



European Association for the Education of Adults

5th GRUNDTVIG AWARD 2007

*The European Year of Equality of Opportunities through Adult Education:
Learning 4Rs*

PROJECT CONTRIBUTIONS



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Project contributions:

EUROPE

Germany

Europe on the Street

Raising Awareness of the use of languages

Theatre – ideas by exchange and support – TIES

Ireland

Families and Active Citizenship –an Integrated Training. FACE IT

Museums Tell Many Stories: A Learning Partnership on Intercultural Dialogue

Latvia

Environmental heritage (ENHE)

DEAF ARE NOT DEAF

Montenegro

Integration by Adult Literacy and Vocational Training

Serbia

Functional Basic Education of Adult Roma

UK

The Paired Reading Club

Parenting in a Multicultural European City

OUT OF EUROPE



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Argentina

La Oportunidad de Estar en la Escuela

EUROPE

1. Name of the Project	Families and Active Citizenship – an Integrated Training. FACE - IT
Name of the submitting organization:	The Clare Family Learning Project Ms. Mary Flanagan Adult Education Centre, Clonroad Business Park Clonroad Ennis, Co. Clare, Ireland Tel: +353 065 689 76 45 Fax: +353 065 684 05 15 e-mail: famlearn@eircom.net or m.flanagan@crws.ie
Partners:	<ol style="list-style-type: none">1. Euroed, Iasi, Romania. Host of Grundtvig 1 Partnership. www.euroed.ro.2. Campaign for Learning UK. www.campaign-for-learning.org.uk3. Espace Pedagogie Formation France, Marseille, France.4. Centre for Literacy in Primary Education – Family Learning Co-ordinator, London, UK. www.clpe.co.uk5. IRRE Liguria - The Ligurian Regional Institute of Educational Research, Genoa, Italy. www.irre.liguria.it6. Teacher Training Center Iași (Casa Corpului Didactic Iași), Romania.7. DHE Solutions Ltd., UK, Lancaster.8. The National Adult Literacy Agency (NALA), Ireland, Dublin. www.nala.ie9. Kindersite Project Ltd., UK, Braughing. www.kindersite.org
Start & completion dates:	1.10.2006 – 1.06.2008



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Description of the Project	<p>The FACE – IT! Project is developing a training programme and accompanying toolkit. These are for community based tutors and practitioners working in the field of Family Learning (including non-formal and informal learning). The training programme will focus on increasing skills and knowledge in the areas of Active Citizenship and Participatory Democracy. The training programme is being collaboratively designed through the existing knowledge of the FACE-IT partners who have experience in designing materials to attract hard to reach learners and bringing disadvantaged and isolated families into education. The final training programme and accompanying toolkit will be disseminated across Europe through national and international training events and networks.</p>
Why FACE IT?	<p>The FACE IT! training programme offers the opportunity for professionals working in a range of community settings to become involved with Family Learning and intergenerational learning. It includes methods and materials for a non-threatening and empowering non-formal/informal learning (Family Learning). The approach encourages hard-to-reach families into education and Active Citizenship by facilitating knowledge and understanding of what it means to be a citizen with the skills to become an active citizen. The programme is flexible and can be adapted to meet local needs and demand. This may be achieved by supporting greater involvement by parents in their children’s education, by making a positive contribution in their community or by inclusion in participatory democracy processes.</p> <p>Tutors, teachers and adult learning facilitators are invited to joint national or international training programmes to support their own continuing professional development in the fields of Family Learning and Active</p>
Resources and Materials	<p>At the moment, the FACE IT project team are in the process of designing the FACE IT Handbook, which will soon be freely available in print and electronic form available in Spring 2008 on www.faceitproject.org. The handbook will contain the curriculum, syllabus and materials of the FACE IT training programme, with the experience gained and lessons learned during its delivery. In addition, the handbook will also include an introduction to the key concepts and the provision of Family Learning and Active Citizenship in different countries, along with a selection of interesting articles informing of relevant research results</p>
How the FACE IT! Project	<p><i>The Face IT! project aims at improving and increasing the participants equality of opportunity to the benefits and rewards of active citizenship and critical</i></p>



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<p>meets the criteria for the Award</p>	<p>democracy. <i>The qualities of this project are the expertise that the partner organisations bring to it. The wealth of knowledge, skills and experience among the partners ensures that we have a well rounded approach to Family Learning and Active Citizenship. As a result of providing international and national trainings in Europe the FACE IT! project are maximising the potential for cascading the central message to families.</i> <i>The FACE IT! Project appeals to Adult Education providers because of its emphasis on best practice in the appropriate methodologies, activities and blended learning as used in the trainings. The training content is interesting for trainees and their target families.</i> <i>The FACE IT! Training programme is easily transferable as any country could take up these themes and develop their own programme to meet the needs of their individual target groups.</i> <i>As a result of running a pilot project in Ireland (Clare Family Learning project) the FACE IT! Team can show the active engagement of learners in the Active Citizenship process. The outcomes of this included:</i> <i>Six learners voted for the first time as a result of attending the classes</i> <i>Some learners identified issues for local action</i> <i>All learners asked questions and raised issues with the local politicians</i> <i>Learners were observed engaging in political discussion among themselves</i> <i>All learners reported greater understanding and enthusiasm for becoming more active citizens</i> <i>We are confident that these outcomes can be duplicated across Europe as a result of the cascading effect of our training.</i></p>
<p>Materials</p>	<p>Powerpoint Presentation on CD Rom</p>



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2. Name of the Project	The Paired Reading Club
Name of the submitting organization	The Paired Reading Club at Castlehead High School The Student management Team: Mr. Peter Maiolani & Mr Simone Hughes Hallhil Road Spateston Johnstone Renfrewshire Scotland PA5 OSD Tel: +44 1505 706 021 Fax: +44 1505 705 875 e-mail: enquiries@castleheadhigh.renfrewshire.sch.uk
Partners	<ol style="list-style-type: none">1. Senior Students at Castlehead High School2. Younger pupils at Castlehead High School3. Adult Volunteers who participate in the scheme
Start & completion dates	
Description of the Project	<p>The Paired Reading Club is now in its thirteenth year at Castlehead High School. It has been recognised as the biggest Paired reading Group in the United Kingdom and achieved many successes over the years – The Philip Lawrence Award, The Diana, Princess of Wales Memorial Award , National Children’s Award and others.</p> <p>The project was initiated primarily following concern expressed within the school at the reading levels of certain first year entrants and of the difficulties they experienced across the school. We also felt there was a clear need for a ‘club’/haven/centre where first years could meet ;enjoy and practise reading; form friendships and be ‘guided’ by a senior school ‘buddy’ who might address any concerns they felt following their move from primary.</p> <p>Reading for enjoyment was recognised as an invaluable activity in the promotion of academic attainment.(Pisa Report) Moreover, we recognised the potential that we had within the school :our senior school –and first years- responded and contributed positively to the assessment framework, incentive programme and attractive Reading Centre. The students have developed an ethos of self-responsibility, initiative and ‘ fun’ through reading partnerships.</p>



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	<p>Since it came into being the Paired Reading Club has made a huge difference to the lives of many vulnerable and needy children within the school. All who have participated have gone on to blossom: children once insecure or handicapped by poor self-esteem have risen to be responsible and confident young adults. Remarkably, some of those child participants have volunteered as Paired Reading Club Tutors when they have reached the upper school recognising the significant role they can play in helping others. This ethos of care and responsibility for others has been greatly fostered by the club: it pervades the school and has made a difference to the local community. The invaluable opportunities offered by the club, now promoted by our senior student management group, have also ensured that their fellow students have used their gifts selflessly and gone on to further education or the world of work confident, assured and more able to make a contribution to society.</p>
Materials	CD Rom and a copy of the films created by our group



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3. Name of the Project	Europe on the Street
Name of the submitting organization	Diakonisches Werk Oldenburg e. V./Zentrale Beratungsstelle (ZBS) Dr. Peter Szynka Kastanienallee 9-11 D- 26121 Oldenburg, Germany Tel: +49 21001 87 Fax: +49 21001 99 e-mail: peter.szynka@diakonie-ol.de
Partners	1.DVV International, Germany 2. Europahaus Aurich, Germany 3. De Riepe, Groningen, The Netherlands; which is s magazine for homeless people 4. Asphalt im Nordwesten, Germany; which is s magazine for homeless people 5. Novy Prostor, Praha, Czech Republic; which is s magazine for homeless people 6. Theatre Group of forme homelles People, Praha, Czech Republic
Start & completion dates	2003-2007
Description of the Project	The project "Europe on the Street" became part of a larger European adult education project aiming at developing didactical modules. The name of the project was Europe with Method (EUMeth). In the framework of the project other trilateral groups worked with other target group on issues such as Europe, My chance", Multi Europe" or Overcoming the shadows of the past, forming the future Europe". One of the goals of our project "Europe on the streets" was to combine social work and adult education methods and to describe new methods to reach out to groups which are vulnerable and/or socially excluded and normally not in the focus of adult education. By this we hoped, and we knew through the experiences from the Day of Europe" that we could contribute to developing and even knowledge about Europe.



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	<p>The project itself was composed of a series of workshops in different countries. During these workshops a lot of familiarisation games, warm-ups and ice-breakers were used. Themed games were used and expression training was done as well as the production of props and requisites had to be organised. All this was accompanied by a lot of individual coaching and talks about individual and social problems. The project led to a 10 day tour from Groningen/NL to Berlin/D to Prague/CR. Several performances were held in each of these cities and the one delivered at the international DVV conference "United in Diversity" was its highlight. During Evaluation workshops the participants reflected and celebrated their personal growth and the changes that occurred in their lives</p>
What did we get out of the project?	<p>During our work a "module" was created in order to show in which way a theatre workshop with homeless people from three different countries can be facilitated successfully. The "module" was published in several articles and a comprehensive brochure was printed. One of the outcomes of this international cooperation was, that social services are organised in very different ways in different countries. Especially the work with homeless people happens under different legal, financial and professional circumstances and standards. Through the work with homeless people is still unusual to some professionals. We think that the obstacles which result from the special life-experiences and living conditions of the participants help to shape a better understanding.</p>
Why we decide to apply for the Grundtvig Award?	<p>So we decided to apply for the Grundtvig Award to promote further discussion with our colleagues, to be inspired for future project and always to be reminded that even the unbelievable and might come true.</p>
Materials	<p>Brochures and video film</p>



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4. Name of the Project	Museums Tell Many Stories: A Learning Partnership on Intercultural Dialogue
Name of the submitting organization	Chester Beatty Library Jenny Siung Dublin Castle, Dublin 2 Tel: +353 1 4070775 Fax: +353 1 4070760 e-mail: jsiung@cbl.ie or educationservices@cbl.ie
Partners	1 Istituto per I Beni Artistici Culturali e Naturali of Bologna (lead partner) www.ibc.regione.emilia-romagna.it 2. Chester Beatty Library, Dublin, Ireland www.cbl.ie 3. Engage – Gallery Education, UK with The Tate Gallery Liverpool (a sub-partner in year two) www.engage.org 4. Settore Educazione al Patrimonio Culturale Citta di Torino, Turin www.comune.torino.it/museiscuola 5. Imagine Identity IC, Amsterdam www.imagineic.nl
Start & completion dates	2005-2007
Description of the Project	The project explored a number of possibilities using museum collections, objects and artefacts to promote multiculturalism and intercultural dialogue. It also enhanced ways of looking at the cultures represented in a museum from a variety of view points and perspectives Organisation contacted a number of museum/arts practitioners in the region of Turin, Liverpool, Manchester and encouraged them participate in this project Over course of 2005-2007 four seminars exploring education initiatives in the host organistaions were shared. All seminars discussed shared and debated themes around



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	<p>intercultural dialogue in museums</p> <p>Each museum and case study in Liverpool and Manchester focused on the subject in a different way. Tate Liverpool focused on audience response to an exhibition through story and memory. Within the exhibitions at Chinese Arts Centre and Cornerhouse Art Gallery artists presented work which told very personal stories.</p>
The target groups	<p>The target groups for this two-year partnership were professionals working in museums or in the field of education/cultural mediation who, through participation in the project, have gained interpretive skills, intercultural and multicultural competencies, storytelling techniques, audience analysis skills, evaluation skills in learning contexts and so on. They have also benefited from working in a European context and shared experiences with colleagues from other countries. The seminars allowed learners not only to learn from each other especially through group work but also to be protagonists and contribute with their own experience/knowledge.</p> <p>It has helped provide the Chester Beatty Library with a more sophisticated language and confidence to continue its work as a National Cultural Institution in Ireland and we will be able to share our explorations in intercultural education initiatives for children, young adults, families, adults and communities.</p>
The role of the DVD	<p><i>Museums Tell Many Stories: A Learning Partnership on Intercultural Dialogue</i> reflects the richness and diversity of the peer learning exchange as well as documents the commonalities and differences found in European culture. The key to each of the partner organisations is dialogue and exchange of ideas.</p> <p>Without such European partnerships European museums can remain left behind in areas such as education which is key to the role of these organisations. It is important they 'keep up' with all aspects where possible in programming especially adult education. Once dialogue has commenced ideas are discussed and shared leading to the enrichment of learner's experience. The DVD captures the diversity of the two-year partnership and reflects the themes covered by the participants. It can lend to inspiring other educators to explore as well as address these themes and e.g. can lend to discussions for 2008 Year of Intercultural Dialogue and so on.</p>



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Materials	DVD copies, leaflet
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5. Name of the Project	Parenting in a Multicultural European City
Name of the submitting organization	Swansea University Judith James Department of Adult Continuing Education Swansea University Singleton Park Swansea SA2 8PP Phone +44 (0)1792 295795 Fax +44 (0) 1792 295751 e-mail J.James@swansea.ac.uk
Partners	<ol style="list-style-type: none">1 Swansea University ,Wales UK2 Cyprus Adult Education Association, Cyprus3 The Social and Health Care College, Aarhus, Denmark4 IBAF gGmbH: Institute for vocational training and further training, Neumünster, Germany5 FSEA Swiss Federation for Adult Learning (SFAL), Lugano, Switzerland6 Hellenic Regional Development Centre, Patras, Greece7 ESPIRAL, Service Organisation, Girona, Spain8 University of the Free Ages of Fvg, Udine, Italy9 TREBAG, Nagykovacsi, Budapest, Hungary10 People's Help Styria, Graz, Austria11 Eurocenter Training and Partnership 21st Century, Razlog, Bulgaria
Start & completion dates	2006-2009



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Description of the Project	<p>The project focuses on adult education for socially excluded and marginalized indigenous citizens, integrated with refugees, asylum seekers, migrant workers and Roma families. The project is exploring 'Parenting in Modern Europe', as a learning theme of common interest across cultures, identifying ways of involving disadvantaged less educationally oriented target groups and promoting social inclusion.</p> <p>Each partner has defined and disadvantage. For example: Swansea focuses on the integration of disadvantaged indigenous parents with refugee and asylum seeker parents, as there have been racist incidents directed at refugees in the Swansea region. HRDC (Greece partner) is working to integrate indigenous disadvantaged parents and migrant workers as that is most important in their region. Volkshilfe (Austria partner) would like to work with parents from African countries like Nigeria, Ghana etc. who are supported by an organization called "Chiala Afriqas" in their city. This group has particular problems in getting accustomed to the culture in Austria.</p> <p>Across the Union, much of the discussion about alternative family forms has focused on the consequences of family breakdown, in particular the risk of poverty, low, underemployment and other forms of social exclusion that tend to be associated with lone parenting'(1). Family structures are changing, with an increase in lone parenting, combined with an increase in women working that reduces the time available for childcare. Support systems for parenting, including health, education and childcare, need to adapt both to these changes and to the multicultural needs of modern European cities. 'The way parents bring up their children has become a matter of increasing public and professional concern. There is strong interest in defining the elements of successful parenting so that all parents can help their children reach their potential and lead a fulfilling life.'(2) However, successful parenting requires a policy environment that enables all parents, regardless of social class, income, race or creed, to provide for the health, social, cultural and educational needs of their child. The project aims that policy changes reflect the needs of disadvantaged marginalised indigenous parents, as well as those of refugees, asylum seekers, migrant workers and Roma people.</p>
Materials	www.parenting-eu.com



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6. Name of the Project	Raising Awareness of the use of Languages
Name of the submitting organization	Volkshochschule Schopfheim Ms. Brigitte Fleck Johann-Karl-Grether str.2 D-79650 Schopfheim Tel: +49 7622/6739 176 Fax: +49 7622/6739 179 e-mail: b.fleck@schopfheim.de or Brigitte.Fleck@gmx.de
Partners	1. Leicester Adult Education United Kingdom- coordinator 2. Volkshochschule Schopfheim Germany 3. Cambridge English Language School, Hungary 4. Associazione Internazionale Impegno Civile, Italy 5. Iniversite Populaire du Rhin at Mulhouse, France 6. Norway and Turkey only in 2005
Start & completion dates	2005-2007
Description of the Project	<p>The project focuses a people living in rural areas and unemployed people all in all target group that would never join a language course without any extra motivation on support from outside.</p> <p>The aim of the project is to give disadvantaged learners the chance to experience a new positive way of learning – different from how they learned before (at school); to create a network of cooperating partners in order to facilitate the participation in learning processes for disadvantaged learners.</p> <p>The project group ran courses for migrants, for people in rural areas and for unemployed people</p>



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At the end of the project	<p>A collection of best practice examples</p> <ul style="list-style-type: none">- Of individual learners- Of course groups- -of companies and institutions having participated in and profited from language training offered through the project <p>The result of two years of project work is a provisional version of the Motivational Tool. The partners will continue their work for one year in order to produce a final printed version and CD in the different languages of the partners</p> <p>RAOUL has not been finished yet but it adds the fifth "R" to the 4Rs of the Grundtvig Award 2007:</p> <p>Representation of the weakest in a learning environment</p> <p>Recognition of the circumstances that make learning more difficult for them than for others</p> <p>Regulation to make sure that they get better chances in their future life by participating in learning processes</p> <p>Respect to their cultural and social background encourages these learners to present themselves, to take initiative – especially for further qualification – and for active European citizenship.</p>
Materials	powerpoint



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7. Name of the Project	Theatre-ideas by exchange and support-TIES
Name of the submitting organization:	Adult Education Centre of Solingen and Wuppertal Jurgen Lenski Mummstrabe 10 D-42651 Solingen, Germany Tel: + 49 212 2903254 Fax: + 49 212 2903254 e-mail: j.lenski@solingen.de
Partners	<ol style="list-style-type: none">1. Alavus Vocational Centre for the Disabled, Alavus, Finland2. Secondary School Oliveira do Bairro, Portugal3. Kaunas Disabled Youth Centre, Kaunas, Lithuania4. Theatre in the passage, Banska Bistrica, Slovakia
Start & completion dates	2004-2006
Description of the Project	<p>The target group were learners with mental disabilities from 5 European countries which should meet and exchange their learning and acting experience and present a public performance in the end.</p> <p>The partner from Portugal was a secondary school in Anadia with a strong co-operation with a centre for mentally disabled learners, from Alavus came as partner a vocational centre for the disabled, the Lithuanian partner was a day centre for mentally disabled young people in Kaunas, from Banska Bistrica in Slovakia came a theatre with mentally disabled actors and from Solingen in Germany an Adult Education Centre with long lasting</p>



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	<p>experience in the co-operation with a vocational centre for persons with mental disabilities. The partners focus in their work with the learners with disabilities on different fields of engagement:</p> <p>In Portugal main emphasis is laid on hippotherapy, working with wood and in the garden in Finland on vocational training and as it is a boarding home in the spare time there are possibilities to work with textiles and other materials, to make music or sport in Lithuania on dance therapy, drama, handicrafts and organisation of cultural events in Slovakia on theatre work and taking part in festivals all over Europe in Germany on music. The group meets since 15 years and has formed a band with the name "Jolly Bananas". They performed several public concerts.</p>
Description of the meetings	<p>The work during the project consisted mainly in the meetings in the different participating institutions and the exchange of the teachers about their methods and aims. During these meetings focus was laid on the common work in preparing the final performance. Though not all teachers were always well prepared and knew exactly what they should or could do all were astonished and enthusiastic by the final result. One anticipated problem might have been the communication of the learners and teachers. But the meetings showed that the ones who had problems in the oral communication were the teachers. The learners by themselves came very easily in contact not by talking but by gestures and other forms of non-verbal communication.</p> <p>During the two years work the learners should take profit not only out of the common work but as well out of the encounters with learners in similar situation in different European countries and the fact that they had the opportunity to travel to other countries, to become familiar with foreign cultures and societies and make new and uncommon experiences. Furthermore it was for all participants very encouraging to experience that in most of the situations the reaction in the public was friendly and supporting towards our learners. Even persons in wheelchairs received especially in the airports all the help they needed</p> <p>Learners with mental disabilities participated in all these meetings in which we worked and research for the final performance. Also our learners are enjoyed a lot of trips, they visited cities and institutions and met people with mental disabilities who spoke an unknown languages</p> <p>Nevertheless the learners seemed not to have real difficulties in their well – being during the stays. On the contrary they enjoyed it and came surprisingly fast in contact with the other learners.</p>



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	After the end of the project all were very sad because a lot of friendships were born during the running
Materials	The Lithuanian institution produced a DVD of the final performance and the German partner a photo documentation of the project. Both will follow this electronic application by "snail" mail.

8. Name of the Project	Environmental heritage (ENHE)
Name of the submitting organization:	Bauska District Council Ms. Inga Berzina Uzvaras iela 1, Bauska, Latvia LV 3901 Phone: + 371 22014436 Fax: + 371 63924522 e-mail: Inga.Berzina@bauskarp.lv
Partners	1. INFA- formation (France) 2. Fethiye Anadolu Otelcilik ve Turizm Meslek Lisesi (Turkey) 3. Univerza v Mariboru, Pedagoška fakulteta (Slovenia) 4. Youth Europe Service (Italy)
Start & completion dates	2006-2008
Description of the Project	Environment of the rural areas in Latvia and in Europe is rich with natural and cultural heritage, which should be maintained and developed. Lack of knowledge and skills of the local society's values causes problems in management of the environmental resources on different levels (local, national and European). In order to provide the information about natural and cultural heritage and to build active citizenship in rural areas, there is a need for new approaches how to inform and involve the people from the rural areas. Therefore we have to organize exchanges of best practices, develop possibilities to improve the professional skills of the learners and staff, provide life long learning and create a common tool.
Project aim	The development of a European partnership that has a common aim of maintaining environmental (local) heritage values in order to provide sustainable development of the rural areas through adult education by using effective information transfer methodologies.



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	<p>The partners from Latvia, France, Italy, Slovenia and Turkey collaborate in order to achieve the following objectives:</p> <ul style="list-style-type: none">• Make an attractive and prosperous local environment for everybody;• Understand the pressure of different industries on the environment;• Build awareness of the society values through adult education;• Stimulate the active participation of adult learners on local, national and European level;• Ethnic integration and equality.• Exchange experiences and mobility visits;• Develop approaches - methodology of how to maintain environmental heritage;• Education of the local society - different age and national groups;• Development of Guide/brochures and posters.
Main result of the project	to get better understanding of the environmental heritage processes by developing new tools and new teaching methodology for sustainable development of rural areas.
Development project web page	http://www.bauskarp.lv/eng/index.php?option=com_content&task=view&id=240&Itemid=108



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9. Name of the Project	Integration by Adult Literacy and Vocational Training
Name of the submitting organization:	<p>Fondacija za stipendiranje Roma Njegoševa 36, 81000 Podgorica, Crna Gora tel.: +382 (0)81 665-325 fax: +382 (0)81 665-103 e-mail: fsr@cg.yu or chgeiselmann@web.de website: www.fsr.cg.yu Christian Geiselmann DVV office for South East Europe ul. "Knyaz Boris I." 147, Sofia, Bulgaria tel.: +359 (0)2 9836-543 fax: +359 (0)2 9836-482 ask for: Johann Theessen (Coordinator) e-mail: info@iizdvv-bg.org website: www.iizdvv-bg.org</p>
Partners	<p>1. Roma Scholarship Foundation Fondacija za stipendiranje Roma www.fsr.cg.yu 2 DVV International German Adult Education Association www.dvv-international.de 3. VET Centre of Montenegro Centar za stručno obrazovanje www.cso.cg.yu 4. Employment Agency of Montenegro Zavod za zapošljavanje www.zzzcg.org</p>



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	<p>4. EAR European Agency for Reconstruction www.ear.europa.eu</p>
Start & completion dates	2007-2008
Description of the Project	<p>For the first time, the official Montenegrin Programme for Elementary Functional Adult Education (Program elementarnog funkcionalnog opismenjavanja, PEFO) is put into practice. The experience gained by the project will be used in forthcoming Montenegrin state programmes</p> <ul style="list-style-type: none"> • As part of the project, several new vocational standards and vocational education programmes are issued by the Montenegrin VET Agency (Centar za stručno obrazovanje, CSO), for vocations such as landscaper, basket maker, etc. CSO participates in the project as an associate institution. • 12 unemployed, most of them with Roma background, are attached to the projects' classes as assistant teachers, supervised by the project team. They help maintain a favourable social setting of the classes, especially in contact with the local communities. This work experience will help them continue employment afterwards. • The teachers of the literacy courses and the teaching assistants get additional training in methods of adult education. This contributes to better adult education in Montenegro in general <p>About 20 000 Roma are living in Montenegro. About 70 per cent of them are functionally illiterate. Most Roma in Montenegro are unemployed. Most Roma in Montenegro do not have any vocational education or training. Roma women are unproportionally strongly afflicted by illiteracy and unemployment</p>
Method	<p>During the 18 months of the project, 75 illiterate young adults first get elementary education (reading, writing, basic mathematics, and other essential skills). The courses are organised in cooperation with local schools and education providers in the towns of Podgorica and Nikšić. In about four months, the participants achieve skills equivalent to four years of primary school. They receive the respective certificate by the Montenegrin school authorities. In a second step, the participants learn a vocation they choose out of a range of simple vocations, in compliance with level 2 of the Montenegrin vocational classification. In order to improve their employment chances and societal integration, there are additional offers such as driving licenses or extra computer skills. In each course, assistant teachers with good contacts to the local community help create a favorable social</p>



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	setting, in order to ensure regular participation and public acceptance.
Beneficiaries	Direct beneficiaries of the project are the 75 course participants. However, in the long term, a considerable impact is expected on their families and local communities as well. Moreover, as part of the project, a series of vocational education programmes will be developed, in co-operation with the VET Centre of Montenegro. These programmes will then be applicable for vocational training in general. Special emphasis will be laid in the final phase of the project to transfer the project's achievements to policy makers in Montenegro.
Project Management in practice	Initially, it was planned to teach men and women in mixed classes . However, since the local Roma communities have problems to accept mixed classes, the project was urged to offer separate classes for men and women. In order to maintain motivation in the target group, not only a favourable social setting is necessary but also financial support to participants. Small scholarships, regularly disbursed to the participants, replace to some extent other sources of income during the teaching period. For such scholarships, additional funding is necessary, additional to the basic EU funding of the project. When the literacy courses started, in summer 2007, it became clear, that the target group members (mostly Roma), have very diverging life histories and educational backgrounds: A considerable number of them had been living for many years as refugees in Germany. Now, some of them know better German than Montenegrin. This is an additional challenge for the teachers. Adult education makes use of the life experience the learners already have. At a teacher training seminar in Sutomore in September 2007, the teachers of
Other Effects	For the first time, the official Montenegrin Programme for Elementary Functional Adult Education (Program elementarnog funkcionalnog opismenjavanja, PEFO) is put into practice. The experience gained by the project will be used in forthcoming Montenegrin state programmes As part of the project, several new vocational standards and vocational education programmes are issued by the Montenegrin VET Agency (Centar za stručno obrazovanje, CSO), for vocations such as landscaper, basket maker, etc. CSO participates in the project as an associate institution. 12 unemployed, most of them with Roma background, are attached to the projects' classes as assistant teachers, supervised by the project team. They help maintain a favourable social setting of the classes, especially in contact with the local communities. This work



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	<p>experience will help them continue employment afterwards. The teachers of the literacy courses and the teaching assistants get additional training in methods of adult education. This contributes to better adult education in Montenegro in general .</p>
Contributing to...	<p>Active citizenship: A modern, democratic society needs a certain degree of education in order to function. The "Second Chance" project contributes to democracy and civil society by raising the education level of Roma in Montenegro.</p> <p>Equal chances to participate in social life: Reading and writing are skills that are necessary for an equal participation in society. The same is true for employment chances. By the literacy and vocational training programme, the participants considerably improve their employment chances, and their chances to integrate into overall society.</p> <p>Gender equality: According to the project concept, 50 per cent of the attendants should be women. When the project team started setting up the teaching groups, it became clear that Roma in Montenegro have serious problems to accept mixed classes and to follow the general idea of equal education opportunities for men and women. Therefore, the project decided to organise two separate teaching groups especially for women.</p> <p>Transferability: The Second Chance project in Montenegro has been especially designed for long term effects. For the first time, it puts into practice the official "Programme for Elementary Functional Literacy" (Program elementarnog funkcionalnog opismenjavanja), issued by Montenegrin authorities some years ago. By giving an example how to apply this syllabus successfully, the Second Chance project supports the Montenegrin Government to start its own activities in the field. Two of the most decisive official institutions in Montenegro are associates of the project: the Employment Agency (ZZZ) and the VET Centre (CSO).</p>



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10. Name of the Project	Functional Basic Education of Adult Roma
Name of the submitting organization:	Snezana Medic - Adult Education Society and Institute for Pedagogy and Andragogy Ms. Katarina Popovic Cika-Ljubina 18-20 Phone/Fax+381-11-3282-985 e-mail: ipa@f.bg.ac.yu
Partners	<ol style="list-style-type: none">1. Institute for Pedagogy and Andragogy, Belgrade2. Adult Education Society, Belgrade3. National Council of Roma4. Roma NGOs5. Ministry of Education and Sport6. National Employment Office7. Elementary Schools for Basic Adult Education8. Regional Training Centres9. Secondary Vocational Schools
Start & completion dates	2005 – 2007
Description of the Project	<p>The programme Functional Basic Education of Adult Roma was launched for several reasons:</p> <ul style="list-style-type: none">- The scale of illiteracy in Serbia is rather high – around 3,45% of population is completely illeterated, 6,5% without any formal education, around 23% without completed basic education (compulsory elementary school), and 24% have completed elementary school, but don't have any professional qualification;- Around 10% of population lives under the poverty line- The highest percentage among illiterate and pover persons are Roma, especially women and girls



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	<ul style="list-style-type: none">- The system of formal education is not accessible for those groups – the number of elementary schools for adults is low, there are some areas of Serbia without any schools of this kind, the educational programmes are not adapted to the needs of different groups, organisation of teaching, textbooks and didactical materials also do not correspond to those needs. <p>The programme is based on several national strategies and documents:</p> <ul style="list-style-type: none">- Poverty reduction strategy- Employment strategy- Action plan for the inclusion of Roma into educational system- Strategy for the development of adult education- National Education for All strategy
Goal of the projects	<p>The goal of the project was: Creating and developing the system of functional elementary education of adults through which the inclusion of second chance Roma young adults into the system of education will be accomplished, their motivation for acquiring elementary and professional education will increase, their dropout rate will decrease and their employability will be raised and thus the way out of poverty provided. The programme addressed illiterate persons among national minorities, poor, and women, especially adult and out-of-school Roma. The aim is to open the educational system and make it accessible to these target groups, by using motivating mechanisms and specific support for educational participation. The programme has the pilot character, with the aim to test the model of functional basic education on the group which faces the most complex situation in Serbia – the Roma, the group of adult and out-of-school youth, especially women - as primary beneficiaries. Later on, this programme should be able to adapt the model of basic adult education for further beneficiary groups (other ethnical minorities, rural population, persons with disabilities etc).</p>
How the project suits the criteria	<p>The basic idea is the development of functional elementary education of adults which implies simultaneous acquisition of elementary education and the initial vocational instruction and training that is, obtaining the first qualification. The learners are participating actively in the social activities of different kind, they are active in job-seeking, some of them already got the job (in one case the whole class!), many of them are for the first time officially registered and obtained identity documents, they got social and health insurance, in many classes the whole families came together to join the programme etc.</p>



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	<p>The value of learning and education was increased among Roma communities, some common actions (such as public works) were organized in some communities and villages, the issue of education of marginalized and vulnerable groups received public attention. Some 15% decided to continue education in the secondary school and 70% will continue with some modules of vocational training</p> <p>State institutions and organizations are more open and involved in making education accessible for marginalized groups, some synergy effects were achieved (main actors in Roma education are connected and networked), and the model of the programme has been "transferred" to other countries in the region (such as Montenegro). Ministry of Education decided to continue with the program of functional basic education by financing it from the state budget, together with National Employment office, who will finance vocational trainings.</p>
<p>How the project suits the criteria</p>	<p>Representation: representatives of the Roma population took part in all phases of the project – via representatives in the Project Team and activities of National Council of Roma. Roma coordinators were engaged in enrollment processes and in 11 classes there were Roma assistants who accompanied students from the beginning to the end. They were representatives of local Roma NGOs; the project thus helped in building capacities of Roma at local level.</p> <p>Recognition: The project included this aspect in several ways: recognition of the needs of Roma adult (development of the new curricula, development of tailor-made modules for vocational training); recognition of their real life situations and problems (organisation and implementation were completely adapted to them); program recognition of new curricula by educational authorities (regulated by law) and (for the first time in Serbia) formal recognition of short vocational trainings (by educational authorities and Employment Office)</p> <p>Regulation: On the project level, special attention was given to the legal regulation of Roma education, to the status of 11 schools who took part in the project, status of the curriculum within the Ministry of Education, and regulation of the status of Roma people (many of them did not have identity cards and other personal documents, there were not registered at the National Employment Agency, did not have health insurance etc.). Further on, the results of the project should help the regulation of the whole system of (functional) basic education, by developing new mechanisms of legal and financial regulation, cooperation of social partners on national at local level, mechanisms for development of tailor-made curriculum for different marginalised groups, both for basic</p>



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	<p>education and basic vocational training.</p> <p>Respect: Program showed respect to the needs of Roma students at all project levels – planing, curriculum development, organization and implementation, but also on personal level: teachers were trained to use participative and interactive methods of teaching, to respect their life situation and needs, to create a pleasant atmosphere and support students – in order to help Roma students to succseed, to overcome special barriers for the participation that they had, and to motivate them.</p>
Materials	CD Rom and photos



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11. Name of the Project	<i>"Adult Education and Intercultural Dialogue: at the Crossroad of Millenniums"</i> International Workshop in the frames of Adult Education Week in Armenia-2007
Name of the submitting organization	Adult Education and Lifelong Learning Association (Armenia)
Partners	<ol style="list-style-type: none">1. DVV International Branch Office in Armenia2. Ministry of Education and Science of the RA3. State Employment Service Agency affiliated to the Ministry of Labor and Social Issues of RA4. Chamber of Commerce and Industry of RA5. USAID Armenia Social Protection Systems Strengthening Project6. European Training Foundation
Start & completion dates	8-15 October, 2007
Description of the Project	<i>Applicant</i> Adult Education (AE) and Lifelong Learning Association (LLL) in Armenia is a non-governmental, non-profit organization. AE service providing organizations in Armenia were organized Days of education of the adults in Yerevan in June, 2003. These activities were supported by the



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	<p>Yerevan bureau IIZ/ DVV, and Chamber of Commerce and Industry of the Republic of Armenia,. Within the framework of the given event the AE exhibition and number of thematic seminars - discussions have passed. During discussions it was offered to generate the certain structure capable to coordinate action and to unit efforts of organizations, engaged in AE sphere. Informally "AE and LLL" organization have been working since that time.</p> <p>Adult Education and Lifelong Learning Association (AE&LLL) was registered in the middle of 2005. The organization is a member of the European Adult Education Association (EAEA) since 2005. The main goal of the organization is the association of the partners efforts for institutionalization and development of an effective system of education of adults in RA, satisfying the public, professional, cultural, social and moral requirements of the person in a modern society.</p> <p>Now the Association is well-known in Armenia as one of stakeholder institutions, engaging in the process of fostering the development of the adult education system in Armenia and in the region, participating in lifelong learning policy making in order to promote the development of a civic, democratic and sustainable society.</p> <p>Project Adult Education Week 2007 – a week-long 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 under the name of Days of Adult Education, and followed by the Days of Adult Education 2005 and Adult Education Week 2006 (see CD in the postal package).</p> <p>I-st Phase: AE Week Preparation, February 20 till September 26</p> <p>During this Phase following Activities have been implemented:</p> <ul style="list-style-type: none">• Discussion with dvv international concerning cooperation and cost sharing.• Organizing of Workshop in Tsakhkadsor (23-25 February, Writers House) in order to develop methods for conducting of Adult Education Week.• Establishing of Organizational Committee, creating of working groups.• Meetings of Organizational Committee and working groups (every Thursday, dvv
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	<p>international Project Office, Yerevan).</p> <ul style="list-style-type: none">• Identification of European partners and negotiations with them.• Round Table in Vanadzor (June 20, 2007 in State Technological Collage of Vanadzor) in order to identify Relations between Social Partnerships Stakeholders.• Developing of Fundraising Activities, Negotiations with European Training Foundation (ETF), as a result ETF agreed to organize preparing of pens, other materials, such as folders, block notes, flyers, poster with appropriate Logos for AE Week were ordered by the main Partner (see in the postal package).• Arrangement of Venues for Events in Yerevan and Regions (with the financial support of Camber of Commerce) in the Frame of AE Week.• Completing of list of Participants on Adult Education Week.• Collecting of Workshop Presentations Copies in advance (see some of presentations in the folder, submitted electronically and on the CD in the postal package).• Delivering of official Invitations (see the example of it in the postal package)• Booking of hotel rooms and air tickets for foreign participants.• Developing of Fundraising Activities, Negotiations with USAID TSG on the issue of the Job Fare organizing.• Establishing of Organizational Committee for Job Fare, creating of working groups.• Meetings of Organizational Committee and working groups (two-three times a week, USAID TSG Office, Yerevan). <p>II-nd Phase: Workshop Preparation Activities, September 26 till <i>October 8</i></p> <ul style="list-style-type: none">• Clarifying of itinerary and logistics issues with foreign participants.• Signing agreements with contractors (venue, transport, catering etc).• Planned Activities of the Organizational Committee for Job Fare (venue, equipment, invitations, trainings, promotion etc) <p><i>III-rd Phase: Adult Education Week 8-15th October 2007</i> (See the Agenda in the folder, submitted electronically and in the postal package as well).</p> <p>Results and Evaluation of Results</p> <p>As a result:</p>
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	<ul style="list-style-type: none">• Partners from Regions became more familiar with modern Ideas on Intercultural Issues.• Regional Network of partners working on Intercultural Issues established.• The Regional Network became a part of International Network.• Publishing of workshop Materials (ongoing).• Involvement of partners from new neighbour countries of EU into ongoing Activities in the Field of Intercultural Learning,• Networking with the European and no European Colleagues starts• First time such a big Job fare was organizing in Armenia using the governmental support <p><i>Following long-term results of the project are anticipated:</i></p> <ul style="list-style-type: none">• Support the dialogue in the Region.• Support the settlement of regional conflicts.• Support the development of the civic society in the region.• Support the development of the new culture for getting employed among the new and old generation of job seekers. <p><i>Local impact of the project is:</i></p> <ul style="list-style-type: none">• More people informed about Issue of Intercultural Dialogue.• Partners in Armenia enriched with new Methods for working with own History.• New Ideas for local and regional projects in the field of Intercultural Dialogue developed.• Local Regional Partners better informed about ongoing European Projects in the field of Intercultural Dialogue as well as in field of VET.• Issue of Participation of Partners from EU new Neighbour countries in European cooperation Programs discussed.• The State Employment Agency has now a precedent of the success of the Job Fare and will continue the same way. <p><i>International impact of the project :</i></p>
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- The cooperation between EU countries and Countries from Region in field of Intercultural Dialogue starts.
- New Project Ideas developed during Events in Armenia.

Conclusion

80-100 participants were register and participated in the "Adult Education and Intercultural Dialogue: at the Crossroad of Millenniums" International Workshop. They are specialists, involved in the Education of Adults and came from various spheres of human activity. They represented nine countries: Uzbekistan, Moldova, Bulgaria, Italy, Germany, Sweden, Turkey, Georgia, Armenia.(See the List of Workshop participants in the postal package).

Two video greetings from the President of the EAEA and the President of ICAE were presented in the beginning of the Plenary Session (see in the folder, submitted electronically and on the CD in the postal package). That Session starts with the Key note speech of the President of AE&LLL Association of Armenia (see the presentation in the folder, submitted electronically and on the CD in the postal package).

It was very important for us among the other guests the presence of Prof. Dr. Dogu Ergil from Turkey, who make an accent on necessity of using existing qualified human resources in our countries and tools of Adult Education for equal opportunities for all (especially for Turkish society) to recognize the real, no edited common history and identify themselves, Kurds and Armenians.

The fifth day of the Week was the Regional one. More than 120 participants in four cities of Armenia: Vanadzor, Gymri, Goris and Ijevan were involved in a process of learning something new, developing of skills, active discussing and searching of ways of effective cooperation between social partners.

The Job Fare was taking place around the steers of gorgeous Governmental Building number 3. (See the Presentation of result and lesson learned from the event, recorded by SPSS/USAID Project staff in the folder, submitted electronically and on the CD in the postal



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	<p>package).</p> <p>Over 50 adults, mainly from regions visited the National Gallery, have an opportunity look on the special Exhibition "Tonino Guerra and Friends" and see "Blow-up" and "Amarcord" films. (See the Program of Autumn Art Documentary in the postal package).</p> <p>More than 5300 person were participated in events in the frame of the Adult Education Week-2007 in Armenia. And all of us have an Equal Opportunities for Learning from each other through Dialogue. (See pictures of all Week events in the folder, submitted electronically and on the CD in the postal package).</p>
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12. Name of the Project	DEAF ARE NOT DEAF
Name of the submitting organization:	<p>SALO BALTIC INTERNATIONAL</p> <p>Address : 39 SADOVNIKOVA STREET, RIGA, LATVIA</p> <p>Phone: + 371 7358 676</p> <p>Fax: + 371 7358 677</p> <p>e-mail: guntracirule@salo-baltic.eu</p>
Partners	<ol style="list-style-type: none">1. VILIUS REHABILITATION CENTER FOR THE DEAF, Sv.Kazimiero street 3, Vilnius, LITHUANIA.2. HEALTH SERVICE EXECUTIVE NORTH WESTERN AREA, Training and Occupational Support Service, Ballyraine Road, IRELAND3. SECONDARY SCHOOL FOR HEARING IMPAIRED STUDENTS, Kutnohorska 675/20, Kremnica, SLOVAKIA4. THE ESTONIAN ASSOCIATION OF PARENTS WITH HEARING IMPAIRED CHILDREN, Ehte 7, Tallinn, ESTONIA.5. SALO POLAND SP. Z.O.O. Pulawska 14, Warsaw, POLAND



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Start & completion dates	01.08.2005 – 31.07.2007
Description of the Project	<p>According to statistic 10% of world's population are people with disabilities which need community's support.</p> <p>The situation of deaf and hard of hearing people looks like to be similar all over the world. It is almost impossible for hearing people to understand the deaf people, because they have very specific perception and their mother tongue is sign language, but language used by normal people is foreign language for them. This makes their integration into community and labour market very problematic. Deaf and hard of hearing people are very specific and reserved part of community with special needs, but they are part of our society and they have the same rights as other people.</p> <p>TARGET GROUPS:</p> <p>1. Direct target group - Deaf and hearing impaired people in LV, LT, EE, SK, PL, IRL as local community groups and also as persons living in rural or disadvantaged areas</p> <p>2. Indirect target group - Leaders and (social-)workers of different organisations working with deaf and hearing impaired people in partner countries.</p> <p>In order to break the ice between hearing and deaf people and to break them out of social isolation, the main aims and objectives of the project were:</p> <ul style="list-style-type: none">• Creating a framework for co-operation among the partners from Estonia, Latvia, Lithuania, Slovakia and Poland as new EU member states and Ireland as old EU member states.• Gathering and mutual exchange of information and experience about common problems of deaf and hard of hearing people. Joint development of proposals to improve the situation.• Dissemination of information among local community and organisations about the activities carried out during the project.• Establishing of a long-term international partnership and co-operation of partners for dealing with deaf people problems based on project results.• Establishing of appropriate environment of social support, borrowing of experience of the other EU member states, specially of Ireland, improving situation how far



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	<p>possible in the new EU member states according advices.</p> <p>The long-term objectives are improving the position of deaf and hard of hearing people in the community, helping them to break out of social isolation and developing of social skills by improving their basic competences for better participation into society, and to help deaf and hard of hearing people enable their dialogue with hearing world. During the project some partners will research the situation of young deaf people, to clarify the main problems and to work out the proposals of solution for new EU member states on basis of experience of old EU member states. Our aim is to help citizens with special needs to take full advantage of the benefits that new information technology can offer them as a factor of social integration and improvement of their quality of life (mobile phones, Internet, Text messages, Text phones, Minicomms, etc.).</p> <p>IN WHAT WAY THE PROJECT IS INTERESTING TO THOSE OUTSIDE OF THE TARGET GROUP:</p> <ul style="list-style-type: none">◆ Some outstanding people in new EU partner countries were motivated to acquire the English language in order to be able to take part in some international projects in future,◆ People outside of the project in partner countries got information about new information technologies for better communication with deaf or hard of hearing people in case they'll need it some day,◆ Implementation of the project activities and its publicity (web site, newspaper etc) stimulated and motivated other organisations to initiate an international project for their own target groups, <p>FOLLOWING QUALITIES ARE EVIDENT IN THE PROJECT:</p> <p>ATTRACTIVENESS:</p> <ul style="list-style-type: none">◆ Implementing of social activities (audiences at town mayors, visiting museums, exhibitions, boat trips etc) next to the formal project meetings enabled informal acquainting of the people and improved mutual relations,
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	<ul style="list-style-type: none">◆ Opportunity to go abroad and meet new friends in partner countries motivated target group to take part in the project. For the major part of target group from new EU countries mobility during the project was the first chance to go abroad after becoming independent state,◆ Opportunity for staff to improve English language motivated people to take part in project activities. <p>USEFULNESS:</p> <ul style="list-style-type: none">⌘ Working together hearing impaired people and hearing people enabled better communication and understanding between both sides, promoted active citizenship and improved social integration of deaf.⌘ Opportunity for deaf people to take part in all project meetings together with hearing people demonstrated equal rights for people with disabilities.⌘ Using sign language between deaf people in different countries enables to master the international sign language of translators and deaf individuals.⌘ Project products (guidelines, leaflets, book etc.) help deaf people to be competent in daily life.⌘ Opportunity for deaf and hard of hearing people to travel to foreign countries and to meet deaf people abroad and keep contacts for further friendship strengthened self-awareness of target group,⌘ Project developed useful contacts for organisations in partner countries and strengthened international perspectives. <p>TRANSFERABILITY:</p> <ul style="list-style-type: none">⌘ Experience of cooperation between 3 kinds of organisation – government institution
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	<p>(Irish and Slovak partner), NGO (Lithuanian and Estonian partner) and private institution (Latvian and Polish partner).</p> <p>⌘ Transfer of ideas for employment of hearing impaired people (for ex., paid person who is looking for job for hearing impaired people, quota system or subsidiary job etc. in Ireland) into new EU member states.</p> <p>⌘ Project's products can be used by other organisations, for example, Irish book of <i>Comhairle</i> "Entitlements for People with Disabilities" or guidelines in form of phone book can use people with all kind of disabilities.</p> <p>⌘ Project increased opportunities to take over good praxis - after study visit to Ireland, Latvian side began work with responsible authorities in order to change legal standards and improve employment of deaf people.</p>
Materials	<p>TANGIBLE EVIDENCE:</p> <p>LATVIA :</p> <ul style="list-style-type: none">• Video (CD) about study visit to Ireland in 2006,• Book from Ireland <i>Comhairle</i> "Entitlements for People with Disabilities", translated into Latvian, as information for target group and other people with disabilities about their rights abroad.• Leaflet about all partner organisations, distributed to community of deaf and hard of hearing people, in order to enable travelling to partner countries (in Latvian and English). <p>LITHUANIA</p> <ul style="list-style-type: none">• Project website,• Calendar about activities of the organisation and project,• Guidelines (book) for deaf people with all relevant useful information – phone numbers and addresses of all public institutions,• Leaflet about all partner organisations, distributed to community of deaf and hard of hearing people, in order to enable travelling to partner countries. <p>SLOVAKIA:</p>



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	<ul style="list-style-type: none">• Calendar for 2008 with pictures of the deaf students,• Leaflet about all partner organisations, distributed to community of deaf and hard of hearing people, in order to enable travelling to partner countries. <p>IRELAND:</p> <ul style="list-style-type: none">• Calendar 2008 for wide distribution,• Leaflet about all partner organisations, distributed to community of deaf and hard of hearing people, in order to enable travelling to partner countries <p>ESTONIA (1 year in project):</p> <ul style="list-style-type: none">• Post cards with Estonian sign language and contacts of the organisation,• Presentation of the project on the website www.eklv.ee,• Recommendations for Estonian Ministry of Social Affairs in order to improve the rehabilitation system of the deaf,• Leaflet about deaf in Estonia,• Leaflet about all partner organisations, distributed to community of deaf and hard of hearing people, in order to enable travelling to partner countries. <p>POLAND (1 year in project):</p> <ul style="list-style-type: none">• Calendar 2007 with pictures of project activities.
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OUT OF EUROPE

1. Name of the Project	La Oportunidad de Estar en la Escuela
Name of the submitting organization:	LAURA SILVANA CACIORGNA INVESTIGADORA DEL CENTRO DE INVESTIGACIONES DE LA FACULTAD DE FILOSOFÍA Y HUMANIDADES DE LA UNIVERSIDAD DE CORDOBA, ARGENTINA. F26 SMATA. CORDOBA, CAPITAL. 5016 ARGENTINA TE: 0351-153340965
Partners	
Start & completion dates	
Description of the Project	<p>Se describen en este trabajo algunos aspectos referidos a la implementación de una experiencia educativa piloto que convoca a jóvenes de 15 a 17 años que han desertado del sistema educativo para que completen con la escolaridad obligatoria, en la Ciudad de Córdoba, Argentina.</p> <p>A partir de la descripción y análisis de esta experiencia educativa, se profundizará sobre diversas estrategias que favorecen la inclusión de los adolescentes y jóvenes de los sectores populares en el sistema educativo formal. Estas últimas aportan a la formación para el ejercicio de una ciudadanía participativa y solidaria en las actuales condiciones de nuestro país. Apuntan a la formación integral, la preparación para el mundo del trabajo y la inserción comunitaria, y posibilitan además, la revinculación con la escolaridad formal. En primera instancia se presenta un abordaje contextual en el que se abordan aspectos en</p>



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	<p>relación con la escuela, sobre la situación de Argentina en los últimos años, y su vinculación con el concepto de ciudadanía. Posteriormente se presentan aspectos del contexto barrial en el que se implementa la experiencia, aspectos centrales de la misma y se sistematizan las estrategias pedagógicas e institucionales que facilitan la reinserción y permanencia de los adolescentes y jóvenes de los sectores populares en el sistema educativo formal, ya que se considera que el acceso a la educación es un derecho básico y en consecuencia debería aportar a una participación activa y crítica de los mimos en tanto ciudadanos.</p> <p>Para finalizar se analizan las dificultades encontradas en la implementación de las mencionadas estrategias y se presentan algunos interrogantes y temáticas a profundizar que aportan para repensar la función de la escuela y el papel de los educadores para reconstruir la ciudadanía en Argentina, considerando las actuales condiciones de exclusión social.</p>
El proyecto educativo	<p>A partir del año 2000, se fue configurando el Proyecto del C.B.U y desde la coordinación se realizó el diseño y formulación del mismo, a partir de la participación de los diversos actores institucionales. Ello implicó una búsqueda sistemática de bibliografía sobre la situación educativa de los jóvenes de 15 a 17 años, sobre las consecuencias de la implementación de la Ley Federal de Educación en la Pcia. De Córdoba, consulta con especialistas, lectura de diversos diagnósticos realizados por instituciones que trabajan en el barrio y sucesivas reuniones de reflexión y discusión. Posteriormente se establecieron las negociaciones mantenidas con las autoridades de Ministerio de Educación. En el mes de diciembre del 2000, se logra finalmente, la aprobación del proyecto desde los diferentes organismos ministeriales intervinientes: Ministerio de Educación de la Provincia de Córdoba, Dirección de Institutos Privados de Enseñanza (D.I.P.E.), Dirección de Desarrollo de Políticas Educativas (D.D.P.E.). El Proyecto "Ciclo Básico Unificado de Formación Laboral para Jóvenes en riesgo socio-educativo", comenzó a ejecutarse en el año 2001, con la apertura del primer año. Pareciera muy difícil articular las lógicas centrada exclusivamente en lo administrativo, y que caracterizan a nuestro sistema educativo con propuestas innovadoras que piensan más allá de la escuela. Ello genera contradicciones en la práctica educativa, ligadas por ejemplo a los criterios de asistencia, requisitos de documentación, debido a períodos prolongados de ausencia los jóvenes (porque caen presos, por consumo de drogas, porque cambian de domicilio, porque trabajan en el ámbito doméstico o en la calle). Todas estas cuestiones chocan con ciertos requisitos</p>



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	propios de intervenciones como las educativas que demandan tiempos y procesos diferentes respecto de aquellos propios de la sobrevivencia en la calle.
Materials	