



EUROPEAN ASSOCIATION  
FOR THE EDUCATION OF ADULTS

# EAEA

# Grundtvig Award 2010

Innovative Approaches in Adult Education and Learning  
- Key competences for social inclusion



Education and Culture DG

Lifelong Learning Programme



EAEA

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Education and Culture DG

## Lifelong Learning Programme

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## 8th EAEA Grundtvig Award 2010

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### Introduction

Each year the European Association for the Education of Adults celebrates innovation and excellence in adult education. The Grundtvig Award highlights projects that produce new ideas, new partnerships, new methodologies and a new understanding of how we can work in adult learning.

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

The symbolic significance of Grundtvig's small beginnings and the momentum of the movement in adult education is also central. We hope that this award will be the first of many, which will reach out to every region in Europe, and will inspire practitioners, providers, participants and all concerned to value their work and link more closely with one another.

Grundtvig's thinking on the connections between social movements and personal learning is also very important. Grundtvig laid the ground work for the development of centres of learning, in all kinds of contexts, from residential educational institutions to money and agricultural co-operatives. It linked intellectual and cultural growth with group development, a prelude to civic relationships.

Grundtvig's emphasis on the intrinsic value of learning as a foundation for living useful and enjoyable lives is central to the adult education that EAEA are promoting, with its focus on basic skills, valuing learning and active citizenship. Grundtvig highlighted the connections between the real human lives, as lived in the real world, and the people's situations as citizens. This is central to the work of EAEA, and it echoes our contribution to adult education thinking in Europe.

## The 2010 call for submission

The theme of the Grundtvig Award 2010 is “**Innovative Approaches in Adult Education and Learning - Key competences for social inclusion**”.

The European Commission has identified eight key competencies: communication in the mother tongue; communication in the foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; interpersonal, intercultural and social competences and civic competence; entrepreneurship; and cultural expression. All these competences can contribute to the better integration of socially excluded people. We think that there are additional (mainly interpersonal and social) competences, which can contribute to social inclusion (e.g. being able to deal with change, managing crises in one's life, knowing and defending one's rights, etc.).

We are proud to present 12 projects in this brochure which have been selected for their key competences for social inclusion. Sharing these examples of good projects in adult education – whether formal or non formal, is the main objective of this publication.

Two categories of projects are admitted to the competition:

### **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 how the teaching and/or learning and/or development and/or implementation of key competences have contributed to social inclusion.
- ★ 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
- ★ Which key competence(s) did you focus on and how did you work with them?
- ★ What you actually did and how you did it
- ★ Your target group(s)
- ★ What processes or partnerships were important
- ★ How did you get people involved

Some explanation about the impact:

- ★ How did the project contribute to social inclusion?
- ★ 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

In June 2010 two associations were awarded during the EAEA General Assembly in Yerevan, Armenia:

**“Little Stories, Great Hopes”, Belgium**

**“Community-based Alternative Learning and Development Program”, Philippines**

## EAEA Grundtvig Award 2010



Pictures from the  
Grundtvig Award Cer-  
emony in June 2010,  
in Yerevan, Armenia.



# Award Winner 2010 in the European Category

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## Little Stories, Great Hopes

The aim of the project is predisposing an autobiographical activity inside penitentiaries for promoting and encouraging the reconsideration of one's own past and re-planning one's future "beyond the bars". Italian, Belgian, French, Portuguese, Romanian and Turkish partners co-organise the realisation of this project.



In imprisonment circumstances writing has ever been a way of understanding oneself, voicing hopes and desires, acquiring awareness of passing time, reflecting on one's own past and imagining a new different life. In penitentiaries writing therefore represents a creative activity which helps to survive and pursue a space for freedom. It becomes an instrument for discovering new "worlds" and new ways of self-expression. Starting from this premise, the project aims to "collect" the experiences of those detainees who, through narrations of their own life, work, suffering and imprisonment occurrences, try and want to find new perspectives and

opportunities for their future. These above-mentioned “worlds”, these extracts of existence are collected and illustrated by the means of narration, epistolary correspondence, poetry, music, photography and video, among others.

The results of each autobiographical workshop, that means a synthesis of all the materials produced on both paper and multimedia supports (CD Rom, video and so on), will be divulged to all the penitentiaries involved in the project and published on the web.

The projects pursues different goals: making prisoners look back, encouraging them to reflect about their past and at the same time preparing them to re-plan their future “beyond the bars” by making them write; encouraging prisoners to enjoy this creative writing and be stimulated by collaborating, by listening to and learning from each other. Prison writing helps prisoners to understand themselves, to voice their hopes and desires. In this way they are stimulated to open up and share their writings with others.

According to the socio-psychological aim, there is also a linguistic approach according to which writing is an avenue through which the “healing process” begins.

The project focuses on diverse key competences: “thinking and managing yourself”, “participating, contributing and relating to others”, “linguistic competences”.

During the project the inmates are invited to come to writing class, whereas teachers guide them through several chapters of the writing course. Each chapter focuses on one specific aspect of the inmate’s life: “me and the family”, “my job and my education”, “friendship”, “character and emotions”, “life behind bars”. The writing course was developed by Mrs. Els Gillijns, an experienced language teacher who has also been teaching in prisons. This Dutch language course was then translated into English and shared with the other project participants.

“Little Stories, Great Hopes” is based on the idea that writing does not only keep you company when isolated from everyday

contact, it also enables you to express your feelings when you cannot. The therapeutic value is often really life-changing for these prisoners. Their expression and experience is suddenly being valued. A new nuanced world opens up for them. The project makes them realize that they can and should pay attention to their own feelings and their own thoughts. They are encouraged to enjoy writing process and they are stimulated by collaborating, by listening to each other. They are also encouraged to express themselves. The fruits of their writing often contain similar elements, ranging from frustration, fear and anger to delight and intense creativity.



Prison writing is an avenue for isolated inmates through which healing begins for them. Something inside is unleashed, as a creative literary embryo develops and is born. Painful memories and a dash of optimism can turn melancholy into joy, creativity and productivity. The essays are meant to incorporate feelings as well as facts, and the authors' own insights are perhaps more important than the finished essay.

Through this therapeutic writing – retrospection, reviving, re-thinking and putting their thoughts, feelings and stories on paper – the inmate has gone through it all again, to understand,

evaluate and process things better.

The participants have been able to share their writings with others, they have been able to talk about things, to communicate. They are proud about their texts – which also have been translated – which are “published” on the internet. They have accomplished something, their self-esteem has boosted.

Not only they have been able to word their feelings which can be an avenue through which the “healing process” begins. They have been able to improve their language skills which will help them to better express themselves, to communicate, socialize and which will facilitate their social inclusion process.

Low self-esteem, lack of trust and the isolation of the prison cell make people more and more solitary. Getting these participants to open up and tell – or write – about themselves has not always been easy. Asking them to participate, share and communicate about it has even been tougher. This prison writing course, the linguistic approach, is all about gaining trust and gaining someone's trust is something that comes with time.

# Coordinator

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Centrum voor volwassenenonderwijs Turnhout (CVO)

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## Partners

- ★ XIV Istituto Comprensivo – Centro Territoriale Permanente “K. Wojtyla” (Italy, coordinator)
- ★ INUAF/UCEF Instituto Superior Dom Afonso III: Unidade de Ciências da Educação e Formação (Portugal)
- ★ Iskenderun Vocational Education Center (Turkey)
- ★ Inspectoratul Scolar Al Judetului Maramures (Romania)
- ★ Territorial Center for Permanent Education – G. Carducci (Italy)
- ★ GRETA 21 (France)

## Award Winner 2010 in the International Category

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### Community-based Alternative Learning and Development Program

The programme, started in 2003, takes place in the northern part of the Philippines and is carried on with the support of DVV International. It aims at enhancing the level of functional literacy of marginalized individuals, groups and vulnerable sectors of marginalized communities. It is expected that the development of their functional literacy will provide them learning tools and pave the way for the development of their knowledge, skills and abilities about income generation, self-help and community organizing, governance and political participation, environmental protection, rehabilitation and sustainability.



The Community-based Adult Learning and Development Programme offer rural communities and target groups continuing learning opportunities that is relevant with their social, political, economic and cultural context. The functional literacy rate

among youths and adults in marginalized communities is often low primarily due to poverty and isolation. In addition, these communities do not have access to alternative and continuing learning opportunities.

The programme is anchored on five key learning areas (literacy and numeracy - basic and functional, life skills – interpersonal and intrapersonal including communication skills, livelihood and productivity, critical thinking, development perspectives - local and global) and was clustered into four major themes (capacity development of grassroots organizations including provision of livelihood, training, sustainable agriculture, basic education and literacy).

The programme addresses the basic learning needs of adults and youths who reached a very limited basic education experience. Since it is working in rural communities where most adults and young adults whose education level are at most elementary and high school, the programme is an alternative learning opportunity to enhance their basic and functional literacy.

With the programmes coordination with the alternative learning system of the government's Department of Education, the learners are given the opportunity to finish their elementary and high school education through the accreditation and equivalency (A&E) examination administered by the Bureau of Alternative Learning System (BALS). Those who pass this test will be given certification that they have already finished their high school education. This certificate qualifies them to pursue college education and likewise as a credential for employment.

The inclusion of learning themes on social and economic productivity increases their capabilities for self help and collective socio economic activities. Such as managing micro-livelihood projects and initiating community actions in collectively addressing their community problems and needs, thereby providing a venue for people's active participation in their community development processes and outcomes.

The programme provides adults and youth in remote and poor rural communities with limited education experience an alternative mode of enhancing their literacy skills.

Most of the participants are now able to read and write, as well as to plan and organize their livelihood activities. From 2004 to 2009, 258 learners have passed the national A&E test and have now completed their high school education. Others have managed to secure formal employment and some continue to take up college education through self-support and with the help of their families and relatives. Many of these out of school youths after completing the program are actively involved with PILCD's advocacy and campaign activities on literacy and education for all (EFA).

The programme has had a significant impact on economic empowerment and on the improvement of quality of life. A group of a women's organization were subsequently able to install a community water system in Bayoyo – a village in Buguias, Benguet.

The continuing training on sustainable agriculture resulted in the transformation of farmer participants to adopt sustainable farming practices such as composting and integrated pest management and to lesser extent, the judicious use of chemical inputs.



The participatory and consultative process integrated in the whole process of the programme's implementation facilitates a non-threatening learning environment and provides a strong motivation for the learners to get involve. Coordination and co-operation with government departments and NGOs involved in community development activities facilitates the implementation and success of community-based literacy and development projects.

The integration of literacy with developmental skills training increases the capacity of learners to engage in self-help and collective socio-economic activities, such as managing income-generating projects and initiating community actions that address common challenges. Hence, literacy training paves the way for greater individual participation in processes of community development.

In order to be effective, community-based education, literacy and development programmes must be developed and implemented in such a way as to avoid alienating learners from their contexts: i.e. context-specific realities and needs must be taken into account. It is therefore imperative to consult and involve the community at all levels of the programmes implementation. Furthermore, the process and content should engage the learners with their social and economic realities to find functional solutions to the challenges they face in their everyday lives.

Provision of adequate training to facilitators and programme implementers on adult learning theories, learning and teaching styles, development of learning designs and appropriate materials, creative facilitation and participatory training approaches including theatre and creative arts were provided.

## Coordinator

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People's Initiative for Learning and Community Development – PILCD

Contact: Mr Ramon G. Mapa

<http://www.pilcd.org/>

## Partners

- ★ DVV International, Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes
- ★ Provincial and local government units especially with their respective Literacy Coordinating Councils for purposes of advocacy in acquiring additional resources;
- ★ the Social Welfare and Development Office especially in the case of the out of school youths in high risk situations;
- ★ the Regional and local offices of the Department of Education through their Bureau of Alternative Learning System in the Alternative Learning Contracting Scheme;
- ★ the local offices of the Technical Education and Skills Development Authority (TESDA) on technical-vocational trainings
- ★ linkages with other NGO's and agencies for the farmers and women self-help groups to expand network of support for their community projects i.e. farmers group linked with Organic Producers Cooperative in the capital town, women self-helped linked with the Australian Embassy's Direct Aid Program

## Projects submitted in the European Category

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### Improving Civic Education in Europe, by improving and teaching in school & Adult Education

The aim of the project-team is the realization of EU-key-competences by using modern technical methods and the newest scientific findings, like brain and genetic research. Social and intercultural learning, especially the support of human rights are an essential part of our work. This is even why we implemented the “European year of intercultural learning” into the project. Partners from different countries participated in this activity: Hungary, Romania, Germany, Norway and Austria.

Young Civic Radio – Europe is the implementation of a mind-fitting, implicit-social learning into practice with actual examples for the education of young people and adults – having the focus on language purchasing. YCR-E was chosen from the general direction of education and culture especially because of its creativity and innovative character.

Trainers, teachers, students and experts in four different countries have worked together. Therefore there was no top-down, but more a listening, thinking, convincing, deciding and doing like in the deliberative democracy.

The innovative and creative is to be found in the admitting of the different characters in a completely new thing.

With its documentary weblog “The making of Young Civic Radio - Europe”, YCR-E even addresses to a subject-specific audience, that is interested in the promotion of language learning, the democratization in Europe and the development of an European Sphere and the passing on of “soft skills”.

Nearly all teenagers today use their own mp3/4 player, like the Ipod, for their entertainment. The idea was to use this technique to convey education. In brief - they worked on a so called "social web 2.0", similar to YouTube or My Space, but addressed to schools, organizations for adult education and cultural institutions. Therefore, the project-team develops brain-compatible.

Material for language learning, for civic education and for an analogue development of personality. This material is made for young people and adults. Up to now there are nearly no appropriate offers in education with such a holistic focus. The project-team covers all necessary competence, in regard to pedagogy, theatre sciences, political education, neurobiology and ICT. Entertainment and education go hand in hand with other sub-projects and they complete each other too. The material consists of audio- and video-files, theatre and pieces of art, discussions and written material for teaching. Everything can be seen on the internet for free from May 2009 on and can be used through download - for learners and for teachers as well.

The meaning for the attending partners is in the own professionalization and renewing of education. Each of the partner institution is integrated in the building process. Young Civic Radio sticks to the concept of implicit social learning to depressive and stuck lifestyle.

## Coordinator

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## Partners

- ★ Arthefact - art & theater factory, Germany
- ★ DSO - Max Tau - Deutsches Schule Oslo, Norway
- ★ SOE - Austrian-Hungarian School of Europe, Austria
- ★ SOROS - Soros Educational Center Foundation, Romania

## My Opinion My Vote

The main goal of the programme is to empower people with learning disabilities through an active citizenship and the exercise of their political rights (art 29 of the UN convention on the rights of persons with disabilities). The project is organised by a very wide partnership of Italian, Maltese, Spanish, Irish, Hungarian and Danish associations.

The strategy adopted involves educating people with learning disabilities regarding their political rights; encouraging people with learning disabilities to form and express an informed opinion/decision on the occasion of local, national and European elections and referenda, like any other European citizen raise awareness among those who are in a disadvantaged position; facilitating people with learning difficulties in exercising their political rights.

The project consists of two modules and 10 education units and aims to develop some basic competences like making choices (how to make a decision, steps to facilitate decision making process, decision making stages, personal opinion and how to express it), the knowledge about what politics is (understand how politics concerns our life, how politics makes decisions at different levels of competence: local, national, European), the knowledge about Europe (know what the European Union is, the countries that are part of it, and how the European Union works), meaning of delegation and representativeness (understanding the concept of delegate and representativeness by experiencing it in an active way), the role of political parties, voting decision skills (understanding the role of political parties within a Parliamentary democracy, distinguishing between national political parties and European political groups, finding the way to decide which is the most appropriate political party) and voting procedures (knowledge and skills, electoral lists, polling stations, ballots).

The real impact of the project can be evaluated only after its end. However, all along its length data have been collected, in order to catch first feedbacks from target groups not directly in con-

tact with project activities. However, it is expected that 20% of electoral programmes are written in a more user friendly way or envisage a short easy-to-read text.

Benefits for users have been directly detected during two user meetings, the participation in the World Down Syndrome congress (synod) and their engagement in attending educational sessions. The short-term effects on the inner circle will be available after the second round of interviews, which has taken place in December 2009 – January 2010 and the related report is still in progress.

The activities carried on during this project concern different fields: the analysis of political rights in the six partner countries, the development of a common education programme, the organisation of group meetings to promote transnational mobility, raising awareness campaigns, promoting dissemination.

This project is addressed to people with diverse disabilities. Nevertheless, participation of people with lower abstraction skills is more complicated than for people with physical disabilities. There are some special methods and tools, created, adapted or simply used by the project, which could be experimented in order to make these citizens involved in European, national and local politics.

People with intellectual disabilities directly participating in the project or even touched by the project through a leaflet, know more about their political rights and may have voted at the last European elections aware of their choice.

European political groups realized that their electors are more than they thought in the past and edited more user friendly manifestos. (Ethnic minorities who can have some difficulties with the language, people with weak literacy skills) European, national and local public authorities which have entered in contact with the project have facilitated the exercise of political rights of the target group.

Evaluating the effectiveness of the project itself is intended as evaluating its purpose (specific objective): enhancing awareness and practice of political rights of people with learning disabilities who enter in direct contact with the project.

At the end of the project at least 80% of those interviewed should have acquired more aware voting attitude.

Up to now, results have been more than satisfactory because almost 100% of people who declared that they did not voted at the most recent elections, did vote at the European elections, according their own opinion.

## Coordinator

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## Partners

- ★ EPF: Equal partners Foundation (Mt)
- ★ AURA: Fundaciò Projecte AURA (Es)
- ★ Down Syndrome Ireland (Ir)
- ★ University of Malta. Faculty of Education, department of psychology for inclusive education (Es)
- ★ Sio2 (It)
- ★ Universidad Ramon Llull. Facultat de psicologia, ciencies de l'educaciò i de l'esport Blanquerna (Ma)
- ★ Down Foundation Hungary (Hu)
- ★ Center for Ligebehandling af handicappede (Dk)

## The Alpe clubs – Agência local em prol do emprego



The main goal of the ALPE clubs, a project which also involves many Portuguese authorities, is to respect the specific needs of the participants, they are totally free of charge, and they intend to promote collective mobilization through the development of innovative strategies, methodologies and pedagogical instruments, particularly concerned with populations that are characterized by some forms of (or at risk of) exclusion, namely related to their qualification levels, their employment status, gender and age issues. Moreover these clubs intend to create opportunities for people to break their resistances toward educational devices and therefore further engage in more structured education and training options. Therefore, the clubs are engaged in promoting opportunities for the participants to develop personal and social competencies, raise their autonomy and literacy levels, and to eventually take on self-employment projects.

ALPE is the acronym of “Local Agency for Employment”, which is a platform that began as a project financed by the Social Security

Institute, promoted by the City Hall of Santa Maria de Feira and executed by a local association (Associação Pelo Prazer de Viver).

It rests on the notion of promoting a platform that combines the civil society (namely the people that come to ALPE for support in looking for a job, for education and training guidance or for the sustenance of a self-employment project), the community and the State.

The first step before implementing the clubs is to create hierarchies as far as “urgency” is concerned, i.e. in cooperation with the social assistants that closely work with these people and their families two priority groups were the women between 35 and 45 years old who were unemployed for more than one year and also the beneficiaries of the “social insertion income”.

Given the need to intervene in specific domains, different thematic clubs were developed. Each club had a total duration of 10 sessions (once a week) of 3 hours each. In the beginning, some of the functioning norms are defined by the ALPE team, in order to provide some structure but it is aimed that these rules are progressively adapted and restructured by the clubs’ participants. The clubs’ management was anchored in flexibility and adaptability, which allowed that, in some cases, some people could still participate even though they hadn’t been included in the clubs from the beginning. These situations were always negotiated with the animators and the group of participants.

The clubs were implemented by “animators” with specific qualifications in the domains of the clubs’ themes and there was an effort to involve those people who had also applied for a job when looking for the support of ALPE.

The clubs’ contents are organized around a particular theme which is decided in the beginning of the club and is restructured during the course of the clubs’ implementation, following the collective debate that takes place in the ‘Clubs’ Councils’ (periodic meetings with representatives of each club, the animators and other voluntary participants), which progressively decide on

what will be the 'Final Product' of the Clubs. This final product is an activity (related to the theme that was proposed and discussed throughout the clubs' implementation) which goal is to involve not only the clubs' participants but their families and their communities in general.

Three clubs have been realised between 2007 and 2009:

October 2007 – February 2008. 100 applications have been received to attend different clubs: Employment, Language &, Communication, English, Maths, ICT, Arts.

May – July 2008. 74 applications and 44 participants have been involved in three different clubs: Employment, Language &, Communication and Maths. The participants of the 2nd edition of the clubs organized a final product called "A route through the ways of work, citizenship and knowledge", which consisted of a ped-dypaper through the city of Santa Maria de Feira and was open to the community, during a Saturday afternoon (September08).

February June 2009. 199 applications and 110 participants have been involved in five different clubs: Employment, Language &, Communication, Maths, Expressions, Resources and Accessibilities. More recently, the group of participants of the 3rd edition organized a series of events that took place between the 1st and 9th of June 2009, which involved the participants and their communities, the resources and public equipments and institutions; each of the final products emerged from the competences that were developed in each club, but also from the personal and individual experiences of the participants themselves.

The three editions of this project have actually shown that the use of strategies that benefit the local and particular queries, the methodologies based in active participation and negotiation between equal "partners" (participants, monitors, social partners), the centeredness in the individual ways and contents of learning, and the promotion of different networks that come together to achieve common goals are predictors of higher levels of literacy, participation and critical awareness in low-qualified persons.



## Coordinator

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ALPE - Agência Local em Prol do Emprego  
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## Partners

- ★ City hall of Santa Maria de Feira
- ★ Direitos & Desafios (Programa para a inclusão e desenvolvimento)
- ★ Segurança Social
- ★ Associação nacional de oficinas de projectos
- ★ Instituto do Emprego e formação profissional
- ★ Center for Ligebehandling af handicappede (Dk)

## **Participatory Democracy and Equal Opportunities – PDEO**

A capacitation strategy for local intervention agents

Inducar – organisation for the promotion of non formal learning and social integration – is an international agent operating in the context of partnerships and networks for an integrated society, based on the empowerment of the individual person, in a culture of collective responsibility and mutual learning.

The project, supported by a grant from Iceland, Liechtenstein and Norway through the EEA Financial Mechanism, contributes, in articulation with others, through a diversity of innovative and quality responses, to the facilitation of processes oriented to the transformation of aptitudes. The core of the action is the development of organisations, their human capital and the public's in general. Inducar conceptualizes, develops, implements and assesses projects directed to governmental, third sector and private organizations.

Education of Adults and training require a holistic and continuous movement, because an adult carries out a "baggage of experience". In this sense, Inducar brings people through education and training (motivating and encouraging them to do so) based on best practices of Andragogy, which consists of learning strategies focused on adults. It is often interpreted as the process of engaging adult learners with the structure of learning experience.

A Capacity Building Strategy for Agents in Local Intervention is a project that aims to develop a training strategy for the long term, 2008-2010, with professionals who are the recipients of training, that make a commitment to act as multiplying agents in the communities where they operate.

By choosing as a strategy for social integration, the promotion of

Participatory Democracy, with its necessary implications on the level of the strengthening of the civil society and needs in education for citizenship, the direction of our intervention meets the main goal of the PNI (National Plan for Equality) promoting an active, responsible and gender balanced participation. (PNI 2007-2010: 11).

This project basically consists on the development of a long term (18 months) training strategy that aims at empowering agents of social intervention on a local basis, for the promotion of Participatory Democracy as a factor of social inclusion and promotion of equal opportunities.

The integrated strategy for the development of competencies (cognitive, technical, social) for 20 participants has its grounds on a research-training-action approach. PDEO proposes a set of articulated training and intervention features: 4 residential seminars (3 days each), a field diagnosis period, 20 workshops based on the development of local partnerships, 20 coaching programmes for local agents (3 for each participant), a learning and communication virtual platform (including 4 virtual workshops), a mentoring process and individual development plans.

For the participants this project produced new prospects on social intervention, new methodologies and new partnerships.

Quantitative indicators show that the project started with ten partners and throughout the project, this number has grown in an impressive way.

The multiplier effect is undeniable, and the dimension that takes on the project. This is a living project that will replicate and get farther and farther away, involving more and more partners, strengthening the networks that have been created or those that already existed and were a little adrift.

The fact that the participants have thought up some projects and to have advanced to a joint bid by mobilizing diverse partners, including transnational corporations, says much of the potential

of these projects and how the entities are involved. Not only Inducar invited its partners to join again, Inducar was also invited to join to other networks and other projects.

This formative experience clearly shows that adults need to better fit and feel in a training context, the strategies used are appropriate to them, with respect for their needs and experiences. In practice is possible to drive a long training mobilizing the principles of non-formal and EA, managing this in various contexts, whether in the context of shared knowledge, whether in the context of participatory diagnosis, whether in the context of Web 2.0 and its great potential.

For Inducar to be a promoter of a living and multidimensional project as this has been a very important experience because it has broadened the understanding the Portuguese social reality and has allowed to adjust methodologies and tools.

Skills in participatory democracy are a means to explore many competences which the Commission designates as essential. Encouraging participatory democracy is an instrument for social innovation, since the ability of people to participate is critical to ensure that they release the shackles of paternalism that often disable to go further with their resources, tailored to their desires.

Increasingly people are more concerned and worried about intervention in which all are called to participate, decide and build what is common.

The impact of PDEO on the participants and on the organizations is huge due to the methodologies used and adapted to their needs and to the capacitating for being promoters.

Inducar recognized the success of PDEO by the evaluation on which seminar, by the democratic contours that local projects are assuming and by the increase of partnerships.

This project is innovative also because it uses flexible delivery methods. It attempts to strengthen existing community struc-

tures, stimulating partnerships, relationships and interactions between diverse contexts of learning and doing.

There is no real empowerment if there is participation on an equal footing. Therefore, the involvement and subsequent empowerment are the key factors for social inclusion to occur.

# Coordinator

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Inducar (educação não-formal e integração social)

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## Partners

Transnational partnerships:

- ★ Asociación Antígona ([www.antigona.org.es](http://www.antigona.org.es))
- ★ Accademia Europea di Firenze ([www.aefonline.eu](http://www.aefonline.eu))
- ★ The Sport and Youth Council of Reykjavík (Iceland)

National partnerships:

- ★ Centre for Territorial Studies (CET),
- ★ Team Mais

## Electronic Book for Adults – ELBA

This project was carried out between 2005 and 2008 by a partnership of organisations and associations from several European countries: Spain, Cyprus, Lithuania, Italy and Greece. It has been realized to develop adults' skills in using ICT tools. There were 129 beneficiaries (44 trainers and 85 trainees). The project was addressed to a group composed by learners from all the associated partners.

The project consisted on the realization of a European Collection of Poetry and Art since 19th century until mid 20th of the countries which participated to the development of the project. The main goal of ELBA project was to experiment a new learning method using the support of ICT. The aim was to build up a cooperative network to create an electronic book for the promotion of the European cultural diversity and social inclusion.



The work started with the study of the literature, culture and history which encompassed that historical period. Then, Aldesoc

experts and its partners studied the cultural and historical repertoires, contexts, the similarities between countries. The result of this work was the collection of more than 250 poems belonging to writers of five countries and written in four different languages. In order to obtain a homogeneous product, the English language has been used as the vehicle language. It was necessary to find out the translations of the poems, translate them and provide a short description. The final outcome was a multilingual product.

The realization of the electronic book was an important passage, because the qualification of these techniques will be the cornerstone of the diffusion and learning of other techniques which will be expounded and explained in "digital text", including images, audio, video and other interactive tools.

During the development of the project Aldesoc and its partners focused on the following key competences: information technology, communication in foreign languages, cultural expression, digital competence, learning by doing, cooperative network.

Aldesoc also followed these strands: technological strand, addressed to the digital edition which will take over the printed one in the forthcoming future; cultural strand, related to the pressing needs in emerging societies, as the integration of cultures and the coexistence of different identities; methodological strand, focused on a methodology whose aim was to create a tangible product (an e-book, edited both in a CD and located in an Internet site), based on cooperative work. By using the latter, a cluster of collaborators raised supported by a distributing computing network which facilitated fluent and dynamic interpersonal interaction and communication in the net among partners.

The book is divided in five sections, one for each partner country. Each section is made of an introduction, showing the historical context, an index of the countries' poets and artists, their biographies followed by the poems expounded in a double column: on one side the poem in English (or, if missing, a short description/comment of the poem); on the other side the original one.

Other sections are dedicated the Prologue, Foreword, Acknowledgments and Bibliography.

The navigation throughout the book is made through series of links (hyperlinks).

The development of the electronic book, apart from the technical aspect of the work, has helped to know each other through the definition of the cultural profiles of the partner countries, allowing the transfer of knowledge and therefore integration within the widened cultural diversity.

New technologies acted as tools which helped bridging a gap between non technical skilled partners and computing technicians and between skilled computing technicians and experts partners in literature and history, all concerned about the foundation of a common European soul.



The success of ELBA project is shown by its publishing on newspapers, official institutions websites, Spanish NA websites, etc. ELBA is an example of co-joint participation in the creation of a cultural network, and its current continuity in a Leonardo project entitled DEAN (Digital edition, digital library, Apprenticeship and Network) developed from 2008 to 2010.

## Coordinator

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- ★ Carpiformazione (Italy)
- ★ Kelidon (Italy)
- ★ Educational and Scientific Union – EPTHB, (Greece)
- ★ Dokuz Eylul Universitesi (Turkey)

## Back to School – A chance for better life



This project is organised at a multinational level by many partner organisations coming from different countries: Belgium, Czech Republic, Spain, Poland, Romania, Turkey, Switzerland and Greece. Its purpose is to evaluate the actual situation of the target groups related to the formal education systems, to establish practical ways to reintegrate them into formal educational systems, to pilot, refine and produce the final versions of the project outcomes and finally to disseminate the project.

As the project aims to help teachers, principals and community leaders to know better how to support early school leavers', personal development it was important to know more about what makes people not to go back to education even if they need to. For that reason project partners interviewed 60 persons each, totally 420 persons, who abandoned school too early. The analysis of the questionnaires was finished in September 2008 and presented in practice guide and also in a report (RNAFR) named 'Main obstacles to come back to education. What can be done?' Through these two research reports, SR and RNAFR, the practice guide and the helpkit for the direct beneficiaries and intensive

training course and a personal development tool for indirect beneficiaries have been created.

The intensive training course for teachers is registered in Grundtvig Course Database (reference number SE-2010-118-002). The first session takes place in September 2010 and the second session in Antwerp in April 2011. The course will focus on group dynamics, communication and learning styles, which is one of the key competences.

The project aims to:

- ★ defining some theoretical premises related to school failure, school giving up and adults' returning to school;
- ★ identifying the methodological demands of the assessment of the elements associated with school failure, school giving up and adults' returning to school.

The project is composed by several tools.

The Survey Report "Actual stage of school abandon in the countries involved" is a learning tool about the situation in EU and project countries concerning early school leaving. It also reports the benefits from education and education as a tool to fight against poverty, unemployment, ill-health and social exclusion. The report "Main obstacles to come back to school. What can be done?" gives the main obstacles to come back to school in the participating countries and proposal of solutions.

Furthermore, there is also an intensive training course for adult educators: "Welcoming them back to school" This course gives tools for adult educators to deal with drop-outs who have returned to formal education. And is made of five topics: group dynamics (group climate, leadership), learning styles, self image, pedagogy of excellence and the educator as a coach (communication).

The practice guide for tutors, LLL trainers, tutors, HR responsible: "Are they out bring them in" is instead a tool to motivate those who have left school too early to return to education as adults

and to succeed this time. It is divided into three sections: a summary of school abandon in the participating countries, inspirational stories of teachers who are working with school leavers and specific obstacles to come back to school in project countries.

There is also a help-kit for potential learners: "Do I need more school? How can I get it?" The help-kit is for early school leavers to inspire and give them practical knowledge what to do to come back to education. It is divided into three sections: a summary of school abandon in the participating countries, inspirational stories of people who abandoned school and then came back and what to do if they want to come back (necessary information and contacts).

Finally, a personal development tool is provided: "From who am I to what I will be" The for those who want to learn about themselves. It consists of three modules: the personal reasons to abandon school and obstacles to come back to education (based on the questionnaire), the personal professional profile according to EQF standards and automatically generated list of suggestions for personal development based on the results from the first two modules.

# Coordinator

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## Partners

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- ★ Lifelong Education Centre for Adult People “Aluche” (Spain)
- ★ The Academy of Humanities and Economics in Lodz (Poland)
- ★ Group for European integration Geamana (Romania)
- ★ Gaziantep Provincial Education Directorate (Turkey)
- ★ FSEA - Fédération suisse pour la formation continue (Switzerland)
- ★ e-ISOTIS Athens Headquarters (Greece)

## Everything's Possible Passport Portfolio

Between 2007 and 2010 a portfolio has been developed with local and international partners, in order to make it accessible and have now used it to support the following projects: a Grundtvig Learner Workshop – Routes to Our Roots (Cultural Heritage), European Voluntary Service – Creative Inclusion, Leonardo Mobility Placements for PLM – Everything's Possible Learning to Learn 2008 – 2010.

Everything's Possible Passport Portfolio is an engagement manual supporting the development of key competencies through international mobility programmes, targeted at individuals with fewer opportunities.

The portfolio has been developed in two phases:

Co-operation with our British partners who possess a good knowledge of the target group. These partners helped to ensure relevance and to focus the portfolio so it would be a useful document which would help individuals to assess their development within the areas of key competencies as a result of the programme they have engaged in.

The second phase, which was equally important, was to meet international partners in order to gain ideas and knowledge from them and to make the portfolio more relevant. This was achieved by initially hosting a meeting of partners in the Peak District – UK where 9 key partners organizations were met and 5 days were spent together making plans to develop this programme.

This was followed by a one year pilot project during 2007 – 2008 when three of our international partners helped to trial a draft version with 10 young people before developing the final portfolio.

Copies of the portfolio have been sent to the international partners in Spain, Germany, Reunion and Sweden for them to work with the groups of learners they were sending in the UK as part of

their preparation. For instance, in the case of the project Routes to our Roots, individuals living in a country other than that of their ancestry have been targeted. Targeting such learners meant there were often linguistic barriers, such as learners from the Spanish group who actually originated from Morocco or Senegal, therefore often even the local support organisations had difficulty with no common language. The booklet (elements of which were translated by partner organisations) was a good focus to get participants involved prior to travelling to the UK, although an optional part of the programme all learner groups used this as preparation as well as actively working through their portfolios during the workshop.

International mobility programmes generally target participants without additional support needs such as university graduates or gap year students, however programmes offered by “Everything is Possible” are usually engaging learners with fewer opportunities, a group much more difficult to engage. Introducing the portfolio has really allowed to have significant impact on marginalized learners.

This gave the opportunity to focus on the huge learning opportunities available to a young person from this target group, possibly more significant with these individuals than to general needs participants who have many other life choices available to them.

Many participants supported by these programmes continue to access programmes and their progress can be followed through the constant work with them. Feedback from support staff who works with these individuals gave some indication of the impact. In 2009, 78% of young people had significant key competency development as a result of participating and 86% felt they had benefited personally from involvement in the programme.

## Coordinator

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## My Life My Way – MLMW



The initiative is a peer to peer, citizen employment model. It looks at where older people are now, where they want to be, and what the gap is in the middle between these two points. It works within this gap and encourages the older person to ask “what small steps to change can I make by the next meeting that will help me narrow the gap between where I am now to where I want to be”. In this way, the initiative encourages genuine citizen empowerment and enables the older person, at whatever their life stage, to take responsibility for identify their own small steps to change. The MLMW enables and promotes peer to peer learning highlighting to older people that they can be their own experts and can be empowered in making steps to change and choosing what is best for them.

The My Life My Way (MLMW) initiative is an evolution of a Swedish initiative, Passion for Life©, and what older people tell us is

important to them in Denbighshire.

Denbighshire has been the first local authority in Wales to pilot Passion for Life©, an initiative introduced from Sweden where it has had huge success.

This exciting citizen empowerment model provides a framework for older people which enables them to make incremental changes, to move them from where they are now in their life to where they would like to be in their lives, and not let their age, chronic condition or anything else affect them, their independence or their quality of life.

Sweden's Passion for Life© activity is based around 4 themes. These themes are linked to wider action areas that have been identified by the participants.

**Safety in the Home:** linked for example to falls prevention, fire prevention, home emergency action plans or any other identified home safety issue.

**Social Networks:** linked to connection to the self, living in the now rather than living in the past, regrets, bereavement, connection to others, a fulfilling place within a social network and volunteering, for example.

**Food & Drink:** linked for example to addressing malnutrition in the community, fluid intake, dental problems, medication and healthy lifestyles.

**Movement:** linked for example to functional strength, encouraging active ageing.

In Denbighshire a 5th theme (**Creativity & Growth**) has been added, focusing on age discrimination, happiness, confidence, returning to work and learning.

A Life Café, a 'room of possibility and growth, where everybody's contribution can count towards collective change or improvements', is held in relation to each of the 5 themes. It has several

competences: main competence (“learning to learn”, which contribute to a better integration of socially excluded people); additional competences (“interpersonal and social competences”, which can contribute to social inclusion).

Life Cafes have been held bi-monthly, with a Life Café held for each theme. Health, professionals and others have been drafted in to assist with each Life Café.

The concept of the “stakeholders” – defined as those who will make decisions based on the evaluation data – has been introduced. A range of stakeholders considered how each of them would judge whether the pilot was working and, equally importantly, how they would decide if it was not working.

The first set of stakeholders identified was the programme team itself (“Us”). The participants would say that they would like to continue the programme. In the longer term this will lead to spread of the programme and recognition of the expertise of the team. If the pilot is failing to achieve its aims, reduced participation, negative feedback from participants and a rigid approach (lack of flexibility) on the part of the programme team will raise.

The second set of stakeholders identified was the participant. Participants had a variety of reasons for taking part: what mattered was the achievement of their individual goals and their self perception of the benefits of the pilot. This would call for a qualitative study of individual experiences and engagement with the participants to determine their goals.

Similarly, the Partnership Steering Group were known to be concerned about the longer term goals of health promotion, and it was agreed that they might be guided to consider the potential of the changes achieved in the pilot and their relationship to local strategies for health and well being.

Older people were encouraged to make their own steps to change under each of the themes. Each theme was looked at holistically, beginning with connection to the self and happiness

with the self: before we can connect to others, we need to be happy within ourselves.

Older people and voluntary professionals all contributing to assist in implementing this initiative, the project made people able to learn from each other and deliver a low cost project aimed at prevention, which is the agenda of all agencies involved. Opportunity to share and learn together: all teach, all learn.



A n evidence of success is proved by numbers of people recruited as volunteers to spread the messages and also by the changes that people were empowered to make under the various themes. Moreover this initiative has been transferred onto younger people. This is a genuine example of good practice around partnership working between older people, health professionals and colleagues in the third sector and Denbighshire County Council Departments.

## Coordinator

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## Projects submitted in the International Category

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### The Mambu Health personnel Movement – M.H.P.M



The M.H.P.M has partner organizations in the field of adult education only in Cameroon, because it is difficult to keep in contact with other organizations in other African and European countries. The project is located in the North-West region of Cameroon, especially the Ngemba (e.g. Mankon, Bafut, Nkwen, Nchomba, Mendakweng, Mbantu, Alateny, etc.)

This project on the innovative approach in adult education and learning key competences for social inclusion spells out the role of the government, the M.H.P.M, the civil society and citizen's active participation in the development of their own area or community through activities of adult education in Cameroon.

Since the main goal is to promote good health and good edu-

cation, this project is considered as an opportunity to educate people: in fact, refresher courses are planned and delivered to adults at all levels.

After teaching a good number of persons, the transmission of this knowledge to other disadvantaged people has been ensured. In this way many people started witnessing many changes and became interested in programmes concerning adult education.

Courses were delivered by teachers moving from place to place, orientating and teaching people on the importance of adult education and assessing their efforts in their respective field of work.



The government of Cameroon and EAEA are asked to help in finding strong and effective strategies that can be put in place to face and reduce illiteracy in Cameroon and other areas of the world. If adult learning and education have to fulfil the demand of a rapidly-changing world to support people, communities and economies and if adult education is supposed to meet the needs for equity in access and participation, then appropriate policies and funding must be introduced to ensure the quality of provisions, the professionalization of adult education teachers and the adequacy of infrastructures.

The means to realize this purpose is the creation of awareness through media mobilisation on innovative approaches in adult education and learning. This aim has been supported by the ministry of national education through seminars organised in Yaoundé and announcing the creation of many schools both for children and adults.

Many people became aware of the existence of this programme and made efforts to be educated. As far as key competences for social inclusion are concerned, many avenues were targeted in which thousands of people participated to this project very actively. Furthermore, it contributes to the creation of forums to orientate people on the importance of adult education in Cameroon. It facilitates personal fulfilments and development throughout the life (cultural capital): key competences must enable people to pursue individual objectives in life, aspirations and the desire to learn. It also provides development both to the social and to the human capital.



## Coordinator

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MHPM

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## Partners

The M.H.P.M has partner organizations in Cameroon only in the field of adult education, because it is difficult to get in touch with other organizations in other African and European countries.

## Poverty Alleviation in Tajikistan through Education and Non-formal Training – PATENT

The project is co-financed by the European Commission (80%) and the German Federal Ministry for Economic Cooperation and Development (20%). It is managed by dvv international in cooperation with Association of Scientific-Technical Intelligentsia.

The main goal of the project is to mitigate unemployment and poverty by providing access for the vulnerable strata of the adult population to the system of vocational education. This, in turn will entail poverty elimination through increased employment and income for the population of Sughd and Khatlon regions.



The unemployed people lack vocational skills highly demanded on the modern labour market. Short-term vocational courses meeting the requirements of the labour market will improve the situation. Acquisition of vocational skills provides a good opportunity for self-employment or employment. In order to meet the set goal, vocational schools as one of the neglected resources are utilised in the framework of this project.

Labour migration tending to soar up each year resulted in the outflow of qualified specialists from the country. The outflow concerned particularly handicraft, construction and service spheres. As a result, a wide gap of qualified workforce has appeared in the local labour market that can be refilled by the newly instructed workforce.

As poverty in Tajikistan is related to unemployment, which is associated with a shortage of vocational skills needed in the labour market, the promotion of existing vocational schools is an innovative approach.

The project includes the following components: delivering vocational education to the unemployed low income adult population, strengthening system of vocational education in the region, establishing a system of advisory services for the population, promoting an image of the updated system of vocational education. All project activities are implemented in close cooperation with the Ministry of Education of Tajikistan, Ministry of Labour and Social Protection of Tajikistan, local authorities, makhalla committees (local community committee) and local communities. To coordinate project activities effectively an Organizational Project Committee with representatives of the Ministry of Education, Ministry of Labour and Social Protection and employers was established.

Advisory Boards/councils involving representatives of local authorities, community committees, women councils, employers, school heads and head of employment agencies have been established in each target vocational school. These boards act as agents linking vocational schools with local communities, schools, businesses, state bodies, and local authorities.

The first year of implementation can be assessed as very successful. The project can be used as "model" for improved social inclusion in other areas in Tajikistan. Over 400 adult representatives of the vulnerable strata of the population participated in newly developed vocational courses at existing vocational schools and improved their chances on the labour market. Improved qualifi-

fication increases the chances on social inclusion and reduces the poverty in the project areas. Besides the vocational short-term training for vulnerable adults, consultancy services at each participating vocational school have been established supporting the set up and development of own businesses for the local population.



The applied innovative approaches and tools of Adult Education (such as Labour Market Analysis, DACUM, Interactive Teaching Methods, Human Resources Development, and Business Advisory Boards etc.) improved the knowledge and the capacity of teaching and management staff of the respective partner vocational schools.

New training topics have been introduced by European experts to the training and management staff of the existing vocational schools such as strategic planning, leadership and facilitation methods, fund raising, teamwork, and conflict management. This contributed to the capacity building of the existing staff.

Awareness raising campaigns on environmental issues and medical prevention measures increased the general knowledge of the population in the project areas and strengthened their self-responsibility.

By the end of the project, 2000 adults will have benefited from targeted skills training; the 10 selected VET schools will be able to design and manage demand driven skills and vocational courses; strong partnership and networking mechanisms between the VET schools, local and national authorities and social partners will be established. Finally the potentials of vocational education and non formal training will be better understood by the general public.

## Coordinator

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## Partners

- ★ DVV International, Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes
- ★ Provincial and local government units
- ★ the Social Welfare and Development Office
- ★ the Regional and local offices of the Department of Education through their Bureau of Alternative Learning System in the Alternative Learning Contracting Scheme
- ★ the local offices of the Technical Education and Skills Development Authority (TESDA)
- ★ linkages with other NGO's and agencies for the farmers and women self-help groups to expand network of support for their community projects

# Contact Information

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A capacitation strategy for local intervention agents

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EAEA

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Education and Culture DG

## Lifelong Learning Programme

With the support of the  
Lifelong Learning Programme of the  
European Union