

SEEING THE BIGGER PICTURE
EPALE and Erasmus+ Adult Education 2023

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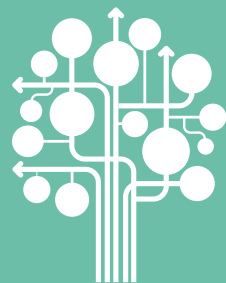


FACT OR FICTION?

Teaching Critical Media Literacy
in Adult Education

EPALE

Austria | E-Platform for
Adult Learning in Europe



EPALE

Österreich

FACT OR FICTION?

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in Adult Education

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EPALE and Erasmus+ Adult Education 2023

Fakt oder Fiktion? Vermittlung
kritischer Medienkompetenz
in der Erwachsenenbildung

14. Juni 2023 | 09:30 – 16:30
Wiener Urania
Uraniastraße 1
1010 Wien



Programm

- 09:30 - 10:00 Open Doors und Registrierung
- 10:00 - 10:10 Begrüßung
Carin Dániel Ramírez-Schiller, OeAD-GmbH/Europa Bildung
Jeremias Stadlmair, BMBWF/Abteilung Erwachsenenbildung
- 10:10 - 10:20 EPALE & ERASMUS+ Erwachsenenbildung
Carin Dániel Ramírez-Schiller, OeAD-GmbH
- 10:20 - 10:30 Setting the Scene
Interaktiver Einstieg ins Thema
- 10:30 - 11:15 Key Note 1 Der Wert der Kritik. I
Matthias Rohs, TU Kaiserslautern
- 11:15 - 11:30 Pause
- 11:30 - 12:15 Key Note 2 Kritische Medienkompetenz
Helmut Peissl, COMMIT
- 12:15 - 12:30 Vorstellung der Ideen- und Networkingpools
Projekte kennenlernen, Methoden erleben, neue
reflektieren und vernetzen
- 12:30 - 12:30 Mittagessen

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Speakers and organising team for the conference

The EPALE conference entitled “Fact or Fiction? Teaching Critical Media Literacy in Adult Education” was held at the Urania in Vienna on 14 June 2023.

Marking the European Year of Skills, the conference focused on the topic of critical media literacy – a key skill in the age of fake news, filter bubbles, hate posting, tech-generated opinion-making, and the use of artificial intelligence (AI) in adult education.

In an interactive space that featured keynote speeches as well as ideas and networking pools, the questions addressed included what exact skills “critical media literacy” implies, how adult education is responding to this challenge facing society, and what resources and tools the Electronic Platform for Adult Learning in Europe (EPALE) offers to aid these efforts.

This conference publication explores these issues in more detail and, amongst other things, provides an insight into some successful approaches in adult education for teaching critical media literacy. It also furnishes information about the opportunities that the Erasmus+ Programme offers for individuals’ learning mobility and cooperation amongst organisations and institutions in adult education and about how EPALE can support project work.

As the National Agency for Erasmus+, OeAD coordinates EPALE in Austria. OeAD would like to thank everyone who contributed to this publication as presenters and authors.


The entire team at OeAD hopes you enjoy reading this publication!

Carin Dániel Ramírez-Schiller
Eva Baloch-Kaloianov
Andrea Nakarada
Anna Schneider

As far as “critical media literacy” is concerned ...

... adult education in Austria is facing challenges. Three main issues are worth highlighting here, namely the significance of critical media literacy for democracy, in the world of work, and for people of different generations.

Over the past few years, increasing dissatisfaction with the political system and a sceptical attitude to democracy have posed major challenges to democracy's continued existence as a concept. It is obvious that media, or altered media landscapes, play a significant role in this. Consider social media and its binary logic of approval and disapproval, which are not always conducive to a nuanced debate grounded in facts. Not to mention Deep Fakes – technologies that ultimately make it very difficult to spot how much of certain media content is true. This leads to difficult questions: How can citizens, political organizations, parties, interest groups engage in a discourse that is authentic and fair? How are we supposed to know whom and what to believe?



These questions present a huge challenge to democratic processes. It is these trends that prompted the Federal Ministry of Education, Science, and Research (BMBWF) to turn its attention to encouraging society's engagement with democracy and science through its "Trust in Science and Democracy" project, and critical media literacy is key to achieving this objective.

The significance of critical media literacy for the world of work

A distinction is very often made between media usage skills that are relevant to one's job on the one hand and critical media literacy that is relevant to society on the other.

While this may be a useful heuristic when it comes to systematizing different sets of competencies, does the professional relevance truly always end with the practiced, purposeful use of media? Or does one need critical skills here too? If we think about AI, we could ask ourselves this question, for instance: Which type of jobs are now facing significant changes? These may not be the ones that were anticipated a few years ago. Often, media usage skills alone are not sufficient, and many professions also require critical media literacy. The European Commission has declared the European Year of Skills, which brings a differentiated examination of topics related to labor and skills shortages. In these debates, it is important to emphasize the significance of critical media literacy.



Significance for different generations

People have become acquainted with different forms of digitalisation by virtue of their education, their profession, but also their age. This has produced a wide variety of forms of communication as well as expectations that we have of communication and the media. Presenting the topic of critical media literacy in precisely the right form for some very different target groups and aligned with their needs is thus a challenge, especially where adult education is involved.

Measures taken by the BMBWF

The BMBWF has launched a wide range of measures in the field of adult education to tackle these challenges, most notably by funding development projects and courses in the world of adult education but also by providing scientific perspectives for use in practice and encouraging professionalisation amongst adult educators. We also want to allow space for a debate on the issue of critical media literacy in adult education. For all of these initiatives, we are heavily reliant on ideas put forward by both practitioners and scientists, some of which are included in this publication.

I would especially like to thank the EPALE coordinating office, which has once again picked an extremely pertinent topic this year with its choice of “critical media literacy” for the conference theme. The diverse nature of the challenges ahead was evident in the many interesting workshops on a range of topics that were put on throughout the event and that are reflected in this publication. I hope that it gives you some valuable food for thought for your own work.



Dr. Jeremias Stadlmair (born 1987) has been Deputy Head of Department I/13 Adult Education at the Federal Ministry of Education, Science, and Research (BMBWF) since April 2023. He was previously jointly responsible for programme development at the Federal Institute for Adult Education as a research and teaching assistant and worked as a researcher and teacher at the Universities of Vienna and Innsbruck, specialising in Austrian politics, citizenship, and participation.

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Latest news from **EPALE** and **Erasmus+ Adult Education**

in the framework of the European Year of Skills

The European Commission has named 2023 its European Year of Skills, thus shining a spotlight on skills development and lifelong learning. Many types of job are experiencing a noticeable skills gap. In other words, there is a mismatch between the skills and competences required by companies and the labour market on the one hand and the knowledge and skills that workers actually possess on the other. Although 90 per cent of today's jobs already call for digital literacy, fewer than half of working adults have this knowledge. Upskilling and reskilling are thus key.

Only 37 per cent of employees in the European Union regularly undertake continuing professional development – a very small figure. Across the continent, significant momentum is being injected in this area during the European Year of Skills. With it, the European Commission wants to encourage upskilling and reskilling, improve competitiveness, and, last but not least, usher in a digital and a green transition. Incidentally, this green transition will have no chance of success if it is only embraced in the workplace; it must encompass the whole of society as well. And the same holds for the digital transition, in which adult education and the EU's various programmes, such as Erasmus+, have a major role to play.

What are the objectives at European level?

The EU has set itself two targets in this regard to meet by 2030: 60 per cent of all adults should participate in training every year (EU social targets 2023) and at least 80 per cent of adults should have basic digital literacy (2030 Digital Compass). These are to be achieved in two ways: firstly, by making greater, more effective, and, above all, inclusive investments and, secondly, through cooperation. This latter will require people to appreciate that these are genuinely relevant skills that are acquired by companies and educational institutions working together. Matching the career ambitions of individuals with the needs of the labour market is another crucial success factor.

What steps is the Commission taking?

Various measures are under way at policy level, such as the European Commission's Pillar of Social Rights and its Skills Agenda. The latter is divided into four building blocks: ensuring the right skills for jobs, joining forces, tools for lifelong learning, and targeted investments. The section on ensuring the right skills for jobs also makes explicit mention of life skills, which play a major role in this area with its focus on the labour market.



Existing tools include Europass with its Digital Credentials, which allow references to be issued electronically. All of these are part of the package of measures that the European Commission is hoping will advance and deliver the Skills Initiative.

EPALE and the European Year of Skills

The EU's thematic focuses for EPALE during the European Year of Skills are Engage, Empower and Include, with Empower geared particularly towards skills that are relevant to the job market. These three priorities are also reflected in this year's European EPALE Community Conference

entitled “BLOOM! Skills for the Future”, which is being held in October 2023. The EPALE website also features stimulating articles, resources, news updates, and details of events in Austria and Europe to mark the European Year of Skills. Anyone who publishes an article or announces an event on the EPALE website will thus reach over 130,000 people from the adult education sector in Europe and more than 1,500 adult educators in Austria. By mid-2023, some 150 articles had already been uploaded to the website from Austria alone. In addition, the EPALE Community Stories initiative earlier in the year gave everyone involved in EPALE another opportunity to share their views, ideas, and real-life examples with the rest of the EPALE community in the form of a “story”. The focus was on one question in particular: How will adult education need to change to be fit for the future? The various ideas and suggestions are being compiled into an EPALE Community Storybook and will be published electronically.

Erasmus+ Adult Education

The European Commission has identified the Erasmus+ Programme and the European Social Fund (ESF) as funding instruments that are to help deliver policy measures as part of the European Year of Skills. In other words, policy programmes and funding programmes are closely inter-linked. For the first time in a long while, the latest generation of the Erasmus+ Programme gives learners from the adult education sector the chance to get mobile. Although it has taken some time for Europe as a whole to pick up on this new funding opportunity, the mobility pathway has now gathered significant momentum in Austria. An institution that gains accreditation under the Erasmus+ Programme can then submit budget applications every year, an option

that is already seeing active use in Austria. As well as funding mobility placements, Erasmus+ also supports Cooperation Partnerships, another pathway that has continued to attract intense interest in Austria in 2023. Thus the high demand seen in previous years is being maintained, both for the Small-scale Partnerships – an accessible entry-level option – and for the large-scale Cooperation Partnerships, which come with up to EUR 400,000 in funding. The past few years have seen an increase in the number of projects focusing on life skills, including resilience, psychosocial health, and social competence, and some of these initiatives are featured in this publication. The importance of critical media literacy in the European Year of Skills and in Erasmus+ Adult Education is reflected in the many varied initiatives geared towards improving this particular skill. We hope that both the themed conference and this publication will act as a catalyst for a further round of innovative projects devoted to media literacy.



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has been head of the Erasmus+ Adult Education and Cross-sectoral Topics unit and deputy head of the Europe, Education, Youth department at OeAD since 2014. After earning a doctorate in political science and history at the University of Vienna, she started her career as a training assistant and then a marketing assistant at a software company before joining OeAD-GmbH in 1994.

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The value of criticism. Media criticism as an aim of adult education

Adult education and media criticism

Tackling questions of media criticism is a highly complex task given the multifaceted nature of both the term “criticism” and the term “media” as well as the different perspectives on the terms of different disciplines. Alongside communication, information and media studies, among others, which approach the topic from a media perspective, it is sociology and philosophy that contribute theoretical foundations for an understanding of critique. The foundations of media education (as an educational cross-sectional discipline) are essential in order to deal with the topic of media criticism from an adult education perspective, although increasingly sociological and communication science theories as well as computer science, among others, also provide a theoretical framework for the scientific debate (Bernhard-Skala et al., 2021). However, it must be pointed out that adult education tends to be sidelined in the debate surrounding media education. Media education research and practice are focused primarily on children and young people. Approaches and concepts for underpinning the learning of media criticism in theory and its implementation in practice must therefore be adapted accordingly by adult educators. School and vocational education are

additional (sub-)disciplines within educational science that can serve as reference points for adult education. This clearly indicates that a variety of discourses are relevant to questions of media criticism and that these discourses have different perspectives, understandings and emphases.

Historically speaking, the media – particularly in the sense of mass media in this context – have been of great importance to adult education. Indeed, it would not be an exaggeration to say that they were and remain fundamental to its very existence (Rohs, 2020). During the Enlightenment, books and periodicals were a key medium in conveying information about academic and scientific findings. Wolgast (1996), for example, describes the primary purpose of weekly journals as being “to guide citizens and peasants alike to an enlightened adult existence” (ibid., p. 7). At first, however, not everyone could afford newspapers and books, making them inaccessible. This led to them being shared and discussed in “reading clubs”, which are considered to be the first institutional form of adult education (Tietgens, 2018). Later, radio and television were also seen by adult education as an opportunity to act in an enlightening way, i.e. to enable the acquisition of knowledge as the basis for

critical thinking.¹ At the same time, the introduction of new media was also invariably associated with criticism of the media themselves. If this is aimed at a more general rejection, it is also referred to as a pedagogy of preservation, i.e. a pedagogy that is supposed to protect against the harmful influences of new media, e.g. by introducing legal measures of youth media protection (Süss et al., 2018). With measures of this kind being difficult to enforce on adults due to the right to self-determination,² alternative offerings were created, as part of the cinema reform movement, for example (anonymous, 1917).

Within adult education, the social impact of information technology and the role played by adult education attracted critical examination from an early stage (e.g. Faulstich, 1985). This included the German educator and adult educator Franz Pöggeler, who had this to say on the increasing prevalence of computers in the late 1980s:

“The use of ‘thinking machines’ [author’s note: computers] means that not only reading but also arithmetic and thus many other learning qualifications are being ‘taken away’ from us, or we are allowing them to be ‘taken away’ from us. Continuing education research has to examine in a socio-critical way where a new educational policy that is attempting to enforce this concept will lead us.” (Pöggeler, 1986, p. 14).

This makes two things clear: firstly, a certain scepticism towards the moving forward of technological development and, secondly, the need to reflect on the social function that adult education has in the context of digital transformation (Schrage, 2021). The various purposes that adult education is expected to fulfil, play a role here. As well as helping to empower individuals to handle processes of social change, it also sees itself as a driver of this movement.

Overall, however, hardly any academic studies have been carried out on the relationship between (digital) media and adult education as a discipline. However, existing findings indicate that a media-critical examination of the effects of digitisation has till now hardly played a role in adult education research (Rohs & Bolten-Bühler, 2022).

Media criticism as a duty and mission of adult education

Etymologically speaking, “criticism” means “differentiation”, “examination” or “judgement” and is directed at individuals performing actions or at the outcomes of these actions (Lüdtke, 1995). This view could be interpreted as suggesting that technology itself is spared criticism and is assigned a “neutral” state so to speak or, alternatively, that it itself is seen as the result of individuals’ actions. This nuance is interesting insofar as it establishes a link between a technological development and its social impact. One argument against the neutral status of digital technologies is that they themselves only open up certain possibilities for use – in other words, that they only ever permit a limited range of forms of use and exclude others, i.e. that they are technologically restrictive. From a critical perspective, there would be a need to clarify which new possibilities for action are opened up and which existing ones are restricted – as well as what impact this will have on teaching or, for example, the inclusion/exclusion of its recipients. For instance, the Belarusian media critic Evgeny Morozov has also emphasised that digital technologies are not equally likely to be good or bad but that their use is always also determined by the existing hegemonic structures, i.e. that prevailing power relations are reinforced (Morozov, 2018).



From a pedagogical perspective, therefore, the following questions should be asked: What “benefit expectations” are placed on the education system, and how do digital technologies promote them?

An assessment of behaviour or of good or bad decisions presupposes the existence of norms and values and of criteria derived from them. These can be either objective, i.e. grounded in science, or subjective, i.e. based on personal preferences, such as is the case with aesthetic questions. Criticism, in the sense of weighing up right or wrong or good or bad behaviour, is thus always relative and will depend on an individual's point of view and/or set of values. In other words, criticism describes a way to discover the “truth” by weighing up various stances (analysis). Its value thus consists in a possible gain in knowledge in that it contributes to the general growth of the knowledge base as well as to an individual's intellectual development.

Personal beliefs and values can be questioned and changed as part of this process, which can also support personality development (reflection). On a societal level, social, political and economic structures can be scrutinised and social changes triggered (ethics) (Ganguin, 2003). Criticism is thus key to both individual and social development.

The understanding of media criticism also contains an analytical, a reflexive, and an ethical dimension. The analytical dimension encompasses the understanding of reasons, interrelationships, and motives associated with the media system, while the reflexive dimension refers to questioning one's own media actions and the ethical dimension to assessing social consequences (Baacke, 1996). Media criticism can be both emancipatory and functional in its design. This distinction becomes clear when one considers the DigComp competence model (Carretero et al., 2017), which sets out general requirements for citizens' media

literacy. Christian Swertz questions this proposed definition of criticism: “It [DigComp, M.R.] talks about criticism in the sense of credibility and reliability but not about criticism in the sense of an analysis of power interests or in the sense of an analysis of epistemological premises.” (Swertz, 2019, p. 5). Thus it would be a narrow understanding of criticism that did not include the preconditions required for making judgements but instead only evaluated requirements imposed from outside (e.g. compliance with privacy, data protection, and data security regulations) under certain circumstances.

The heterogeneous nature of the continuing-education landscape makes it easy to understand that the expectations made on media criticism vary greatly in terms of both their underlying relevance and how they are manifested. An assessment can thus only ever be made in relation to the expectations associated with it. The example of adult education in Germany geared towards the common good shows that both media literacy in general and the ability to engage in media criticism in particular represent a key objective. For example, a position paper issued by the state association of adult education centres in Rhineland-Palatinate states: “Adult education centres teach courses to improve media literacy amongst all sections of the population. They also see it as their mission to raise people’s awareness of the need to adopt a critical approach to digital media.” (Verband der Volkshochschulen von Rheinland-Pfalz e.V., 2020, p. 12).

However, a look at the programmes offered by German adult education centres (“Volkshochschulen”) over the past 50 years reveals that courses in media criticism have hardly featured at all, as the example of Volkshochschule

Ulm shows (Rohs et al., 2021). And other individual case studies have uncovered similar findings (Hellriegel & Rohs, 2023).

Even a recent study from the year 2020, despite the increased importance of media-critical competence, concludes that adult education centers (Volkshochschulen) are falling short in fulfilling their ‘media competence education mandate’ as well as their self-imposed standards for media education (Hellriegel, 2022). The reasons for this are manifold and cannot be attributed solely to the adult education centres themselves or to other providers of adult education that serves the common good. In addition, although the findings are unambiguous, they only shine a light on isolated parts of the field. Nonetheless, they indicate a need for a critical reflection on the mission set by the institutions themselves as well as on the framework conditions required to achieve it.

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- 1 Examples include the workers' radio movement or programmes broadcast via the "media system" (i.e. radio and television), supplemented by courses taught at adult education centres.
- 2 Exceptions include bans imposed in authoritarian states, such as the ban on the consumption of "Western" media in East Germany or, in the present day, the TikTok ban in the US state of Montana justified on the grounds of privacy, data protection and security law – <https://leg.mt.gov/bills/2023/BillPdf/SB0419.pdf>

Critical media literacy: from concepts to practice

Our societies are undergoing a transformation driven mainly by the evolving media – and have been since well before the dawn of the new millennium. How we perceive reality is increasingly being shaped by what is presented in the media.

However, simply talking of a “media transformation” does not paint the full picture in this case, because both the media and society are changing in a two-way relationship, which is also having a fundamental impact on how our democracies work. One way to aid understanding is to consider the concept of mediatisation, which explores those changes to culture and society that are caused or amplified by the media transformation. Mediatisation is a historical meta-process that also renders the interplay between globalisation, individualisation, commercialisation, and digitalisation tangible. The discovery of printing, the invention of the steam engine, and electrification can be understood as early forms of mediatisation (Krotz, 2015).

This trend has been accelerated considerably by the massive spread of mobile and convergent devices (such as smartphones and tablets), which combine the features of previously distinct pieces of equipment and allow them to

be used anywhere, including on the move. The blurring of media boundaries thus lies at the heart of the mediatisation debate in several respects: in terms of time, space, social relationships, availability at any time or place, the increase in media-related forms of communication, connectivity, and a change in perception. Communication that is conveyed by and related to the media generates media-tised contexts for life and society. This media culture thus also serves as a seedbed for new habits, new norms, new values, and new social expectations. On this point, Kar-masin (2016) notes that the increase in “media-mediated” forms of how reality is perceived has far-reaching consequences. Although reality cannot be assembled completely at will, it does become flexible or elastic depending on the political, social, and ethical standards of the people living it. An academic study of mediatisation thus also provides some important fundamentals and arguments in favour of the need for citizens to possess critical media literacy skills. Couldry and Hepp (2023) have since spoken of **tiefgreifende Mediatisierung** (“pervasive mediatisation”) in conjunction with the onward march of datafication and the use of artificial intelligence. In this case, it is also – and increasingly – a question of how civil-society processes in the sense of active citizenship and participation can be strengthened against the backdrop of this advancing datafication of human behaviour, be this a matter of commercial interests or government surveillance.



Recognising, analysing, and reflecting on the individual, social, and societal effects of digitalisation and mediation on our lifestyles and identifying how we can act in response are key to educational work. Teaching critical media literacy thus calls for a holistic, intersectional, and transdisciplinary approach. However, a whole host of concepts already exist that we can draw on in this regard.

Concepts of critical media literacy¹

In German-speaking countries, Dieter Baacke's concept of action-oriented media education (1997) is still considered the key point of reference in the media literacy and media education debate. Baacke distinguishes between four aspects: **media critique, media studies, media use, and media design**. He argues that citizens will also need to know about media economics and media policy, for instance, so that they can help shape the media policy discourse as well based on their individual requirements.

Concepts from the English-speaking world that are worthy of particular note are David Buckingham's "media education" (2019) and Douglas Kellner and Jeff Share's "critical media literacy" (2019). In his concept, Buckingham highlights four key perspectives that need to be taken into account when teaching critical media literacy: **the language of the media**, the **politics of representation** – e.g. how the media claim to tell the truth or to be realistic or authentic but also which individuals or groups the media include or exclude – as well as the **media's production relationships** and the **role of the audience**.

In their concept of **critical media literacy** (CML), meanwhile, Kellner and Share underline how media relationships always represent power relationships as well. They argue that the mission of teaching critical media literacy is only accomplished when educational work also tackles core aspects of inequality such as class, race, and gender and adopts an **intersectional approach**. In an environment shaped by digitalisation and growing linguistic and cultural diversity in society, they champion a more in-depth sociological understanding of **literacy as a social practice**. They also broaden the perspectives offered by Buckingham, specifically by adding an examination of the **social construction of reality** – media content is always shaped by social factors and is never objective – and the **issue of social and environmental justice**.

The approach taken by Roberto Simanowski (2021), who calls explicitly for **media reflection skills** to be taught as well as **how to actually use the media**, is also helpful. These media reflection skills relate to understanding how the media work and the role that they play in creating culture. According to Simanowski, merely being able to

use digital media is not enough if it is not accompanied by a debate in civil society about what they are doing to us as a society. He includes some striking turns of phrase in his observations. For instance, he calls media usage skills – everything required to be able to use different media correctly, in other words – “**verkehrspolizeiliche Medienbildung**”, or “traffic-warden-style media education”. If we are to be able to analyse and reflect on the effect of the evolving media world on society, however, we also need media reflection skills, which he terms “**kriminalpolizeiliche Medienbildung**”, or “CID-style media education”.

UNESCO (2021) goes one step further with its curriculum on media and information literacy entitled **Media and information literate citizens: think critically, click wisely!** With its call for more media and information literacy, UNESCO is not aiming to ensure that skills are acquired at purely a functional level. Rather, UNESCO sees media and information literacy as vital to participation in society and for safeguarding peace and sustainable development in democratic, knowledge-based societies (cf. Grizzle/Singh 2016, p. 29). Its curriculum provides a comprehensive basis for creating specific syllabuses for teaching critical media literacy. The core themes and perspectives are brought together in 14 modules, and different teaching concepts that can be used in lessons are addressed. Depending on the area in which the curriculum is to be taught, it also includes tips for consolidation and further reading and covers the assessment of knowledge tests, amongst other things.

Critical media literacy in practice

Whilst media literacy is only taught hesitantly in adult education in most European countries (EAO 2016), non-commercial community media offer accessible educational

opportunities in many places and are successful teachers of media literacy – often without being acknowledged as key players in adult education. Austria has 17 active community radio and TV stations, while Germany is home to some 200 different community media forms and Europe boasts well over 2,000 non-commercial broadcasters. The methods and concepts that they use are often the result of a European-level project or are developed in a coordinated way by national umbrella organisations. What all (further) education courses in the community media sector have in common is how they help learners to speak about their issues and concerns through the media, focusing on supporting educationally disadvantaged groups. In this case, the teaching and acquisition of media literacy skills is part of a commitment to strengthening social participation and the empowerment of disadvantaged communities in particular (Chapman et al. 2020). Taking an examination of the individual “media biography” of each participant as the starting point, different theoretical and practical aspects are explored. These range from the basics of media economics, journalistic forms of presentation, legal and ethical aspects, and dealing with disinformation through to speaking into microphones, moderating, interviewing, audio/video editing, programme design, and handling a peer feedback culture. COMMIT provides various working documents online for this purpose, which are being developed further and added to on an ongoing basis.² I would particularly like to mention the German translation of the analytical framework for critical media literacy according to Kellner and Share and the training document entitled *Medien.Recht.Ethik*, which is also available as an online tool.³

Any strategy for addressing the issue of critical media literacy in general adult education must make broad-based continuing-education courses available for trainers that

do more than just teach them how to operate devices and applications. In particular, a sound background knowledge of media structures and of the impact of datafication, disinformation, and mediatisation on society in general and thus on democracy is important in order for adult educators to be able to pass it on to learners in a true-to-life way on all manner of different courses. Working more closely with non-commercial community media could play an important role here. Allow me to reiterate: Tackling critical media literacy will always require a more interdisciplinary dialogue and debate but also the places and resources needed to make it possible.

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- 1 A more extensive overview can be found at: <https://erwachsenenbildung.at/themen/kritische-medienkompetenz/grundlagen/konzepte-kritischer-medienkompetenz.php>
- 2 www.commit.at/materialien
- 3 www.medienrechtethik.at



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From advocacy to empowerment – on combining digital, media criticism, and linguistic skills

Examples taken from Integrationshaus projects

The context

Since 1995, the **Integrationshaus** (“House of Integration”) has provided a refuge for traumatised people wanting to make a new life for themselves after fleeing their homeland. The holistic and professional way in which refugees and migrants are provided with accommodation, support, education, and counselling under one roof is unique. This pioneering model is the only one of its kind anywhere in Austria or even the world.

The services offered by its Education team were developed based on the interests and needs of its clients, specifically skills enabling them to find their feet in Austria and contribute to society. German language skills for work and digital literacy are extremely important, as are teaching methods that are suitable for an adult audience, are accessible to educationally disadvantaged and traumatised individuals, and allow them to experience participation in learning, e.g. by setting them creative assignments.

Most learners on the courses are people who are about to enter the job market or start an apprenticeship, i.e. young people and women (with childcare needs).

All of the projects showcased here were made possible thanks to funding from the Vienna Chamber of Labour’s “Arbeit 4.0.” digitalisation fund.

Advocay: www.digidazU.at

The onward march of digitalisation is transforming not only everyday life at work but also the profiles of jobs themselves. This presents a particular challenge to educationally disadvantaged people, especially if they did not learn German until adulthood. Being able to practise and/or apply digitalised workflows requires skills that are linked to literacy, i.e. recognising text organisation, using specific reading strategies, and spelling words correctly, for instance, when entering data. The **digidazU** project combines linguistic and digital skills with actual processes used in the workplace to give learners a more precise idea of the requirements they might face and to prepare them accordingly.

Focus groups involving former participants and trainers have enabled students to obtain real-life, work-related information on some of the requirements and expectations

they will encounter in the world of work. Learning scenarios for a total of six professions have been developed through participatory observation at actual workplaces, including a hairdresser's, a pharmacy, and a discount store for people on low incomes. Participants are first presented with a 360° image for each scenario, enabling them to immerse themselves in the respective workplace.

In each of three sub-scenarios, listening comprehensions and corresponding exercises are used to familiarise the participants with the specific vocabulary encountered in the job and introduce them to digitalised processes (e.g. logging time worked and requesting special leave or entering and searching for information in a customer database) with the help of interactive instructive videos. They can complete practical assignments to give them an opportunity to try things out for themselves.

digidazU is suitable for both solo learning and group use. Appropriate support is provided on the portal, including a tour of the website, a teaching guide, and instructive videos to consolidate the content learnt. The content is matched to the skills areas from DigComp 2.2 AT and can be searched for accordingly on the website, while the interactive exercises are based on h5p open-source software and can be embedded in other learning platforms.

digidazU can be used to improve digital application skills. Being able to check entries themselves, play videos at different speeds, and watch real-life work processes live and up close is vital for learners and strengthens their critical engagement with multimedia forms of learning across the board.

Empowerment: the “Frauenstimmen” podcast

Trying out the job of media content creator for yourself means using content and design tools and is associated in general terms with improving media criticism skills:¹ You reflect on how you yourself consume media, you recognise certain design elements, and you start thinking about how media works in the public eye (“Who are we seeing here?”, “Who’s talking about whom?”, “Whose voice aren’t we hearing?”).

Back in 2020, the two associations Projekt Integrationshaus and Piramidops/Frauentreff collaborated on a project that put the desires, ideas and experiences of migrant and refugee women front and centre. These “Frauenstimmen” (“women’s voices”) opened up the possibility of setting up a podcast workshop and devising a new podcast format together.

- Description of the “Frauenstimmen” project: www.integrationshaus.at/de/projekte-programme/bildung/partizipationsprojekt-frauenstimmen-210
- Overview and description of the “Frauenstimmen” podcasts released to date: www.integrationshaus.at/de/projekte-programme/podcast-frauenstimmen

In the editorial workshop, the female participants get involved in all aspects of making a podcast (picking a jingle, choosing the content, designing features, moderating, and disseminating project results). Besides technical expertise and digital literacy, they also acquire a greater sense of political awareness, especially regarding their situation as multilingual women and migrants. This is something that they increasingly experience less as an isolated phenomenon and more within a context of structural inequality and the marginalisation of their interests.

“We’re women* from several different countries. We’ve talked a lot with one another and learnt a lot from one another, but we don’t think that’s enough. We want to take our voices further to where other people will be able to hear us.”

quote from a podcast editorial workshop in 2022

The expertise required to launch a podcast project and the methodological approaches that enable new digital, linguistic, and media criticism skills to be learnt are being recorded in a set of guidelines designed to encourage other adult education institutions to trial something similar.

A short film on the Chambers of Labour’s “Digioffensive” portal provides some direct insights into the project:
<https://digioffensive.ak.at/projekte/frauen-gleichstellung/Frauenstimmenpodcast.html>

Advocacy and empowerment: “Digital weiter – Problemlösungsstrategien für den beruflichen Alltag stärken”

Being able to assess information critically, classify sources, and save search results is an area in which practical digital competences and media criticism skills go hand in hand. A short four-module training course is being developed to this end as part of the project entitled “Digital weiter – Problemlösungsstrategien für den beruflichen Alltag stärken” (“Onward digital – strengthening problem-solving strategies for everyday professional life”). It was based on a survey of counsellors and trainers who work with educationally disadvantaged people speaking German as

their second language and on the evaluation of a “thinking aloud” process in which participants conducted and commented on an online search for a childcare place, for example.

This concept is to be trialled in two rounds and published together with some good-practice tips for problem-solving. The project aims to improve the ability of users to describe their requirements and needs for digital services and online information more accurately.

More about the “Digital weiter” project:
www.integrationshaus.at/de/bildung/digital-weiter



Mag. Lydia Rössler leads the Education team in at Projekt Integrationshaus. This association provides specific training, mainly to young people and women (with childcare needs), and develops innovative teaching materials and participatory projects for and with educationally disadvantaged people.

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PACT – Political Activism & Critical Thinking

The PACT – Political Activism & Critical Thinking Erasmus+ project is geared towards exploring how the methodological capacity of people at potential risk of radicalisation can be strengthened so that they can participate in socially relevant issues, including on a political level.

Radicalisation is one of the biggest problems that people in Europe have faced in recent years. Declining public engagement with political life and the growth of radical tendencies in political ideas are very much cause for concern. Political education and teaching critical thinking can empower people to understand their political environment better, consider various points of view, and make sound decisions – skills that are extremely important in the fight against radicalisation.

Putting together an online article, a set of guidelines, and a method kit – all designed for adult educators – is an effective way of supporting the teaching of political activism and critical thinking. Adult educators can use these resources to teach the importance of democracy to people who might be members of radical groups and to show them opportunities for resuming their participation in society and political life.

Sharing examples of best practice and experiences between the organisations involved enables effective methods for developing political competences to be identified and taught. Reinhard Krammer's competence model, which encompasses the ability to make political judgments and engage in political acts as well as skill in political methods, provides a good framework for training and developing capabilities that are prerequisites for political activism and critical thinking.



The fact that the PACT project is geared towards political education, the recognition of rights, and closer cooperation at European level ensures that key aspects are being taken into account in order to tackle the problem of radicalisation. Promoting activism and engagement amongst citizens can encourage people to engage constructively with political processes and build a democratic society. The provision of an online article, a set of guidelines, and a method kit gives adult educators valuable resources that can support their work in this area.

Online article

The online article, which contains definitions of political activism and critical thinking and highlights the link between the two concepts, is a good place to start. Its comparative analysis of the various forms of political activism in Europe and its discussion of tried-and-tested critical-thinking

and political-activism practices in the project's partner countries provide a broad-based insight into the topic. Incorporating scientific approaches in conjunction with political activism and exploring the relevant factors help to strengthen the theoretical foundations, while the bibliography – including verified sources – enables readers to obtain additional information, consolidate their knowledge, and rely on sound research findings.

Guidelines

The guidelines, which introduce the project and the method kit, provides adult educators with practical guidance and step-by-step instructions for fostering political activism and critical thinking in their education programmes, thus allowing them to adapt the content being taught to its specific context.



Example of a method

“BIRDS AREN'T REAL – How to analyse fake news” is a method that teaches strategies for identifying and questioning fake news.

The claim that birds are not actually birds is a well-known example of a conspiracy theory. Conspiracy theories often involve spreading false information or ungrounded assertions without any credible proof. Assertions of this kind need to be treated with scepticism, and the available evidence needs to be evaluated critically.

The “BIRDS AREN'T REAL” theory claims that birds are actually monitoring devices created by the government.

All the methods follow the same pattern. They explain the aim of the exercise and how to prepare, contain a description of the method and the workflow, specify what materials will be required, and provide other useful information such as the setting for and duration of the exercise.

Through its choice of methods, the project consortium aims to make adults more democracy-minded and encourage them to participate actively in society in order to nip any radicalisation tendencies in the bud. The methods are more successful when they are based on autonomous, cooperative, and creative learning. With the methods it has selected, the project consortium intends to instill a more democratic consciousness in adult learners and to support their active participation in social and civic life so as to prevent radicalisation tendencies. The findings from the project are to be turned into working methods for the institutions involved in order to enrich the programmes and training that they deliver.

The availability of the project results in several languages – English, German, Italian, Serbian, and Greek – makes the resources easier to access and disseminate in several European countries.

All project results can be accessed for free at www.political-activism-critical-thinking.eu from where they can be downloaded and used by adult educators and anyone else who might be interested. Trainers and other staff involved in adult education can incorporate them into their own lessons.

“PACT – Political Activism & Critical Thinking” is a joint project by the Akademie für Politische Bildung und demokratiefördernde Maßnahmen (Austria) together with

MOSAIC POLITISMOS & DIMIOURGIKOTITA (Greece),
MITEINANDER IN EUROPA EV (Germany), LUETEC (Italy),
and UG Klara i Rosa (Serbia).

All partner organisations in the consortium provide continuing education and training delivered in their respective national language and making use of the methods described above. These courses are designed for trainers at adult education institutions and their learners as well as anyone keen on becoming politically active or practising critical thinking using interesting methods.

The project was delivered as part of the European Union's Erasmus+ programme, and all its materials can be used for free.

About the Academy for Political Education and Action to Promote Democracy

The "Akademie für Politische Bildung und demokratiefördernde Maßnahmen" is a non-profit association that promotes political education. By working together across national borders and offering a wide range of educational materials for schools, companies, and public-sector institutions, we support the continuing personal and informal development of children, adults, and disadvantaged people.
www.pb-akademie.at



Petra Hauser, BA, has worked in adult education for over 20 years and helps trainers and teachers both in Austria and further afield to learn innovative teaching methods for political education that follow an interdisciplinary approach. She is currently an advisor at the University of Education Upper Austria for training in teaching methods for German, focusing particularly on teaching the use of digital tools.

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Community media as informal learning spaces

The MILES Erasmus+ project involved eight partner organisations¹ and focused on “exchanging concepts, ideas, and experiences relating to teaching media and information literacy (MIL) in an open yet structured way”.² Five international meetings hosted by various partner organisations provided a platform for dialogue about approaches, target groups, offering workshops, process workflows, and the like. Graffiti, Radio ARA’s programmes for young people, took part in this project because MIL is an important part of our day-to-day work too and this was a good opportunity to talk with other community media.

Radio ARA³ comprises three non-profit organisations:

- ARA International Community Radio a.s.b.l., the multilingual community programmes
- Graffiti a.s.b.l., the programmes for young people on Radio ARA
- Mond Op a.s.b.l., the music and culture programme

The licence for the various frequencies is held by Alter Echos, a commercial enterprise similar to a limited-liability company (“GmbH”), whose shareholders include the above three organisations as well as various founders of the radio station. At the time of spectrum liberalisation in Luxembourg (1992), the law decreed that non-profit organisations were ineligible for a licence, so the company Alter Echos was set up specifically for this purpose. City Radio Production leased the morning slot between 2000 and 2020 and produced a more commercial English-language morning show – ARA City Radio – which was mainly funded by advertising. Besides donations from keen listeners and radio broadcasters, leasing out the morning show gave the radio station financial security. The company City Radio Production ceased trading in 2020, cutting off much of the radio station’s funding. By late 2021, the end of Radio ARA was nigh on inevitable. Following a long struggle⁴ to preserve media pluralism⁵ in Luxembourg, the radio station was awarded five years of funding from the media ministry.⁶ This funding will enable Radio ARA to continue developing.



Before it was secured, for example, much of the technical work as well as various administrative tasks had been handled by volunteers. The radio station can now employ paid staff for these duties and thus support adult radio broadcasters and smaller groups such as organisations or communities. The youth programme Graffiti⁷ signed an agreement with the Ministry for Families (later the Ministry of Education) in 2004. This enabled professional support to be provided to the entire 15-hour programme for young people, which has since expanded to three full-time posts.

Graffiti, the programmes for young people on Radio ARA, sees itself as a media education project. It aims to promote a constructive and responsible approach to using media by tackling content on different topics and having the young people design their own radio pieces and shows. This means being able to research, select, and evaluate information (media use and media critique), learning about data processing, data protection, privacy, and copyright (media literacy), and coming up with their own innovative and creative content (media making).⁸ Simply knowing the

theory is not enough. Instead, the key elements in the fight against disinformation, such as trust, awareness, observation, and empowerment, must all be considered together.

The methodological approaches adopted are based primarily on the principles of informal educational work – “learning through discovery”, learning by doing, and self-guided learning.⁹ The young people develop their own personal radio style through experimentation, self-reflection, and feedback as well as through dialogue with their social workers, media educators, and peers.

Graffiti’s participation in the MILES project offered an opportunity for dialogue on various levels and on various topics, including operating modes, workshop methods, technical aspects, process workflows, evaluation, and other international projects – not only in respect of the youth programme but for the whole of the radio station. In this case, having different target groups does not change how community media operate, merely the kind of support that is provided.

At Graffiti, the programmes for young people on Radio ARA, this trend is reflected not only in the ever-increasing number of professional journalists and media staff who were involved in the Graffiti and Radio ARA programme when they were young (and some of whom are still involved) but also in the steady stream of enquiries from institutions looking to run media literacy workshops for their own target group. Organising workshops and training multipliers plays an important role for us. There is also a large number of community programmes in various languages that give the relevant community a voice, demonstrate Luxembourg’s diversity, and make a major contribution to promoting inclusion. In addition, besides countless programmes

up our daily routine in the individual organisations and that seems self-evident to those involved and reminds everyone of the value of what they do and the impact that it has. Besides this valuable opportunity for dialogue, which Radio ARA – as the only nationwide community radio station – cannot get in any other form, Erasmus+ projects like MILES also forge friendships and networks that will be of great benefit to everyone involved in the future, be this for forthcoming projects or for exchanging ideas and discussing potential approaches.



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- 1 Civil Radio (Budapest/HU), Radio ARA / Graffiti (Luxembourg), Bradford Community Broadcasting (Bradford/UK), Radio Kärlan (Helsingborg/SE), Community Media Forum Europe (CMFE) (BE), NearFM (Dublin/IRL), Teleduca (Barcelona/ESP), COMMIT (Vienna/AT).
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WOWSA – a learning platform for improving families' digital literacy

The WOWSA project is providing an insight into how parents can be supported in their role as educators of their children and other family members. Various resources for learning have been developed as part of the project, all geared towards supporting shared learning within the family. This project is founded on and centred around an innovative approach that bridges the “digital divide” through family-based learning, turns parents into educators, and brings all generations in a family unit together.



WOWSA (What's on the Web Safe for All Family Members) is improving family members' digital literacy, specifically how they interpret, apply, and link up online information and content so that they can form unbiased opinions grounded in fact.

An introduction to pedagogy for parents

First up, WOWSA offers a training programme designed to support parents in their role as educators. The programme includes a range of workshops teaching parents the basics that will help them to get involved in their children's digital lives and to support older members of their families with the development of their own digital skills. The introductory programme was set up in two phases:

Phase 1: introductory pedagogical workshops. Lesson plans, PowerPoint slides, activities, and handouts for these workshops were developed to cover the pedagogical elements of this curriculum and support parents in their new role as providers of family education on the topic of digital and media literacy.

Phase 2: use of the family learning toolkit. These workshops introduced parents to the comics, interactive maga-



zine, and audiobooks that were developed for infants, older children, young adults, and the elderly. They were shown handy tips and methods for incorporating these digital tools into the family learning environment, and feedback was then collated from everyone involved (in the project).

A digital literacy curriculum for parents

The second tranche of WOWSA resources was designed to help parents to bridge the “digital divide” within their families and included six modules related to digital skills and (social) media literacy. These training programmes aim to empower parents to improve their own knowledge of the digital world and help them share the digital tools from

the family learning toolkit. The modules on digital literacy are linked to the DIGCOMP 2.1 framework for citizens and provide a sound grounding for parents to improve their skills in this area. The focus was on information and data skills, communication, and teamwork as well as on producing digital content and security. The media literacy modules tackle questions relating to disinformation and fake news and help parents to discuss these issues with both younger and older members of their family. The topics covered in these modules include information disorder, social media responsibility, spotting fake news, verification on social media, and fact-checking. These modules give parents a detailed introduction to the most popular social media platforms that a range of age groups use nowadays.



A learning toolkit for families

Learning resources for family members of various ages are provided in the form of themed comics for younger children, interactive magazines for teenagers, and a nine-chapter audiobook for senior citizens. Each of these is accompanied by a short three-page handbook that helps parents make appropriate use of the resources in their family learning setting.

For eight- to twelve-year-olds, the toolkit offers a series of twelve themed comics entitled *Die Abenteuer von Cyber Surfer* (The Adventures of Cyber Surfer), which take a young audience on their first steps towards improving their digital and media literacy. The titles of the twelve comics are as follows: *Neue Freundschaftsanfrage* (New Friend Request), *Eine heiße Tasse FOMO!* (A Hot Cup of FOMO!), *Die Zeit vergeht wie im Flug* (Time Flies), *Fremde Gefahr*

(Unknown Danger), *Cyber-schlau werden* (Get Cyber-Clever), *Wie viel ist zu viel?* (How Much is Too Much?), *Der blaue Blick* (The Blue Gaze), *Fake News*, *Wie ich mich selbst sehe* (How I See Myself), *Be in Ctrl*, *Handle deinem Alter entsprechend* (Act Your Age), and *Super digitale:r Bürger:in* (Super Digital Citizen).

For older adult learners and grandparents, the toolkit contains an audio book divided into nine chapters: (1) The language of digital and media literacy – key terms explained; (2) Disinformation, fake news and fact-checking; (3) Consumer behaviour and what advertising is trying to sell us; (4) Privacy, data protection, and security; (5) Relationships and communication; (6) The risks of over-sharing online; (7) Which social media are most suitable for me?; (8) Copyright; and (9) Sock puppets on social networks – an introduction to online fraud and deception. The audiobook was created using Aflorithmic, a software

application for AI-powered text-to-speech audio technology, and is available on the project's website and in all partner languages from the Soundcloud, Anchor, and Spotify audio platforms.

An in-service training programme for adult educators

WOWSA also runs a continuing education programme to make sure that the digital abilities of the adult educators are strengthened sufficiently to enable them to use the skills developed as part of the project. This programme is designed to introduce adult educators to new ways of working online.

The WOWSA project was a strategic adult education partnership supported and funded by the European Commission as part of the Erasmus+ Programme. It was coordinated by the Austrian InterAktion association and implemented between 2020 and 2022 together with partner organisations from Cyprus, Slovenia, the Czech Republic, France, Ireland, and Portugal. Over 80 parents and 90 adult educators took part. The resources developed are available to download in all partner languages from the e-learning-platform.



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Erasmus+ Adult Education enables learning and working together in Europe!

Learning in and cooperating with Europe are ideal ways to strengthen yourself as an educational institution. Erasmus+ offers many and simplified opportunities for this. Find out in this article which highlights the Erasmus+ Programme 2021–2027 has in store for adult education institutions!

The current programme offers **mobility and cooperation** opportunities and defines four horizontal priorities:

- Inclusion and diversity
- Digital transformation
- Environment and combating climate change
- Participation in democratic life, shared values and civic engagement

Mobility and cooperation opportunities for adult education

Erasmus+ Adult Education supports cross-border cooperation between adult education institutions. The aim is to improve the quality of adult education in Europe.

In order to achieve this goal, there is on the one hand the **learning mobility of individuals** (Key Action 1) and on the other hand the **partnerships for cooperation** (Key Action 2). In both Key Actions, the adult education institution applies for Erasmus+ funding. Which Key Action is the right one depends on the needs of your institution.



Key Action 1 – Learning Mobility of Individuals

Would your adult education institution like to facilitate further education in and with Europe for staff and learners? Then choose Key Action 1! Your staff can attend courses in Europe, shadow other organisations in their work or give guest lectures themselves. Adult learners (with and without fewer opportunities), on the other hand, can become mobile either as a group or as individuals.

However, the new programme does not only support people travelling from Austria to another European country, but also European mobility to Austria. For example, you can invite experts to Austria! In this way, further training takes place at your own institution and many staff members benefit from it.

It is also possible to accept adult educators in training who would like to complete a traineeship in Austria. The sending institution receives a grant for each mobility participant. The amount of the grant depends on the type of stay, the host country and the length of stay. Additional funds can

be applied for participants with fewer opportunities. The above mobility opportunities can be applied for either through an **Erasmus accreditation¹** or through a **short-term project²** beantragt werden. An **Erasmus accreditation** is particularly suitable for organisations that want to participate (almost) every year. You apply for accreditation once (as an individual organisation or as a coordinator of an Austrian mobility consortium) and then get simplified access to the annual budget.

Accreditation thus creates financial planning security and a long-term perspective for the implementation of Erasmus activities. It is also flexible and grows with the institution's projects. With accreditation, each organisation can set its own pace in European cooperation and move on to more ambitious and complex activities as it gains experience.

If you do not want to apply yet for accreditation or to be part of a consortium, **short-term projects** are a very attractive alternative! Short-term projects are ideal for organisations that want to gain their first Erasmus+ experience. They are limited in terms of duration and number of mobilities and can only be carried out three times in five consecutive years.

Key Action 2 – Partnerships for Cooperation

Are you interested in making your institution more visible across Europe? To increase the quality and relevance of its activities and to build networks? You would like to take your organisation's work to an international level and apply innovative practices? Would you like to collaborate with institutions from different countries on a topic that is of particular concern to you? Then Partnerships for Cooperation are just what you need!



Each project must address at least one of the four Erasmus+ horizontal priorities or a specific adult learning priority (see Programme Guide Part B, Key Action 2). The Programme distinguishes between **Cooperation Partnerships**³ and **Small-Scale Partnerships**⁴. These tracks are funded through lump sums. The applicant organisation and the partners define their activities and objectives themselves, estimate the total costs of the project applied for and choose the lump sum that best suits the needs of the partnership. Depending on the size of the budget, the requirements also increase.

Cooperation partnerships are particularly suitable for experienced organisations and for projects of larger scale. The main focus is on the development of new methods, the expansion of networks and the internationalisation of activities.

Projects should produce results and learning experiences that are reusable and transferable and can be used beyond the project and the participating organisations. **Project partnerships** consist of at least **three organisations** from at least three EU Member States and/or third countries associated to the Programme and last from 12 to 36 months. Funding for activities is provided through three possible lump sums (€120,000, €250,000 or €400,000 per project).

Small-Scale Partnerships, on the other hand, with a comparatively low entry threshold, are aimed at less experienced institutions and newcomers to the Erasmus+ Programme. They are primarily intended to facilitate access to the Erasmus+ Programme for disadvantaged target groups and to enable initial cooperation at transnational level. Small-Scale Partnerships are collaborations between at least **two institutions** from at least two different EU Member States and/or third countries associated to the Programme. Compared to Cooperation Partnerships, the funding amounts are lower (€30,000 or €60,000 per project), the project duration is shorter (6 to 24 months) and the administrative burden is lower.

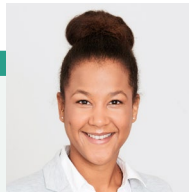
Application deadlines, advice and information

The application deadlines for Key Action 1 and Key Action 2 are published on our website:

<https://erasmusplus.at/de/erwachsenenbildung>

The Adult Education Team at OeAD – national agency for Erasmus+ also offers information events, webinars and counselling. Contact us: erwachsenenbildung@oead.at

If you would like to be automatically informed about new application deadlines and events related to the EU Programme Erasmus+ as well as the European Solidarity Corps, sign up for the newsletter „OeAD Erasmus+ Europa bewegt“: <https://oead.at/de/newsletter>



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Links

- 1 <https://erasmusplus.at/de/erwachsenenbildung/mobilitaet-akkreditierung>
- 2 <https://erasmusplus.at/de/erwachsenenbildung/mobilitaet-kurzfristige-projekte>
- 3 <https://erasmusplus.at/de/erwachsenenbildung/kooperationspartnerschaften>
- 4 <https://erasmusplus.at/de/erwachsenenbildung/kleinere-partnerschaften>



epale-news



About EPALE

Become part of the EPALE community!

The European adult education community **EPALE**, the e-platform for adult education in Europe, has grown to over 100,000 members in its eighth year since its inception in 2015. EPALE users benefit from sharing their expertise and knowledge as adult educators.

Become part of the adult education community too! As an EPALE member, you can join in the discussion of current topics. EPALE is a great way to find project partners or share experiences and ideas related to your adult education project.

Become a member of EPALE and register to get access to high quality resources in English and German related to adult education. The EPALE community ensures that this extensive database is constantly growing. EPALE also keeps you informed about the latest news and developments from the adult education sector across Europe!





EPALE Community Stories – tell your story!

Since 2021, EPALE has been collecting inspiring stories from all over Europe in the Community Stories initiative. The 2022 edition of EPALE Community Stories presents a compilation of the professional and personal stories of 85 members of the EPALE community. From the first learning experiences, the first successes or disappointments, to the motivation that inspires adult educators every day in their practice.

Also in 2023, community stories were collected until the end of September under the motto “Join the Future”, you can expect an exciting EPALE Story-Book 2023 here as well.



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