



## 6th EAEA Grundtvig Award 2008

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## 6<sup>th</sup> EAEA Grundtvig Award 2008

EAEA is annually awarding a Grundtvig Award for an outstanding product/project result in Adult Learning. The award focuses on different themes each time.

The first Grundtvig Award in Adult Education was launched in 2003 by EAEA in order to recognise and celebrate excellence in adult education. The Award was to be given to the organization or participants who presents the best product of a transnational project in adult learning. Adult education projects which at least one Transnational partner were eligible to enter a product for the award, and products included videos, photographs, books, power point presentation, slides and posters, and so on. Indeed any product that is accessible to the public, that is presented in a comprehensible way, and that may be useful and/or transferable to others was eligible to enter this competition.

The theme of last year's award was '**Intercultural dialogue in non-formal adult education and learning**'. The idea of interculturalism focuses on the inequality of power and recognises that racism exists and needs to be challenged. This concept sees cultural diversity as a strength that can enrich society and encourages interaction, understanding and respect between different cultures and ethnic groups. An anti-racist and intercultural approach is the development of strategies, policies and practices that encourage interaction, understanding and respect between different cultures and ethnic groups. This is essential to the development of an equitable and more inclusive society, where cultural diversity is valued and respected. Intercultural dialogue is also one of the core principles that should underpin approaches in Adult Education. Consequently Adult Education can have a central role in the generation of a more equal and tolerant society.

In September 2008 a judging panel comprising of members of the EAEA (European Association of Education for Adults) and individuals with expertise in the area of interculturalism selected two recipients for the Grundtvig Awards 2008. Awards were given in two different categories: European Transnational Projects: (European Category) and Projects outside of Europe: (International Category). In 2008 a total of twenty-eight applications were received, twenty-five in the European category and three in the International Category.



The winners are:

- Professionals Experience Integration in Turkey
- Education for Non-discrimination focusing on Issues of Race and Ethnicity

Last year the awards were presented at the EAEA Assembly meeting at the Grand Hotel in Malahide. President of Ireland, Mary McAleese presented representatives from both winning projects with a specially commissioned glass award designed by Úna O Sullivan.



## AWARD WINNER 2008 in the European Category

### BENIM ADIM EINAR: Professionals Experience Integration in Turkey

The 6<sup>th</sup> EAEA Grundtvig Award in the European Category goes to ROC Tilburg in the Netherlands. The project itself is entitled Benim Adim Einar -

which translates as 'Professionals Experience Integration in Turkey. This project targeted 23 professionals from 8 countries around Europe who are directly involved in integration work in their countries. The idea behind the project was to provide the participants with an insight into the challenges and frustrations of integration as experienced by newcomers into a country.



A group of professionals from eight European countries (Spain, Italy, Norway, Sweden, Finland, Turkey, The Netherlands and Iceland) were asked to travel to a small town in Turkey in order to take part in the same integration programme as immigrants in their own country. The programme covered language and social skills, as well as an intake interview. Participant's experiences of the programme were documented in DVD form. This film has since been shown in over seventeen European countries.



The main aim of the project was to show that integration is not just a one-sided process. The project has demonstrated that integration comes from both sides. The project also puts the question 'How to deal with other cultures' into practice. Therefore this project aims to stress the importance of the Intercultural, Dialogue, Education, Competence and Interculturalism, which means the capacity of being able to handle socio-cultural differences in such a way that the interaction is perceived as successful. Teaching and learning need to be thought of reciprocal processes in which adult educators, trainers, coaches, policy makers,

and coordinators become learners, and learners become educators.

ROC Tilburg is one of 46 Regional Training Centres (RTCs) in the Netherlands for vocational training and adult education at secondary level. Spread over the country, these RTCs provide main-stream education and training courses in all sectors of vocational training and adult education: Business, Technology, Personal & Social Services, Health Care, Catering & Tourism and General Education. Language courses are incorporated in almost all programmes. RTCs increasingly play a key role in education and work in their respective areas. ROC Tilburg, one of the biggest Regional Training Centres in the southern part of the Netherlands, has a lot of experience in international co-operation, both in international pilot projects and mobility activities.

When working with people from different cultures, one needs a solid understanding of the norms of that culture. People also need communication skills and strategies that can be applied across cultures. A multicultural society demands a lot not only from educators but everyone involved directly and indirectly in working and coaching immigrants. Insufficient training in immigrant's cultural, social world could lead to dangerous and misleading assessments. Inadequate interpretation, diagnosis might be confused with misunderstanding of norms, behaviours, beliefs of traditional immigrant.



Its main objectives of BENIM ADIM EINAR are the following:

- to increase awareness of the importance of and as a tool for implementing Intercultural Dialogue and Intercultural Competence
- to increase the motivations of professionals, educators and policy makers involved in the field of integration through their involvement and participation in this project
- put the question “how to deal with people from other cultures” into practice
- to establish a network for a European discussion on the idea of Interculturalism, Intercultural Dialogue, Intercultural Education and on Intercultural Learning needs

This approach to human well being focuses on the importance of getting multicultural and on immigration professionals becoming learners themselves. As the society is giving shape to education and the world is getting multicultural, educators and policy makers cannot ignore this.



Noureddine Erradi and Roland Kloeg received the award on behalf of the group

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## AWARD WINNER 2008 in the International Category

### **Pusat Komas 'Education for Non-discrimination focusing on Issues of Race and Ethnicity'**

The special award for the project of international category went to a project submitted by Pusat Komas, a popular communications NGO established in 1993 that works with poor and marginalized communities as well as NGOs towards the attainment of human rights in Malaysia. This project is entitled 'Education for Non-discrimination focusing on Issues of Race and Ethnicity'. It utilises a human rights based approach in encouraging and developing local community-centred leadership. The project started in 2005 in response to the Malaysian socio-political landscape, which has been marked by race, based politics since independence in 1957 and thus creating a nation that is very conscious and divided along race-based lines. The political system that exists disallows and discourages any open discussion on over-coming these race barriers. No serious and meaningful discussion and open forums are regarded as a threat to peace and a threat to national security.



This project had two main aims in order to address this issue. Firstly, the project wanted to raise awareness on critical issues relating to discrimination on race and religion in the Malaysian context in the hope of changing attitudes and behaviours among the Malaysian public and government policy. Secondly, the project aims to highlight discriminatory policies in the daily governance of Malaysia. In particular to the attitudes, behaviours and habits in multiracial and religious Malaysian society. With these aims in mind, the group produced video resources depicting common issues in Malaysia that can be used as tools for education and discussion on the various topics on racism by community leaders and NGOs in their community education work among different sectors in Malaysian society.

Pusat Komas has a video production unit that develops video programmes on human rights issues. In Malaysia human rights issues are hardly covered through the state-controlled mainstream print and broadcast media. Another initiative is the yearly Freedom Film Festival the only kind of human rights film festival in Malaysia, which takes place in four cities across Malaysia.



The group targeted persons from NGOs, youth groups, student movements and faith-based organisations. To this end Pusat Komas has developed a training module that can be used for 2.5 day workshops to train people on these issues and so Komas has delivered trainings and capacity building workshops on human rights and anti-racism issues that create spaces for Malaysians to engage in socio-political issues on race relations. The group also conducted one training specifically for indigenous people (Orang Asli).

Pusat Komas embarked on this project to create a space where Malaysians can have an open and safe space to understand Malaysian issues of race and ethnicity and use a framework to work towards fighting racism and discrimination. Pusat Komas has the intention to create a learning environment that enables people to freely share their thought and feelings. In trainings the participatory training methods are used, which make it easier for participants to engage on difficult and politically sensitive subject matters such as racism.



The usage of educative learning tools such as drama, video and group dynamic activity is effective in promoting critical discussion happening in a non-threatening way. NGOs such as Komas have a very important role to play in terms of promoting anti racist educational initiatives at community level.



Jerald Joseph received the award on behalf of Pusat Komas

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## Projects submitted in the European Category

### “Adult Education and Intercultural Dialogue: at the Crossroad of Millenniums” International Workshop in the frames of Adult Education Week in Armenia 2007

The Adult Education Week is a component of long-term efforts by many organisations to promote the development of Armenia’s educational system for integration into European education system in accordance with the Lisbon Strategy. The Adult Education Week 2007 was a weeklong series of events scheduled to take place in the national capital Yerevan and the regions of Armenia from October 8-15, 2007, and aimed to promote the involvement of various regional stakeholders in the development of adult education in Armenia. The first similar series of events was successfully held in 2003 and 2005 under the name of “Days of Adult Education” and followed by the “Adult Education Week” in 2006 (a CD was produced to this purpose). This was the first time that such a big fair was organized in Armenia with governmental support.



The long-term result of the project was the promotion of involvement of various regional stakeholders in the development of adult education in Armenia. Consequently these stakeholders became more familiar with the ideas of intercultural concerns. The anticipation of the project it to support the dialogue in the region, supporting the settlement of regional conflicts, the development of the civic society and the development of the employment culture among the new and old generation of job seekers.

The local impact of the project is resuming in the following four points:

- to inform more people about the issues of Intercultural Dialogue
- to enrich partners in Armenia with new methods for dealing with their own history
- develop new ideas for local and regional projects in the field of Intercultural Dialogue
- to inform local regional partners about European Projects in the fields of Intercultural Dialogue and VET
- discuss the participation of partners from the new EU neighbouring countries in European cooperation programs

The anticipated international impact of the project is was to start cooperation between EU countries and countries from the region in the field of Intercultural Dialogue as well as to develop new project ideas in Armenia.

100 participants were register and participated in the “Adult Education and Intercultural Dialogue: at the Crossroads of Millenniums” International Workshop. They are specialists involved in the Education of Adults and came from various spheres of human activity. Two video greetings from the President of the EAEA and President of ICAE were presented at the beginning of the plenary session. Also Prof. Dr. Dogu Ergil from Turkey was present, who emphasised the necessity for using existing qualified human resources and tools of Adult Education for equal opportunities for all (especially for Turkish society) in order to recognize the real, not modified common history of Kurds and Armenians and identify themselves with this history. More than 5300 participants from four Armenian cities were involved in the process of learning, developing skills, active discussing and searching ways of effective cooperation between social partners.

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## UNEC – Uniting Europe Through Culture



In our globalised world teachers and trainers are at the forefront when having to deal with people from other cultural backgrounds. Based on their previous experience at international and/or national level, The Business Club „AUSTRIALIA“, as co-ordinator of UNEC and five partners from Belgium, Finland, Ireland, Latvia and Romania have developed a Grundtvig 3 Course with the title “Stars under the

Cobblestones: multi-cultural skills for teachers and trainers” under the Socrates/Grundtvig scheme. They aim of this course is to provide teachers/trainers in Adult Education with the skills and tools necessary for coping with and making the best of their work in an increasingly multicultural environment throughout Europe.

So far approximately 60 people took part in the training course and further disseminated the methods learnt in their home institutions and countries. It creates and offers a Grundtvig In-Service Training Course that would improve the training of persons involved in non-formal/informal adult education. The course present to teachers and trainers innovative solutions to their problems in dealing with a multicultural class and does also strengthen the idea of European identity and the sense of belonging to a shared European community. It promotes theoretical and practical models in solving and avoiding misunderstandings in multicultural learning environments.

It promotes also the teaching of the less-taught languages at European level, because direct exposure to communication in unknown languages also develops some of the skills needed in intercultural communication (empathy, plurilingualism, etc.).

The project was based on the idea of sustainable European co-operation, in the sense that the partners wanted to make use of materials developed within previous cooperation (Catalogue of Skills for teachers working with people from different cultural background) and ensure their transferability and dissemination at European level. The main aim was to improve the professional performance of teachers working with multicultural groups and, by extension, to professionalise the delivery of teaching and training to culturally mixed groups. Therefore to provide teachers/trainers in adult education with the skills and tools necessary for coping with and making the best of their work in an increasingly multicultural environment throughout Europe.

The course promotes the use of state-of-the-art theoretical and practical models in solving and avoiding misunderstandings in multicultural learning environments. Most of the models presented and the practical activities introduces are innovative in themselves (The TOPOI-model, the DMIS-model, the life-story interview technique, the narrative approach) and therefore present to teachers and trainers innovative solutions to their problems in dealing with a multicultural class. The course is about innovative intercultural competences and alternates informative lectures with role-plays, analysis, conceptualisation of ideas and debriefing. At the level of immediate benefits, participants acquire knowledge about tools and methodologies needed in a multicultural teaching environment and also get familiar with tools for the assessment and evaluation of different learners' needs. They can access a package of innovative methods – a tool kit – to be used in their work with multicultural groups.

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## Follow me, processus 2007/8 E.T.E – Escales Touristiques Européennes

The name of the project is “Escales Touristiques Européennes” (E.T.E) and began in 2006/7 with students of the 4th class in a specialized school for Tourism. The aim was to show to pupils of other partner countries (Italy, Poland, France, Spain) cultural specific and special places in Belgium and to find out about the prosperity of the Brussels cultural patrimony. The pupils worked in groups of 5-6 students and have chosen with the help of their teachers the subject of their reporting. The choice of the reportages has been decided and evaluated by the students. Once the subject of the reportage was chosen, it was discussed about the possibilities and the interest of developing the particular subject.



The students have been involved in the project in a significant way and have respected their commitment. They were able to acquire a series of competences, not only inside the framework of different courses but also in an educative way. Each school has developed one project around the Coordinating Unit and worked in coordination with the others at European level. This difference of profile between the different pupils of the members-states was seen as a source of value and complimentarily. Inside a common structure of the entity of the pupils, each group was able to introduce his database researches, his generated texts following the production of workshops.

The beneficiaries are mostly the students but also the adults who had participated in the European Project and its dynamics. They have been benefiting since two years now from the European project's dynamic and have continued this year with the same enthusiasm. The direction of the institution has made an important contribution both concerning the trips and the welcoming of foreigner hosts. Coordination has been carried out between the different courses of school. A new dynamic can also be underlined: the contact with the parents is essential in order to ensure a better welcoming of hosts during their visit in Belgium.

There are two different perspectives in terms of a European dimension of the project: an intercultural dimension within the school and the discovery of the diversity of persons. The Institut is composed by a multicultural population, more than 35 nationalities. Some of them live in Belgium for not such a long time and do not really know the region they live in. Right from the beginning of the project in September, the students already believed that this would constitute for them an opportunity to “discover” their own place of living. Therefore, the choice of the topics is significant: the Grande Place of Brussels has been the main topic of three different reportages. Not only the students wondered about what would be interesting for students of other countries but also to have the opportunity to do some research about places they did not know about.

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## **R.E.P.A.I.R.E – Reflets de l'Education et de la Formation dans les Professions, les Apprentissages et de l'Innovation dans les Reseaux des metiers formels, non formels et informels en Europe.**



R.E.P.A.I.R.E is interested in the mobility of the workers inside a post-modern society and the cultural decoding of professions in diverse sectors of activities, through interviews within the professional environment of workers or actors on the ground. The beneficiaries are potentially diverse and multi-numbered but the first ones are the persons searching for employment. R.E.P.A.I.R.E focuses particularly on persons who are outside of the trainings "traditional" framework. The quick evolution of economics sectors induces changes of behaviour among the future workers but also in the field of job offers.

### Main objectives:

- Internet and video tools from the participants, which is presenting the professional background of the participants and of young upcoming persons without professional experience
- construction of a specific common database online of the professional experiences of adults and young persons with a multimedia-support (picture, text, video, sounds...), which can be updated regularly
- maintaining cooperation/discussion with adults and young persons who have not obtain certifications in a formal way. R.E.P.A.I.R.E is listen and sharing experiences and diffusing knowledge with the help of tools such as photography, video and Internet. R.E.P.A.I.R.E is interviewing and contacting also professionals for understanding the professional needs of society.
- interviews with learners about their own role inside their professional environment as a way to communicate their experiences to others persons in need of training or formation. R.E.P.A.I.R.E has developed a questionnaire for all partners, which was used as a model for all interviews and is therefore easily comparable with the same sectors of activities in others countries.
- R.E.P.A.I.R.E establishes education partnerships with different state or NGOs, members of the EU and with different training institutions.
- R.E.P.A.I.R.E wants to bring out a practical solution through the use of personal description of professions of each learner.
- We board diversified approaches/orientations: we mention different professions of education, tourism, secretary, police, transport, for having the opportunity to propose to the participants a training which corresponds to his demand and his motivation. We would also like to put the accent in the professions, which are disappearing

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## SET- Senior's Education and Training –

### Knowledge Transfer on Education in Later Life

The project is focused on the exchange of experience with education in later life in 4 EU member countries. The project's main goal was to mediate information among the partners on activities which positively influence “art of ageing”, whose aim is to reach the highest quality of life in the third age. One of the possibilities how to reach higher quality of seniors' life is education and training of seniors in the third age. Research shows that in EU countries there are used different attitudes towards learning and education of participants in the third age: starting from classical education university type in U3A (University of the Third Age) to courses of basic literacy and a form of study circles as well as specialized courses of computer literacy and other ICT fields. Study circles in Sweden can be recommended as a very appropriate form for education of seniors.



The main target group are seniors, policy makers and providers of seniors' education in the countries where the project was realised. The fundamental goal of this project was the exchange of information with education of seniors in the third age (SET) in the four partnership countries. The partner countries focused on typical forms of organizing lifelong education in their countries. The partners created questionnaire applicable in the field of SET, processes of offers for seniors' education and they proposed conclusions and recommendations. Furthermore four documentaries were produced, which illustrate in a different way than in the text part significance of mobilisation of intellectual capacity of seniors, successful methods and forms for suppressing natural apathy and resignation in this stage of life using contents and forms of education, which are the most accessible for seniors in Austria, the Czech Republic, Spain and Sweden.



The important part of the project partnership was mobility for Czech seniors to study visit in Graz, Austria and their direct participation on discussion with Austrian seniors and Austrian senior's education providers. The special part of the way of working was the emphasise on audiovisual part of the final product and also very efficient disseminational activities in all partner countries.

Within this project cultural differences among seniors in four EU countries could be compared. The seniors' mobility contributed to intercultural dialogue.

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## MANU – Vocational Training and Competence based Qualifications for Immigrants

The growing diversity of the Finnish society and the increasing number of immigrants entering education set new challenges and requirements for knowledge and competence of the teaching staff and the employment community. During training and guidance of immigrants their special needs, cultural background and possible language problems need to be taken into account. Development of multicultural competences is required.



The competence-based qualification system and the individualization of adult education enable adult immigrants to get vocational qualifications and to develop their competence, which further enhance their possibilities for employment. In competence-based qualifications vocational competence is demonstrated in real working situation whereas the demonstrated competence can be obtained either at work, training or other activities. What matters is command of the specific vocational competence. Assessing the immigrants' performance in competence-based tests is challenging: how to be able to assess the real vocational competence and language skills set by the requirements of the qualification?

The objective of MANU project has been to promote immigrant employment by educational measures. The main focus was set on the development of diverse support and guidance measures as well as practical tools for the successful obtaining of competence-based qualifications by immigrants. A problem faced in the appraisal of immigrants' competence-based qualifications has been the ability to draw a distinction between the assessment of professional skills required for a given job and the assessment of linguistic competence. To address this problem, the Manu project creates support models, which individualize competence-based qualifications in order to enable immigrants to accurately demonstrate their professional competence in competence-based test situations.

MANU focused on

- developing of support models for competence-based qualifications
- enabling immigrants to demonstrate their professional skills in competence-based test situations
- supporting immigrant participation in vocational education and training
- developing measures to prevent immigrants from dropping out of education or training programmes
- promoting the development of diverse working and training environments

### Activities

- Orientation period prior to vocational training and piloting of vocational training based on three different competence-based qualifications
- Development of competence test situations including assessment
- Development and experimentation of easy-to-read material
- Cultural mediator-expert guidance for students, teachers and representatives of working life
- Diversity at working places:
  - pilot training programme on diversity for teachers
  - training and guidance of the working life representatives related to on-the-job training and assessing at the skills demonstration situations

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## “Adult Education Center in Samtshke-Javakheti- a Chance of Integration of Minorities”



“The Folk High Schools in Samtskhe – Javakheti – a Chance of Integration of Minorities” started this project, which aims at promoting the rights of national minorities. It focused in particular at the Armenian minority, living in Samtskhe-Javakheti, the southern region of Georgia and at the reintegration of these minorities into the country’s civil society. The project’s specific objective is the assistance in the development of human resources in Samtskhe-Javakheti in order to increase the level of participation by local population in the public, economic and cultural life of the region and the country.

By setting up two Folk High Schools (i.e. Adult Education Centres) in two districts of the region, in Akhalkalaki and Akhaltsikhe, it supports the access of the Armenian minority to non- formal education, civic education programmes and legal consultations. The project is implemented by the Institute for International Cooperation of the German Adult Education Association (*dvv international*) in partnership with two Georgian NGOs, the Union of Democrats Meskhs and the Adult Education Association of Georgia (AEAG).

The particular aspects and goals of the project are the promoting of integration, inter-ethnic interaction and active citizenship through intercultural educational activities. Furthermore to promote rights of ethnical minorities, compactly living in this multi-ethnic region of Georgia, through realization of their legal right to education, by non-formal education.

The various educational programmes should contribute to personal and professional development of the target groups in order to increase their level of participation in the public, economic and cultural life of the region and the country. The established Centres represent the unique approach in Georgia, and generally in South Caucasus, combining multi-profile non-formal education and integration activities.

During the reporting period the *dvv international* and the partner organizations took various steps to achieve the results anticipated in the terms of reference and guarantee the success of the project:

- To ensure sustainability of the project and to create structured environment for HR-development in the region, the *dvv international*.
- To improve the civic and legal awareness and the knowledge of Georgian language among the community of Samtskhe-Javakheti region:
- To increase the labour market oriented HR-capacity in the region
- To promote civil values, intercultural dialogue and better governance:

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## „Interrel“ - Europe for a cooperation of religion and culture: An Inter-religious dialogue

The main goal of this project is the exchange of training opportunities for interreligious Dialogue in adult education and discussion on the development of future offers of participating partners. As a result a framework curriculum will be developed, which can support the European Adult Education in the implementation of appropriate training opportunities for full-time workers and volunteers. In addition, there will be a scientific publication; European workshops in four EU member states (Germany, Czech Republic, Austrian and Italy) will take place as well as a symposium for the interested professional public at the end of the project. The process of the project and its results are continuously documented on the homepage [www.interrel-grundtvig.de](http://www.interrel-grundtvig.de).

The target group are professionals responsible for the training of full time staff and volunteers as the ultimate goal of the project is to reach a wide group of the European society.

The formation of the curriculum and scientific publication will be useful and available for the entire Adult Education in Europe. The trainings resulting from the project will support the development of intercultural and interreligious dialogue and this will achieve a peaceful coexistence of cultures and religions in united Europe.

### What makes this project special and what could others learn from it?

- Special attention to the personal situation of each participant
- Paying attention to cultural and religious orientation
- specific national, social and institutional conditions are in foreground
- with regard to the overall social situation in Europe and the European Adult Education landscape

The project-theme fits perfectly into the European Year of Intercultural Dialogue 2008. Intercultural and inter-religious dialogue will be among the most important social issues for Europe in the coming decades.



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## “Recoord” - Regional Cross-border Development and Coordination of Education and Training in Rural Areas



The objective of the “Recoord” project is, to advance the further education requirements of women in rural areas of Europe with an education program. The concept is developed for women in rural areas (after family time or a long time of unemployment) who have a hard time planning and realizing their further education on the vocation market. They will be provided with an adapted education and a way back into the work life, which corresponds with their requirements. The infrastructure in the countryside does not match with the diversity of possibilities in urban centers

(topology of the education institutions / working places, marginal choices regarding fields of employment, insufficient childcare).

Overall, this training concept aims to enable all participating women of rural regions in Europe to create chances to improve their living conditions and job opportunities under their own responsibility in a sustainable manner. The further education lessons will take place at a time, which corresponds with the needs of the target group. By integrating blended learning as a part of the education participants are relatively independent as regards time and place. So they can integrate further education into their lives without major problems. This training concept is designed in such a way that learning participants of all partner organizations are able to exchange their experiences. Thus they all learn more about other cultures and customs and they improve their language skills. The project started with an analysis how to present adult education proposals in a rural region to encourage women, who have little access to adult education, to make an effective use of such offers. In all participating regions a written survey with interested women was done by questionnaire and evaluated. They were able to contribute essentially in developing a training concept aiming at their specific needs. Resulting from this questionnaire is a need for blended learning (training modules by internet, CDs with modules, video-conferences, and group meetings) –especially for regions with less developed infrastructure, long distances to the place for adult training and little or even missing short distance transport means.

As the concept has been developed specifically for women who were jobless for a longer time and who want to take their chance on the training and labour market this concept was named “Take your chance”. A total of nine training modules were developed, their contents and didactics (theory of practical application of teaching and learning) are presented in a handbook. All partners of the Recoord Project participated actively in conceptual development of these modules in adult education and prepared some of the modules by blended learning. All students/trainees learn at home using a CD (a demonstration CD is attached to the handbook) to solve the quiz-questions and at the same time they are learning. Additionally, the project did some courses in cooking for participants from all partner organizations involved. An important step for this project was the preparation of a glossary in tourism covering all important regional and country specific phrases translated into English.

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## **NILE- The Network on Intercultural Learning in Europe**

The NETWORK INTERCULTURAL LEARNING IN EUROPE (NILE) seeks to strengthen cooperation between the Grundtvig community and the media in intercultural issues and to support and prepare citizens with diverse backgrounds in religion, language, culture and ethnic roots in learning to live together in respect for their otherness. The focus and the main objectives of NILE are firstly to contribute to the dissemination and transfer of good practice in intercultural



learning (through Grundtvig and other projects) generated on national and local levels in a European dimension, secondly, to clarifying diverse terminology around intercultural learning on a European level, including the perspective of migrant, ethnic and religious minority communities and finally to identify present and future needs where European cooperation on the issue of intercultural learning can be beneficial to learners in non-formal adult education.

As many of the participating partners represent national adult education associations, the results of the project benefit a fairly large section of the population. Most partners reached out to all relevant organisations. Ultimately every person or institution involved in the issue of intercultural learning will benefit from the findings of the project. Since the issue is situated in the adult education context, which includes formal and non-formal learning settings and low-cost provision, the results are disseminated widely through the national structures (e.g. adult education centres / folk high schools).

- Migrant, ethnic minorities, immigrant (self) organisations and teachers, trainers, students, volunteers and professionals working with these groups.
- Key persons to advance the mainstreaming of intercultural learning, such as policy makers of adult education laws (public authorities on national and local level) and executive managers of adult education and academic institutions.
- Media professionals and non-formal media institutions (free radios, television, and ethnic media).

The idea is not only to create innovative ideas, which multipliers and networks may implement within adult education settings, but also to create a starting point for the 'mainstreaming' of intercultural learning in the overall context of lifelong learning in Europe.

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## SMS – Specific Marketing Strategies

The “Volkshochschule Vaterstetten” was a partner in the Grundtvig learner partnership dealing with the subject “specific marketing strategies” within intercultural learning. The focus of the project is at “learners voices” of the participants from the different European countries with their diverse cultural and intercultural background. It is seen as important to understand the political, cultural and education situations of the different institutions.

The aims of the partnership are to bring together institutions working in the field of adult education, to create innovative marketing strategies, develop respect for the different intercultural backgrounds of the learners mainly with reference to their social, individual and cultural biographies

So the partners created a safe space where the participating learners could relate their biographies, cultural differences and express their experiences of diversity, culture, racism and conflicts in society and in the educational centres. In this way real and true intercultural learning was possible, recognising and respecting the participants’ experiences. Here respect for the different intercultural backgrounds of the learners mainly with reference to their social, individual and cultural biographies can be developed.

So the partners of the project decided to create a booklet, which contained the different learner voices. In order to realise the idea of dissemination of the results the “Volkshochschule Vaterstetten” had the idea to make a film of one very moving and emotional learner voice with the aim to put it on stage and show the play at different cultural and political events.

The objectives of the SMS - Specific Marketing Strategies project are:

- to find out the motives and the motivation of learners,
- to direct feedback by the learners in reference to their motivation and their learning biography
- to ensure the integration of various cultures instead of segregation
- to exchange experiences of diversity and conflict.



The expected impact of the project was to create innovative marketing strategies and an implementation of new measures to motivate and convince people with different cultural backgrounds of the importance of lifelong learning.

Furthermore it was seen as important was to bring together institutions working in the field of adult education and creating statements for those with political responsibilities which focus on the importance of life long learning and the importance of public subsidies.

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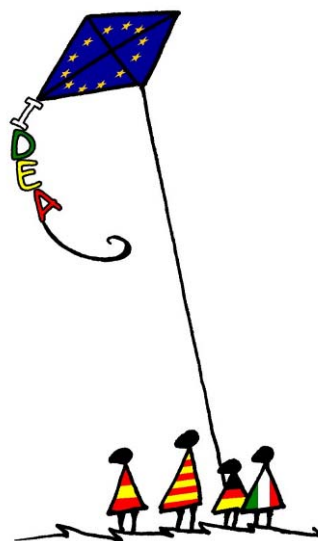


## IDEA – Intercultural Diversity in Educational Approach

IDEA intends to reflect upon the different possibilities and ways of teaching to certain adults learners' groups in an intercultural context. It will also develop appropriated teaching material for senior citizens. One of the approaches will be to include arts as a support in teaching languages. The aim of IDEA is the preparation and implementation of different approaches and materials including Internet material and material based on the involvement of arts in language classes.

### Project Objectives

- to recognize the needs of different groups of Adult learners, especially of seniors citizens
- to check the learners' expectation in the countries involved in the project and reflect on some effective and appropriated ways of responding to their demand and to the educational challenge of an ageing population in an enlarged Europe
- to reflect upon innovative and appropriated intercultural teaching methods for each group , e.g. by working together with arts sections or including arts in language teaching and learning
- to improve the learners' knowledge in the cultural and intercultural fields of language (impact of history on arts, impact of arts on languages, sounds related to ceremonies, to situations)
- to involve internet use in teaching and learning and as a communicating tool between learners of the different countries involved in the project to motivate the learners to share their experience through internet or in meeting with learners' groups of all countries involved in the project



The expected impact of the project is that Learners and staff will exchange experience and information about other countries. They will learn more about language, culture, arts and handicrafts, way of life and social problems in the different regions involved in the project. They will improve tolerance and understanding for each other and fight against xenophobia. Also organisations/institutions will have to learn to cope with intercultural partners, to reflect upon different ways of approaching tasks and to respect the national identity and ways of life of the persons involved. It will be important to have an open mind and to be ready to accept differences. For the local community, visits of learners from other countries will improve communication, tolerance, knowledge about other European countries and friendships will certainly be built. And the final objective is to offer teaching / learning material as a support and to enhance the relation between culture and language. This can be achieved e.g. in opening a website with exercises and didactic material and in installing a communication platform in the web.

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## **LITERALIA –Learning in Tandem to Encourage Reciprocal Autonomous Learning in Adults**

Tandem learning is an independent form of language and intercultural learning where pairs of native speakers of different languages support each other in improving their respective language skills and their understanding of the target culture. The most important principles of tandem learning are autonomy and reciprocity.



LITERALIA set up tandem partnerships between learners of the participating organizations and developed a dedicated website and a workspace for the project. Tandem partners communicated by e-mail, used the LITERALIA workspace to exchange their opinions in forums, visited the online chats for synchronous communication, and collaborated in wikis and face-to-face at transnational meetings.

The LITERALIA project evaluated how tandem learning can support adult learners in the acquisition of the key competences for lifelong learning identified by the European Parliament and Council, especially the key competences of communicating in the mother tongue, foreign languages and intercultural competence. Furthermore the project exchanged ideas on how tandem learning can support adult learners in their self-directed learning processes and actively helped disseminate this method.

LITERALIA established successful tandem partnership between 180 learners over its 2 years duration. The LITERALIA website was translated into the four project languages & used to disseminate project outcomes, including guidelines, worksheets, images and reports in local media. Tandem learning lends itself particularly to independent learning in an adult education context. Over and above these benefits, learners increase their cultural understanding and intercultural communicative competence through the direct and immediate contact with native speakers and cultural representatives.

The idea of tandem learning contains intercultural dialogue in itself. Intercultural interaction was development in online website chat sessions and forums when the participants talked about customs, geography, history, food etc in their countries.

The workspace of the LITERALIA website offers the opportunity for learners to exchange their ideas and opinions beyond the individual tandem pairs.

The LITERALIA project was open to adult learners of all ages, genders and religions as well as people with disabilities. Important prerequisites were a first knowledge of the target language, willingness to use the internet and to have a mail account and curiosity about people from other countries. The project also proved successful in activating older learners.

On all levels, learners, facilitators and organizers, the project experience proved to change attitudes towards other cultures. The LITERALIA project facilitated the intercultural dialogue between European organizations, tutors and learners.

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## ESCAPE into life – European Social Concept and Professional Employment



The “ESCAPE into life project” is based on exchange of experiences and has the aim to establish a network for future projects. The project deals with the situation of and educational opportunities for disadvantaged women in the partner countries, as well as with the differences between the social systems and the labour-market situation of disadvantaged women. The exchange of experience should provide a basis for future projects, such as the development and testing of common European training modules for disadvantaged women as target group.

By means of exchange of experiences between the project countries, recommendations for education and training of disadvantaged women will be developed. Every country brings in their experiences and approaches to assistance, which will be equally included in the recommendations. For the ESCAPE project, the intercultural dialogue and the exchange of (professional-) positions in the course of the project is important. Furthermore it is the aim of the project to sensitise a broad public, especially the politically responsible for the problems of disadvantaged women. Political leaders, further education institutions and the general public will receive printed information, which acts a basis to review, improve and re-design training for disadvantaged women.

In different categories (such as minimum requirements, target audience, sustainability, networking with businesses, reintegration into the labour market, enhancement of personal biographies, etc.) recommendations were developed and put into writing. These can be helpful and act as reference points for monitoring, improving and re-designing of education and training for disadvantaged women.

Based on intercultural exchange Vsl Socialis in Lithuania has initiated a consultancy and guidance project for women and families in the city of Lentvaris. The fact that a project partners has already set off its own assistance project during the project phase on the basis of the projects’ results, has surprised and shows how extremely successful learning-partnerships can be for the individuals learning effect.

### “In the public eye”

This relatively small project was able to raise awareness for the problems and concerns of disadvantage women and to sensitize a broad public, in particular a variety of politically responsible. It was possible to present and discuss intensively the project for several hours with members and employees of the Social Committee of the Lithuanian Parliament. Furthermore the project was introduced to members of the European Council, the main representative of the German Caritas Association and representatives of the Federal Association of Welfare in Brussels.

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## THE FAILTE ISTEACH PROJECT

The Fáilte Isteach project involves older people volunteering their time to teach conversational English classes to new migrants who have come to Ireland from all over the world. The student-centred approach adopted by the programme provides basic language support in a practical, welcoming and inclusive manner.



Research indicated that while a variety of organisations cater for the needs of non-Irish nationals, many offer services to refugees in urban areas. There seemed to be little funding for language classes for migrant individuals and families living in local communities, who are working or available for work. Further research in the community confirmed that many pupils had little or no English on entering the locality, or, in the case of many families, the children had greater proficiency than the adults. We also identified the isolation that this lack of language skills can bring about for the immigrant to a new country. Fáilte Isteach is also unique in that it utilises the skills, talents and expertise of older volunteers, harnesses their desire to continue to contribute positively to society and provides them with the means and opportunity to make a difference.

Failte Isteach aims at providing and facilitating conversational English classes for new migrants, living and working in Summerhill. The tutors providing this service are older volunteers. Topics were based on real life situations and aimed at building vocabulary, comprehension and communication skills. In brief, it is planned to grow the project through initial observations and assessment of the programme coupled with wider research. This will culminate in a report and a Failte Isteach Manual.

These activities for the old people in turn raised the confidence, the esteem, outlooks and prospects, of students as they became more comfortable, contented, and settled within the community as a result of their increased level and understanding of English.

The primary target group are primarily non-Irish nationals and older volunteers. Individuals from 19 different nationalities have been involved in this project. More specifically, new migrants, refugees and asylum seekers of varying ages including young children, national and secondary schools students, who attend classes with their parents, right through to young adults, and friends, family and associates of same. Thus, older people, and part of the ethos involves a focus on providing information and new ideas that will encourage older people to improve their own lives, and make a positive difference to their communities through their actions.

The reason for this was two fold it was to increase social links and contacts and to assist with the integration of our new migrants with their new communities by introducing students to other students from their own nationality, different nationalities and individuals from the local community including family, friends and associates of tutors. The older volunteers in this project have many links and contacts within the community. Many have lived here all their lives, many have worked locally, some have family living locally and through their participation in various projects provided by the TAF, they have links with many other group communities also.

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## **An Age Class (50-75 years old) - Searches for Meaning: New Reflections on the Essence of Leisure among Work Retirees**



Increase in life expectancy and the decrease in the retirement age act as the most influential factors in the prolongation

of the pension period. The modern retiree has 25 extra years to enjoy in comparison to the previous century, a period previously assigned automatically to the old age period. A new age group of unique characteristics was created, spanning the ages of 50 to 75. This layer differs from both the old age (75+) and working age groups (25-50). These senior citizens are no longer required to work, but on the other hand they should not be assigned to the old age group. This is an age group where people with high mental and physical potential are excluded to marginal social roles, devoid of real connection to the core of social activity. Society, due to the lack of other expectations, placed and labelled them, regardless of their objective abilities, as members of an age group awaiting venerability.

The members of 50-75 age groups are experienced people with knowledge and ambitions to engage in renewed making. The society and the retiree have to define new goals and demands. We cannot neglect a period of more than 25 years in human life. "Recharge the batteries" In order to face the retirees' problem mentioned above, a new project was initiated in Israel. The aim of the project was to present the subject and advantages of "Active Growth in Leisure" (AGL) in the retirees' world to the general public. Those who were interested in this topic were invited to take part in a biennial training program in AGL. Approximately 20 lecturers, from disciplines such as education, business management, psychology and sociology took part in the program.

They stimulated the student to think about his leisure time activity rather than teaching him. The student was invited to complete his knowledge (lifelong learning), extending his ability and skills in fields like business program building, examination of cooperation in the community, learning of skills as lecturers for adult population, self-examination and learning of personal needs in leisure, learning of the existing leisure patterns in order to examine their own pattern. During one year the students received support and direction when they were requested to build a project in leisure, which shall serve them as motivating factor in building a new identity based on their experiences and abilities.

The program encouraged discussions concerning individual difficulties and personal fields of interest. The purpose of the program was to develop the student's ability to master an autodidactic way of learning, and self-directed future education according to the principles of lifelong learning. Planning and thinking about one's future was one of the purposes of the program. It means that the student was prepared to conduct his life and build a new career according to his needs and wishes, while connected to society.

The present project is an adult education project aimed at improving and increasing learners' equality of opportunity to the benefits and rewards of full active partnership in society. The project was conducted in Israel during 6 years and apparently succeeded in providing the students with new tools and ways of thinking about their life and future. Some of the students kept in touch with the project team and reported about a significant change in their life, adopting their particular leisure project as a new vocation that considerably changed their routine day and the support of their social environment. The long-term objectives of the project are improving the positions of retirees' people in the community, helping them to break out of social isolation and developing their social skills. The project aims to improve their basic competencies for better quality participation in society.

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## LEARNING BY MOVING - Out of Classroom Learning While Using Public Transport



Developing skills of less widely used European languages (LWUEL) is vital for today's citizens of the European Union. They move around, travel, explore unfamiliar countries and places of interest, meet local people and interact in diverse social surroundings. In this context it is vital to encourage and enforce European people of different nationalities and linguistic diversity to learn LWUEL.

The foreign language learning process may undergo a few stages:

- involves acquiring the minimum level of socio-linguistic competence;
- involves developing listening, reading, writing and speaking skills of a foreign language;
- involves people into cross-cultural life long learning (LLL) process, which will make them aware of the values of the intercultural linguistic relationship.

In accordance with the EU linguistic insight and strategy that every European should speak two more languages apart from his own native one, the project focuses on teaching foreign languages of minorities and the neighbouring countries, English being as Lingua Franca.

### The objectives of the project

- promote European citizenship via language learning;
- provide the assistance in raising civil awareness of multilingual aspect of the EU;
- stimulate self-learning and LLL;
- facilitate the promotion of native languages of the EU multinational residents;
- promote LWUEL;
- prepare contemporary society to interact in multilingual European context;
- facilitate access to individuals to language learning;
- provide with general or specific information about various opportunities for learning a language;
- make more language resources available from local authorities via schools.

### The impact of the project

- the target group (students, pensioners, tourists, social servants) will pick up a number of social phrases in one or two foreign languages;
- the target group will increase the awareness of their multilingual and multicultural environment;
- the target group will be motivated to continue their studies of foreign languages;
- the target group will be stimulated to go back to an abandoned educational process;
- the target group will be motivated to seek prizes and/or a free of charge course of the language they are learning;
- the target group will regain former appropriate language skills.

The project activities and product itself will directly influence the general public and target groups (students, pensioners, tourists, social servants) who regularly use public transport to move around and indirectly have an impact on the general public and other layers of the society who by chance travel by public transport as well as on associated partners (transport companies) and students of the partner institutions.

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## Healing yarns of music notes (HYMN)

The development of mankind has been influenced by very important factors such as economics, politics morals, science, culture, and religion. Although these factors have usually been very closely related to each other, in different societies they often vary. Sometimes they have appeared to be getting stronger and sometimes they have become weaker. Currently, a Euro-centred attitude is dominant in



Western countries, while very ambivalent attitudes toward Europeans prevail in Oriental cultures. There have been some changes in global societies, but they have not been very distinctive. Difficulty in establishing harmony and tolerance poses a very important problem in our society. Trying to communicate and unite into economic, political, and cultural organizations across different countries while still cherishing individual national identities is difficult. Achieving this unity is possible only if people feel safe and are able to keep their inner harmony. Although living in a globally different environment, people have the same human nature. Everything that has been encoded in genes, learned, and inherited is revealed in traditions of religion, arts, and culture. The “arts” of a culture can have many meanings and activities. Possibilities include music, art, theatre, dance and poetry. The HYMN project we explore one of these – music.

C.Super and S.Harkness (1996) point out, that combining cultural differences and human similarities creates a balanced new entity, thus transforming potential danger of stereotyping in creative new therapeutic ideas and interventions. Therefore the project “Healing Yarns of Music Notes” (HYMN) is based on the specifics of each country, region and local community, culture and family traditions. The aim of the HYMN activity is to find certain therapeutic aspects of Lithuanian, Oriental, Austrian, Southern Italy ethnic music and to use the music for therapy and relax.

The project HYMN (Healing Yarns of Music Notes) reflects the attitude of people of different cultures towards their relations in the family, an opportunity to create such relationship by artistic means and the possibilities of modelling the means of psychological security in the family. The aim of the project is to consolidate the family members with the help of music. Musical activities with their children are a good opportunity for them to strengthen their self-esteem. On the other hand, the disabled person who sings or plays music together with a member of his/her family or a close friend might feel not so lonely and secluded from the community.

On the basis of the findings it can be stated that singing and listening to music is popular enough in all countries participants. As a result, it is important to use vocal ethno music such as lullabies and their intonations for therapeutic purposes as they are closely related by their social significance – parents communicate to their child, the child is learning language structures and acquires soothing emotions. For the believers it might also be free religious chanting not restricted by metric and rhythmic structures, or listening to sacred music.

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## BRIDGES - Building bridges to second language learning, culture and society



BRIDGES is a two-year project from 1 October 2005 until 30 September 2007 with seven partner organisations in Bulgaria, Italy, UK and Norway. The Norwegian Association for Adult Learning is co-ordinating BRIDGES, which focuses on ways of teaching and learning the main official language of the partner countries. It develops and tests the use of language and culture guides (LCGs) in language teaching and learning. Developing and piloting training

seminars for "bridge builders" in each partner country is an important task for the project.

LCGs are usually persons with another linguistic and cultural background than the majority of the population in the partner countries. The aim is that the LCGs will function as bridge builders between language learners and teachers, and in the organisations offering language courses. They should also "build bridges" between the learners, and the society and culture in the country where the learners live. LCGs are typically previous participants in language courses who have advanced skills in the national language in matter and who know the wider society well. They facilitate communication, understanding and learning and they can become role models for language learners. LCGs will get valuable work experience and BRIDGES hopes that assuming this role may encourage them to go further into a full teaching role, or facilitate any other professional role they may wish for. In addition, BRIDGES focus on the "bridge building" role of language teachers.

Teachers and potential LCGs are firstly targeted by the project. The ultimate beneficiaries of the project are however, the second language learners whose motivation and achievements we aim to strengthen. The concepts of LCGs have been developed and tested in relation to language courses. It is however, apparent that they have an important role to play in other situations where people with different languages and backgrounds meet such as in schools, public offices, hospitals, and firms. They can facilitate communication and make it more efficient, avoid or handle misunderstandings, mediate when problems arise and improve cooperation. This is something that benefits all people involved.



All together, BRIDGES is seen as part of the wider aim of ensuring active citizenship, inclusion and the construction of multi-cultural societies.

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## READCOM- Reading Clubs for Adult Learning Communities

One of the most important tasks of lifelong learning consists in nurturing intellectual activities such as reading and writing. Creating these abilities among adults is also one of the best ways of keeping them socially active and culturally engaged. The READCOM activities have been conceived for readers and writers of local communities who are willing to discuss the literature of other countries and to share their experience with other local European communities.



The aim of the project is the dissemination of Lifelong Learning Programme and intercultural education

- by promoting the intercultural education, developing knowledge for better recognizing and comparing different identities and different cultures through the books, movies, meetings;
- by creating intercultural methods for making adult intellectually and socially active
- by developing the knowledge of culture, habits, ways of life in partner's countries and increasing the intercultural awareness;
- by organizing the discussing panels for readers and diarists taking part in READCOM project, through international and domestic meetings of the participants and through website;
- by developing training courses for trainers, educators, librarians, teachers, Reading Club's mentors and all the others who are willing to be engaged in the activities of local communities;
- by developing a webpage for communication among READCOM groups across Europe, promoting the exchange of practice and information;
- by developing appropriate pedagogical strategies in Lifelong Learning Programme;
- by exchanging the members of Reading Clubs to share experience connected with their activities;
- by publishing written guides in the languages of participating countries with methodological approaches to the activities of reading Clubs and suggestions of reading lists;
- by comparing reflections and impressions on the read books, diaries and other materials.

The main achievement of the three-year project was the handbook for the mentors of the READCOM Clubs containing 8 modules with various intercultural methods of developing intercultural dialogue and increasing intercultural awareness and competence through reading and writing. Each partner of the project has prepared this handbook. Also intercultural quizzes were developed by the partners, which had to prepare a set of questions about history and culture. The group got to know different cultures deeply and largely. Also most of the participants would never visit these places and the countries, which they visited with the READCOM project. The project integrated them, made them more open more interested in sharing their own life stories. Thus, READCOM invites people to join its reading and writing clubs, where they will be invited to write, to read, and to talk about their own country in relation to other European cultures. To the Public Library in Warsaw/Poland, which is a local cultural and educational institution, the project has been an outstanding experience in terms of intercultural awareness of other cultures and searching for identities and recognising them. Mobilities enable us to exchange experiences and to get to know better other life styles, habits and history.

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## 10 Local Arts

The Association Asociácia remeselníkov Karpát was found in 2002 and associates craftsmen and volunteers interested in folk culture. The project's aim was through the use of informal methods and with the support of practical presentations, to learn the basics of new crafts from the partner countries. The participating countries describe ten typical arts – consisting of eight traditional and two modern arts – which characterize the region. Each partner country has the possibility to choose among many kinds of arts, including musical and dance components and prepare then prepare these typical art items from their region.



The theme of the project were various kinds of art, their interference with the human kind and the influence on the general quality of life. The aim of the project was to prepare the material working methods with various materials and instrument, which are typical for the partner organisations. The priority was the documentation of crafts traditions together with the methodologies used. This collected material will be used as learning material for the work with young adults and adults participating in clubs and hobby groups, for Non-profit organisations organising camps and events, etc. Another priority identified was the learning of and the practical exercising of new crafts, traditions, as well as about the folk and traditional life of the regions.



The target groups were craftsmen, lecturers, pensioners and teachers as well as other people interested in crafts, folk and traditions from other societies. The participants worked together and the working methods were chosen for all of them so that everybody would manage to participate. Experiences, basic methods of production and creation were exchanged, as well as history and development of the individual types of crafts. The outcomes were simple products from the individual disciplines. Additionally with the help of the workshops, information about different cultures were spread among the partners on

an international basis and the participants learned about the life and cultural traditions in the partner countries. Relationships were built among the partners and up until now the participants and lecturers still cooperate and communicate also outside the project. As a small extra also the language skills in English and Russian, as well as basic phrases in Lithuanian, Norwegian and Slovak could be learned and improved while attending the project meetings and workshops together with the partners from various countries. The project showed the possibilities of using crafts for arttherapy, for working with handicapped persons as well as the inclusion of elderly people in the management of clubs, meetings and workshops.

The project team came to the conclusion that specific regional crafts and cultural specification shall be maintained and kept, also through the means of further education in the fields of crafts and folk.

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## People and the Religions



The project with the title “People and the Religions” was realized by the Múzeum v Kežmarku, which is a regional cultural organisation with more than 75 years of tradition. This museum is actively involved in scientific research and is a cultural-education institution. During the last six years the museum actively cooperated with the Jewish Museum, other organisations and religious groups. Among other things, a “Day of Jewish Culture” and seminars on the topics of cohabitation, and history of Jewish minority traditions were organised.

This project was directed at the identification of problems connected the religion in the region of Kežmarku. Therefore its goal is the exchange of experiences and dialogues about intolerance towards different religions of various groups. But it also aims to obtain the cultural values and their awarding to the next generation.

The project focuses on three themes:

- the idea of religion from an historic angle and its present expressions
- Intercultural relationships
- spiritual and material values (art, music and culture)

Through the realisation of the projects’ activities based on the research of life of the Jewish community and other religions in the past as well as nowadays, the project partners gained new knowledge, which was later recorded and presented for the general public in the form of an exhibition, a seminar and a book. Besides learning more about the life of the Jewish community, also further knowledge of the historical context and the understanding of the basic ideas of Theology were gained.

The Museum presented the obtained information through a seminar and an exhibition with the title “We lived together...” and a publication entitled “They lived between us II”. Furthermore the Museum created “The Centre” where the outcomes and results from the seminars are accessible for the general public.

As religious seminars and events such as the “Day of Jewish Culture” are still organised and highly attended, it is evident that religion and its present day manifestations are still topical.

### Contact:

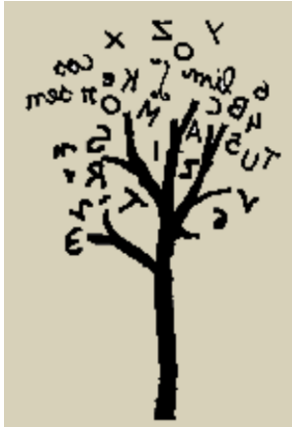
Múzeum v Kežmarku

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## Centro de Educación de Adult@s “Isabel de Segura” - Teruel



The immigrant population of Teruel has expanded in recent years and some of the newcomers need help in order to adapt to the new society. Therefore this project aims on educational projects, which can offer support in particular concerning the integration into the new surrounding and in particular into the job market for groups such as Roma, immigrants and prisoners. Some members of these groups are not familiar with job-seeking methods and therefore they are given professional guidance for employment and self-employment through personalised coaching and follow-up.

A further goal additionally to the updating of knowledge required for working life is also to promote the personal development, social and civic participation, democratic values and solidarity and gender equality. Additionally the programme participants are encouraged the acquire knowledge of the culture, through studies of the customs, culture, cooking, folklore, etc., particularly for immigrants who are not familiar with their new living environment.

This project focuses on paving the way for integration into the social, educational and community environment for the least favoured groups by discovering the world of the press, learning to read and write through newspapers and developing creativity, using the press as the learning medium. Telling stories and tales, stories for integration and tolerance or the universality of culture strengthens the learning and self-esteem of immigrants. One way culture is expressed is through literature, especially the folk level of stories and tales passed on through oral tradition.

Today seventeen instructors, plus further volunteers, provide help at the Adult Education Centre “Isabel de Segura”. Aragon's Lifelong Education Act aims to help enable all inhabitants of Aragon, to develop their capacities so that all individuals can become responsible and achieve their own personal goals, and simultaneously become active players in transforming society. They present major educational shortcomings are results of a past lack of schooling and an inadequate environment.

The name “Isabel de Segura” is closely related to the 13th century legend of the Lovers of Teruel, whose heroine was Isabel. The name is meant to be a tribute to women, who are devoted to knowledge and culture, which play the lead role in the education of children and are the symbol of excellence and encouragement in education.

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## BYOB – Be Your Own Boss

The Be Your Own Boss project proposed to develop a European-wide training accredited training framework designed to support business start ups and existing small businesses amongst specific target groups such as the young, and areas that have traditionally low start up rates. Stressing self-confidence building, access and adaptability, BYOB has tested and independently evaluated the training course with entrepreneurs in the seven different partner countries. The self evaluation involved the beneficiaries and the trainers, to determine the effectiveness of the training materials.



BYOB has been established to support people wishing to start their own business, or existing small businesses that need more support, and in particular a specific focus on groups such as the disabled, women, young people, ethnic minorities, and people resident in rural areas. In these terms, the project has met a real need – helping to build the potential of local economies and supporting the development of entrepreneurs from amongst relatively disadvantaged groups.

The overall aim of the dissemination process is to encourage mainstreaming of the training framework across Europe. Most of the partners had never undertaken this type of training course for their learners to encourage them to start their own business. Some partner countries were still changing after a communist government. This project and the training course will help to change the economic climate of the inhabitants of some of the partner countries. The training course has helped to break some of the groups' isolation and also helped some clients to work together, where they possibly may not have before. All partners have taken back to each region a new experience and changed perspectives of each of the partner countries.

This project was special due to the partners never working together before, but was drawn together by a common problem – a lack of an effective training course for business start-ups in their region.

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## Projects submitted in the Category Out of Europe

### Teaching how to operate a computer – Centro de Investigacion “Enrique Añamisi” - Ecuador

The main objective of Centro Investigacion “Enrique Añamisi” is to contribute to reduce the lack of knowledge about how to operate a computer.

Further aims of the centre are to update the knowledge of adults and to teach them how to operate a computer. Centro Investigacion “Enrique Añamisi” tries to reach out to more and more interested people in learning how to use a computer every day. Also the Centre is hoping to encourage their students to proceed and give them ideas how to generate an income following the teaching programme.



At the beginning it was hard to involve people because the group had to go from house to house which took quite some time. By now, students register to the programme themselves and more than 800 people so far have attended the courses offered by Centro Investigacion Enrique Añamisi”. The impact so far has been considered as very positive and the self-evaluation process at the end of every course brought some good feedback concerning the learning effect. For Christian Añamisi personally the most important recognition is the one directly from the participants and the friendships developing during the courses. Additionally Centro Investigacion “Enrique Añamisi” feels very honoured to have received an Honour Mention by the UNESCO in April 2008.



Christian Añamisi feels that this project as itself is very special, because when the Centre started there was no money available and only one computer as well as the fervent desire to help in every way. Therefore this makes this project special as the Centre had to overcome barriers that often seemed insuperable.

Centro de Investigación "Enrique Añamisi" continues with the process to teach how to operate a computer, at present 2009 it has been developed two new projects to teach Languages such as English and Spanish to our students and volunteers. The second one to make a bridge between our students to sell their agriculture products through the Internet, check this site [www.delamataalaolla.wordpress.com](http://www.delamataalaolla.wordpress.com).

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## Research Project on Interculturalism/ Interethnicity & Cultural Diversity – Pentsys Technology Kenya

Pentsys Technology is an organisation involved in formal and non-formal education for adults and youth in the Eastern region of Kenya. Part of the reason for undertaking this research was a series of conflicts and violence after elections in Kenya and how different ideologies, political and cultural views contributed to this conflicts. The main reason for this research was to understand the cause of the conflicts and the purpose of this research project was to overcome ethnicity, tribalism, racism



and social alienation and aims to bring harmony and understanding between communities. Pentsys Technology wants to understand how people with different religion, culture, ethnicity and political beliefs can share and understand one another without conflict arising due to the various differences they may have. Based on the findings, the aim is to come up with recommendation to the national policy formulation and implementation encouraging full involvement and inclusion of all communities. Pentsys Technology aims to provide solutions concerning differences arising resulting from racism and diversification of cultures by education and civil society participation. Therefore it is hoped that shared values in culture and exchange of information can bring the nation together again.



The main target group of this research were victims of this post-election violence and communities that have suffered directly from this violence. Furthermore youth from various communities were targeted as well as religious groups, business people, politician and elderly. These communities provided various information on issues of respect towards cultures, sharing and exchanging beliefs and following they contributed immensely toward the research. The team visited various camps with various communities in order to receive

first hand information on how interaction with other communities can be handled. As a result, 17 ethnic communities were involved which provided useful recommendation. Their contribution to this research indicated that people are ready and willing to live together harmoniously if harmony and understanding is present and cultivated.

The anticipated impact of the research project was to renew the sense of nationalism and to encourage the learning and understanding of how to tackle the challenges of racism and inequality of power. Also to promote respect toward persons with all kinds of beliefs regardless of their race, colour, language or place of origin. In this way, ways of tackling inequality of power, racism and tribal hatred, which are widespread problems and experienced in many countries all over the world, can be found.

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