**General Information:**

A transnational project focusing on the changed basic conditions in adult education is to be carried out within the scope of Erasmus+. It is to be planned as a Strategic Partnership for exchanging good practice and will present and interchange examples of “best practice” as implemented by various providers of adult education. New concepts for cooperation between public libraries and facilities offering adult education are also to be presented, in which case the main focus will be on the “third place” approach. This approach is chosen to reach people which never use public libraries and/or facilities offering adult education to improve their knowledge or skills.

**Content and Objective:**

The following altered social framework conditions constitute the content of the project:

* ***Demographic change*** and the shift in the circumstances of senior citizens are presenting a new challenge throughout Europe. This includes increasing educational activities for elderly persons in a life-long learning perspective (formal and informal learning) into old age.
* ***Individualisation*** processes allow people to learn very individually, not only in social groups and not only at one place.
* ***Digitalisation***, generally speaking, promotes co-existence as well as the combination of analogue and digital adult education opportunities. There are, for example, great differences in the digital equipment of both libraries and further education facilities.
* ***Migration***: To enhance the integration of migrants, they should be introduced to extracurricular educational and learning options.

The direct target group consists of employees, managerial staff, decision makers responsible in libraries and facilities offering adult education. The indirect target group includes all customers of libraries and facilities offering adult education, especially seniors, people with educationally disadvantaged backgrounds and migrants. Corresponding with the target groups, the chosen programme priorities are “Supporting educators” and “Social inclusion”:

* “Supporting educators: priority will be given to actions that strengthen the recruitment, selection and professional development of educators (e.g. teachers, trainers, professors, tutors, mentors, coaches), youth workers, educational leaders (e.g. school heads, rectors, department heads) and support staff (e.g. teaching assistants, career counsellors, human resource specialists in companies) as well as to actions supporting high-quality and innovative teaching and learner assessment. This includes professional development on such issues as communication, collaboration and ex-change among educators, linking education with research and innovation, work-based and informal learning, dealing with early school leaving, supporting learners from disadvantaged backgrounds, and dealing with cultural and linguistic diversity.” (Erasmus+ Programme Guide Version 1, 2019, p.102)
* “Social inclusion: priority will be given to actions that help address diversity and promote –in particular through innova-tive and integrated approaches– ownership of shared values, equality, including gender equality, and non-discrimination and social inclusion, including for people with health-related conditions, through education, training, youth and sport activities. The Programme will support projects that aim to foster the development of social, civic and intercultural competences, online safety and digital well-being, and tackle discrimination, segregation, racism, bullying (including cyberbullying), violence, fake news and other forms of online misinformation. The Programme will also sup-port and assess new approaches to reducing disparities in access to and engagement with digital technologies in formal and non-formal education. Particular attention will be given to addressing gender differences in relation to the access and use of digital technologies and the uptake of studies and careers in ICT by female students.” (Erasmus+ Programme Guide Version 1, 2019, p.102)

**“Third Place”:**

The concept of a third place emphasises a distinction to the first location (at home) and the second location (at work). In our case, the third place is a third option for learning settings and/or communication as informal as possible. This encompasses, e.g., cafés, restaurants, pubs, bars, book-shops, sports clubs, neighbourhood centres and similar facilities from the private sector and/or from the world of clubs, associations or public social culture.

**Duration and Structure of Project:**

The project is intended to run from September 2019 until September 2021 (24 months). Local conferences are to be held at all the project partners’ venues. The conferences are to be prepared by transnational project teams. Each conference is to have a different main focus, each of which is to be defined by all the project partners at a “kick-off meeting” in September 2019. After the individual conferences have been held, the project will be concluded in a final conference in September 2021. A steering committee is to be appointed for control and management purposes.

**Results of Project and Communication:**

Results will be local/regional-Third Place”-adult education-concepts (best/good practice) and a tool-box how to develop, establish and run such places and/or concepts. These results shall be easily adaptable by other organisations. Therefore, the results and conference reports will be provided on a website where they will be permanently available to other national and international adult education facilities as well as to other interested parties. Further, it is intended to promote the results via the EPALE-website, by press releases and a finalizing brochure when the project ends.

Project communication will implement the strategy of communicating via Content Management and, e.g., exchanging documents, as well as using Meistertask (meistertask.com), a browser-based project and task management tool on the web.

Sustainability throughout the duration of the project will be ensured by the participation of project partners from the European countries involved who will be utilising the project results for long-term concepts in their local public libraries and training facilities for adult education e.g. by offering seminars to their own staff.