



Executive Agency, Education, Audiovisual and Culture



MOBILE LEARNING TO UNLEASH
HOUSEHOLDS BUSINESS POTENTIAL

M-House: Mobile learning to unleash households business potential

Final Report

Public Part

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Executive Summary

In the M-House project 8 partners (two universities, a research institute, a chamber of commerce, an international federation, two adult learning organizations and an SME) from 6 different countries collaborated to increase household's awareness of their business potential and to valorize their entrepreneurial soft skills.

M-HOUSE started from the idea that successful household management implies having business skills, which, if properly understood and valued, can lead to greater creativity and employment opportunities. Our target group is therefore households, meaning everyone who is in charge of the management of a house or a family; this includes individuals living alone, people sharing a flat with friends, couples and families with children. The project aims at providing households, especially women or people outside the job market, with alternative career pathways to increase their employment opportunities (incl. self-employment) and allowing them to achieve personal fulfillment.

The main output of the project is an e-learning course, consisting of nine learning modules based on Moodle. In order to facilitate the implementation of the course stakeholders such as adult leaning institutions are provided with a toolkit, which includes in addition to the course the storyboards of the learning modules and a comprehensive guide package for moderators. The M-House website is an additional valorization tool. Practical guidelines, tools and a multilingual business information directory support learners, who plan to implement their business idea.

As a consequence of stakeholders' feedback, the project consortium produced all materials in English, German, Polish, Romanian and Italian in order to reach a wider group of potential learners.

This reflects the participatory design approach, which ensured that stakeholders' needs are met by the project results. Stakeholders were involved in all stages of the project through interviews, usability tests and questionnaires. As part of the Quality Plan, key stakeholders collaborated in the Quality Board providing their feedback on projects activities and interim results and actively contributed to the development of products, according to the foreseen quality standards.

Based on everyday household activities and on the method of situated learning key learning situations were identified (KLS). This links participant's experience with new knowledge and skills; each KLS was indeed connected with specific business competences and soft skills.

Two pilot runs of the online training were successfully implemented and a final toolkit was developed. The project's results were widely disseminated all along the project implementation (in particular for enrolling students on the two pilot runs and to create partnerships with stakeholders). For the long-term sustainability of the project, stakeholders' agreements were signed with organisations interested in adopting the course after the pilots.

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1. Project Objectives

General objective: to contribute through lifelong learning to the development of the EU as an advanced knowledge society, with sustainable development, more/better jobs and social cohesion, promoting competitiveness, employability and entrepreneurial spirit as well as providing adults with pathways to improving their knowledge/competences.

Specific objectives:

To increase the exploitation of alternative employment pathways by households, fostering their personal fulfilment. To promote the use of e-/m-learning by adults. To develop innovative ICT-based content, pedagogies and practices for adult non-formal learning.

Expected results:

1.1 Increased household awareness of their entrepreneurial potential

In the project 11 entrepreneurial key learning situations (KLS) have been identified (households daily-life situations with entrepreneurial learning potential). On the basis of the KLS, 8 learning modules have been developed allowing households to explore and discover their entrepreneurial skills.

1.2 Increased entrepreneurial spirit of households

Along with the acquisition/consolidation of households awareness about their business potential thanks to the e-/m-learning modules, the project stimulate them to valorise their entrepreneurial skills through concrete support and concrete tools. The project shows the alternative employment path that intrapreneurship and entrepreneurship offer and contributes to encouraging entrepreneurial spirit, fostering professional and personal fulfilment.

On the valorisation portal households can find information on entrepreneurial opportunities, intrapreneurship techniques, case studies, mobility, etc.

2.1 Improved adult digital skills and of use of familiar technologies as smartphone/tablet applications for e-learning

Project activities are developed on-line and modules are accessible also on mobile devices. e/m-learning modules encourage the interactive use of different tools and mobile device apps are useful for learning (i.e. checklist apps, podcasts, videos, e-books, camera, audio recorder, social media, games, etc.). This, combined with the innovative content of the course, will increase the involvement of adults/households in m-learning, improving also adults' digital skills.

3.1 Increased innovative practices in adult education and their transfer

Based on home economics models, M-HOUSE states that households (single/family) count on soft entrepreneurial skills, which, if well understood (by the owner) and valorised (by owner and society), can lead to more creativity/employability. This innovative principle is the basis of the M-HOUSE trainings. The project has high transfer potential for its methodology (e/m-learning over-living technology changes), structure and pedagogics; transferred by a toolkit for adult-learning organizations

(including guide for trainers, technical specifications and audio-visual material to make the course available on-line).

M-HOUSE products are directed to **households**, meaning “*anyone who occupies a housing unit; it may be a single family, one person living alone, two or more families living together, or any other group of related or unrelated persons who share living arrangements*”. Households in rural areas are part of the target group.

M-HOUSE products are also directed to all **organisations** that provide adult learning or have access to households (i.e. adult trainers; lifelong learning and VET associations; business associations; household associations; local or regional institutions).

Stakeholders	Strategy adopted by consortium towards each stakeholder				2 main partners in charge
	Involve	Collaborate	Inform	Monitor	
Households	X		X		AEPRM, IFHE
Adult trainers and trainers of trainers		X	X		CCBI, CISME
Lifelong learning and VET Associations		X	X		AEPMR, HFD
Entrepreneurs	X		X		CCBI, Inter.research
Business associations		X	X		CCBI, KU
Business schools		X	X		KU, CCBI
Household associations	X	X	X		IFHE, HFD
Institutions and policy makers			X	X	IFHE, HFD
Social networks' users			X	X	Inter.research, Fox
App developers		X		X	Inter.research, CCBI
Smart-phones/tablets/PCs providers				X	Inter.research, CCBI

How stakeholders are reached

- Direct contact (e-mail/phone/face-to-face)
- Dissemination of materials to partner's members and networks and through partner's activities
- Networking/presentations at thematic conferences
- Social networks and discussion groups

- Journals, magazines and newsletters
- Project's website

Households, trainers, entrepreneurs expected to be involved

- **25** are part of the quality board
- **80** answer to interviews/questionnaire on key learning scenarios identified
- **40** attend to the first pilot run
- **40** attend to the second pilot run

Other stakeholders to involve/cooperate

- **10-15** attend 1st and 2nd quality roundtable
- **40** adult learning associations adopt the m/e-learning course
- **50/100** participants for each public event (**4** events)

Stakeholders informed

General information aims to reach the wide public interested in the topic through website, DEM (Direct Mailing), leaflets and toolkit distribution.

Impact

Expected impact is that households/adult learners involved become aware of their potential, increase their entrepreneurial mind-set and have more networking opportunities. They improve digital skills and increase their engagement in lifelong learning.

Self-employment, social entrepreneurship and intrapreneurship will be fostered as alternative pathway for professional inclusion and personal fulfilment.

Main indicators

- n. of learners in pilot tests, n. of drop-offs, results of learners self-evaluation on attainment levels (before and after the training), results from feedback questionnaire
- n. of subscriptions to selected (social) networking groups, n. of clicks on website/portal.

2. Project Approach

- **Participatory design:** key stakeholders (universities, business associations, entrepreneurs, adults learning associations) are involved in the identification of the Key Learning Situations and the design of modules. Each partner involves (with direct contact by email/phone/face-to-face with the target group-segment it has access to) stakeholders getting a feedback on scenarios identified.
- **Situated learning:** the concept of focusing on particular key situations and the use of attainment levels will assure that households recognise the learning content of modules as relevant for them.
- **Innovative didactic principles:**
 - learning based on exploration, not on transference; on production, not on reproduction;
 - learning interacting with the world of work (entrepreneurs);
 - learning based on the creative use of all sorts of media, including games, animations, videos, etc., and including advanced media;
 - learning processes encouraging entrepreneurship in the widest meaning of this concept;
 - learning linked to the personal life of the learner, to the learners' family and community;
 - leveraging on learner's *beliefs* and *potential*, in order to get on *action* and achieve *results*.
- **Encounters** with entrepreneurs as windows of career development opportunities: meet/compare and discover the latent entrepreneurial potential that lays in daily life experiences. Encounters will be on-line and in occasion of public events.
- **Trans-generational diary** of life/professional experiences of households and entrepreneurs of different ages/life-stages, education, nationalities, background is a reflective and experiential learning that will encourage a self-analysis and will help discover proper strategies to face common challenges.
- **Innovative use of mobile devices for learning:** learning modules are developed for an active learning, which implies the use of several smart-phone/tablet applications useful for learning as checklist apps, podcasts, videos, e-books, camera, audio recorder, social media, games, etc.
- **Valorisation of social innovation:** the project explores how households can be turned into *social innovators*.
- **Valorisation of household's entrepreneurial skills** with concrete tools useful to stay in contact with entrepreneurs and take advantages of business opportunities. Concrete entrepreneurial opportunities for households will be made available to them.
- **Quality assessment** is guaranteed by external and internal control. An external Quality Board, representing project's stakeholders, monitors the main project results.



Harald Lepisk – creativity.trainings.ee

Added value

The project envisages **cooperation** among 8 partners, from **6 EU countries**, including an International Organization representing **19 EU countries**. Partners organize the work developing jointly, sharing ideas and opinions (i.e. with sub-working-groups, pooling of deliverables and collections of comments/feedbacks on the intranet, forums/wiki on project platform, monthly Skype/Adobe Connect meetings) and exchanging good practices.

The countries were selected given their current status related to level of entrepreneurship and ICT and household profile putting together advanced countries on these issues with others that show a considerable gap. This is important in order to **transfer knowledge, exchange experience and boost innovation** between countries and to make the European partnership essential.

Key learning situations and learning modules are developed taken into account **previous experiences/best practices** of partners, as well as using tools for the **involvement** of key stakeholders at European level.

The involvement of stakeholders at EU level is essential also for a **truly trans-national interaction** among **beneficiaries**. Indeed, the e-/m-learning modules promote a *virtual place* where the target group can have an essential transnational comparison. Understanding that households from different countries are facing common challenges will promote a sense of community; have a comparison with entrepreneurs from different countries, status, education with which share difficulties and find similarities will help to create a wider European public sphere on certain issues.

Transferability: other European countries are facing the problems addressed by the projects in the target countries and can make use of the results of M-HOUSE. The project foresees, through its dissemination and exploitation plan, a valorisation of the project results at EU level thanks to the partners' national, European and international networks. In particular, a final toolkit will be produced (including guide for trainers, technical specifications, and audio-visual support needed to implement the courses); the consortium planned activities for the promotion of the toolkit and aims at signing agreements with adult education institutions in different EU countries, for their adoption of the M-HOUSE course in their training offer.

The main products, in particular the e-/m-learning modules, are available in several languages: English, Italian, Romanian, Polish, German. The two pilot runs were implemented in English, allowing **direct interaction and exchange** among the learners and leading to an easier divulgation of results and transferability of the project. Anyway, high attention is paid to linguistic issues allocating to each partner also a specific amount of the budget in order to provide dissemination material in the partner language; project website contains main information in all the partners' languages. As further development of the project, the whole training is translated into other languages (Italian, German, Polish, and Romanian), in order to create interaction/exchange at national level and reach the part of the target group that does not speak English (which is still quite big as we talk of rural households).

Dissemination and exploitation strategy

The strategic dimension of dissemination and exploitation of project's results is taken into account in the structure of the Consortium and in the structure of the work plan, with separate work package on dissemination and exploitation of project's results and

the use of a **participatory development methodology**, which involves all relevant stakeholders at national and European level.

Project partners have strong connections and **access to stakeholders**.

Partners are members of relevant networks, such as: the European network of coordinators of Erasmus and Leonardo placements mobility programmes LEO-NET; the European network Erasmus for Young Entrepreneurs; the world network of the Chambers of Commerce abroad (www.assocamerestero.it) that counts on 140 offices in 50 countries, representing about 25 000 associates; *Cooperation Bancaire pour l'Europe*, a network of Italian banks useful for local dissemination in Italy; the Federation of Lifelong Learning Associations in Romania; E-NLL (network promoting cooperation for offering opportunities for learning in Later Life); ENTER network (European network for Transfer and Exploitation of EU project results) with 569 members; Europe Direct of Reggio Calabria; FLUID, Danish organisation for e-learning professionals; Novum, Danish organisation for highly qualified expatriates seeking employment; NooA, global online learning platform; IFHE is an international NGO, with members in 19 European countries, all specialized on Household Economics; and other business networks and corporate social responsibility networks.

Detailed disseminations and exploitation plans with specification of target groups, strategy and tools have been prepared at the beginning of the project.

A common communication kit has been prepared and shared with all partners (logo, mission statement, headed paper, press-release format, reporting format, etc.) in line with EC rules.

Dissemination actions include: project website, public conferences, dissemination of project leaflets, presentation of the project at thematic conferences, e-mailing, press-releases, social networks, newsletters and public dissemination events in coincidence of project meetings.

Exploitation actions include: translation of training into 4 other EU languages, agreements for adoption of courses and production of toolkit to use project results, public events, e-promotion, articles, brochures, website, webinar and face-to-face meetings.

Sustainability

Project partners have a strong interest to use the results of the project, beyond its lifetime.

Multiplication

Project's results have high transferability potential, tackling issues that are widespread in Europe.

Project partners facilitated multiplication through:

- Preparing a **toolkit** with a guide/manual/tools/technical specifications for those who wish to adopt the non-formal course; it is available in English, German, Italian, Romanian, Polish. The toolkit is available on-line.
- Each partner signed a number of **agreements** with adults learning associations, business associations, household associations, to adopt the M-HOUSE course. More than 40 agreements were signed.

- Making sure that learning modules are updated after the project, based on the experience and feedback of trainers, entrepreneurs and students (this is done, because project partners will keep on using/adopting the learning modules after the project).
- The learning materials produced in the project are under an **OPEN CONTENT** licence for free use of unmodified content; project partners however have full (IP) rights to modify and update project results, new partners can get access to IPR based on a licence model in the business plan.
- The project **website** will stay online at least 5 years.

Mainstreaming

Results are transferred to decision-makers in local/regional/national/European systems, namely:

- Chambers of Commerce
- Regional/local public authorities in the partner's countries
- MEPs dealing with relevant committees (ex. EMPL, ENTR, ET)

3. Project Outcomes & Results

Project management

The aim of the project management was to ensure that all objectives of the project were fully achieved with respect to defined results, as described in the project proposal, required quality of project results, timetable (time management), identified resources (resource management). In order to ensure efficient, fast and transparent project management processes, the following management practices and tools were used:

- **Online Project Communication System and Management kit:** the specific section of the platform (project intranet) built on Moodle application offers among others wikis, forums, chat and calendar, which allow all partners staff involved in the project to get access to relevant project data and materials and to work collaboratively on WP tasks. Templates and guidelines have been developed and shared among partners for project management.
- **Project Meetings:** 4 face-to-face project meetings have been held (in Brussels, Warsaw and Reggio Calabria) and 18 on-line meetings took place.
- **Report System:** periodic reports of partners to Management Board (bi-yearly), interim and final report to EC were in place.

Identification, analysis and justification of Key Learning Situations (KLS)

An in-depth analysis was carried out of typical everyday situations faced by a household, which highlight the possession of **key entrepreneurial soft skills**. The 11 identified KLS are: Guest visit, Pursuing one's dream, Organisation of an event, Effective purchase, Starting/founding (moving) a household, Lack of funds, solve conflicts, Future plans/Business idea. The project partners conducted 104 interviews with different types of stakeholders in different countries to test the relevance of the KLS.

Design and development of e-/m-learning modules

Based on KLS above, **9 storyboards** have been drafted, detailing: definition of specific learning objectives and attainment levels, specification of didactic concepts and methods, definition of roles and activities for the learners (and tutors), activities and exercises, bibliography. Following, **9 online learning modules** have been developed in Moodle in English. The initial version of the modules was tested with usability tests. The 9 storyboards and the online-modules (which are based on the storyboards) were then translated into German, Polish, Romanian and Italian and 4 new online-course environments/packages were created in those languages. The online-course offers two ways of recognition for the participants who successfully completed the course. A course certificate and a course badge is provided. The badge can be used as a digital certificate. It follows the specification of the Mozilla "OpenBadges" project.

Pilot runs

The two pilot runs of the course aimed to **test and evaluate prototype learning modules**. The first pilot run takes place from October 2014 to February 2015; 46 learners were enrolled. The evaluation of **pilot run 1** allowed the Consortium to further develop the training modules and proceed with **pilot run 2** that took place from April 2015 to July 2015. 48 learners were enrolled. The evaluation of this pilot run allowed the consortium to further improve the training and to develop the final toolkit and the additional 4 language versions.

Valorisation of households entrepreneurial skills

The Business Support Directory has been developed to provide support and tools for our target group. The Directory is available at www.m-house.eu and includes the project's information. Moreover, networking has been facilitated during the 4 public events. Finally, connection among households and entrepreneurs is boosted through the project social media and partners' social media.

Monitoring and Quality Assurance

The consortium ensures the **quality of project products and processes** and its coherence with the objectives, measuring the effectiveness and efficiency of actions, the impact of project results and the project contribution to the overall LLP objective, allowing taking preventive actions. A quality plan was delivered at the beginning of the project; an external quality board of key stakeholders was set up, as well as a kit of format documents to get harmonised feedback from the board. Quality round-tables were held in Brussels, Warsaw, and Reggio Calabria. Quality of the management is monitored as well.

Dissemination

The consortium spread information on the quality, relevance and effectiveness of the actions of the project within and outside partners' countries, in order to raise awareness about the project activities, inform the community about the results, engage target groups and beneficiaries, getting their input and feedback, and finally promote the project results in order to transfer the know-how and methods to others stakeholders. At the beginning of the project a **dissemination plan** has been drafted and **communication kit** produced; each partner is committed to contribute to the promotion of the project, generating interaction and synergies with the other activities carried out by its organisation. The

Dissemination campaign uses of the following tools: Project's website (www.m-house.eu), Project's leaflet, Articles/press releases (paper or on-line), Dissemination e-mailing, Social network visibility (*Facebook, Twitter, LinkedIn*), 4 M-HOUSE dissemination conferences, Networking at thematic conferences, Dissemination through partner networks.

Exploitation of results

An exploitation plan has been drafted by project partners and it has been implemented in the 2nd half of the project. The aim of this activity was :

- to convince training centres, adult training associations, business association and the other stakeholders above identified, to adopt the e/m-learning modules tested in M-HOUSE, after the project lifetime;

- to successfully transfer the results to appropriate decision-makers at local, regional, national and European level to achieve their support;
- to involve other learners on the on-line trainings.

Local events have been organised, as well as webinars and audio-video materials. More than 40 agreements with key stakeholders who want to adopt the course were signed.

All final public deliverables can be found on the web-site www.m-house.eu.

4. Partnerships

The project was implemented by a consortium of 8 partners:

- CCBI – Belgian-Italian Chamber of Commerce (Belgium-Italy)
- HFD – University of Fulda (Germany)
- IR – Institute of interdisciplinary research (Germany)
- AEPMR – Association for LLL in rural areas (Romania)
- KU – Kozminski university (Poland)
- CISME – Cooperative for innovation and development (Italy)
- Anne Fox Asp (Denmark)
- IFHE – International federation for home economics (International)

Main aspects considered in the selection of partners:

1- Working field and expertise in order to fully cover competences required by the project activities:

- **Adult learning:** all the partners have experience in education, as training institution (CCBI, Fox), university (KU, HFD), adult learning association or research centre (Inter.research, IFHE). In particular, AEPMR and CISMe's core activity is adult learning.
- **ICT and e-/m-learning:** all partners have experience in using ICT for training, in e-learning and web design. Inter.research is the specialist.
- **Entrepreneurship** and contact with entrepreneurs: CCBI represents entrepreneurs, Fox is an entrepreneur, HFD, Inter-research and CISMe are involved in projects aimed at enhancing entrepreneurship, Kozminski is a business university with close contacts with entrepreneurs.
- **Household Economics:** HFD and IFHE are the specialists in the field of home economic systems.
- **Quality:** Fox is expert in quality assessment of EU projects and training. Thanks to previous experience in European projects all the partners know quality standards.
- **Social responsibility:** all partners are committed to business ethic and sustainable development.

2- Institution type

The mixture and diversity of the Consortium with regard to legal status, interests represented and size, guarantees high quality of the results (and contributes to the realization of the Open method of coordination).

CCBI is a bilateral (Belgian-Italian) Chamber of Commerce, KU and HFD are Universities, CISMe and AEMPR are adult training no-profit Associations, Inter-research is a research centre, IFHE is an international NGO, Fox is a one person (education/quality assessment services) business.

3- Geographical spread

6 EU countries (Belgium, Germany, Poland, Italy, Romania and Denmark) are represented; the international partner IFHE has members in 19 European countries. They have been identified in order to mix, in a balanced way, areas with more advanced ITC tools in learning and entrepreneurial mind-set with areas that need improvements.

All the partners cooperated in previous or on-going projects, this is a guarantee of a reliable and stable relationship, for example:

Partnership	Past cooperation
CCBI, HFD, Inter.research, Fox	Uni-key
HFD, Inter.research, Fox	Lips
CCBI, HFD, Inter.research, KU	EYE
CCBI and CISMe	Grundtvig Visits and Exchanges
CCBI and AEPMR	Known since 2011
HFD and IFHE	Research cooperation

Implementation methodology allows full cooperation among partners; each partner is then responsible for coordinating one Work Package, according to its specific excellence.

Partners were in constant communication in order to keep the enthusiasm about the project high and to allow for a 360° sharing of ideas and information. A meeting was planned every month (face-to-face or on-line). On-line meetings were organised on Adobe Connect, a tool that enables sharing of PPT, sharing screen, raising hands, instant survey and other useful features for a smooth and fruitful meeting.

All documents were shared on an intranet project platform, organised per Work Package, where each Work Package leader was responsible to monitor the correct and comprehensive publication of relevant documents and information.

Thanks to M-house project implementation, partners were able to establish relationship at international level with key stakeholders (such as entrepreneurs, learners, public entities). A common list of key stakeholders was drafted; moreover, partners were able to meet key stakeholders during the 4 events that were organised. On-line tools have been as well a vehicle to interact with international key stakeholders.

5. Plans for the Future

The Moodle management platform will be on-line for another year after the end of the project (hosted by inter.research).

The Business Support Directory and project website will be on-line for other 5 years after the end of the project (hosted and maintained by CCBI).

The training will be used by partners and stakeholders that signed the agreements – according with the exploitation plan.

6. Contribution to EU policies

LLP-Obj-e: To help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit

Objective of the project is to promote entrepreneurial spirit of households increasing awareness of their business potential through a non-formal course. Besides, concrete tools useful for employability are provided: a portal with information on entrepreneurial training and working opportunities is developed on the project's website and trans-national networking is stimulated through social networks.

The project shows the alternative employment path that entrepreneurship offers raising awareness of career opportunities as entrepreneur or self-employee.

LLP-Obj-h: To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning

The project develops a non-formal course innovative for content (daily-life households situations with entrepreneurial potentials turned into learning scenarios), pedagogical approach (performance learning and fake it until you make it), methodology (m-learning: interactive use of different on-line tools and smart-phones applications and devices) and target group (households).

GRU-SpObj-2: To help provide adults with pathways to improving their knowledge and competences

The project, on the basis of the Key Learning Situations identified by the partners with the involvement of beneficiaries and stakeholders, develops 8 learning modules, thanks to which households will improve their soft entrepreneurial skills. The modules are provided in e/m-learning, encouraging the interactive use of different on-line tools and smart-phones applications and devices. Methodology aims to acquire/improve digital skills and use of more common applications and mobile devices by learners.

GRU-OpObj-4: To facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others

The project results have high transferability potential thanks to its methodology (e/m-learning), structure of the modules and pedagogical method.

In order to transfer in partners' countries and beyond the innovative practices a toolkit with guide for trainers is developed.

It explains structure, functioning, didactic methodology of the on-line modules developed and it gives a concrete and useful support to beneficiaries as training centres, adult Associations and other training institutions to integrate the on-line learning modules within their service offer.

GRU-OpObj-5: To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning

The project is based on m-learning, promoting the interactive use of smart-phones applications and useful devices for learning as: checklist apps and planning of tasks, podcasts, video, e-books, camera, audio recorder, social media, game and simulation, etc. with the aim to communicate with each other, to upload information, to create and share a personal content. Besides, innovative content (home

economics model) and pedagogies (performance learning and David Brandt method) are adopted with the aim of creating an appealing course that over-lives technology changes.

Priority 1: Acquisition of key competences through adult education

The project encourages the acquisition of 2 key competences: digital competences (skills to use tools to produce and present information, to search, collect and process information, to access, search and use Internet-based services) and sense of initiative and entrepreneurial soft skills thanks to a m-learning course and a valorization portal on the project's website where are published information on business opportunities.

The project promotes also the valorization and recognition of skills acquired through family-related activities specifically in the house management.

ET2020 Education and Training 2020 Work Programme (500 caratteri)

In line with ET 2020 a multilateral partnership contributes to improve the quality and efficiency of adult training making it more attractive through the development of an innovative non-formal course based on new tools offered by m-learning. *M-house* aims to improve households soft entrepreneurial skills and digital competences while providing them with means as on-line networking and valorisation portal useful for realising their potentials. A toolkit will be created in order to disseminate the project's results within partners countries and beyond.

EMPL Employment

M-house is coherent with employment policy considering its final aim of increasing the inclusion into the labour market of the target group through actions addressed to enhance awareness on its business potential and provide it with an innovative training path that improves entrepreneurial soft skills. Entrepreneurship, crucial for the development and growth above all in the current economic crisis, is promoted as alternative and attractive path thanks to exchange of information and experience.

