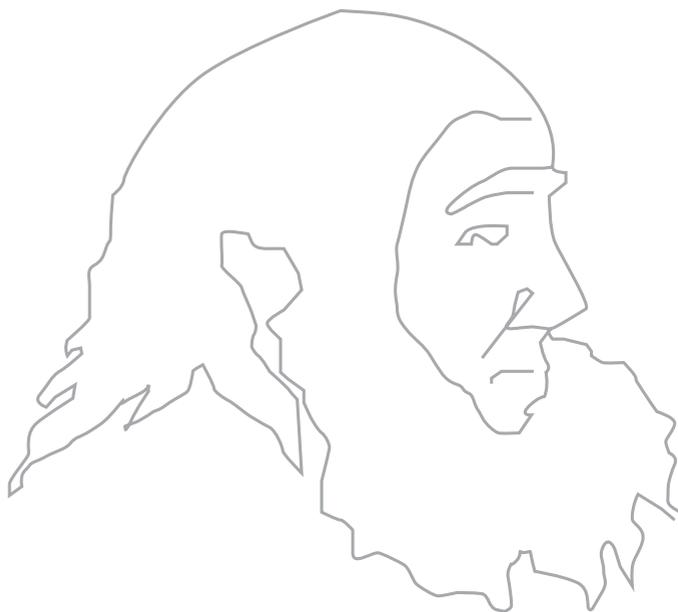


*ea*  
**GRUNDTVIG AWARD**  
*excellence in adult education*



**2013**

**ACTIVE CITIZENSHIP AND  
TRANSNATIONAL SOLIDARITY –**  
*adult education as a tool against  
nationalism, chauvinism and xenophobia*



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS

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*eaea*  
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**Lifelong  
Learning  
Programme**

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The EAEA Grundtvig Award is named after Nikolai Frederik Severin Grundtvig (1783–1872), a Danish educator mainly influential in the development of non-formal adult education in Europe and worldwide. He provided the adult education sector with a fundamental philosophy that underpins much of the work in lifelong learning.

**Grundtvig emphasised** the intrinsic value of learning, as a foundation to living

meaningful and enjoyable lives. This idea is central to the adult education that EAEA promotes, with its focus on basic skills, valuing learning and active citizenship.

**Grundtvig laid the ground work** for the development of learning centres, in all kinds of contexts, from residential educational institutions to agricultural co-operatives. He linked intellectual and cultural growth with group development, a prelude to civic relationships.

## what?

- Ⓜ The EAEA Grundtvig Award was launched in 2003 by EAEA in order to recognise and celebrate excellence in adult education;
- Ⓜ The Award is given to an organisation or project consortium which presents the best transnational project in adult learning;
- Ⓜ The Award has a different theme each year;
- Ⓜ It reaches out to every region in Europe and outside of Europe;
- Ⓜ It inspires practitioners, course providers, and project participants to value their work, and to link more closely with one another.



## how?

- Ⓜ Transnational partners are eligible to enter;
- Ⓜ The projects can include videos, photographs, books, PowerPoint presentations, slides and posters;
- Ⓜ Any product of the project that is accessible to the public, presented in a comprehensible way and may be useful and/or transferable to other adult education organisations is eligible to enter the competition.

## RULES OF THE EAEA GRUNDTVIG AWARD

**The award is given in two categories:**

1. *European projects*
  - Ⓜ EU and candidate countries need to have a transnational partnership in at least three countries;
  - Ⓜ All other European countries need to have either a transnational element or a strong national partnership with a diverse range of stakeholders.
2. *Projects from outside Europe*
  - Ⓜ Projects can but need not be supported by the European Commission. They can but need not be Grundtvig projects.

**Criteria:**

- Ⓜ The project must clearly demonstrate the promotion of the annual theme and the development of tools or methodologies or curricula or any other ways to tackle the theme;
- Ⓜ It must have evidence of outcomes, such as a report, website,

- Ⓜ DVD, or any form of verification; It is desirable that the project is transferable and/or useful to others;
- Ⓜ The project or the initiative should be up and running for at least half a year and/or be close to completion.

**What do we expect?**

1. *A description of the project:*
  - Ⓜ The main goals of the project and how it promotes transnational solidarity;
  - Ⓜ Which tools did you develop;
  - Ⓜ 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?
2. *Explanation about the impact:*
  - Ⓜ The impact on the participants;
  - Ⓜ How you recognised and tracked success;
  - Ⓜ What you have learned – what would you do again or differently next time.

# 11th grundtvig award ceremony



The EAEA Grundtvig Award 2013 Ceremony was hosted by Mr Alan Tuckett, the President of the International Council for Adult Education (ICAE).

**I**n 2013, EAEA was looking for projects that tackle a specific aspect of civic learning: *Active citizenship and transnational solidarity – Adult Education as a tool against nationalism, chauvinism and xenophobia*. 2013 was the European Year of Citizens and we, as adult educators, saw this as a platform to promote and discuss civic education and active citizenship.

**The economic crisis in Europe has contributed to** a decrease in European cohesion. We believe that this question is also valid outside Europe – can adult education promote transnational solidarity and fight nationalism and xenophobia? We believe that adult education can be a powerful tool. Therefore, in 2013, we looked for projects that supported this point.

**We looked for** projects that confronted these tendencies and found new ways of promoting transnational (and European) solidarity and cohesion. We were seeking excellent projects that could be examples for other adult education institutions.

# 11th grundtvig award ceremony

**A jury selected by the EAEA** chose the FILM-IN project as the winner of the EAEA Grundtvig Award 2013. The Award Ceremony was held on the 6th of June at Mercure Hotel in Leicester, United Kingdom.

**FILM-IN project's objective** was to use films as an innovative instrument for social inclusion, strengthening cultural awareness and expression as well as learning European languages.

**The jury was impressed by** the creativity of the project: "Since it concerned participants of vulnerable groups, unlocking their creative potentials proved to be a great way to empower them, to preparing them to meet other cultures and to exchanging experiences," the jury stated. Read more on the winning project on the next page.

**In 2013,** the jury decided not to award projects in the outside of Europe category.



Leicester City Mayor Sir Peter Soulsby and Mr Alan Tuckett handing the EAEA Grundtvig Award 2013 to Joně Čěsnaitė, Project Coordinator of the winning FILM-IN project.

# winner *in the* european category

winner in the european category



**film-in**

**Making and analysing films –  
an innovative instrument for  
social inclusion and learning languages**

## winner in the european category

**F**ILM-IN, the winner of the Grundtvig Award in 2013, is a two-year-long project in which 72 short films were produced. The overall aim of the project was to promote social inclusion of adult learners in order to encourage active citizenship. This goal was to be achieved by enhancing learners' creativity through script writing, film making and learning to convey visual messages in the digital age by raising their interest in film art. The project additionally aimed at increasing ICT skills and improving mother tongue as well as English language skills. Furthermore, it strengthened cultural awareness and expression, revealed creativity, and fostered cultural, social and historical knowledge about European countries.

**The project brought together** learners from very diverse backgrounds, i.e. adults with mental health difficulties, early school leavers, senior citizens, unemployed and retired adults. Each participating organisation presented the project to their learners, staff and local communities. People were attracted by the opportunities that this project offered – especially the possibility to participate in an international partnership in which they could meet people from other countries. The project promoted transnational solidarity by involving organisations from six countries, and supporting 123 mobilities during six transnational meetings. The participants from different countries worked together on the same topic, i.e. they learnt about each country's film art, participated in workshops on film-making and made short films on the same themes (cultural, historical, social, environmental, political, economic). Moreover, they exchanged views on different issues and developed a deeper understanding of different aspects.

**Film-making, analyses and workshops** on film-making were the subjects for international communication and cooperation and the tool for combating stereotypes, prejudices nationalism, chauvinism and xenophobia. The participants communicated in different environments, cooperated with people from different nationalities, religious beliefs, sexual orientation, educational, social, cultural background and experience. They learnt to understand different views, and developed openness and tolerance towards various opinions and situations. Better awareness of other nations helped to avoid misunderstandings and enabled working and learning together successfully in international teams. Many learners involved in FILM-IN formed connections and networks via social media and blogs that endured beyond the project.

**The success of the partnership activities** was evaluated and recognised in terms of learners' decreased xenophobia and stereotypical thinking, improved social, language and ICT skills, knowledge about partner countries, self-confidence and motivation for

## winner in the european category

lifelong learning, the number of involved participants from target groups and local people as well as the quantity and quality of outcomes and products made during the project. The success was tracked by learners and staff in oral evaluation and in written form, by writing reports, completing mobility evaluation forms and learners questionnaires.

**To show the result of the combined work**, six short film festivals were organised. At the end of the project, a film was made and a booklet was printed. All films made during the partnership were collected on DVD. The project has appeared in various international publications. All new media products, including video, animation and photography, not only demonstrate the breadth and depth of the educational achievements, but are also useful educational tools for the organisations, enabling them to maintain and share these skills and add new ways of thinking for learners and staff.

**Participation in transnational meetings** during which people of different nationalities, religious beliefs, sexual orientation, educational, social and cultural background and experience, meet face to face and share their opinions, is an extremely effective measure to combat prejudices, xenophobia, nationalism and chauvinism. Film is a powerful and universal form of art and as a modern medium, it has great potential in reducing stereotypes and xenophobia in Europe.

### Project coordinator

- Jolingva UAB, Lithuania
- Contact Person: Jonė Čėsnaite, [jone@jolingva.lt](mailto:jone@jolingva.lt), phone: +370 618 60702

### Project partners

- Centro Territoriale Permanente n.10 - I.C."E.Fermi", San Giovanni La Punta (CT), Italy
- 360 graden Theater, The Netherlands
- Didaxis - Cooperativa de Ensino, Portugal
- Kayseri Teknik ve Endustri Meslek Lisesi, Turkey
- Eastern Vocational Enterprises Limited, Ireland

### Resources

- Films produced during the project are accessible at YouTube with key word 'GRU-FILMIN'
- Coordinator website: [www.jolingva.lt](http://www.jolingva.lt)
- [filmin2010.files.wordpress.com/2013/04/bukletas\\_low\\_rez-final.pdf](http://filmin2010.files.wordpress.com/2013/04/bukletas_low_rez-final.pdf)

# projects submitted *in the* european category

european category



## belieforama

“**I am convinced that** knowledge can help reducing prejudice against other beliefs and ideologies.” A participant of a Belieforama seminar put in simple words what the project stood for: it offers an educational intervention and prevention of a growing social conflict concerning religious diversity.

**The project ran for** three years and was a by-product of a previous Grundtvig project, in which a Religious Diversity and Anti-Discrimination Training Programme was developed. The subsequent project aimed at developing key skills for the prevention against prejudice and discriminatory behaviours. These skills are: empathy, self-esteem, critical thinking, cooperative learning, high expectations, diverse environments, and social action. In the training, participants engaged in a series of activities by using intercultural learning methods. With interactive activities participants learned from each other with the guidance of the trainers. New training modules were developed in order to address specific

## european category

issues related to xenophobia and chauvinism. Specific professional development tools were also used to improve the effectiveness of the training programme itself.

**The long-term goal** of the project as the building of a critical mass of people and organisations committed to creating environments that are inclusive of the diversity of religions and beliefs. Also, educators should be enabled to confront xenophobia and address complex issues related to religious diversity by generating learning and action. Finally, organisational sustainability should be achieved so that local, regional and transnational cooperation could take place in a generative way.

**Belieforama organised** several seminars and workshops, and also set up a community of practice (CoP) over the course of the project, which is composed of 250 adult educators from 15 EU countries. In addition, a certification process and surveys were created to ensure and maintain the high quality of the programme. The theme of diversity in unity was reflected in the target groups of the training events, as they included public administration, youth leaders/workers, social workers, teachers, university professors, secondary and university students, vocational training contexts, and community groups, amongst others.

**The project raised awareness of** religious-cultural differences among its participants, and offered the opportunity for the general population – who would not necessarily participate in interfaith dialogue activities – to engage with others on the topic in a secular setting. Furthermore, it brought believers and non-believers into cooperation creating a public space, it helped develop skills for create inclusive environments, confronting prejudice and intercultural communication, and it built confidence and offered support to change agents who want to find solutions in their professional and personal environment.

**The participants successfully deepened** their knowledge of different religious-cultural traditions, the prejudices and misunderstandings that run rampant, and the complexity of the issues faced in negotiating the common space. It became clear that the religious and cultural chauvinism included in the thematic modules “Overcoming Anti-Semitism,” “Overcoming Islamophobia,” and “Reconciling Religion, Gender and Sexual Orientation” remain very tough topics to deal with. In particular, as the battle between the lesbian, gay, bisexual, and transgender community (LGBT) and the religious right takes centre stage in numerous political arenas, Belieforama sees a huge contribution by the training programme combined with the right implementation strategy. Therefore, the project will be pursued further.

## european category

### Project Coordinator

- CEJI-A Jewish Contribution to an Inclusive Europe (Coordinator), Belgium
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### Project Partners

- Extravaleren, Netherlands
- Institute of Cultural Affairs, Spain
- Institute for International Cooperation of the German Adult Educators Association, Germany
- Intercultural Institute of Timisoara, Romania
- The Multifaith Center at the University of Derby, United Kingdom
- People Can, United Kingdom
- Partners Bulgaria Foundation, Bulgaria

### Associate Partners

- Pax Christi, Belgium
- Caux Initiatives of Change, Switzerland
- Center for Applied Policy Research, Germany
- AMO Reliance, Belgium
- European Union of Jewish Students, Belgium
- Ligue de l'Enseignement du Calvados, France
- Islamic Christian Study Center, Denmark
- Eine Welt der Vielfalt, Germany
- 4Motion, Luxembourg
- The International Grail, Italy, Portugal and Netherlands
- Intercultural Alliance, Netherlands
- Insaan, Germany
- Anti-Defamation League, Austria
- ARES, France
- EPTO, International – Brussels
- Mining Talent Associates, United Kingdom
- Haver, Hungary

### Resources

- Project website: [www.belieforama.eu](http://www.belieforama.eu)
- Video: “Belieforama: Personal Change; Extract from interviews with the participants in the Belieforama users’ seminar”: [www.youtube.com/watch?v=X-ilmigd-UA](http://www.youtube.com/watch?v=X-ilmigd-UA)

## european category



**dare**

**Democracy and human rights education in Europe**

## european category

**D**ARE started in 2003 as a Grundtvig project and since then grew into the biggest independent NGO network in human rights and democracy education with adults. It has been established in order to address three shortcomings in the present arrangements for NGOs in Europe carrying out invaluable work in Education for Democratic Citizenship (EDC) and Human Rights Education (HRE): First, the prevalence of NGOs which tend to work without adequate resources and in isolation, and are therefore inhibited in their access to information, to potential European partners, and to effective lobbying. Second, the tendency to treat separately the distinct but nonetheless closely inter-related fields of HRE and EDC. Third, the distance between research and practice, academia and activists, political scientists and educators in EDC/HRE.

**Nowadays**, the network operates on a Europe-wide level and connects NGOs and other organisations devoted to raising the profile of Education for Democratic Citizenship and Human Rights Education, promoting transcultural and transnational cooperation, and enhancing the quality of education within these fields. DARE aims at achieving recognition, visibility and adequate resources for Education for Democratic Citizenship and Human Rights Education as a core obligation for the formal and non-formal education systems throughout Europe.

**The DARE network serves its purpose** through many activities, such as the exchange of information, contents, methods and staff, common programmes for education and qualification of staff, and board members and volunteers in member organisations.



## european category

**Furthermore**, common databases and systems are developed, public relations are established, and lobbying at European level is done. DARE organises common educational projects and develops standards and models of good practice; it serves as a common resource on funding opportunities, and ensures a common standard for project delivery.

**The network organises** stakeholder conferences and undertakes advocacy activities. Moreover, meetings to pool the expertise of partner organisations are held on a regular basis, in order to collect evidence on education issues, develop innovative educational tools, and provide professional support and capacity building for NGOs in the field. The “Synchronized Action Days” are annual all-members’ activities aiming to promote the visibility of European education activities at the grassroots level. DARE’s Annual Spring Academy and the focus meetings respond to burning issues in education around Europe. Training and capacity building needs of the network members are being addressed on a regular basis and the training and learning materials produced at member level are shared and tested. DARE regularly publishes the results from the networks’ findings concerning education in form of e-DARE Newsletter and special publications.

### Project coordinator

- The DARE Network is democratically coordinated by elected representatives of member organisations. In the 2011–2013 cycle the organisations represented in the coordinating body were:
  - Arbeitskreis deutscher Bildungsstätten AdB (e.V.), Germany
  - HREA, The Netherlands
  - BEMIS, UK
  - Center for Citizenship Centre for Citizenship Education, SI
- Contact Persons: Elena Begant, [info@eip-cdv.si](mailto:info@eip-cdv.si); Georg Pirker, [pirker@adb.de](mailto:pirker@adb.de)

### Project partners

Sprung from 16 original founding partner organisations in the Grundtvig project, as an independent network, DARE is today an example of a multileveled project cooperation of 51 non-governmental organisations from 26 European Countries expanding every year.

### Resources

- Project website: [www.dare-network.eu](http://www.dare-network.eu)
- Project news blog: [dare-network.blogspot.com](http://dare-network.blogspot.com)

## european category



### esmv

### Exercises stimulate motivation volunteers

**E SMV**, conducted by Fundación Belén from Spain, aimed at studying the motivation of volunteers in social projects and developing methods to stimulate motivation. The results gave a guideline on how to encourage people to become active citizens by volunteering in organisations working for a more inclusive society. The underlying idea was that an increased level of motivation might improve the job results of volunteers.

**The reasons for becoming a volunteer** were investigated through a quantitative survey with 1670 participants in five European countries. The results of the analysis were used to develop practical exercises and plays to stimulate the motivation of volunteers. All age groups of volunteers were considered, but the main target group was adults, particularly teachers and trainees. The participants came from diverse religious and social backgrounds and therefore reflected the alternating backgrounds of the project partners themselves.

## european category

**The survey showed surprising similarities** between the answers such as altruism, i.e. doing something for the community being the driving factor behind working as a volunteer. Also personal motivations like feeling better about yourself and developing working skills were very important for most of the participants in the survey. The methods which were developed for increasing the motivation of volunteers ranged from motivational plays and a theatre forum (based on the concept of the International Theatre of the Oppressed Organisation) to a board game, video recording and a new website. The exercises made the volunteers discover a new wish to develop competencies, meet new challenges, and experience a new way of life by helping others.

**However**, these exercises did not only function as a training technique for volunteers; they also had an important side-effect, as they were effective tools for fighting nationalism, chauvinism and xenophobia. The exercises allowed for a lot of fun and laughter, so the participants got a feeling for international solidarity, and abolished prejudices towards other cultures in a humorous way. They also became conscious of social problems in Europe, and they got the possibility to reflect and create new ideas on the European project. In international meetings, the participants exchanged volunteering experiences with others and achieved a better understanding of transnational solidarity as well as civic learning.

**As institutions working with volunteers**, the project partners were responsible for improving and enhancing their volunteers' qualifications as well as their motivation. "We believe that volunteers are the best social investment in hope and that a decrease of their motivation is a sound failure for both institution and volunteer", the project coordinator says.

### Project Coordinator

- Fundación Belén, Spain
- Contact Person: Leticia Escardo, [fundacionbelen@movistar.es](mailto:fundacionbelen@movistar.es)

### Project Partners

- University Hacettepe, Turkey
- Minster Development Center, United Kingdom
- Arvar Association, Romania
- National Association of Folk Schools, Lithuania

### Resources

- Project website: [www.fundacionbelen.org/volunteer-motivation](http://www.fundacionbelen.org/volunteer-motivation)

## european category



## film

### Facilitate informal learning through movies

**F**ilm storytelling, as a form of art, has always enjoyed a privileged status regarding its relationship with life. Images have the power to create meaning and expose and hide multiple realities, and they can also be shared easily through new media, as films (or parts of films) are often shared, downloaded and commented on the virtual community.

**The idea of the FILM project was** to let the learners see a variety of films, let them comment on them and share opinions and experiences in the virtual and face-to-face

## european category

community. This way they gained cultural, historical and language knowledge about other European countries.

**Films can show the horror** caused by nationalism, discrimination and racial hatred. The participating countries had deeply suffered from the consequences of two devastating world wars and blind totalitarianism during the past century. They are now facing the effects of migration and a new multicultural society.

**Through images,** learners were able to face these topics from a non-conventional points of view. The films used in the project were of less famous forms of cinema, far from the mainstream Hollywood movies.

**Films offer rich opportunities** for comparison, because the same themes are handled differently by different directors from different cultures. This way the learners gained a wider perspective and a deeper understanding of European history, and differences and similarities of their cultures. They learnt how to deal with specific problems and challenges of intercultural civilisation, and how to communicate in an intercultural environment. What is more, they got motivation to learn by using attractive ways of education, and they gained greater confidence in their lives, discovering how they can actively make arrangements and changes.

**The FILM project aimed at** providing easy access to informal adult education. The project used the educational enjoyment arising from film storytelling and the desire to debate about emerging themes. Each project partner addressed adult learners, according to their type of organisation. The partnership secured and provided involvement of learners, giving them the opportunity to be involved in a very practical and output oriented project.

**The partnership had** a broad range of objectives. The main goals were motivating students for learning foreign languages, as films give exposure to foreign languages in a non-threatening setting, and to learn about history, politics and Europe from another point of view. Moreover, the project wanted to give its participants the opportunity to meet new people, to exchange experiences and share good practices, to fight against stereotypes, and to overcome possible racial and xenophobic feelings. The learners grew accustomed to a multi-ethnic society and developed a feeling of being part of Europe. The project aimed to make learning more attractive for both the learners and the

## european category

teachers, to promote ICT in education, to motivate adult people to go on learning after the end of the project by giving them a portfolio of competencies formally recognising their skills, and to create a network of schools and non-profit associations in order to support the project activities and initiatives.

**Each partner dealt with the vision** of the films chosen to represent meaningful moments in European history and civilization, but the list of films included movies from all partners. The partners organised cinematic events, e.g. workshops, retrospectives and festivals, meetings with authors, actors or directors, and the production of a short film. Each partner made sure to integrate learners in the on-going activities.

### Project coordinator

- Istituto Comprensivo "PASCOLI"
- Contact Person: Cinzia Perniola, [hollycapote@libero.it](mailto:hollycapote@libero.it)

### Project partners

- Organization Salvati CopIII Filiala Hunedoara, Romania
- Pučko otvoreno učilište "Menci", Croatia
- Niedersächsischer Bund für freie Erwachsenenbildung e. V., Germany
- South Eastern Regional College (Newcastle Campus), Ireland
- Līkloči, Latvia
- Centre de Formació d'Adults Teresa Mañé (CFA Teresa Mañé), Spain

### Resources

- Presentations: [issuu.com/grundtvigfilm](http://issuu.com/grundtvigfilm)
- E-twinning platform: [new-twinspace.etwinning.net/web/p84039/home](http://new-twinspace.etwinning.net/web/p84039/home) (requires registration)
- Facebook-group: [www.facebook.com/#!/groups/362551473822735](https://www.facebook.com/#!/groups/362551473822735) (requires a Facebook account)



### het regenboogje

**T**he project is an initiative taken by the Centre for Adult Education (CVO) in Lokeren-Dendermonde in Belgium. It aims at promoting transnational solidarity and active citizenship by regularly publishing a magazine called “Het regenboogje” (Rainbow). All articles in the magazine are written by immigrants from all over the world who study Dutch as a second language.

**The immigrant students** get the chance to present their cultural background or their personal ideas within the educational context of language lessons at school. Therefore, transnational solidarity means not only the solidarity of the magazine’s readers but also solidarity within the multicultural groups, and between students and teachers. By presenting a broad range of topics around cultural identities, the magazine helps to fight chauvinism and xenophobia. All countries are represented equally, from Afghanistan to Zimbabwe.

**The name of the magazine** “Het regenboogje” was chosen because it highlights the diversity of the students as well as their unity and their connection with Belgian society. The magazine started about 10 years ago with three issues a year, and thanks to the enthusiasm of both teachers and students, this initiative has been continued up to the present day.

**In line with the spirit of the magazine,** the Centre for Adult Education organises a cross-cultural party with the students once a year celebrating international cooperation and friendship across all borders.



#### Project Coordinator

- CVO leerstad Dendermonde, Belgium
- Contact Person: Sabine De Vriendt

#### Resources

- Project website: [www.leerstad.be](http://www.leerstad.be)

## immi-culturate

“**W**e can fight nationalism, chauvinism and xenophobia by being active, informed and alert, always promoting the principles of solidarity, respect, and assistance to the weaker ones”, the project coordinator of Immi-Culturate says. The project aimed at helping immigrants in Greece in their integration process by offering programs of adult education and training.

**For the courses**, a two-way method of teaching was used. On the one hand, immigrants were taught the Greek language and received information on Greek culture. On the other hand, “native” Greeks could learn languages and cultures of immigrants. With concrete examples of multiculturalism, the participants learnt how to deal with intercultural situations. The participants of the project were approached through the professional and personal networks of the partner organisations.

**The project partners detected** that for both migrants and non-migrants it was not easy to accept people who spoke a different language, with different habits and history of their country of. Through active interaction between immigrants and natives and through learning about each other, stereotypes were questioned and abolished.

**The preferred teaching method** was e-learning, since the internet was regarded as a main platform for information and communication between all members of society. Information provided on websites like those of the European Union and European institutions served as material for intercultural learning. E-Learning was also implemented in projects of adult education for elderly people and “traditional” projects, where normally other teaching methods were used. Therefore, not only an intercultural dialogue but also an intergenerational exchange of ideas were established.

**The further goal of the project** was to create an educational e-learning site called E-CULTURA, where people were able to share ideas, learn about cultural differences and commonalities, provide videos and pictures about their culture and their countries, and first and foremost, get into contact and discuss with each other. Furthermore, the e-learning platform gives information on the history of different countries. In order to give as many people as possible access to safe information on the internet, the project worked together with the Internetsafe Programme. This programme aimed at translating the website [www.internetsafe.gr](http://www.internetsafe.gr) into several languages.

### Project Coordinator

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- Contact person: Despoina Plevria, [info@epe.org.gr](mailto:info@epe.org.gr)

### Project Partners

- E-Parents.gr, Greece
- Center of Adult Training, Greece
- Saferinternet Hellas, Greece



### an interactive language adventure across europe

**T**he project aimed at advancing the learning environment for learners of the English language by creating original materials in English about the partner countries and design web tasks with activities accordingly, together with their teachers. The main objectives were to support adult education, to lay the focus on language learning through ICT, to provide students the opportunity to visit and experience real life in other European countries, and to enhance motivation for learning foreign languages by using web 2.0 tools and organising online competitions.

**The project was created for** adult learners and teachers of the English language in order to give them the possibility to advance their language skills. The activities focused on exploring the culture and history of the partner countries. Online tools, such as social networking sites facilitated the communication between the participants and partners. All the participants actively and constantly communicated, exchanged their personal experiences, photos, videos and private messages, and thereby further developing their language abilities and their ICT skills.

**The web tasks created** during the project were uploaded to the project site, so that learners from other countries could use them in their classes. Since there were several web tasks, the best one was selected amongst the learners, which then won an exchange stay in another country. Mobilities, which were unique opportunities to travel, discover and connect, were deployed, recognising the importance of unity in Europe and fostering quality partner relations. They contributed to English language acquisition by providing various activities such as treasure hunt tasks, visits to different locations, etc.



## european category

**Four international visits** were organised between 2011 and March 2013. During those exchange stays, the participants could broaden their horizons. They presented their home countries and cities to the visitors through creating presentations and taking the role of tourist guides. They could make new friends and realise that there were no real boundaries between them, connecting on a much deeper, human level, recognising the similarities and meeting points in each culture. Curiosity and interest in each other increased mutual respect and understanding.

**The project made a great impact** on both the students and the staff. Adult learners had the chance to develop their language skills and meet adult learners from other countries. The experience of travelling to other countries and exploring different cultures created memories for a lifetime. The project inspired participants to travel more, in their personal arrangement as well, in order to meet their friends from partner countries.

**The project gathered** and connected people from six different European countries (Spain, Belgium, Estonia, Latvia, Finland and Croatia) with different historical, educational and socio-economic backgrounds. The participants were of different gender and age groups. The project showed the benefits of collaboration, fostering personal relationships.

### Project coordinator

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### Project partners

- Escuela Oficial de Idiomas de Mieres, Spain
- Ecole Supérieure des Affaires, Belgium
- Ustanova za obrazovanje odraslih, Croatia
- Rapla Keeltekooll, Estonia
- Huitististen seudun kansalaisopisto, Finland
- Alius Lingua, Latvia

### Resources

- Project website: [languageadventure.wordpress.com](http://languageadventure.wordpress.com)

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## kulturmødeambassadørene

### Ambassadors for cultural meetings

**A**t the centre of this project are dialogue-meetings, during which (mostly) young people meet “ambassadors”. These ambassadors are a group of 35 multicultural young persons, who travel through Denmark and to Northern Germany to hold seminars on nationality, identity, and active citizenship.

**During the meetings**, several games are played with the aim of making people realise that the similarities they share with the ambassadors outweigh their differences in many ways. Fighting stereotypes and xenophobia as well as developing a higher self-esteem and understanding for each other are central goals of the project.

**Young people are the primary target.** For this reason, most of the clients of the meetings organised by Grænseforeningen are institutions of learning. The concept of the “dialogue meeting” was developed for the activities. It is a method mainly based on intercultural communication. Concretely applied on the project, this means that young people talk with other young people. In order to start a dialogue, ice-breakers have been developed and personal stories are told. The objectives of that method are to fight chauvinism, nationalism and fear of others.

**In the beginning of the project,** there were about two dialogue-meetings per month. After a year and a half, the project was reorganised, and from then on, about eight meetings per month were organised. In some months, the ambassadors had as many as 17 meetings.

**A meeting usually lasts** three hours, and at the end of it, there is an exercise where each participant performs a “check out”. All participants stand in a circle and each participant tells what he/she will take with him/her from the meeting. A participant might check out saying: “I check out with the idea that we are, in the end, not that different from each other”. Many participants develop a positive (self-)image in relation to their own dual, multiple or “hybrid” identities or those of others. Through social media, the dialogues continue even after the end of the meetings.

**To ensure the quality** and continuous development, the project manager continuously evaluates the meetings. The organisation sees itself as an active part of the debate around integration in Denmark, as it fights the well-spread idea of “we or them”. The ambassadors underlined the “as much this as that” aspect of their identity during the cultural meetings: they are as much Danes as Germans, Somalis or Greenlanders. This is also essential for the European project to show that a national identity does not exclude a European one.

### Project coordinator

- Organisation Grænseforeningen (Grenzverein), Denmark
- Contact Person: Maya Bram Sommer, [mbs@graenseforeningen.dk](mailto:mbs@graenseforeningen.dk)

### Project partners

At the time being the project doesn't have any official project partners, but they cooperate with different organisations and officials as they go along.

### Resources

Project website: [www.ambassador.graenseforeningen.dk](http://www.ambassador.graenseforeningen.dk)



opera.q

### Modèle innovant d'apprentissage des adultes et migrants marginalisés à travers l'opéra de quartier

**T**hree i's – intergenerational, intercultural, and social inclusion – were the three guiding terms in project Opera.Q. The project aimed at developing an alternative approach to learning in order to include marginalised groups in society, including migrants, into learning structures. Therefore, musical-workshops were organised: while learning to sing, to act, and to work together, the participants would learn to respect each other, to overcome their prejudices, to open up and develop their self-confidence. The musical-workshops used an intergenerational and intercultural learning moment to open

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up minds between the local people and migrants, and to create tolerance and understanding. Personal development of the participants was also at the core of the workshop.

**The target groups were** marginalised citizens, including migrants, and people who lived and were born in disadvantaged communities in the age range from about 10 to 70 years. Participants were found through social services, police services and centres for immigrants. Three groups of 30 people coming from three underprivileged districts were selected.

**Workshops took place** in a period of nine months in three selected pilot cities: Molenbeek-Saint-Jean in Belgium, Liverpool in England and Seravezza in Italy. In the media, Molenbeek is often referred to as the “Belgian Marrakesh”, where violence and insecurity are a daily occurrence. In Liverpool, a certain quarter, Prince Park, was chosen because it is the poorest part of the city and a high percentage of inhabitants are immigrants. Seravezza, in turn, is very active in integration initiatives for immigrants, who mostly come from Senegal and Morocco. People from both the local communities and from disadvantaged groups took part in the project.

**The project aimed at** creating innovative adult education methodology, targeting people from disadvantaged backgrounds. The methodology was based on the three i’s, i.e.



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intergenerational, intercultural, and social inclusion. The initiation workshops included singing, dancing, writing and recitation classes, as well as role playing, and it was organised in all three pilot towns. Playing games, building characters, and learning how to move let the participants overcome many prejudices, open up the “ghettos” and ensure personal development. Thereby, the level of participants’ education increased, just as their spirit of initiative, respect and self-confidence.

**During the workshops,** the learners could not only develop professional skills like practising their voice, learning to interpret, improving the understanding of the national language, or improving writing and reading skills, they also improved their personal skills by working in teams, respecting each other and improvising. Furthermore, the participants developed problem-solving skills, methods of learning to be autonomous, other methods of learning, and intercultural skills. These newly acquired skills and competencies also fostered their personal development.

**The project’s objective was** to foster a better understanding of the immigrants and of their cultures, to improve the understanding and acceptance of the cultural differences within the local community, to open up neighbourhoods and to encourage the development of a positive image of migrants in order to prevent and fight stereotypes which account for racism and discrimination. The local community is a key place for integration as it is there that social exclusion and cultural alienation weigh heavily on social cohesion.

### Project coordinator

- Cooperativa Alfea cinematografica sr, IT
- Contact Person: Franco Alvaro, [alvarofranco@interfree.it](mailto:alvarofranco@interfree.it)

### Project partners

- Administration communale de Molenbeek St Jean, Belgium
- Comune di Seravezza - Fondazione Terre Medicee, Italy
- Pluralis asbl, Belgium
- Rare Studio Liverpool (The Rare Trust – charity), United Kingdom

### Resources

- Project website: [www.operaq.eu](http://www.operaq.eu)



### radiocracy

**T**he project aimed at developing radio content from and about local government in rural areas. It had the objective of engaging and training local youth on the creation and dissemination of radio content on their localities. Participants were involved in creating a series of radio programmes with the aim of improving youth awareness of democratic systems.

**The participants were** made up of three teams: one from Cyprus, one from England and one from France. There were five young people aged between 18 and 25 years

old in each team. The teams had a leader experienced in radio work. The English and French participants were mostly young people working as volunteers in radio stations, and the participants from Cyprus were all involved in media studies. The participant groups were all working as teams in their own countries, and they worked in partnership with the teams from the other countries. This allowed them to understand the democratic processes of their own countries better, and to compare it with those of other European countries.

**Young people from all three countries**, despite their different origins, shared ideas and opinions that crossed national boundaries. During the first encounter this consciousness of their similarities created a sense of cohesion in the group. When organising exchanges, meetings with other groups such as local musicians, schools and other institutions were arranged, so that the teams could get to know their European partners and understand them better.

**Getting to know other cultures** was regarded by the project partners as the first step in the fight against xenophobia and racism. Young people passing time together, working together and playing music together creates links and social cohesion. The experience of a European exchange is often surprising for young people coming from different ethnic backgrounds, who often experience racism in their home country. When they meet with young people from other countries, their ethnic background is forgotten and they are treated simply as French, English or Cypriot and in a wider view, European. This increases their sense of self-esteem.



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**It became clear**, during the first exchange, that young people in general do not feel implicated in local government: they do not feel that they have a voice and they often do not understand how local government works. For them, important topics are unemployment (a recurrent theme in the workshops), anti-social behaviour, anti-youth behaviour, social media and young people, drugs and gangs.

**The project activities** in the consortium's countries were constructed to test the participants' findings through interviews with several categories of people, such as local politicians, youth structures, other institutions, and people in the street from all ages. Furthermore, local democracy was assessed and radio shows were created. The findings in the different countries were compared with each other. The results suggested that young people in all three countries had similar experience of local democracy and youth problems. Local radio could help strengthen local democracy by giving information on politics, giving young people a voice, making local politicians more aware of youth concerns, and making local politicians aware that young people can bring intelligent input into politics.

**The participants themselves** gained more understanding of the political systems in each country. The project helped the participants acquire a number of competencies in particular concerning communication abilities in mother tongues and in a foreign language, as well as technological and digital skills. Moreover, participants gained understanding of democratic processes and of their role in civic society: working in mixed teams encouraged participants to assert themselves and exchange ideas with each other. The social interaction of the round tables allowed an exchange of ideas without any tension between participants. The radio techniques gave the participants a lot of confidence.

### Project coordinator

- Radio des Sorgues & Musical'Isle - FR
- Contact Person: Sarah Boggs, [boggs.sj@gmail.com](mailto:boggs.sj@gmail.com)

### Project Partners

- Inspiration FM, United Kingdom
- Astra, Cyprus

### Resources

- Project website: [musicalisle.wix.com/radiocracy](http://musicalisle.wix.com/radiocracy)

## european category



## roma integration in europe

**The project partnership** considered the concepts and practical solutions which could help to build positive relations between Roma ethnic minority and majority communities in European countries. The project's objective was to examine both the current and historical events that have shaped the xenophobic attitude towards Roma communities across Europe. The recognition of the life situation of Roma in the local communities of the partners, as well as sharing of essential knowledge that would allow a more effective intercultural dialogue leading to a better communication and social interaction were goals of this project.

**The project aimed at** showing how important the promotion of good coexistence of cultures developed on different roots and traditions, and the support of their mutual



inspiration are in a united Europe. This should trickle down in public opinion and become the reason for creating communal awareness in a spirit of tolerance, respect for each others' rights and points of view, acceptance of distinctiveness and eradicating xenophobia.

**Members of the Roma communities** were present in each project's phase. Each partner within the Grundtvig project involved local Roma within their hosting meetings and local activities wherever possible. This was done by voluntary commitment by Roma people, and some were able to take part in the European visits to represent themselves. They were often the authors and creators of artistic products which were presented in exhibitions, lectures and political presentations, as well as concerts. Moreover, the local authorities got involved in order to learn the methods of implementing the European and national regulations regarding the protection of minority rights.

**During the project**, a film script was made on the basis of stories narrated by Roma women and men. Furthermore, the participants worked on a translation and tran-

scription of the dialogues in the film. The project partners organised local exhibitions, meetings, lectures, presentations, workshops, and cultural events in order to bring the Roma culture, tradition and language closer to the local majority. The European dimension of this project gave an opportunity to learn more about different ways to solve problems for the Roma minorities. Each meeting contained a lecture about local policy, and promoted the values of the culture. The conversation with the Roma people themselves helped to understand the issues and to develop tools on how to combat racism, prejudice and xenophobia. In the interviews and during public and private conversations, Roma partners and speakers talked about attitudes, hierarchies and respect towards older members of their families and society.

**The issues surrounding Roma community and culture** are controversial, and this project has tried to open a discussion on those issues. It was the wide and complex nature of the Roma culture that the project wanted to show, including its problems, politics, social systems, language, tradition, music, and much more. The project contributed to supporting Roma in their endeavours towards equal participation in European pluralism. A DVD created during the project gave the Roma a voice and allowed them to speak about who they are and how they live within European countries. Both female and male voices were presented in their own languages, with English subtitles for some. Furthermore, a pack of playing cards with practical educational value was developed. The backs of each card give information about the myths and truths within Roma culture. In Poland the project was chosen as an example of best practice.

### Project coordinator

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### Project partners

- Witchford Village College, United Kingdom
- Foreningen Marieborgs Folkhogskola, Sweden
- Verein ARGE grenzen erzaehlen, Austria
- bildung + kunst = Heiterkeit e.V. Scheffnetz, Germany
- Institut für Sozialarbeit, Austria



### steps towards active european citizenship

**T**he aim of the project was to increase the accessibility to non-formal education for senior immigrants, in order to become active citizens in Europe. Another goal was to encourage them to use transnational solidarity as a tool against nationalism, chauvinism and xenophobia. The project focused on exchanging knowledge and contributing to the integration of Russian-speaking seniors in their new countries of residence, identifying their problems and finding solutions.

**The project's target groups** were senior immigrants and ex-Soviet citizens. To involve people in the programme, the project partners used newspapers, the radio, and internet.

In addition, people were invited to attend lectures and other activities. People also learnt about the activities from one another, so the quantity of people grew day by day.

**The goals of the project** were pursued by comparing immigration processes in post-USSR countries, by organising events to improve the level of senior citizens' integration and by creating an active and productive dialogue between locals and Russian-speaking adults, as well as by raising awareness for the importance of cultural values among all partners. The project concentrated on fighting against nationalism, chauvinism and xenophobia. For that reason, the perceptions of Europeans and ex-Soviet citizens were identified through a survey. The project partners organised exhibitions, showed documentaries and gave lectures about the culture of ex-Soviet Union countries and about the Russian language. Furthermore, free consultations with lawyers about immigration law, seminars about public insurance and check-ups from physicians were offered, to name just a few examples of the activities.

**The project partners sought** continuous dialogue with the main providers of adult education in the countries concerned, disseminated examples of best practices, and



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activated participants for voluntary work. A website as well as a photo-archive informed everyone interested about the activities of the project. During the project, the members of the partnership travelled to all countries involved, where mobile workshops were organised. Transnational cooperation was essential to the project, and the transfer of intercultural knowledge helped to overcome stereotypes, to get acquainted with the different laws, and to create possibilities for communication with the local societies.

**An evaluation at the end of the project** showed its success. Almost all the participants indicated that they had learned a lot, e.g. on how to use the internet and how to work with computer programmes, or on speaking in public. Many seniors now knew more about the history of the new receiving country, about the cities in Europe, and about famous Europeans, but also about how to improve their health. The project illustrated the importance of universal concepts like uniqueness, fragility, vulnerability and respect for the life of the elderly people. The latter is reflected in the many friendships between senior immigrants and other participants made during the project.

### Project Coordinator

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### Project Partners

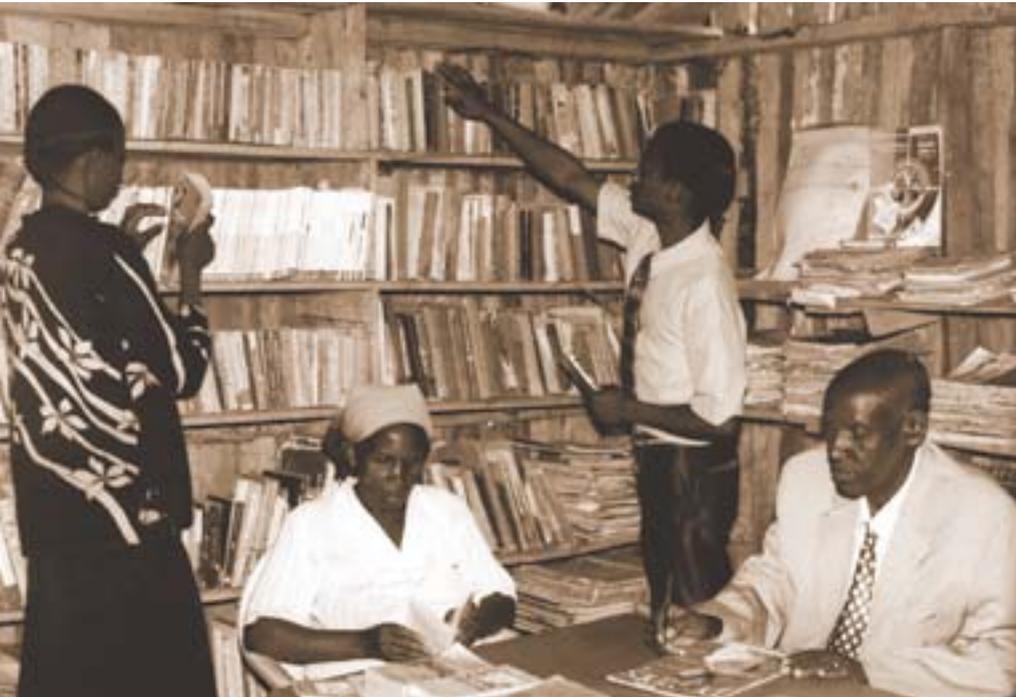
- Helsingin seudun Inkeri-seura ry, Finland
- Sozialdienst katholischer Frauen Essen-Mitte e.V., Germany
- RUSSIANSinUK, a non-profit arm of the private organisation, Virtual Blue Bird Ltd, United Kingdom
- Russischhuis.be, Belgium
- Руски академически съюз в България, Bulgaria
- Ikdienas krievu avīze Čas, Latvia

### Resources

Project website: [aboveborders.com](http://aboveborders.com)

# projects submitted *in the* outside of europe category

## outside of europe category



### ndarugu community learning centre

**T**he Ndarugu Community Learning Centre is an adult learning and empowerment centre founded in 2009. Its mission is to build on local resources leading to continuous transformation of people in all areas of development. The target groups include young people, students, orphans and vulnerable children, and school dropouts.

The participants are approached by written and verbal communication, advertisements in various media, home-to-home visits, etc.

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The program of the centre not only focuses on the problems and difficulties people encounter but also on their health, hopes, opportunities, aspirations and fulfilment of their goals. The project's mission is therefore to teach individuals to be responsible, visionary contributors to the well-being of the society in Kenya. The aim is that all of those who enrol in the centre will achieve the skills and the knowledge necessary for life in the community and at the same time act as promoters of transnational solidarity. This can also facilitate fighting chauvinism and xenophobia.

In order to achieve that final goal, many smaller objectives have to be pursued, i.e. the promotion of transnational solidarity, national cohesion, reconciliation and social justice, the empowerment of the more vulnerable groups in society, and the appreciation of other people's social, personal and cultural values. Furthermore, the less privileged members of society should get the same opportunities as the well-endowed enjoy. People should get encouraged to work pro-actively on their future, and role models should get created in order to foster positive thinking in society. The community learning centre therefore organises seminars and workshops and tries to raise awareness on educational issues by distributing brochures and leaflets.

#### Project coordinator

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#### Project partners

- Kenyan Ministries (education – department of adult education, youth affairs and sports, labour and health)
- Nyamang'ara Parish, Mangu deanery, Kenya
- The Catholic Computer College, Kenya
- Facility Improvement Fund (F.I.J.), Kenya
- Private and public partnerships
- Help Age, Kenya





## EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS

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- Development of practice through projects, publications and training;
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