

EAEA Grundtvig Award 2009

DECEMBER 2009

CREATIVE AND INNOVATIVE
WAYS TO OVERCOME BARRIERS
TO LEARNING



EAEA

EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS



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7th EAEA Grundtvig Award 2009

EAEA annually awards a Grundtvig Award for an outstanding product / project result in Adult Learning. The award focuses on different themes each time. In 2009, EAEA published the following call:

Access to and participation in adult learning and education has been one of the main topics for policy makers, educators and providers in the adult learning sector for years. There are still too many people not participating in learning activities, and the less education they have, the less likely they are to participate. Problems and barriers to adult learning encountered by the learners can fall into several categories such as costs and motivators, learner support and services, lack of experience, time and geographical situation.

Over the years, many efforts have been made to remedy this situation, but the general trends seem to be very persistent. Nevertheless, looking into student demographics and understanding motivators helps organisations to target new adult learners appropriately. As a result many organisations have developed creative and innovative ways to reach out to new target groups, to find new methodologies and infrastructure for learning, to make adult learning and education more fun/an enriching experience for adults facing barriers to learning and with negative learning experiences.

For excellent adult education and learning projects with the topic 'Creative and innovative ways to overcome barriers to learning' in two categories:

1. European projects:

- EU + candidate countries need to be transnational (a minimum of 3 countries involved)
- All other European countries need to be either transnational or have a strong national partnership with a diverse range of stakeholders

2. Projects from outside of Europe

Projects can but need not be supported by the European Commission (and can but need not be Grundtvig projects)

Criteria:

The project must clearly demonstrate creativity and innovation in overcoming barriers to learning

It must have evidence of outcomes, such as a report, DVD, or any form of verification

It is desirable that the project is transferable and/or useful for others

The project or the initiative should be up and running for at least 1 year and/or be close to completion.

What do we expect?

A description of your project:

- The main goals of the project
- What you actually did and how you did it
- Your target group(s)
- What was innovative and creative about your way of working
- What processes or partnerships were important
- How you got people involved

Some explanation about the impact:

- The impact for the participating organisations and the target group(s)
- How you recognised and tracked success
- What you have learned – what would you do again or differently next time

And finally:

What made this project innovative and creative in overcoming barriers to learning and what could others learn from it?

In this brochure, you will find the description of the submitted projects, including the two winners:

Outside EU category: **'Non-formal skills training in rural Kyrgyzstan'**

Lead organisation Kyrgyz Adult Education Organisation and

Within the EU **'VEPS' Virtual European Prison School Project**

Lead organisation European Prison Education Association (EPEA) France working with organisations from 8 EU countries.

AWARD WINNER 2009 in the European Category

VEPS - Virtual European Prison School Project

The VEPS project was developed through the Lifelong Learning Programme – Grundtvig Multilateral Projects of the European Union. The project lasted from October 2007 to December 2008 and involved a wide range of prison educators from across Europe.

The co-ordinating partner was the European Prison Education Association (EPEA) and the other project partners were prison education services, organisations and bodies from Bulgaria, the Czech Republic, the UK, France, Greece, Ireland, Norway and Sweden.



The project's broad aims were twofold: to enhance the provision of prison education and to increase participation and widen access to education in European prisons. Its primary objectives were to benchmark best practice, inform constructive policy, harness innovation in Internet, e-Learning and distance learning technologies and facilitate greater contact and cooperation among prison educators internationally. In this way, improvements in the quality of teaching and learning as well as the quality of management, evaluation and planning in prison education would be realised. It was agreed by the project partners that these objectives could be achieved best through the transfer of existing exemplary practice and the establishment of a web-based Virtual Prison School.

The project not only led to the development of new programmes and the adoption of new methodologies but also to significant changes in policy direction and the restructuring of some prison education services. Furthermore, the transfer of distance learning methodologies and the creation of e-learning opportunities led to the widening of both provision and access. Of particular note is the creation of the Virtual Prison School, established as a repository for educational programmes, teaching materials, course syllabi, etc., which prison educators can access to assist international students study in their mother tongue while imprisoned abroad. In order to benchmark and disseminate the project outcomes, an International Conference for Directors and Coordinators of Prison Education was convened. In this way, the project's achievements would be embedded in both policy and practice and live on long after its conclusion.

An outstanding success of the project was the role it played in 'upgrading' methodologies, technologies and ideological approaches to prison education in the partner countries, bringing them more in line with e-learning developments in the community and more in line with best practice in mainstream adult education. Furthermore, the project generated knowledge and outcomes that have and will impact significantly on transnational policy formation, service development, planning and deployment of resources. Finally, the project opened new doors for prison educators to network internationally and initiate developments adapted to their local or national context.

AWARD WINNER 2009 in the International Category

Non-formal skills training in rural areas of Kyrgyzstan



The project's overall objective is to enhance employment and income-earning opportunities for poor unemployed adults in rural areas, by increasing the access to and availability of demand-driven, short-term skills training in non-formal contexts.

The project activities open possibilities for poor adults to receive skills training in their village. The target group has very limited access to training programmes, both in civic education and vocational training. The project will use the innovative approach of mobile training workshops to overcome barriers to learning. Skills training courses are offered to poor, unemployed adults right in the village where they live. Mobile training workshops, equipped with all necessary instruments, tools, machines and materials, are delivered to a village, installed there, and stay throughout the whole period of training. Facilities for the instalment of the workshops, such as schools and libraries, will be provided by local administrators, and participants from the nearest villages will also have the chance to join the training.



The project is innovative in the way that it tests flexible delivery methods. It demonstrates a strong practical focus through the use of mobile workshops, evening classes and weekend training.

The skills training will also include modules in social competences and personal development. The rural population has a low educational level and most of them have lost belief that they are able to do something. They are people with a low level of self-confidence and facing barriers

to participate in learning. That is why such modules are very important and necessary within the programme. They will help develop the participants' self-confidence and increase the capacity of each person to study.

In addition to the target group, the project will also benefit the staff of the Kyrgyzstan Adult Education Association and the Adult Training Centres, who will increase their expertise to develop and offer short-term skills training for unemployed adults in remote areas. Moreover, the Adult Training Centres will have a ready-made "course package" (training modules and materials) for skills training, which can easily be used for the same and other target groups in different parts of the country.



Projects submitted in the European Category

I Volunteer !

The project – a partnership between Germany, Finland, Austria, Turkey and Latvia – was designed to create new perspectives for adults, by offering them free training to gain the necessary skills for working as a volunteer in a certain field.

The project was developed around four steps: recruiting, training, activating and motivating. Although each partner worked out a different local plan, every one was focused on getting people out of social exclusion through taking part in some kind of adult education. Austria, for example, worked with unemployed people. They trained people to help farmers in growing “slow food”, and through working there the volunteers enlarged their social network and their chances of finding a job. In Turkey, they trained young people in sign language, so that they could help deaf people to learn how to use a PC and thus get involved in adult education.



Het Perspectief, as a centre for formal adult education, focused on improving social inclusion through teaching computer skills. It involved two organisations of the City of Ghent: the Seniors' City Service and the Local District Service of the district De Muide, Meulestede. In Ghent, a quarter of the population is over 55 and most of them are professionally inactive. This enlarges the possibility of social exclusion. The people from this particular district tend to have low qualification levels and most of them work in the port as craftsmen. After the recruiting stage, 30 candidates received free initial PC training of five months' duration. The majority had never worked on a PC before. Once trained, they started their jobs as volunteers in their clubhouses. The City Council of Ghent provided a free computer for each clubhouse with internet access. The trained volunteers are now present in their clubhouses once or twice a week to help people with looking for information on the internet, helping them to find their own way through the internet, or just explaining the basic functions of a PC.

In international seminars, the coordinators exchanged their experiences of recruiting, training, activating and motivating the participants. In three of the seminars there was a parallel seminar for the volunteers. Four volunteers from Ghent got the opportunity to join two meetings for free: two went to Finland; two went to Latvia. Their experiences were disseminated with the other volunteers from the Ghent group.

In May 2009, the last international meeting in Ghent was celebrated with a huge international volunteers' day. The volunteers trained through the project participated in a debate and told the audience and the press about their experiences over the previous two years. A brochure and a CD of the project were made for the occasion, in order to inspire other organisations.

Tales from the past, stories for the future

The last decennia, our society changed in a very probing way. The belief in ideological systems has decreased. Values and ethics differ from group to group, from person to person. In these individualistic systems, people cannot find themselves in common patterns, which are valid for the whole society. Recently movements of self-actualisation started to appear in small groups. Biographic learning by doing and self-reflection is an important trend to develop values and norms and to sign out an individual way for good behaviour. A subjective story becomes stronger and more powerful when many individual stories are combined, and when more people recognise themselves in these stories. Different subjective stories together can become a streaming flow through dialogue and analysis. So the possibility arises to enlarge the stream: point of contacts in little individual stories can develop into one great stream, an action, or even a political movement.

This project is focused on storytelling, bringing together people from Belgium, Spain, Italy, UK, Germany and Lithuania. Each partner organisation worked with a group of adult education participants, who choose a story that was a reflection of their personal background and pointed to their profession.



In the case of Belgium, the focal point was language. First of all, 15 students of socio-cultural work told an autobiographical story in their own language and then in English. Generally, in each partner organisation the story can be presented through a range of performance techniques, depending on the participants involved. The process is then documented and shared by means of video, photography, IT, etc. Each partner contributes materials to be used in local displays and exhibitions. In different meetings the partners finally present all their work to the others. In the case of Belgium that was digital videos of the stories, but also tools about how to use autobiographical stories in non-formal education. The whole project culminated in a storytelling festival in Alden Biesen, Belgium.

The motivation for the project stems from a belief that in order to foster understanding and harmony between cultures it is necessary to know our own roots. This knowledge is often lacking in today's modern world, leading to all sorts of social and individual problems. This project seeks a way to address this problem on a small scale.

Working with artistic means gives a totally different line of approach and way of communicating. In this way the course members were able to improve their language skills, their project management skills, increase their motivation and creativity and also gain more self-confidence and knowledge of the partner countries and cultures. The local communities could benefit from the project by means of increased cooperation with other local organisations in the non-formal sector, through the use of a wikidot website, and through the dissemination of the project in local groups.

BLAID : Blended Learning and Intercultural Dialogue



BLAID is a learning partnership with the aim of applying different existing ICT tools for facilitating intercultural dialogue among adult learners. By applying a "learning by doing" method it was intended to facilitate interaction between the learners and thereby instil a sense of fun in working on serious lifelong learning skills. The new generation of digital tools provides unique opportunities to stimulate social cohesion and break down barriers to

social inclusion, as they support participation, communication and cooperation in personal networks for increasing quality of life. Strategic skills were taught that allowed the learners to use ICT as a means to improve their quality of life and that relate to the ambitions of the participants. As learning is primarily a social process, it was intended to work with common socio-cultural themes that appeal to the geographical, cultural and educational diversity of our learners.

The project partners - from Norway, the Irish Republic, Lithuania, the Netherlands, Belgium and Denmark - represent a wide variety of institutions, subjects and learner groups. The target groups of the project included persons living in rural or disadvantaged areas, ethnic or other minorities, young adults at risk of social marginalization and 'second chance' students. The aim was to improve their ICT skills in order to help them integrate socially into modern society, to increase intercultural understanding and the awareness of a European identity.



During the project the partners have experimented with and evaluated different 'blended learning' methods, such as "face2face" learning combined with web2 or other ICT tools; blended learning via E-PAL; or online teaching with ICT tools like Blackboard.

The experimentation with blended learning methods has been approached using two common themes, namely "My town" and "Do you feel European?" The first was chosen in order to promote intercultural exchange, understanding and awareness among students and teachers participating in the project. The theme enabled participants to share aspects of daily life in different countries and cultures without being too intimate. It also encouraged them to pay attention both to the similarities and the differences between the cultures. The second theme motivated the participants to reflect on their own and others' feelings and considerations

towards being a European, focusing on the fact that we all belong to a larger community now, the European Union.

As activity for intercultural dialogue there is also the so-called “dialogue bench”, which has been described thus: “The dialogue bench is a bench inviting us all to communicate. It makes you curious to meet other people. The dialogue bench gives room for diversity and a variety of expressions; it is meant to promote mutual respect. The dialogue bench is a different kind of bench situated in your city. It manifests the fact that your city is open to the surrounding world, to new ideas, new ways of acting and thinking.”

Apprentissage Interculturelle du Français (Intercultural French Learning)



Intercultural French Learning is a project for expatriate French learners, born out of the needs being expressed by them, and not out of established courses or predefined classes. A learning pathway was created based on an analysis of the needs being expressed. What is important is what the learner needs to learn, not what he 'should' be taught. The innovative character of this project lies in the total integration in the course of everyone's cultural characteristics. This project lends itself very readily to being transferred, because it can be adapted to all learning profiles and all languages.

Between October 2006 and October 2007, 170 people attended FFL courses organised by the Agence ITER France. Throughout the course, the comments, requests, criticisms and ideas put forward by the participants were taken on board, which allowed the AIF to remain intimately in touch with students' expectations and needs, and to respond positively to them. Within the courses, there is a great need to know more about others, about their country, their language and their customs. The expatriates want to learn French to make their life in France as easy as possible, for the sake of integrating into the French community in which they live, but they also want to learn more about their colleagues at work. The teachers themselves are just as eager to learn, both at the cultural level and in terms of the different types of learning that exist in other countries.

Intercultural French Learning comprises a wide range of activities and materials: group lessons, one-to-ones, multimedia sessions and educational resources, thematic classes, breakfasts, as well as context-based activities. This multi-resource pathway has been created with an intercultural approach entirely built on the analysis of the learners' needs, through intercultural dialogue and the feedback provided by the participants.

With 2008 being not only the European Year of Intercultural Dialogue but also the UNESCO International Year of Languages, the project delivered a practical response. All the elements of the intercultural dialogue are included in this way of learning of French, and there is plenty of space left for everyone's culture.

We have all learned one or more languages, whether they be our mother tongue or foreign languages. What makes the AIF different is not just that the language is completely associated with the culture, but that this pathway allows for exchanges about other cultures.

Young Civic Radio

Young Civic Radio – Europe (YCR-E) is the implementation of a mind-fitting, implicit-social learning approach that focuses on bilingual and multilingual learning. Trainers, teachers, students and experts from Austria, Hungary, Germany, Norway, and Romania have worked together in order to advance civic education (EU key competences for lifelong learning).

The background is the fact that, today, nearly all teenagers use their own mp3/4 player for entertainment. That raised the question, 'Why not use this technology for education, too?' The project team developed brain compatible material on a so called "social web 2.0" that is aimed at schools, organisations for adult education and cultural institutions. The project team covers all necessary literacies, in regard to pedagogy, theatre studies, political education, neurobiology and ICT. Entertainment and education also went hand-in-hand in our sub-projects and they complement each other, too. Our material consists of audio and video files, theatre and art works, discussions and written material for teaching. Everything can be seen and downloaded on the internet for free.



Therewith the project, proved and chosen by the European Commission's Directorate-General for Education and Culture, especially because of its creativity and innovative character, aimed at parents, educators, language experts, teachers, students, educational policy and media. Besides language learning, the project supports co-operation between European countries and different target groups. The project also wants to reach people who are disengaged from education or disenchanted with politics.

Absolutely new is the interaction of knowledge achievement, language learning and social behaviour with the help of cognitive research. Using genetically determined neuronal interactions, the project is alone in Europe in using this approach. Mind-fitting learning is not only about dealing with barriers to learning, but also the renewal of self-learning behaviour. This concept for learning orientates – as far to be demonstrated on internet - mainly on the skills and possibilities of the human organism. We learn embedded, or said properly "holistic, implicit, non-linear, action-oriented and autonomous". Years of experience have proved this to be the most successful method of acquiring key competences in a sustainable way.

eYES: Creating an e-learning interface for the blind and the visually impaired



The « eYES » project is targeted at Visually Impaired Persons (VIPs), both as users and as trainers for online learning. It was set up by nine European institutions from Germany, the United Kingdom, Bulgaria, Poland and Italy, all of them coming from different backgrounds. There are four training and rehabilitation centres for VIPs, one academic research centre in ICT, two e-learning providers, and two associations for the blind.

In Europe there are approximately 7.4 million VIPs, most of whom are of working age and affected by high unemployment rates. The main obstacles to employment reported by VIPs are health conditions, the general economic situation (general unemployment) and low qualification levels. Only 33% of existing personal computers can be effectively used by visually impaired people-VIPs. As a result of this "digital divide", most of these citizens cannot access e-learning programmes. Within this scenario, the e-YES project aims to reduce the "digital divide" in vocational education, making e-learning more accessible to VIPs. New tools for creating and managing training programmes are to be made fully accessible to VIPs by combining online learning with new collaboration tools.

To this end, eYES performed an extensive field survey of both VIPs' needs and available products, as well as researching the state-of-the-art-technology in the field of accessibility. After analysing the didactic methodology to be adopted, innovative IT tools and didactic contents accessible to VIPs were developed. Finally the results were tested and validated with pilot users. These activities took place in all of the partner countries and in cooperation with each other. As a result, there is an e-learning platform accessible to VIPs, based on the most widespread open-source-platform, Moodle, an authoring tool accessible to visually impaired instructors, and four online courses on Internet security accessible to VIPs, namely computer and browser security, e-mail security, e-banking security and e-commerce security. Moreover, the eYES e-learning platform and authoring tool were integrated as a new feature in the Moodle platform and are already in use in different organisations.

The project's innovative aspects add value from both a technical and a didactic point of view. From a technical point of view, the innovation is represented by the different Moodle features, downloadable worldwide, and the authoring tool, which has been made accessible to visually impaired trainers and teachers and was not available in Moodle before. From a didactic point of view, the added value is represented by the fact that visually impaired learners can now benefit from tools that were not accessible before. Moreover, visually impaired trainers are now able to produce learning contents on their own, upload it onto e-learning platforms and make it available to visually impaired learners. This is very important because in many rehabilitation and training centres for VIPs, some trainers have a visual impairment themselves. In the past, this process required strong programming and software development capabilities and was therefore very expensive for the training centres. This project will give them the opportunity of using an e-learning platform in a fast and efficient way.

Grandparents & Grandchildren

The « Grandparents & Grandchildren » project is addressed to people aged over 55. It is intended, through the involvement of students of VET, upper secondary schools or universities in the role of volunteer “digital facilitators”, to teach internet browsing and e-mail use to the target group, thereby fostering their active digital citizenship role.



The training flow follows a simple scheme:

- A tutor trains the “grandchildren”: in each partner school, groups of volunteer students sign up to the project, to be trained to take the part of “grandsons”. They are trained by a tutor, who will assist them also in their training activities with the “grandparents”, about the aged adults training methods, and about the ICT contents to be taught.
- Each grandchild trains a grandparent: each partner school has an ICT laboratory with internet, where each grandchild teaches one grandparent how to access and browse the internet, how to use e-mail to communicate online, and how to access local online services.
- The grandparent practices alone in a laboratory. In each partner school, a laboratory is made available for further practice by the grandparents. The "grandparents" have access to the online training resources made available on the G&G multilingual website.

The Grandparents and Grandchildren experience started in Milan in the late 1990s and was so successful that the European Union funded an e-learning valorization project to make it known and exploit it at the European level. Training institutions from seven countries participated in the project, leading to the development and translation of training materials in ten languages (English, Estonian, Finnish, Greek, Italian, Polish, Slovakian, Slovenian, Spanish, and Russian), a pedagogical set for grandchildren and grandparents, and a multi-lingual platform. Besides this transnational partnership, there were partnerships at the local level, built up between the partner countries and the relevant stakeholders in order to disseminate the initiative more effectively.

The main goal is to exploit and transfer at European level a low-cost methodology of intergenerational involvement, aimed to increase adult digital literacy promotion

and to allow people over 55 to gain full citizenship in the digital society. It is not only the elderly, but also the participating students who benefit from the training: They improve their skills and knowledge in using the internet, acquire teaching skills in a one-on-one support environment, and will better understand the needs, thoughts and capabilities of the generation of their grandparents.



TCA - Trofa Comunidade de Aprendentes (Trofa Community of Learners)



The Trofa Community of Learners is promoted by the Faculty of Education and Psychology of Portuguese Catholic University (FEP/PCU) in partnership with the Town Hall of Trofa (a small town at 30 kms distance from Porto) and targets citizens of every age, social and economic situation. It aims specifically at reaching and

motivating people with special educational problems, trying thereby to reduce their social exclusion.

It attempts to strengthen existing community structures, stimulating vicinities on relationships and interactions between diverse contexts of learning, whether formal or non-formal. It creates Local Learning Centres for the community, placed within local institutions that will promote different learning initiatives and support individual learning plans. It also establishes mechanisms of systematic cooperation between institutions, initiatives, social mediators, services, volunteers, trainers and staff members deriving from all fields of the professional world.

The TCA project was conceived as a community-focused social pedagogy dynamic, adopting a model of action focused on relationships of human proximity and local specificities, aiming to promote the engagement of actors from social networks. The social networks are valued as flexible frameworks, as promoters of connections between people and institutions, and as incentives to share projects, means and resources. Currently the TCA project supports three different social networks:

- Network of Projects: TCA Initiatives promote reading and writing, interpersonal skills, ICT skills, the success of children in education, as well as lifelong learning by mediation and various training courses.
- Network of Services: Local Learning Centres are based on local institutions like parishes and schools. They are conceived as polyvalent learning spaces open to every citizen and supported by TCA staff, social pedagogues, training and social mediators. People can get information and advice about education and training, use a library and a study room and get supported individually.
- Network of Actors: Social mediators support and promote networks between themselves, institutions, trainers, volunteers, staff and 'co-operators'.

This community project engages in increasing fairness and equity in access to lifelong learning opportunities and promotes innovative methods of education, training and mediation, as well as an organisational model of networks and social citizenship.

FACE IT! Families and Active Citizenship Education – an Integrated Training

FACE IT! aimed at designing a training course and a handbook for supporting active citizenship through family learning, to be used in a cascading effect by lifelong learning and active citizenship educators. The partnership - consisting of institutions from Ireland, France, the UK, Italy and Romania – held international training courses for “trainer trainers”. They in turn trained national trainers to work with disadvantaged families to become more actively involved with their communities. The idea is to transfer models and expertise from countries with a tradition in active citizenship and family learning policies towards countries, such as Romania, where such approaches are only now emerging and where the need of professional skills and tools is increasing rapidly.

FACE IT brings together two areas which both represent a priority in the contemporary European context – non-formal and informal adult education as method and the further development of active citizenship as content – while building on the experience of other relevant projects and initiatives. The innovative approaches FACE IT! has created, developed and implemented can be perceived on three coordinates: the entire project development, the design of the international training, and the methods for targeting the end-group of project beneficiaries.



Within the project, there were two international “trainer training” events, followed by cascaded training at the local, regional and national level. The international training events involved an online training component in which the future trainees had the opportunity to

communicate about the contexts in which they develop their activities, and about their understanding of key concepts such as adult education and family learning. Based on the partnership’s expertise and on the lessons learned from the international and cascaded training, the FACE IT! handbook was created, printed and distributed. Twelve hundred copies were produced. The handbook is also available on the project website as a free download. The final event of the project was a three-day conference in Iasi, Romania, whose aim was, on the one hand, to further disseminate the products of the project and, on the other, to train other trainers – not only from local and national contexts but also from international settings.

In these ways FACE IT! provided communities with tools to train professionals in how to effectively stimulate active citizenship, the appropriate approach in this case being non-formal and informal learning reaching across generations. FACE IT! focused on delivering a series of products that would help practitioners working in the field of adult education and family learning to improve their work and their capability to reach beneficiaries and decision makers. The product development focused on creating transferable methodologies, accessible content and innovative working tools.

Better Future - For those who want to return into society

The project's main target is to spread the idea of non-formal education in prisons in Russia, Belarus, Ukraine and Latvia. NBV wished to be actively involved in influencing people who are leaving institutions and helping them to prepare for a new life 'outside the walls'. It was intended to produce material that could help people with those aspects of life that seem fairly self-evident to those of us who already live in and are part of society. Those who are confined to prison often do not have sufficient knowledge and experience to take responsibility for all the aspects of life outside.



NBV wished to be involved with, and spread knowledge of, the collaboration with the Swedish Prison and Probation Service [Kriminalvården], voluntary organisations and the institutions beyond Sweden's frontiers. Through establishing contact with other countries, mainly Russia, Belarus, Lithuania and Ukraine, the goal was that organisations in each country would develop similar material in order to assist those leaving penal institutions.

Better Future has created study materials that raise a number of important subjects prior to the prisoners' release. The purpose is to give the prisoners the possibility to discuss and reflect on the issues raised in the materials, and to think about what their goals are and how to achieve them, in terms of relationships, accommodation, jobs and leisure. Using the study circle as a tool, the NBV is directed at prisoners and people who are excluded from society. With the material 'Bättre Framtid' [Better Future], we intend to enable them to come back to society in order to be an asset instead of a burden. The study material shall be a support in enabling people to establish a decent life for themselves. Taken as an example, chapters of the material include: the study circle and the 'room of visions'; the responsibilities of the prison and probation service; family and relationships; the economy, jobs and labour market training; leisure time; studies and education; living; ethics and morality; criminality and drug abuse; and culture and evaluation.

When the material had been successful in Sweden, NBV wished to disseminate the material and therefore accompanied 'KRIS' [Criminals Return into Society], which undertook trips to Russia, Belarus, Lithuania and Ukraine to establish contacts, enabling further work on disseminating the Better Future project. About 50 people in those countries have been trained by NBV and KRIS. NBV has also established a solid basis for continued work in this field.

New Start

The « New Start » project is designed to enable social inclusion, through the creation of lifelong learning materials and methodologies. It aims to help deaf and hearing impaired adult learners, and other disabled immigrants or socially disadvantaged groups, who, prior to their entry into their host country, have received little or no formal education. This target group suffers a double or even a triple discrimination, by being immigrants, disabled and often women. The overall objective of the project was to support and enable the assimilation of deaf immigrants into the host countries' communities, to develop social structures, to train adult education facilities, to obtain resources for employment opportunities and to facilitate access to health services through the development of educational methodologies and material.



A basic requirement for many host countries in the European Union is that immigrants learn the host country's language. For hearing immigrants and refugees, classes are provided. For deaf immigrants, this training is of no value. Not being able to hear, and quite often not being able to read or write, they have very little possibility to learn and understand

even the smallest amount of information in their new country. Consequently, they are deprived of the right to get language training and other training to help them assimilate and become active citizens in their new countries. Without training adapted to their needs, the target group will suffer discrimination and social exclusion. In their daily work, the transnational partners in the New Start project – organisations from six countries working with people who are deaf or severely hearing impaired – recognised more and more that the lifelong learning needs of deaf refugees and asylum seekers required particular attention. From their mutual discussions, the project came to being.

The statistics demonstrated that between 10% and 60% of every group of deaf or severely hearing impaired adult students were refugees or asylum seekers, and it was clear that they needed specific teaching and training support at all stages. The project therefore established four transnational working groups focusing on the objectives of Lifelong Learning Educational Materials, Lifelong Learning Educational Methodologies, Active Citizenship, and Health Education and Medical Services. These focus groups explored and collected existing knowledge and identified the needs of the target group in different areas relating to their entry into a host country. Based on the identified needs, they developed training materials and methodologies applicable to the specific needs, staff training modules, communication training, basic skills and health education. In addition to the

material for the target group itself, material was developed for immigration boards, medical staff and other professionals in contact with deaf immigrants. The project has furthermore established a website as a forum for adult educators working with the target group and as a resource for materials, methodologies and dissemination.

This project has provided new methods and materials designed for the target group, produced in such a manner that they can be used throughout Europe with very few adjustments. All the material - a language video, web-based language training, a handbook and other resources for immigrants and staff - is downloadable on the website.

Projects submitted in the Category Out of Europe

Aprender desde la Igualdad (Learning from Equality)



« Aprender desde la Igualdad » is a project of the Centro Educativo de Nivel Secundario No 454 in Argentina. The latter is a secondary school for students over the age of 18 that operates in three shifts (morning, afternoon and evening) and that is attended daily by 400 students. It serves people from low-income backgrounds in the district of Morón, whose employment situation is either unemployment or precarious employment.

Knowing the difficulties women encounter in exercising their right to education due to discrimination, family violence, stereotyped gender roles, myths and prejudices in society, this project was set up as a model for adult education. In order to serve as a strategy in the process of social development of the secondary education curriculum for adults, a critical revision of the institutional dynamic and the structure of the curriculum in schools for adult learners is needed. The challenge therefore is to develop a school in which social practices and the methodology of popular education are possible.

The workshop "Learning from Equality" is a forum for analysing the possible causes of the difficulties women must overcome to exercise their right to education. Activities like talks, workshops, video screenings and debates as well as work days with other community organisations were planned for each meeting.

The strategy was to develop an interdisciplinary approach and to coordinate the school's work with other community institutions in order to encourage training for students that relates to community problems. For the students, that would have the effect of ensuring recognition and awareness of the rights of every individual to education and healthcare, as well as reflection on the inequalities in the distribution of power between men and women. They would also gain knowledge about the social and legal basis of women's rights. It would help teachers to revise their teaching practices and to develop educational initiatives that encourage integration between different areas of knowledge, that address socially significant problems, and that foster teamwork and involvement in community networks. The institutions involved would be encouraged to promote women's leadership in the educational

community and to create collective areas of support. The objectives for the community are to create areas in the community that interact with other organisations and to build networks of solidarity among the neighbourhood, the school and other institutions.

The inflexibility that often characterises the functioning of public schools creates operating dynamics that hamper learning by adults and this project aimed to develop a modest possible alternative as a means of addressing this difficulty. The creativity and innovation of this project resides in the fact that it developed a practice in keeping with "People's Education" and within the framework of formal public schools, which facilitated the development of a curriculum based on the specific features of the group without it having to be adapted to the inflexible school curriculum. The main result is to have generated strategies for the collective development of knowledge through the implementation of an educational model that made it possible to transcend the antinomy between theory and practice, that recognised the function of group and institutional processes in the learning process, and that relied on dialogue as the foundation of educational practice.

The Knowledge for Health Development Fund (K4H DEF)

As women in Cameroon lack resources and are denied access to the education, finances, information and managerial skills that offer a road to a better life, one main goal of K4H DEF is to expand options for poor women in their mid-thirties to access credit and start micro-enterprises that would help promote their ability to start and to grow businesses through continuing support like learning, training and technical assistance. A second goal is to join forces with other organizations with a shared vision and purpose to create the K4H Network to deliver evidence-based research and programme guidance on family planning and reproductive health and related global health topics at the national level.

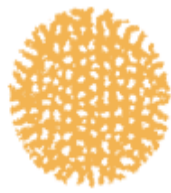


The micro-enterprise activities are based on four strategic areas, namely reducing poverty, increasing the role of women in peace-building and conflict resolution, as well as increasing knowledge of health and training. Mentoring adult women in groups of five to ten and providing them with seed funds to establish and operate micro-enterprises at grass roots level is the focal area of the strategy. Adele Reproductive Health Foundation therefore organised launchings and groups for women and youths in different institutions, provided open lectures, organised seminars and workshops and distributed over 13.000 'Global Hand Books' that benefited tens and thousands of people of all levels and ages. The books answered questions about family planning methods and pregnancy prevention for those who do not wish to use modern methods of contraception.

The project identified and solicits strong partnership with the INFO Project, based at the Center for Communication Programs, Johns Hopkins Bloomberg School of Public Health, who provided seed funding, plus material and technical assistance to ensure that information, knowledge, and best practices for family planning and reproductive health are accessed by the multiple audiences with different needs in Cameroon. One other important action was to select and train some 30 community 'Healthcare Providers', of all levels and ages, who have no formal medical education, and place them in local communities, where they are providing emergency health interventions to the under-served populations. In addition, the project, in collaboration with the Medical Knowledge Institute in the Netherlands, has plans to establish the first pilot Medical Knowledge Institute information centre in Cameroon.

The innovative and creative approach of the project is that it combines health, learning, training, financing and mentoring to create sustainable income-generating businesses. These and other successes have provided the organization and members and beneficiaries with an important model and experience for scaling-up effective reproductive health and HIV and AIDS intervention.

Alfabetización (Political literacy in economic, social and cultural rights and impact on public policies)



REPEM

Con status consultivo ante ECOSOC Naciones Unidas

RED DE EDUCACIÓN POPULAR
ENTRE MUJERES DE
AMÉRICA LATINA Y EL CARIBE

The project «Alfabetización» employs the methodology used by the Popular Education Network of Women from Latin America and the Caribbean (REPEM) to create conditions that promote ongoing learning for female leaders and entrepreneurs from low-income social sectors, as well the organisations that support them. The strategy began with the competition *Economic Enterprises led by Women from Lower-income Sectors*, continued with follow-up activities for participants, and is now being extended through training plans and public policy impact plans, currently underway in ten Latin American countries. Participants in this learning initiative include community leaders and civil society, as well as state and development cooperation organisations. The initiative originated in 1992, in the framework of REPEM's project *Women, Education and the Economy*, and is overseen by REPEM's Education, Gender and Economy working group, made up of various member organisations. Six editions have been held in Mexico, Colombia, Venezuela, Ecuador, Peru, Bolivia, Brazil and Uruguay.

The development of the competition involved NGOs, micro-businesses, universities, municipal and national public institutions, the media and leaders of the undertakings who participated in earlier competitions. These entities and persons – who in the course of these years have been generating growing levels of commitment – are brought together by a national NGO that is a member of REPEM. At present, in every country permanent institutional structures have been created, made up of female leaders of different institutions. Among these structures are six networks of female entrepreneurs, a mixed social economy structure and several months of work.

The key groups consist of lower-income women from rural and peripheral urban areas in the Latin American region. Most are Indian women in Mexico and Ecuador, women of African origin, migrants from rural areas, and some from areas of armed conflict in Colombia, from rural or peripheral shanty towns near major cities in Brazil, from Lima's shantytowns or rural villages in the Amazon zone and the sierra in Peru, women from small towns and rural areas who cannot find work or are unemployed in Uruguay and Venezuela. Few have gone beyond basic schooling. The six competitions held so far have involved the participation of 1,500 experiences, involving approximately 20,000 women.

Innovation, as an educational experience that promotes the exercise of one's rights, consists of new challenges, new opportunities, understanding, ongoing learning and a friendly context.

The competition was launched in 1997, simultaneously in nine Latin American countries, as a strategy for developing knowledge of and assessing and making

visible the contributions of the economic and social experiences of women from lower-income sectors, as a stepping stone to the full exercise of their rights.

At present, the main purpose is to contribute, through the process triggered by the competition, to the development and consolidation of public policies, through impact strategies and citizens' involvement that promote the economic participation of women, in conditions of equality, in programmes and projects of local municipal governments.

Cañas - Cerro Largo

Cañas is a small rural town situated in the west of Cerro Largo Department, in the area bordering Brazil. It is surrounded by hills occupied by small and medium-sized agricultural establishments and stockbreeders, which hampers other types of activities like agriculture and horticulture. Sheep



are abundant in the area, which has resulted in the maintenance of a sheep-breeding tradition, even during periods when it has been lost or reduced in most of the rest of the country. The farming concerns the entire animal: both its meat and its wool. This activity has allowed women in the area to keep up wool processing activities in the home. The population is based within a radius of 10 km and comprises 30 families totalling around 200 people, around 20% of whom are children between 0 and 12 years. There are many young couples under the age of 30, which means that the future population is guaranteed. The work that exists in the area consists of rural casual labour, exclusively for men. Undeclared work, with no legal protection, thrives. As a result, all the inhabitants are users of the MSP and today almost all are included in the Ministry for Social Development's emergency plan, which began being implemented in 2005.

At present, a group of ten women is struggling to survive. Using only rudimentary technology, the women work on a basis of solidarity, making wool products ranging from fleece to finished woven garments.

Problems of racism, alcoholism, gender discrimination - especially against women - violence and malnutrition have been identified in the area, and idleness has developed as a result of assistance policies (baskets, allowances and others) that are not matched with educational or social promotion counterparts and from exploitation through work with no legal protection.

The project will be focused on the launch of an education for inclusion process aimed at strengthening the entrepreneurial capacities that exist in the community: the country wool workshop promoted by the area's health agent, Mrs Elena Sosa, with support from the doctor – both of whom have considerable influence in the area – and by *Uruguay Rural*, which will provide funds for the purchase of materials; and the manicete workshop (production and sale of peanuts preserved with sugar using a local technique). The idea is to endeavour to include other people from the town, beneficiaries of PANES (a national plan to address the social emergency), who will launch a goat-breeding project to improve the consumption of milk, which is already progressing. The strategies that will be used will aim to develop a working environment that will improve users' literacy and develop intellectual skills related to their business activity and to generate self-management

practices: records, registers, simple accounting, cost calculation, etc. At the same time, based on an awareness of their problems, the project will help to develop and identify possible solutions that will have to be managed by the participants. The idea, therefore, is to develop actions to bring participants out of the unhealthy state of dependence on welfare.

The difference made by the intervention of MIDES (Ministry for Social Development) and ICAE through the "Exit Strategies" programme is the educational intervention on top of the promotion of undertakings and the strengthening of actions by different organisations, based on the principles of EFA (Education for All) and lifelong learning.

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Alfabetización (Political literacy in economic, social and cultural rights and impact on public policies)

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Lifelong Learning Programme

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