knowledge to others, your colleagues, co-workers? In what way, how, why....(Impact)

Secondary TG - Suggesting a feedback loop at time and pace of groups convenience. Feedback loop could be developed in a circle with the group – focusing on the following simple questions:

- How did you feel about the lessons?
- Did you understand the lessons?
- Was the content easy to follow?
- Did you enjoy the activities in the lessons?
- What part of the lessons did you like most?
- Would you like to do more lessons like this?

HdBA – the University of Applied Labour Studies, as the national institution responsible for the education of specialists to work in the Federal Employment Agency, has a particular expertise on questions of vocational education and training (VET) and counselling with regards to such questions. This includes the education and training of counsellors working in the specialist departments for supporting people with disabilities who are, among other things, responsible for assigning clients into the VET section of sheltered workshops. HdBA has a specialised chair for inclusion studies and focused resources on this area over recent years.

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OZARA service and disability company d.o.o. is one of the national key service providers in the field of vocational rehabilitation and social inclusion. Enjoying indisputable status of professional authority in the field of training, employment of persons with disabilities, social inclusion, vocational and employment rehabilitation in Slovenia, OZARA d.o.o. brings crucial resources to the consortium by transferring its knowledge regarding the needs identified in the scope of project proposal. It has around 150 potential end users, and tens of professional workers and mentors, supporting these disadvantaged groups.

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The VHS Bildungsinstitut (Adult Education Centre) is the educational service of the Christian Labour Movement (CAB) in East Belgium, in the German speaking Community. The CAB is the largest social movement in Belgium. The VHS is engaged mainly in social-political learning activities, such as trainings for project coordinators for cultural and social projects, and in the ACADEMY 50+ in training for elderly people in different subjects such as politic sciences, sociology, philosophy, history, cognitive stimulation, etc. After 2015, the VHS coordinated the integration pathway in East Belgium with language classes (German) on different levels and civic lessons for all people coming to the German speaking Community. The VHS is also involved in trainings for unemployed persons in application techniques, and integration into the labour market. These are also topics that are discussed in several Erasmus+ projects.

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SYNTHESIS Center for Research and Education Ltd is a pioneering organisation which initiates and implements projects of positive social impact, with a focus on social inclusion and accessibility of services and products for everyone. SYNTHESIS is one of the leading institutions in Cyprus in the fields of social entrepreneurship and social innovation. It founded and manages HUB NICOSIA, an educational centre and a community of organisations with cultural, environmental and social aims. SYNTHESIS main target groups are people from the marginalised/ disadvantaged / vulnerable parts of the society, such as youth, adults and the aging population, migrants, refugees and asylum seekers, people with physical and mental disabilities.

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VšJ "eMundus" has a broad expertise in the development of various ICT applications. The mission of eMundus is to actively promote the development of the knowledge society by developing services related to educational activities, information technology, innovation and practical applications in education and social activities, ecology, healthy lifestyles and harmonious education in order to ensure quality cooperation.

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