

eaea
GRUNDTVIG AWARD
excellence in adult education

2017

*engaging
new learners*



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

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introduction



Each year, EAEA celebrates innovation and excellence in adult education. The EAEA Grundtvig Award highlights project results that produce new ideas, new partnerships, new methodologies and a new understanding of how we can work in adult learning.

The EAEA Grundtvig Award is named after Nikolai Frederik Severin Grundtvig (1783–1872), a Danish educator centrally influential in the development of non-formal adult education in Europe and worldwide. He provided the adult education sector a foundational 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 is promoting, 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.

CATEGORIES AND CRITERIA

For EAEA Grundtvig Award, excellent adult education and learning projects were awarded in three categories:

- 1. International projects (from outside Europe)**
- 2. European projects**
- 3. National, regional, local**



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 organisations or project consortiums who present the best projects in adult learning;
- The Award has a different theme each year;
- It reaches out to every region in Europe;
- It inspires practitioners, course providers, and project participants to value their work, and to work more closely with one another.

How?

- The call is published annually in the spring;
- Transnational partners are eligible to enter;
- Projects can include videos, photographs, books, Power Point presentations, slides and posters;
- Any product of the project that is accessible to the public, and may be useful and/or transferable to other adult education organisations is eligible to enter the competition.



PHOTO: EAEA

15TH EAEA GRUNDTVIG AWARD: ENGAGING NEW LEARNERS

In 2017, EAEA wanted to highlight projects successful in engaging new learners. One of the key challenges in adult education is often described as the ‘Matthew effect’ – those who have will be given more and those who don’t will have less. This means that those who already have higher levels of education are more likely to participate in adult education. Partly this is due to the fact that they are more likely to be in the kinds of jobs where their employers offer training through their companies, but it is also due to the fact that they more likely have positive experiences with learning and are therefore more likely to participate voluntarily.

In all categories, we looked for projects that have either a transnational element or a strong national or local partnership with a diverse range of stakeholders. We welcomed nominations from projects funded by the European Commission (Erasmus+) or projects funded elsewhere.

Criteria were as follows:

- The project must clearly demonstrate innovative ways in which it tackles the selected theme;
- It must have evidence of outcomes, such as a report, website, DVD, or any form of verification;
- It is desirable that the project be transferable and/or useful for others;
- The project or initiative should be up and running since at least six months and/or be close to completion. We also accepted finished projects but they should have ended within two years of the Grundtvig ceremony (i.e. June 2015).

Adult education organisations have been very creative in reaching out to new learners, and this year’s EAEA Grundtvig Award celebrated these initiatives. The theme is in line with the European Commission’s current policy context – the Council Recommendations on ‘Upskilling Pathways’ have been launched, and one of their objectives is to reach out to new groups of learners. The aim of the award was:

- To raise awareness, at a European level, about adult education initiatives for engaging new learners;
- To raise awareness about the importance of adult education when it comes to helping people out of the ‘low skills trap’;
- To celebrate creativity when reaching out to new learners.

The winners were announced on the 27th of June 2017 in Girona, Spain. The awards – miniature sculptures of a famous landmark, “A, B, C, Q” by Francesc Torres Monsó, in Girona – were given out by the EAEA President Per Paludan Hansen and the Mayor of Girona, Ms. Marta Madrenas i Mir.

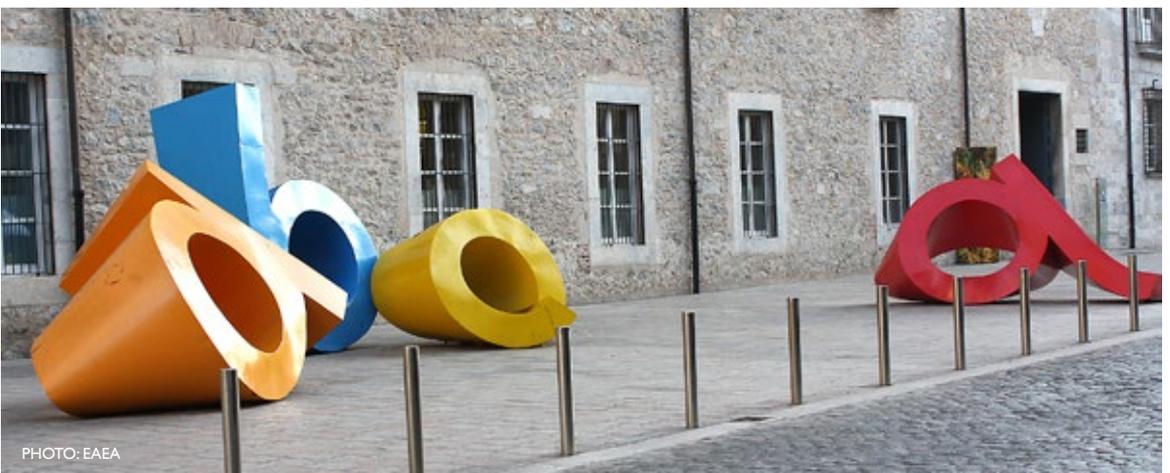


PHOTO: EAEA

2

*international
projects*



WINNER: NDARUGU COMMUNITY LEARNING CENTRE – KENYA



PHOTO: EAEA

2.1 WINNER: NDARUGU COMMUNITY LEARNING CENTRE - KENYA

SUPPORTING ADULT LEARNERS IN KENYA

“Ndarugu Community Learning Centre” first launched an initiative that aimed to eradicate illiteracy in Kenya. As today most learners have attained literacy, the centre now teaches new skills that enable the adults to raise their standards of living.

As a community-based organisation, the centre’s primary focus is on adult education. However, the challenge to overcome was to encourage adults to continue learning once they had gained basic literacy skills. Thus, the centre developed a new approach, providing courses in order to teach the students new agricultural practices. Today, beekeeping is one of the priorities of the learners. Instructors come from sub-county extension offices and hold seminars and workshops with the learners every other week.

The main aim of the project was to help generate self-employment. However, beside this goal, the centre also works as a community place, creating social interactions and strengthening ties in the community. The centre hosts a number of social functions, such as dinners, wedding parties and camping. Organisations also do their team buildings and workshops there. As a result, the number of learners has significantly increased since the beginning of the project.



“We wanted to support people in improving their living conditions for them to have a decent life.”

Julius Mochu,
Ndarugu Community Learning Centre

project facts

LEARNER TARGET GROUP

- Adults with low literacy skills in Kenya

PROJECT COORDINATOR

- Ndarugu Community Learning Centre
- Contact: Julius Mochu /
ndarugucommunitylearningcentre@yahoo.com



2.2 MAKING THE CONNECTION - AUSTRALIA

INTRODUCING INMATES TO NEW TECHNOLOGIES

“Making the Connection” is an on-going project which aims to introduce new technologies into correctional jurisdictions in Australia. Believing that digital higher education is important for all, the project introduces internet-independent technologies for Australia correctional centres to support the higher online education of inmates, even if they are not allowed to access the Internet.

Prison inmates often come from low socio-economic backgrounds, are more likely to have had negative educational experiences and have a lower level of education compared to the general population. ‘Making the Connection’ project works with indigenous and non-indigenous inmates through targeted engagement plans.

The project, led by the University of Southern Queensland (USQ), uses two technologies to provide higher digital education to inmates. The first one is a server-based solution and the second one is a notebook computer, both from the university. Five USQ programmes have been used on these devices, for example the diploma of Arts of the diploma of Science. In addition, career planning and transition tools have been developed as part of the project.

To date, the project is active in or negotiating with all Australian correctional jurisdictions and has attracted some 1700 course enrolments. Thanks to successful results, strong relationships have been formed with the correctional jurisdictions. In Queensland, the state in which the initiative started, the proportion of eligible inmates that has engaged with higher education has risen from 3.1% to 6.2% over the three years of the project. Inmates who complete a post-secondary qualification while incarcerated can be up to 40% less likely to reoffend upon release but are also more likely to be employed, and less likely to access welfare and health care systems upon release.

Finally, while some 50% of the world’s population can’t access reliable internet connection, the deliverables of this project can be adapted for any place without reliable internet.



PHOTO: UNIVERSITY OF SOUTHERN QUEENSLAND

project facts

LEARNER TARGET GROUP

- Prison inmates

PROJECT COORDINATOR

- University of Southern Queensland
- Contact: Helen Farley / helen.farley@usq.edu.au

RESOURCES

- Leaflet: bit.ly/2u3WqNk

2.3 INTERNATIONAL EDUCATION AND RESOURCE NETWORK – TUNISIA

SENSITISING TEACHERS TO THE IMPORTANCE OF CULTURAL EXCHANGES USING NEW TECHNOLOGIES

The “International Education and Resource Network” stems from a need to make young people understand and use – in a conscious way – new technologies. Even though new technologies are key to social integration in the modern world, few students have the opportunity to use them in their full potential in Tunisia. Therefore, the aim of the project is to sensitise teachers of students aged from 12 to 20 to the importance of cultural exchanges using new technologies.

For this purpose, teachers trained their students in developing projects with their peers around the world. Numerous themes such as environmental or citizenship issues or the empowerment of women were addressed. From this initiative, the most successful project was the one called “The Future Citizen”, during which students from Tunisia had the opportunity to exchange with a class in Florida, USA, about the revolution that took place in their country and how they are learning to become active citizens. A lively and passionate exchange resulted, with American students reacting and asking questions, leading to a large Skype conference with debate, poetry, songs and paintings.

The project was so successful that other projects were initiated: students in other schools organise similar events concerning the same theme; they invited speakers to talk about peace, made presentations, showed films. Other Skype conferences are now being organised more frequently about various issues, and students are taking their projects in their communities. There they organise events closely related to citizenship issues, such as elections where they sensitise the elderly to the importance of voting, or workshops where older students (16) help children with disabilities in an exhibition. Thanks to the project, young people can become active citizens in a global world where reality is often made of conflicts.



project facts

LEARNER TARGET GROUP

- Teachers and students

PROJECT COORDINATOR

- Tunisian Education and Resource Network, Ariana, Tunisia
- Contact: Hela Nafti / hela.nafti@yahoo.fr

RESOURCES

- Facebook page: facebook.com/tearn.org

2.4 ABHIVYAKTI MEDIA FOR DEVELOPMENT – INDIA

EMPOWERING WOMEN FROM MARGINALISED COMMUNITIES

The “Abhivyakti Media for Development” project is an initiative that offers support to young women from marginalised communities in India, Indonesia and the Philippines. In an area where childhood marriages of girls are frequent, the project focuses on empowering young women from these communities.

The project aimed to engage young marginalised women in learning, designing programmes to make education provision relevant to their needs. The project started in India by choosing young women between 14 and 24 years of age, and building their capacities in research, analysis, gender and leadership. The goal of the project is to deepen the understanding of learning barriers of young rural women in order to seek more effective strategies and tools to address their demands for learning. This also helps to define what alternative strategies might enable learners to engage in lifelong learning.

The effect of the project on the young women has been significant. They now talk with confidence not only amongst themselves but also within their families and communities to postpone the imminent marriage and to continue studying. The young women, known as Shodhini’s (seekers) also collected data and made a survey on the reality of education they faced, so that they can attract the attention of education officers, practitioners, and NGOs linked to education.

At the end of the project, the young women will be prepared for dissemination and advocacy with education experts and education officers at the local and regional level and they will be consulted on a new education programme that would be meaningful to young women in rural areas of India.



project facts



LEARNER TARGET GROUP

- Young women from marginalised communities in India

PROJECT COORDINATOR

- Abhivyakti Media for Development
- Contact: Nitin M Paranjape / sakhaitin@gmail.com

RESOURCES

- Website: abhivyakti.org.in

3

 *European
projects*

WINNER: SECOND CHANCE – SPAIN



PHOTO: EAEA

3.1 WINNER: SECOND CHANCE – SPAIN

FOSTERING COLLABORATIVE LEARNING IN PRISONS

“Second Chance” was a European Grundtvig Programme, a partnership between six European countries led by CFA Jacint Verdaguer in Spain. Implemented by different professionals with long-standing experience in prison education (teachers, educators, psychologists and social workers), it looked at how collaborative learning can support inmates in their education.

The project targeted a very specific and particularly vulnerable group: inmates with very different criminal profiles, often coming from dysfunctional families, suffering from addictions and lacking conflict resolution skills.

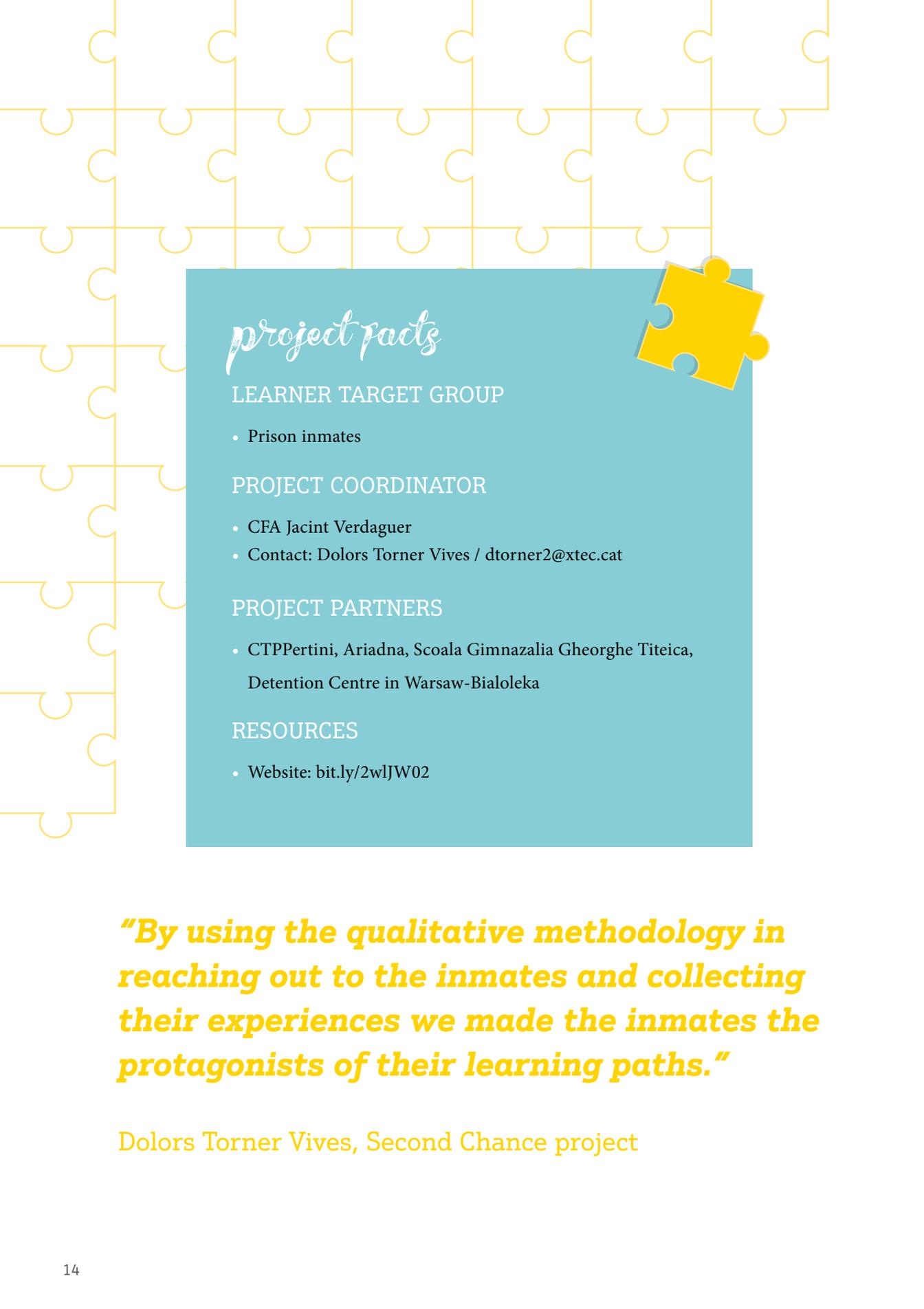
During the first year of the project implementation, the consortium conducted qualitative investigation to analyse the learning experiences and needs of inmates. This was done through interviews, life stories and discussion groups. Having compared the results across six partner countries, the project consortium noted several similarities that helped them improve their methodologies.

During the second year, the partners fostered collaborative learning to share educational tools and implement new methodologies. The inmates were actively involved in the project by working on the logo and exchanging postcards, letters and paintings with inmates from other partner countries.

The project helped inmates reflect on and express



their ideas about education and allowed them to shift their roles and the way they think of themselves – from inmates to learners. Having increased their autonomy and self-esteem, they are now more motivated to study. The project also supported professional development of prison educators, deepened their relationships with inmates and opened up opportunities for new collaborations. The results of the project – website, e-book, e-guide and video – are widely available and can be used by other penitentiary centres.



project facts

LEARNER TARGET GROUP

- Prison inmates

PROJECT COORDINATOR

- CFA Jacint Verdaguer
- Contact: Dolors Torner Vives / dtorner2@xtec.cat

PROJECT PARTNERS

- CTPPertini, Ariadna, Scoala Gimnazalia Gheorghe Titeica,
Detention Centre in Warsaw-Bialoleka

RESOURCES

- Website: bit.ly/2wIJW02

“By using the qualitative methodology in reaching out to the inmates and collecting their experiences we made the inmates the protagonists of their learning paths.”

Dolors Torner Vives, Second Chance project

3.2 BERA – BASIC EDUCATION FOR ROMA ADULTS – AUSTRIA

PROVIDING BASIC EDUCATION TO ROMA ADULTS

The “BERA – Basic Education for Roma Adults” project was developed to enable Roma adults and Roma families to gain access to basic education more easily. The aims of the project are also raising awareness (especially in the areas of politics as well as pedagogic and social studies), increasing the self-esteem of the Roma and developing concepts that can be applied and implemented easily.

Besides focusing on the Roma community, the project also targets NGOs and Roma organisations, students and teachers in social and pedagogical facilities and political and adult education institutions. This diverse target group was chosen in order to get in-depth knowledge about the situation of Roma in other countries, in addition to becoming more aware of the situation of Roma in each project country. The recognition of factors that lead to discrimination of Roma was also a key aspect of the project, in order to enable a higher level of involvement for Roma in future project development.

Desired long-term results are to achieve better chances for Roma in the future and to raise the importance of education in the Roma community. As the main outcome, two manuals will be produced and published at the end of the project, in order to highlight the specific living and social situation of Roma people as well as to attract the public’s attention to this ethnic minority and raise awareness of how they are discriminated against. The first manual focuses on Roma adults and the second one on families.

Until now, families have rarely been considered as a learning group in basic education, but family is a very important for Roma and the project tends to focus on this crucial institution. The impacts will be measured through surveys (for steering group, participants and partner organisations) and oral interviews will be conducted for Roma people.



PHOTO: BERA PROJECT

project facts

LEARNER TARGET GROUP

- Roma adults and families

PROJECT COORDINATOR

- Caritas für Menschen in Not
- Contact: Michaela Haunold / michaela.haunold@caritas-linz.at

PROJECT PARTNERS

- Caritas Viseu, Caritas Bosne i Hercegovine, Caritas Subotica, Caritas Alba Iulia, Caritas Ambrosiana

RESOURCES

- Website: project-bera.eu/about

3.3 HOME BUDGET MANAGEMENT – POLAND

HOME BUDGET MANAGEMENT COURSES FOR PEOPLE IN EUROPE

The “Home Budget Management” project has been created to tackle the issue of people with a strong lack of knowledge about financial matters and planning. The need for financial education is becoming more and more obvious in all European countries, as globalisation, ICT growth and overwhelming inflow of new, completely innovative goods are becoming more and more demanding for customers. As a solution, ICT-based content for lifelong learning in the field of financial education are made accessible for everybody through a website specially drafted for the project.

Thus, during the project an e-course (tutorials) was developed to teach people how to gain financial independence and take responsibility for their financial future, taking into consideration a variety of issues such as understanding the concept of money, the meaning and consequences of saving and borrowing and how to manage debts and avoid difficulties. The project strives to engage new learners and to cover a variety of levels of financial education. It can be aimed at low skilled people – easier modules included in the course and the general part of the course – as well as at adults who possess a certain knowledge about finances but wish to develop their skills. Thus, this universal subject – financial education – is applicable to many sectors almost in the same shape as the needs are almost the same for students, youth, adults, or seniors.

The aim of the project is to improve the level of competences and skills (also the key competences constituting economic, financial, ICT, and digital literacy) through an e-course teaching people how to gain financial independence and take responsibility for their financial future. This is, in fact, the project’s main impact. It has also increased the number of people participating in lifelong learning and has contributed to the upskilling of youth and adults, including adult trainers and teachers.

The project also promotes economic and financial literacy. Through the use of distance learning (e-learning) and mobile learning, the general access

to lifelong learning is broadened. The project will also bring about a positive change in terms of creating an incentive for youth and adults, increasing interest in the project among local educational institutions and increasing interest in e-learning courses.



project facts

LEARNER TARGET GROUP

- People in need of financial education

PROJECT COORDINATOR

- Globalnet sp. z o.o.
- Contact: Monika Nowakowska-Twaróg / monika@globalnet.com.pl

PROJECT PARTNERS

- CTCP, EuRelations, Centro Technologico do calçado de Portugal

RESOURCES

- Website: homebudgetmanagement.com

3.4 RECOVEU – IRELAND

REINTEGRATING RECOVERING DRUG USERS

Adult education is a critical factor in the social reintegration of recovering addicts. In Europe, however, national social inclusion plans typically do not address the educational needs of recovering drug users. The “RECOVEU” project, a European project with five partners, aimed to develop an accessible learning course which would help adult learners from an addiction background to prepare for and succeed in college or university.

The project took account of the specific barriers that socially disadvantaged recovering drug users face, such as early school leaving, prison, unemployment, poor physical and mental health. It was grounded in widespread consultation both with educators and learners to make sure the programme met the needs of these new learners.

A cornerstone of the project was the development of attractive and accessible tools for learners. These included an Access to Learning Course and Pack comprising five modules, from digital literacy to a train-the-trainer module. The methodological process was unique and innovative, including a policy review of recovery and adult learning, an examination of the conceptual theory of recovery capital, a literature review of evaluation techniques as well as a stakeholder roll-out and an international conference.

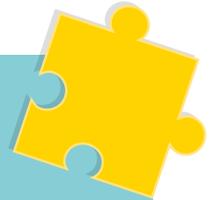
The objectives of the project were to increase the development of learning modules, educational content and an e-learning platform which would support the specific learning needs of those in addiction recovery.

Feedback from focus groups comprising service users (adults in recovery) and service providers found that most service users had a high interest in education and learning and saw it as important for their recovery and re-integration into the wider community. They were particularly interested in vocational skills to help them gain employment and support their personal development. They especially liked the innovative learning activities such as videos, role plays, group discussions and interactive sessions. The project enabled students to access opportunities for lifelong learning and increase their educational progression, social integration and employability.



PHOTO: RECOVEU

project facts



LEARNER TARGET GROUP

- Recovering drug users

PROJECT COORDINATOR

- Soilse
- Contact: Gerry Mc Aleenan / gerry.mcaleenan@hse.ie

PROJECT PARTNERS

- Staffordshire University, Cardet, St. Dimitrie Basarabov Program, Sansat

RESOURCES

- Website: recoveu.org

3.5 OPALESCE – PORTUGAL

BRIDGING THE DIGITAL GAP FOR SENIOR CITIZENS

“OPALESCE” is an ongoing European partnership that aims to bridge a digital divide and open up new learning opportunities for senior citizens. This group frequently feels left behind technological developments, even though some solutions – for example web-based distance learning – may be particularly useful for them. This is why the project aims to create a mobile distance learning system that senior citizens with no previous experience can learn in one hour. The project partners specialise either in education of older learners or in developing cutting edge software for educational purposes.

The system caters specifically to the needs of older learners, with assistive features such as text zoom. Also, for senior citizens the usability of mobile learning platforms such as tablets opens the opportunity for more intuitive learning tools. While there are already European universities that offer specific distance learning courses for senior citizens, they always require some knowledge of computers – this course, on the other hand, offers an introduction to modern touch-screen devices. Currently in its testing phase, the system will eventually include free learning content provided by external organisations – for example medical and nutrition advice.

While the consortium has still not received final feedback from the participants, the first evaluations of the target group were very helpful and showed the importance of developing such a system. By the end of June, the consortium planned to reach more than 1000 seniors through the presentation and free testing of the OPALESCE system at events in all partner countries. The consortium has already disseminated information about the project through scientific and news articles, national radio spots, national and international seminars and congresses. The consortium is also looking into ways of supporting the project after it comes to an end.



Project facts

LEARNER TARGET GROUP

- Senior citizens

PROJECT COORDINATOR

- Association Third Age Universities Network - RUTIS
- Contact: Giselle Janeiro / giselle.g.janeiro@gmail.com

PROJECT PARTNERS

- WP Aderborn, Emphasys Centre, Ingenious Knowledge, Demokritos

RESOURCES

- Website: bit.ly/2xCcWC4

3.6 KISTARCSA CULTURAL ASSOCIATION – HUNGARY

CREATIVE CLASSES ENABLING LEARNING IN HUNGARY

This Grundtvig project included partners from Hungary, Greece and Italy. Believing that creation and art courses can benefit adult students, the project consortium developed mosaics and ceramics courses.

Students learnt a lot from the foreign partners.

Thanks to international exchanges students got the opportunity to find out more about the local methods of making ceramics and mosaics. They also had the chance to see plenty of local ceramic objects, including ancient and present ones.

It was also decided at the beginning of the project that some artworks would be made in public places after the end of the art courses. After finding the right place to install the stone mosaic, in front of a statue in the centre of the town, students had to make an art plan for the mosaic. After the authorization from the local government, students succeeded in creating a mosaic mandala of 3,5 metres in diameter in the centre Kistarcsa in Hungary.

Two years after the beginning of the project, the most active students now form a real community. International exchanges and meetings have given participants the chance to become familiar with the different cultures of the partner countries, as a result of a fruitful cooperation and experience sharing.



PHOTO: KISTARCSA CULTURAL ASSOCIATION

project facts

LEARNER TARGET GROUP

- Adult learners

PROJECT COORDINATOR

- Kistarcsa Cultural Association
- Contact: Ferenc Kereszti / kike@kike.hu

PROJECT PARTNERS

- DIKEPAP, KIKE, La Meridiana

RESOURCES

- Website: ceramicsmosaics.atw.hu

3.7 THE TIME@NET PROJECT

– ITALY SOCIAL INCLUSION FOR DISABLED PEOPLE

The “TIME@Net” project (Transnational Network promoting Innovative Models in Education, learning and work inclusion) consortium includes both public and private institutions in the fields of education, social work, training, research and labour market inclusion. Together they have significant skills and experience, and belong to eight EU countries where inclusion issues are relevant. The project wants to promote social and labour market inclusion, active citizenship and participation in learning for young people with intellectual disabilities.

The TIME@Net project worked towards its main aim through a multidisciplinary approach which integrated methodologies belonging to the following areas: scientific research and action research, social and educational sectors, job placement, education and training, marketing and business.

A number of objectives were set, from creating and testing a model of a pilot course for training agencies and labour market inclusion staff, to developing employment opportunities for persons with disabilities. The consortium developed a manual and a course model for the development of the competences of the training and inclusion sectors’ personnel, a permanent online platform for joint reflection and EU co-operation, as well as training and labour market inclusion plans, among other things.

The main aim of the project was to engage new learners, both professionals and learners – young people with intellectual disabilities. Empowerment of learners was successfully achieved. Through the project, models have been developed, companies have been involved in the inclusion of disabled people, and competencies of the professionals involved in the training have been developed and upgraded.

Long-term benefits for the participating young people with intellectual disabilities are also numerous. The project helped to increase employment and inclusion opportunities, improving participants’ quality of life and fostering the exercise of an active citizenship.



project facts

LEARNER TARGET GROUP

- Young people with intellectual disabilities

PROJECT COORDINATOR

- ASTIR – Consorzio di cooperative sociali
- Contact: Daniela Parigi / segreteria@astir.it

PROJECT PARTNERS

- Consortium of both private and public institutions in 8 European countries

RESOURCES

- Website: bit.ly/2xC1si7

3.8 FINALLY ROMA – SLOVENIA

IMPROVING FINANCIAL LITERACY OF THE ROMA POPULATION

The “Finally Roma” project, led by RIC Novo Mesto in Slovenia and financed through the Grundtvig programme, aimed to improve financial literacy of the Roma population. Often struggling with managing their family budget, the target group also has problems finding reliable information and using customer services. This is why the consortium developed a training programme and several supporting materials that can help replicate the programme elsewhere.

To better understand the financial literacy needs of the Roma, the consortium carried out a study in all partner countries: Slovenia, Italy, Bulgaria, Serbia, Greece and Slovakia. Based on the findings, the partners developed a 56-hour training for young Roma adults, which consists of four modules: Household budgeting, Saving for the future, Borrowing sensibly, Increasing income. Then the consortium developed several training materials, for example a didactical board game Romonopoly, which focuses on financial concepts and real-life financial education.

The project saw active involvement of members from the Roma community and many professionals working with them who provided the necessary contacts and expertise. Roma learners were engaged not only in the research phase, but also in the development of the didactical game, pilot trainings and dissemination. They not only enhanced their skills (in terms of digital literacy, entrepreneurship and foreign languages) but also increased their motivation for learning. Although the project has ended, some still participate in other forms of training. Teachers, professionals and Roma mediators were also trained on the use of the materials. The trainings developed during the project are easily replicable – the deliverables are accessible in seven European languages online and in libraries.



PHOTO: FINALLY ROMA PROJECT

project facts

LEARNER TARGET GROUP

- Roma population

PROJECT COORDINATOR

- Development and Education Centre Novo mesto
- Contact: Gabi Ogulin Počrvina / gabi.ogulin.pocrvina@ric-nm.si

PROJECT PARTNERS

- Codici Social Research Agency, Trnava University, Health and Social Development Foundation, University of Piraeus Research Center, Techniki Ekpedeftiki KEK SA, Faculty of Economics Niš, Action Synergy S.A.

RESOURCES

- Website: finally.splet.arnes.si

3.9 V.O.L.C.A.N.O – CROATIA

SUPPORTING EDUCATION FOR MIGRANTS

Including migrant people who are economically inactive in education is necessary for their successful integration. Thanks to the “Vocational Language for Care and New Opportunities for Migrants (V.O.L.C.A.N.O.)” project, carried out by partner institutions from Norway, the UK, Germany, Italy, and Croatia, learning pathways were developed and tested for refugees so that they could acquire the primary language of their host country to enter the health and social care sector.

The activities included the provision of a language level, skills and competences testing, vocational language courses, and practical experience. The overarching purposes were to demonstrate that people with lower language levels can be employed in this sector, to address the growing skills gap across Europe which exists in lower levels of healthcare, and to take advantage of work opportunities in the sector which has opened up a new route into employment for people from overseas. The project started by compiling demographic information as a base for planning teaching materials and courses. Then a toolkit that covered key competences required for working in health and social care was developed. Finally, the third and fourth stages included creating a vocational language curriculum, learning materials, and a handbook for implementing the curriculum. The project therefore included three groups working together to meet those aims: teachers/trainers, learners from ethnic minority groups, and employers and other stakeholders.

The Adult Education Institution Dante is the first institution in Croatia to develop such a curriculum and offer a vocational language course for migrants. According to the feedback from trainers and beneficiaries, the materials (both the language courses and the language and skills benchmark toolkit) and the 90-hour vocational language courses for preparing learners for work placement, adapted and developed by trainers, were useful and relevant. The project’s impact was also measured by an increase in the level of engagement of employers, who worked with the



trainers to develop teaching materials and offered and supported work placements for the learners.

project facts

LEARNER TARGET GROUP

- Migrants

PROJECT COORDINATOR

- Adult Education Institution Dante
- Contact: Andrej Marušić / andrej@dante-ri.hr

PROJECT PARTNERS

- Folkeuniversitetet Øst, Bridges Programmes, VHS Volkshochschule im Landkreis Cham e. V., Associazione N.E.T.

RESOURCES

- Website: volcano-europe.org

3.10 IQ LIFE – POLAND

PROMOTING LIFELONG LEARNING BETWEEN TEACHERS, STUDENTS AND FUTURE LEARNERS

The “IQ Life – Improving the Quality of Lifelong learning in Future Europe” project, implemented by the Centre of Continuing Education in Poland with the help of four European partners, prepares adults for lifelong learning while providing them new qualifications and offering high quality education. The project reached out to two types of learners: early school leavers and those who came from vulnerable social groups and wished to get new qualifications. After a very long break from learning for both groups, the centre was their second chance to participate in formal education, by giving them the sense of self-realisation, self-acceptation and very often by preventing them from marginalization or social exclusion.

One of the main goals was to motivate adult learners and extend learning. Indeed, some adults still feel discouraged from learning due to negative past experiences. With the IQ Life project, learners had the opportunity to make by themselves a few films about the importance of learning. These films were used to promote the school and engage new learners. Learners also used IT to elaborate products (posters, videos, leaflets, calendars), to look for information (images, quotations about learning) and to communicate (e-mail, Dropbox, Facebook site, Facebook accounts). By making participants think about the benefits of learning and sharing experiences from different cultures and countries, the centre tried to motivate adults to get involved in learning and find out new ideas to extend learning in the community.

Thanks to this project, teachers have learnt more about attractive, innovative educational practices. Learners have also stressed the benefits of learning. The school conducted such a project for the first time and learners spontaneously joined it, met new people and developed their language and ICT skills. They also started to attend school more frequently. Today, learners are still motivated to continue improving their skills.



project facts



LEARNER TARGET GROUP

- Early school leavers and people from vulnerable social groups

PROJECT COORDINATOR

- Centre of Continuing Education No 2
- Contact: Ewa Duda / duda.ewa@wp.pl

PROJECT PARTNERS

- Centro de Educación de Personas Adultas de El Astillero, AMASRA İLÇE MİLLÎ EĞİTİM MÜDÜRLÜĞÜ - Turkish Ministry of education in Amasra district of Bartın, Voksenopplæringsforbundet i Sør-Trøndelag.

RESOURCES

- Website: sites.google.com/site/grundtvigiqlife

3.11 MOSAIK SUPPORT CENTER FOR REFUGEES AND LOCALS – GREECE

REACHING OUT TO MIGRANTS WHO STRUGGLE WITH INTEGRATION

“Mosaik Support Center for Refugees and Locals” provides a space of warmth, safety and community for the most vulnerable populations on Lesbos. Open to everyone and built on principles of solidarity, integration and empowerment, Mosaik aims to move beyond immediate crisis response. It offers sustainable structures not only to support refugees in their resolve to live with dignity, but also to locals who have suffered from the recent crisis in Greece.

Mosaik is a reaction to the dire situation of refugees and locals on Lesbos and the lack of adequate help. The project brings together over 630 students aged 4 to 89, from 20 countries, to offer language courses in English, Greek, Arabic and Farsi, vocational training in arts and crafts, upcycling workshops, music and dance classes, day care for young children, and cultural events supported by artists, activists and organisations from across the world. Everything is free of charge, including the transportation to the centre.

The centre was built outside the refugee camps, and it is the first project that was set up not only for refugees but also for locals. Indeed, adults with all kinds of educational and cultural backgrounds come together in the centre, from university teachers to people who are illiterate. Some even attend classes for the first time in their life.

Since the day Mosaik was opened, the demand for classes has exceeded the capacity of the centre. This is the case especially of language classes, which are interesting not for only refugees, but also for locals. Initially the classes were taught by anybody who volunteered, but the language courses are now only delivered by professional teachers, to ensure everyone has a high standard of education. The impact can be seen through the high number of interested people, both learners and visitors. Finally, Mosaik is a project to encourage other people to set up something similar, and not talk about a refugee crisis but act on it, building an inclusive community through education and recreational and cultural events.

PHOTO: MOSAIK SUPPORT CENTER FOR REFUGEES AND LOCALS



project facts

LEARNER TARGET GROUP

- Early school leavers and people from vulnerable social groups

PROJECT COORDINATOR

- Mosaik support center for refugees and locals
- Contact: Alice Kleinschmidt / lesvosmosaik@gmail.com

PROJECT PARTNERS

- Medecins sans Frontières, International rescue Committee, Mercy Corps, Praksis, METAspaon, Polyphonica, Odysseas

RESOURCES

- Website: lesvosmosaik.org/en

3.12 ENGAGING THE LEARNER - ITALY

A PROGRAMME TO ENGAGE HARD-TO-REACH LEARNERS

To reduce isolation and to help people gain education, the “Engaging the learner” project developed a framework of informal learning to engage those who are traditionally hard to reach. The programme focuses on soft skills to give learners the confidence and skills to progress. It also offers the opportunity to move into further learning, training, volunteering or even working.



The project sets out to be accessible and inclusive for all learners. The main objective is to enable the personal development of learners. The aim was to find the most effective way of delivery and the most appropriate content for learners. To do so, different methods for retaining the learners were tried, and the content was adapted to the specific issues faced by trainers and facilitators.

The overall approach of the project was to enable collaboration between partners, identify gaps in content or delivery methods and ensure best practice. Thus, an on-going evaluation was realised so that the programme can evolve effectively and successfully and the learners can gauge their on-going needs and levels of response to the programme. “Engaging the learner” also offered mobility opportunities to learners whose opportunities in life are below average. Thus, this learning experience significantly contributes to reducing isolation.

project facts

LEARNER TARGET GROUP

- Disadvantaged people over 50 without work and with low education

PROJECT COORDINATOR

- Adriatica Consulting SRL
- Contact: Gabriella Russo / g.russo@metiva.net

PROJECT PARTNERS

- Bumps, DPMC, Kaunas, Epralima, Ordu University, Utravallo

3.13 TASTES OF DANUBE

– GERMANY CULTURAL ACTIVITIES IN DANUBE COUNTRIES

Gathered around the theme of bread, participants of 100 participating groups in 12 Danube countries – especially Universities of the third age, social and cultural clubs – worked, baked, discussed, researched and documented together about social, cultural and religious customs of yesterday and today. Thus, the “Tastes of Danube” project opens participants mentally and emotionally to European awareness and European identity through references to common goods, important in everyday life: bread, wine, herbs.

Tastes of Danube is an intergenerational, intercultural and inclusive project that involves people who are distant from formal learning, particularly older people, with special attention to older women, people with low education, migrants and disabled people. The participants learn where and how others live in the Danube countries. Among the activities carried out, the participants had the opportunity to enter a digital photo competition, to publish an international anthology on the subject of bread, to collect and compare proverbs and bread customs and to share traditions and everyday life experiences with others. A conference was also organised, with experts providing some scientific background and partners presenting their results.

The project had a huge impact in the community. The conference gathered 126 participants from 11 countries, and more than 1000 citizens participated at a public breakfast organised in Ulm. The project has increased understanding of the various cultural contexts and has helped to reduce stereotypes. Based on individual needs and capacities to learn in a non-formal way, the project has enlarged theoretical and practical knowledge about bread, wine and herbs but also about neighbours of the Danube region by promoting intergenerational dialogue and intercultural cooperation with other ethnicities and migrants.



PHOTO: TASTES OF DANUBE: BREAD, WINE, HERBS / ILEU E.V.

project facts

LEARNER TARGET GROUP

- People distant from learning (eg. older people, people with low education, migrants, disabled people)

PROJECT COORDINATOR

- Institut für virtuelles und reales Lernen in der Erwachsenenbildung an der Universität Ulm
- Contact: Carmen Stadelhofer / Carmen.stadelhofer@uni-ulm.de

PROJECT PARTNERS

- 101 partner organisations took part in the activities

RESOURCES

- Website: tastes-of-danube.eu

4

national / regional / local projects

WINNER: LETTERS FOR LIFE - PORTUGAL



PHOTO: EAEA

4.1 WINNER: LETTERS FOR LIFE

– PORTUGAL

SOCIAL INCLUSION THROUGH LITERACY

Started in 2015, “Letters for Life” is an adult literacy project that develops workshops to promote literacy, family literacy, digital literacy, empowerment and social inclusion. The project also promotes social participation through the use of ICT, by teaching how to use smartphones, computers, internet and social media.

“Letters for Life” engaged about 60 participants and 20 facilitators and worked with 6 groups with diverse levels of literacy. Some of the participants never went to school and most of them left school without completing basic education. The project gathered immigrants, Roma people, elderly people, but also participants with early stage dementia and low self-esteem.

In the sessions, reading and writing activities were developed, all based on the well-known Freire’s

method. All the sessions are designed to meet the personal goals and rhythms of the participants, and to promote activities in groups with different levels of literacy. The communication is horizontal, and the participants can benefit from an enriched environment with books, dictionaries and other auxiliary materials, flowers and newspapers over the table. Besides books, the project also uses music and other arts to promote literacy.

Thanks to this initiative, a community of practice has been built around adult literacy in the area. “Letters for Life” has created an opportunity for participants to develop literacy competences in a friendly environment. To go further in the promotion of inclusion in communities and lifelong learning education, the project is also expected to be extended to other urban and rural locations.



“Through different methods, the project managed to convince the target groups that education is for them, and not something outside of them.”

Dina Soeiro,
Letters for Life project

project facts

LEARNER TARGET GROUP

- People with different levels of literacy, eg. migrants, Roma people, and elderly people

PROJECT COORDINATOR

- Escola Superior de Educação de Coimbra - Polytechnic Institute of Coimbra
- Contact: Dina Isabel Mendes Soeiro / letraspravida@esec.pt

RESOURCES

- Website: facebook.com/letraspravida



4.2 SECURITY CENTRE

– BELARUS

A UNIQUE WAY TO PREVENT DOMESTIC INJURIES

To prevent the population from injuries in everyday life, the training centre “Security Centre” has created a virtual environment in which the trainee is given the opportunity to immerse themselves into the environment of a virtual emergency. As the topic of public safety was very topical, the centre was created to tackle this issue.

Training takes place in eight interactive sites: fire safety in the living quarters, rules of conduct during disasters, rules of conduct in the forest, rules for calling rescue services, primary firefighting equipment and safe evacuation from a smoke-filled room, first aid rules, and radiation security. Throughout the whole process the participant is accompanied by a virtual character who teaches them how to behave correctly in order not to get into emergency situations. A separate area of the centre is reserved for a simulator that develops the skill of calling the rescue service for the trainees. During the process, the trainee will have to cope with different situations, from using fire extinguishers to extinguish virtual ignition to measuring the level of radiation in a room affected by the Chernobyl accident. Adults are also taught how to help victims in various situations and test ways of providing first aid.

Often in an emergency situation, despite the huge amount of theoretical knowledge on providing first aid and knowledge in terms of rules of conduct and actions in case of an emergency case, a huge part of the population still cannot put this knowledge into practice. Therefore, thanks to the great amount of visual material shown to trainees at the Security Centre, learners gained skills for preventing injuries in everyday life and obtained practical skills for safe behaviour in society.



project facts

LEARNER TARGET GROUP

- General public

PROJECT COORDINATOR

- State educational establishment “Specialized lyceum under the University of civil protection of the Ministry for emergency situations of the Republic of Belarus”
- Contact: Pavel Stashuk / deathlifeq@yandex.ru

4.3 SATURDAY CLUB – IRELAND

SPORT ACTIVITIES TO INTEGRATE ADULTS WITH DISABILITIES

Adults with intellectual disabilities are sometimes excluded from the traditional sport activities. The “Horses Connect Saturday Club” tackles this issue by offering lessons with horses to a group of 6–8 disabled people to teach them about social and emotional intelligence, self-esteem, communication, leadership, responsibility and teamwork.

This project greatly helps their physical fitness, balance and co-ordination, and fine and gross motor skills. Organised once a week, it helps get them away from screens and out into nature. Most importantly, it keeps them engaged in ‘learning by doing’. This initiative is all the more important in allowing a better social integration of a population that is often excluded. Most of these young adults are at the end of their formal education and there are limited opportunities for them to further their studies.

Impacts are various for this project. Apart from the obvious physical changes that Saturday Club members experience – better spatial awareness, posture, fitness, co-ordination etc. – there is also a marked improvement in behaviour, self-confidence, social skills and communication. Most of the club members will progress studying for the QQI Level 4 award in Stable and Yard routine which will significantly increase their chances of finding employment in the equine industry by providing them with a recognised qualification.



PHOTO: SATURDAY CLUB

project facts

LEARNER TARGET GROUP

- Adults with intellectual disabilities

PROJECT COORDINATOR

- Western Stables, Ballagh Rd, Bushypark, Galway
- Contact: Eileen Bennett / horsesconnect@gmail.com

4.4 YOGA AONTAS

– IRELAND

YOGA CLASSES HELPING DISABLED PEOPLE TO RELAX

The “Yoga AONTAS” project built on the idea of Helga Einarsdottir from Helga’s Wellness Centre to make an adapted yoga, mindfulness and relaxation programme for persons with physical and sensory disabilities. The main goal was to adapt a programme which would physically, mentally and spiritual benefit the group.

Originally introduced as part of AONTAS Adult Education Learning week, the project idea was formed so as to provide an adapted programme for persons with physical and sensory disabilities.

The classes included not only practice of yoga, which helped the participants relax, but also mindfulness – a technique which focuses one’s attention on the present moment to accept it without judgement.

Everybody who had participated felt relaxed and rejuvenated after the sessions and reported that they felt that it relieved stresses and improved their attention and concentration spans. The physical benefit reported was of increased flexibility and improved energy and vitality. Also many said it improved their feelings of well-being, relaxation and calmness. All spoke of how they could complete the relaxation exercise at home and this would help maintain their flexibility and circulatory health. The programme was such a success that several programmes have been run since. The remaining hope is now to run the programmes at other resource centres for persons with physical and sensory disabilities.



project facts

LEARNER TARGET GROUP

- Persons with physical and sensory disabilities

PROJECT COORDINATOR

- John Sullivan Centre
- Contact: Eileen O'Brien / eileen.obrien@iwa.ie

4.5 TRANSFORMATIVE LEARNING – EMPOWERING A HEALTHY COMMUNITY FOR TOMORROW’S WORLD – IRELAND

A COLLEGE TO EMPOWER A HEALTHY COMMUNITY FOR TOMORROW’S WORLD

The project called “A College at the Heart of the Community Breaking the Isolation of Mental Health & Emotional Challenges” uses a space based on interactions to engage with people with mental illness, emotional challenges, and their carers. Thus, the Transformative College is open to all, and wants to be seen as a place to engage in purposeful progression, with the aim of gaining direction towards recovery or management of each person’s unique mental and emotional concerns.

The overall aim of the project is to provide a stable, coordinated response to a person’s mental health, physical and social needs thanks to the provision of a space that is solution-focused. It aims to support healthy lifestyles and enhances new relationships with self and others, social inclusion and community participation. To achieve those goals, students aged from 18 to 78 years old had to choose a topic such as Anxiety & Panic Attacks, Food for the Mind or The Impact of Bullying on the Mind & Person. The class topics that were chosen were then co-produced and delivered by a student with lived experience and professional support to create a meaningful relationship with the class.

So far 200 students have attended classes in the past 12 months. Many impacts can be outlined. First of all, the project helped students to empower themselves and find their own path to recovery. It also helped increase the hope, respect and responsibility of the students, thanks to a peer-to-peer approach. What is also important to mention is the fact that the project is seen in a holistic perspective, focusing on people’s entire lives, including mind, body and spirit. The Transformative College, by employing a mental health recovery model that empowers students to create change and self-agency, helped to provide a new stable environment for its students.



project facts

LEARNER TARGET GROUP

- People with mental illness and emotional challenges, and their carers

PROJECT COORDINATOR

- Transformative College
- Contact: Alice McDonnemm / westmeathtc@gmail.com

RESOURCES

- Website: transformativecollegewestmeath.wordpress.com

4.6 MA'AN, ENSEMBLE, ZESUMMEN – LUXEMBOURG

COMMUNICATION CLASSES BRINGING REFUGEES AND LOCAL POPULATION TOGETHER

As the integration of refugees in Luxembourg is still a challenge, the “Ma’an, Ensemble, Zesummen” project developed a model in order to equip adults with communication skills in a relatively short space of time to enable them to interact with the Luxembourgish population. The overall aim is to prevent them from falling into isolation and dependence.

As the linguistic situation of the Grand Duchy of Luxembourg is very complex (3 official languages of Luxembourgish, French, and German), Arabic, Persian and Tigrigna speakers often feel helpless. In order not to discourage them, the ASTI offers them since 2016 an apprenticeship adapted to the French language, the language most used in the professional environment. To help the 233 refugees who are enrolled in 2017, a whole series of courses are given mainly by volunteers, from literacy for illiterate people (especially women) in their own language to conversation tables in various languages and language coaches. Also to help the refugees integrate more easily into the host country, the language courses include elements of knowledge about Luxembourg and its population, as well as practical information. Extensive documentation has also been developed, such as an elementary dictionary: French-Arabic-Luxembourgish, a methodological guide, and online leaflets for teachers of other organisations.

The impact of the project has been significant, not only for the refugees, but also for the teachers and the citizens of Luxembourg. Refugees have had the opportunity to start communicating in French, which is often required to enter the labour market. They have learned elements of Luxembourg’s culture, history, way of life, and had the opportunity to interact with the volunteers. The project has also given them a framework that structures their day. Teachers have taken up the challenge of offering effective teaching to people from a distant linguistic and cultural

background. Finally, thanks to ASTI’s press information campaign, the public became aware of an integrated concept that works for refugees.



project facts

LEARNER TARGET GROUP

- Refugees and local population

PROJECT COORDINATOR

- ASTI (Association de soutien aux travailleurs immigrés)
- Contact: Laura Zuccoli / laura.zuccoli@asti.lu

RESOURCES

- Website: asti.lu

4.7 GPS A UN FUTURO MEJOR

– SPAIN

AN EDUCATIONAL GUIDANCE PROGRAMME BASED ON CRITICAL PEDAGOGY

The “GPS for a better future” is an educational guidance programme offered free of charge at public adult training centres (CFAs) in the province of Barcelona (Catalonia, Spain). As the staff of these centres does not usually include advisors, Fem Pedagogia piloted the programme in 2010 in one CFA. It is now implemented in eight CFAs, including one penitentiary centre. The programme targets young people between 16–20 years of age, mainly early school leavers, who would like to pass their secondary school exams, get a VET certificate or a professional degree.



The GPS uses a holistic perspective and social justice of the orientation that is essential to work with its participants. The programme is structured into three types of activities: awareness-raising and training workshops, counselling and individualised support, collaborative support groups. Through them and using methodologies such as socio-dynamic orientation, solution approach and planned causality – all within the framework of critical pedagogy – GPS works to identify participants’ strengths and reduce intrapersonal, interpersonal, physical and contextual barriers that lead them to abandon studies.

The progress of participants is continuously monitored according to the list of previously established factors. An evaluation report is also completed to obtain a quantitative summary of results and a qualitative assessment of what facilitates and prevents the achievement of programme objectives. The results are predominantly positive: in 2016, 95% of the participants completed the course and almost 90% were pre-enrolled in further training. The participants gave the training a score of 8.5 out of 10. In view of

such encouraging results, Fem Pedagogia is considering expanding the programme.

project facts

LEARNER TARGET GROUP

- People 16–20 years of age, mainly early school leavers

PROJECT COORDINATOR

- Asociación Hacemos Pedagogía (Fem Pedagogia)
- Contact: Carme Martínez-Roca / fempedagogia@gmail.com

4.8 VI PÅ VRANGEN – DENMARK

EMPOWERING DISADVANTAGED LEARNERS THROUGH ART

The Creativity and Growth “Vi På Vramgen” project helps people who face challenges in regard to mental/physical endurance, low self-esteem and teamwork. This is often a result of psychological challenges or diagnoses and prevents individuals from participating in new communities and learning situations. Therefore, to help this target group to overcome their difficulties, to meet the requirements set by educational institutions and the labour market, the teachers of the project help participants to empower themselves through art and information adult education methods.

The project teaches the participants crafts, engages them in finding a place in the community and guides them in bridging the gap between future dreams and concrete goals. Creativity is used as a tool to teach participants about project management and to be part of the community. To do so, the associations who coordinate the project cooperate with the job centre in Aalborg Kommune, surrounding municipalities and innovative partners. For example, the partners started cooperating with the drop-in centre Parasollen, where participants photographed homeless people and interpreted the photos into line drawings and prints on t-shirts. Together they had to align expectations in a team and create a product to which everybody had contributed. This initiative helped build a bridge between the participants’ abilities and future dreams concerning the right choice of education or job.

Thanks to this project, the participants (in 2017, 40 participants are enrolled in the project) will get a company internship where they will be able to test their new skills, which also makes them feel that the goal of employment is within reach. The creative tools

used produce social skills that strengthen the foundation for finding and staying in employment and have a positive domino effect on mental barriers: participants feel increased self-esteem, self-knowledge and success. They get a larger perspective on life, become more tolerant and in general get more zest for life.



project facts

LEARNER TARGET GROUP

- People with challenges in regard to mental/physical endurance, low self-esteem and teamwork

PROJECT COORDINATOR

- Fora
- Contact: Julie Høncke Keldorff / julie@fokus-folkeoplysning.dk

4.9 STOL – SCIENCE THROUGH OUR LIVES – PORTUGAL

NON-FORMAL SCIENTIFIC EDUCATION REACHES NEW LEARNERS

STOL – Science Through Our Lives – is a Portuguese project targeting different target groups that rarely participate in learning and has been implemented in care homes, war veterans' associations, illegal drug consumers' institutions and with pub attendees. It aims to promote non-formal and informal scientific education. With a policy of social responsibility, it focuses on democratisation of science on topics such as environment, health, food, as well as justice, equity and gender equality.

The project partners have implemented a number of non-formal learning activities: they have shown videos and podcasts, developed games and demonstrations, constructed devices and models adapted to the needs of each target group, focusing mainly on hands-on experimentation. The project partners also take account of the needs of each group: before introducing the activities in an institution, they establish formal and informal discussions with the target group and the managers to see what learning methods are needed. The activities have been performed with a collaboration of over 70 public and private institutions in Portugal: schools, libraries, museums, associative centres, pubs, town halls and NGOs. The learners are invited to share what they have learnt with others, thus increasing their commitment to learning.

The activities are evaluated on an ongoing basis and modified accordingly. The results are analysed through statistical methods and, in some cases, through content analysis of individual interviews or semi-structured inquiries. The partners also require a written qualitative and descriptive evaluation from each person implementing the activities in an institution. The evaluations have been very positive and have also brought to light interesting conclusions, for example the power of learning in a team and the personal empowerment that results from learning.



project facts

LEARNER TARGET GROUP

- Different groups rarely participating in learning

PROJECT COORDINATOR

- STOL - Science Through Our Lives
- Contact: Alexandra Nobre / stol@bio.uminho.pt

RESOURCES

- Website: stolscience.com/pubhd

4.10 EPIC PROGRAMME

– IRELAND

STRONG NETWORK BETWEEN BUSINESSES AND NGOS SUPPORTS MIGRANTS

The “EPIC programme” in Ireland works with refugees and people with an immigrant background to help them integrate into Irish society. Having built strong links with businesses and NGOs, it offers a wide range of courses and work placements to increase migrants’ chances of finding employment and up-skill through further education.

Business in the Community runs 14 EPIC programmes per year catering approximately 220 learners, all of whom receive a six-week classroom based training. As the organisation believes in a learner-centred approach to training, all migrants benefit from one-to-one guidance sessions with an assigned Training and Employment Officer as well as sessions with a Support Officer, who is available to help with issues not related to finding employment or training. The learners also complete pre- and post-surveys designed to identify their specific needs, such as recognition of qualifications, lack of motivation, professional English and Irish experience. The course is interactive and includes non-formal teaching methods, such as ice-breakers, pair and group work as well as role plays.

Thanks to partnerships with a wide range of businesses, for example Accenture, Workday, Google, Indeed or Ebay, learners attend IT skills trainings, mock interviews, trainings on writing techniques for CVs and cover letters, workplace visits and placements. Several NGOs deliver workshops on Irish society and services, for example on access to health, social welfare and understanding the political system. Quite importantly, EPIC encourages equality and non-discrimination practices also among the companies and HR staff.

The programme has been running since 2008 and almost 4,500 migrants have been referred to EPIC. 67% of the learners have entered employment, training or volunteering. 79 clients have participated in work placement, 54 of whom have secured

employment afterwards. They leave the programme more confident in their skills, with increased motivation and resilience. Each client completes an evaluation form after the training to measure improvements in integration and learning, and the feedback has been predominantly positive.



project facts



LEARNER TARGET GROUP

- Refugees and people with an immigrant background

PROJECT COORDINATOR

- Business in the Community
- Contact: Breda Hegarty / bhegarty@bitc.ie

RESOURCES

- Facebook page: facebook.com/EpicProgramme

4.11 PROMOTION AND SUSTAINABILITY FOR OLDER ADULTS' EDUCATION WORKSHOP 55 – PORTUGAL

PROMOTION AND SUSTAINABILITY FOR OLDER ADULTS' EDUCATION

Over the last two decades, Portugal has been experiencing problems such as unemployment and early retirement, which have caused an increase in free and unoccupied leisure time for young and old adults. Thus, the idea of the “Promotion and Sustainability of Adult and Elderly Education Project – Oficina 55+” is to transform adults’ free time into opportunities for education/learning and human development, particularly in rural areas, involving people over 55 years. With this initiative, the project has been engaging more people in learning, namely people who usually do not have so many chances for participating, either because opportunities lack in rural areas, or because the more you are inactive, the more you tend to be excluded.

The main objectives of the project are to raise awareness, educate, train and inform throughout adult life and promote an active aging. Using an active participation of the participants in its development process, the project has a set of activities of an educational, informative/formative nature, for example at the level of health promotion, ICT, artistic expression or gardening, and of socio-cultural and recreational nature, such as discussions about current themes, discovery and reactivation of traditions or visits and walks. By awakening interest in leisure activities through personal and socio-community development activities that promote new learning, well-being and user-friendliness, this project tries to foster a process of personal and collective development for people with low levels of schooling who otherwise would not have the opportunity to continue their personal enrichment.

The workshops have been so successful that they continue to function after the trial period, as participants require their continuity, forming training workshops that foster useful learning and new relational

networks that ease loneliness and isolation and increase the sense of well-being and meaning of life. Their success is also evidenced by the fact that these workshops have been replicated in various locations and by the speeding up of partnerships that promote joint activities and events between various institutions of the communities and even between several communities.



PHOTO:WORKSHOP 55

project facts

LEARNER TARGET GROUP

- The elderly, the unemployed

PROJECT COORDINATOR

- University of Minho
- Contact: Maria Conceição Pinto Antunes / mantunes@ie.uminho

4.12 OK ZESZYT – POLAND

TEACHERS PROMOTING A NEW WAY OF COMMUNICATION WITH LEARNERS

The project coordinated by the Centrum Edukacji Obywatelskiej in Poland started with a small fanpage on Facebook called “OK Zeszyt” in December 2015. The aim was to gather a group of volunteer teachers exchanging experiences, talking about their successes and problems. From this first community, 70 teachers decided to work with student portfolios, with the help of experts from a Learning Schools programme that helped design interactive online courses. The course, designed for teachers who wanted to start to work with student portfolios, was launched in September 2016 with more than 700 subscribers and will end in May 2017, followed by a second edition.

The whole experience was recorded by Danuta Sterna and published in 22 chapters on the blog about Polish education “Oś świata”. The fanpage “OK Zeszyt” on Facebook now has more than 7000 fans. The work on portfolios using formative assessment helps students to learn effectively and supports the teaching process. The use of formative assessment means that the student includes in their portfolio the written goals of every lesson, tasks and tests and the precise conditions for achieving them. The portfolio is both a notebook and a textbook created for his or her own use and documenting his or her progress. It is also a new means of communication between the student and the teacher concerning learning and teaching.

The profits are numerous for the students and teachers using this method. Many teachers disheartened by the challenges of teaching have started to care passionately about their work again. Teachers engage more in their work, trying new solutions, sharing ideas, improving their skills. Eventually, the student

also sees the work with portfolio as a great help in learning, which changes the terms of the relationship between the student and the teacher and makes them partners.



project facts

LEARNER TARGET GROUP

- Teachers and students

PROJECT COORDINATOR

- Centrum Edukacji Obywatelskiej
- Contact: Danuta Sterna / danuta.sterna@ceo.org.pl

RESOURCES

- A comic: bit.ly/2uZ4MV2

4.13 THE BIG WALL – IRELAND

A PLAY TO REPORT HISTORY

Born out of a need for a more inclusive programme that targeted all adults who have been unlucky in education, “The Big Wall” project developed by the Hawk’s Well Theatre (HWT) realised an immersive piece of theatre at Sligo Courthouse and Sligo Prison to mark the 100th anniversary of the 1916 rising that led Ireland to its independence from Britain.

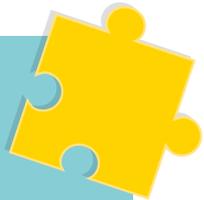
This programme brought together 66 learners from wide-ranging age groups, interests and skills levels in order to share history. The show, a theatrical experience, ran for 5 days, with 24 sold-out performances. This was probably due to the immersive nature of this piece of theatre, which brought the audience a bit closer to life in 1916. During the preliminary research phase, the participants started collecting local stories, which served as the basis of the play. Finally, the 28 Acting for Adult’s participants were invited to join the cast of 6 professional actors and local youth drama groups. Heritage tours were also provided so that learners could gain a deeper understanding of the significance of the historical buildings used within the show.

Thanks to this project, participants developed acting skills and reviewed the history of Sligo circa 1916. The Big Wall was transformative for both participants and audiences, giving them a multilevel experience, placing the learner in the very centre of the programme and generating a huge amount of interest locally. The project had the additional outcome of igniting public interest in the social history of Sligo, resulting in a renewed interest in preservation and restoration of the past for future generations.



PHOTO: THE BIG WALL PROJECT

project facts



LEARNER TARGET GROUP

- Adults who have been unlucky in education

PROJECT COORDINATOR

- Hawk’s Well Theatre
- Contact: Jane Parsons / jane@hawkswell.com

RESOURCES

- YouTube video: bit.ly/2vvxqyQ
- Brochure: bit.ly/2u6h0N2

4.14 DITALS BASE – ITALY

PROMOTING THE TEACHING OF ITALIAN LANGUAGE IN THE WORLD

The DITALS Centre in Italy created a very new tool, the “DITALS BASE” Certification for Teachers of Italian as a Second Language. This test certifies a basic competence in teaching Italian to foreigners, especially for people starting their professional career, needing some help to get out of the “low skills trap” or wishing to re-start a new professional project.

Realised within the University for Foreigners of Siena, the project promotes the diffusion of the Italian language and culture in the world. The BASE DITALS certification targets teachers of Italian, both foreigners and Italian, to facilitate their entry into the teaching profession in Italy and abroad. To participate in the exam, the learner must have a proficiency in Italian at least at B2 level, but prior experience in teaching is not required. The examination is composed of three written parts, very practical, to test the skills related to the work in the classroom of a teacher of Italian language for foreigners. The exams take place in Siena and in other partner institutions in Italy and abroad, and the DITALS Centre organises preparation courses which integrate online modules on specific themes relevant for the exam.

The DITALS BASE project provides an opportunity for the inclusion of new learners in adult education who want to get recognition in teaching Italian as a foreign language. Targeting adults, the certification provides an opportunity for the integration of both Italians and foreigners who have difficulty entering the labour market and whom knowledge of Italian at B2 level would help in social advancement and integration into the working world. The project also aims to develop the multilingual and multicultural skills of Italian people who live abroad, in order to enhance their linguistic and cultural heritage and make it an opportunity for professional development.



PHOTO: DITALS BASE

project facts

LEARNER TARGET GROUP

- People starting their professional career, needing help to come out of “low skills trap” or wishing to re-start a new professional project

PROJECT COORDINATOR

- Centro DITALS – Università per Stranieri di Siena
- Contact: Prof. Pierangela Diadori / diadori@unistrasi.it

4.15 ADULTS SCHOOL OF LA VERNEDA – ST MARTI – SPAIN

DIALOGIC APPROACH TO LEARNING AS THE BACKBONE OF THE SCHOOL

The aim of the Agora Association of la Verneda – Sant Marti has always been to facilitate access to education for new learners, especially those that are at risk of social exclusion. This is achieved through different affirmative actions, strong partnerships with a diverse range of stakeholders and the use of dialogic learning, which is the backbone of the school.

To make sure that courses are accessible to everybody, the school is open every day of the week from early morning until 10 pm. Applications for initial courses such as literacy and Spanish are always open and if necessary, new courses are created. Attendance comes at no cost. The school also reaches out to groups that are particularly vulnerable – the homeless and the unemployed, as well as refugees and migrants – by cooperating with a diverse range of stakeholders. Finally, new learners are engaged through several Successful Educational Actions, such as dialogic gatherings which guarantee access to universal culture, family education to support the enrolment of parents and dialogic pedagogical training offered to volunteers. The dialogic approach to learning also means that learners are directly involved in the management of the school and are involved for example in the preparation of schedules.

The Adult School of La Verneda – Sant Marti achieves its impact at the local, national and international level. With over 2400 learners attending its courses every year, it offers more than 80 educational activities. Recognized internationally, it is the only adult education school in Spain whose experience has been described in the Harvard Educational Review. It has also served as a basis for five doctoral theses.



Project facts

LEARNER TARGET GROUP

- Learners in risk of social exclusion

PROJECT COORDINATOR

- Associació Agora
- Contact: Rosa Maria Lloret Barberà / escola@edaverneda.org

RESOURCES

- Website: www.edaverneda.org/edaverneda8

4.16 SAOL'S FASHION SHOW 'THE USE OF FASHION TO SHOW WOMEN'S HISTORY THROUGH THE LAST CENTURY'

– IRELAND USING FASHION TO EDUCATE ABOUT WOMEN'S HISTORY

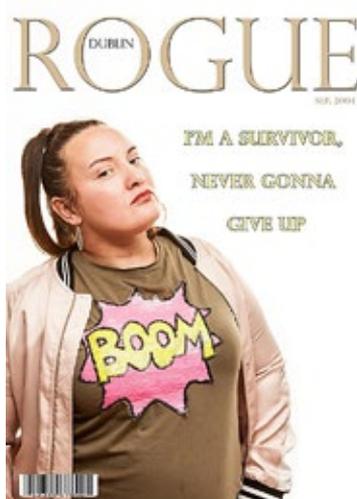
“SAOL Project” was started in 1995 as a result of findings from a Master’s thesis on ‘Women and Addiction’. Carmel Dunne, a local Health Service manager, noted that women on methadone needed specific services that could attend to their needs. Since then SAOL has been providing education and support for different women in addiction.

The targeted women of the project are amongst the most socially marginalised people in Ireland, facing poverty, social isolation, sex-based discrimination and other social inequalities. Thus, the SAOL project played a part in helping the women gain a renewed sense of their own personal story, setting it in the wider context of historical study.

To do so, SAOL started a project that focused on fashion to understand women’s social and political lives throughout the last century. The project also led to the creation of a fashion show, where students used recycled clothes to represent each decade from the last century. From working out how to up-cycle clothes bought in local charity shops, to developing choreography, a dance routine, time-appropriate music, a photo-shoot or magazine covers, students had the possibility to engage with various learning styles.

Along the way, issues such as discrimination, education and health became part of the discussion. Many of the students could empathise with women who had struggled in the past, relating their experiences to their own current struggles. It helped them build self-confidence, developed their leadership

PHOTO: RAY HEGARTY, SAOL PROJECT



and research skills and lifted the label of ‘junkie’ that had been put on them by some members of the society. Throughout the project, women have discussed their own development of personal skills – confidence, self-esteem, creativity, re-assessment of body image as well as team working.

Thanks to this project, by providing creative and socially appropriate education programmes for women, SAOL is working towards transforming the way in which Ireland responds to addiction and poverty.

project facts

LEARNER TARGET GROUP

- Socially marginalised women

PROJECT COORDINATOR

- SAOL Project Ltd
- Contact: Jane McNicholas / jane@saolproject.ie

RESOURCES

- Report: bit.ly/2vkRxx2

4.17 BRIDGING THE DIGITAL DIVIDE – UNITED KINGDOM

SUPPORTING COMMUNITIES IN IRELAND TO PROMOTE DIGITAL INCLUSION OF THE ELDERLY

Launched in 2015, the aim of “Bridging the Digital Divide” is to test new methods of engagement in digital inclusion and new software designed to engage new learners, particularly those who would be very unlikely to go online without significant help.

Piloted with two groups of social housing tenants – a group of older people with health issues living in sheltered accommodation, and a group of people living with dementia in supported housing – the project used the “Breezie” tablets. Breezie is a service using Samsung tablets with special software aimed at older people that removes the clutter, jargon and confusion from the internet. By tailoring the course to the interests of the people involved, and by using a learner-centred approach, Supporting Communities addressed one of the major barriers to learning, which is the lack of motivation or perceived relevance, and succeeded in engaging older people with new technologies. Indeed, the project did aim to teach all of the identified basic digital skills required to safely use the internet and access the benefits it can provide, but in a more flexible way than traditional computer skills courses.

Thanks to this project, results were made in terms of digital inclusion. In addition, participants acquired a sense of connectedness to others and improved their wellbeing. More broadly, there has been a knock-on positive effect on other residents, who did not directly take part in the project but became more interested in digital skills and accessing the internet. Finally, Supporting Communities also implemented key recommendations from the project to support digital inclusion.



PHOTO: SUPPORTING COMMUNITIES

project facts

LEARNER TARGET GROUP

- People with low digital skills

PROJECT COORDINATOR

- Supporting Communities
- Contact: Healy King /
healy@supportingcommunities.org

RESOURCES

- Website: supportingcommunities.org/bridging-the-digital-divide

4.18 PROYECTO SMART ATEGAL AGEING ON WAY – SPAIN

SUPPORTING OLDER ADULTS IN USING MOBILE DEVICES

As the population of Galicia is facing demographic ageing, especially older adults need support in learning how to use mobile devices. ATEGAL believes that mobile devices are tools that allow more adults to be connected and can prevent social isolation, especially in a region characterized by geographic dispersion of population. Tapping into this potential, ATEGAL started delivering courses on the use of smartphones and tablets for the whole region of Galicia, in cooperation with the Vodafone Foundation Spain.

The last edition of the training took place between November 2016 and March 2017. The trainings were delivered face-to-face in small groups of 10–15 people and lasted 6–8 hours. To engage as many people as possible, the trainings were organised in local entities, town halls and centres for senior citizens. In each session the learners used their mobile phone, connected to the internet and practiced the course contents in a practical way. They were also given a manual edited by the Vodafone Foundation Spain with the contents of the course, as well as a series of links to explanatory training videos.

The trainings organised by ATEGAL have already had a significant impact. Over 2000 older learners have been trained in the whole region of Galicia and, according to the Galician Institute of Statistics, there has been a 75% increase in the use of mobile phones among adults over 65 years of age. 70% of the participating entities request another edition of the training every year, for new learners and at new levels.



PHOTO: PROYECTO SMART ATEGAL AGEING ON WAY

project facts

LEARNER TARGET GROUP

- People with low digital skills, especially older adults

PROJECT COORDINATOR

- Asociación Cultural Gallega de Formación Permanente de Adultos (ATEGAL)
- Contact: Paula Sande Nieto / administracion@ategal.com

RESOURCES

- Website: ategal.com
- Training material: fundacionvodafoneconlosmayores.com

4.19 ACTIVE EMPLOYABILITY SKILLS PROGRAMME AES

– IRELAND HELPING PEOPLE OUT OF THE “LOW SKILLS TRAP”

The “Active Employability Skills Programme” implemented in Ireland engages new learners and raises awareness for the importance of adult education by helping people out of the “low skills trap”. As more and more learners were being referred to the Centre by the local Department of Social Protection and local employment services, the staff realised there was no clear definition of what this referral was supposed to achieve and thus developed a pilot programme that would improve the participants’ employment opportunities. The pilot version of the programme was so successful that it was run again in 2016 and 2017.

The AES programme is an intensive course of ten sessions helping learners improve their reading, writing, numeracy and computer skills, alongside developing listening awareness and speaking confidently. It also offers participants the opportunity to achieve Quality and Qualifications Ireland (QQI) minor awards if they wish. To help learners study at their own pace, the programme includes an introduction to Writeon.ie, an interactive website run by NALA.

A number of key principles have been developed to make sure that the programme remains learner-centred. For example, the learners are asked to keep a Learning Journal to record their experiences. The tutor is also encouraged to keep the sessions flexible to make sure that all learners are able to participate actively. The evaluation methods are also flexible and depend on the group, their skills and their engagement throughout the programme. While every group is different, what they all have in common is the distinct improvement in the learners’ overall communication skills and social skills. Often starting the course discouraged and without a clear idea of their goals, thanks to a session on career guidance they are

able to better understand how learning can help them progress in their personal and professional lives.



project facts

LEARNER TARGET GROUP

- People in the “low skills trap”

PROJECT COORDINATOR

- Killarney Adult Literacy and Basic Education Centre (Kerry Education and Training Board)
- Contact: Mary Concannon / maryconcannon15@gmail.com

RESOURCES

- Website: writeon.ie/nala/home/home.jsf?1501748354957

4.20 RICETTE RISTRETTE – ITALY

COOKING CLASSES OFFERING ITALIAN LANGUAGE SKILLS FOR PRISON INMATES

“Ricette ristrette” is a project about how to learn Italian as a foreign language through cooking lessons. What makes this project special is that it has taken place in prison.

With several nationalities and several different social backgrounds, all the students had a variety of reasons for being in prison. However, they all had one thing in common: a need to fill the enormous amount of free time they have. Thus, the “Ricette ristrette” project offers inmates Italian classes while cooking together and sharing information about food and traditional dishes. The name of the project, “Ricette ristrette”, which means restricted recipes in English, echoes the fact that inmates had to adapt to living conditions in prison in order to cook, as, for example, they did not have access to a large selection of kitchen equipment.

Inmates gained many benefits from these classes. Some of them never had the opportunity to cook by themselves before going to prison. These classes, besides providing Italian skills and new vocabulary to inmates, enabled them to learn cooking techniques and exchange opinions about Italian food. Memories about their mothers and grandmothers have also re-emerged, as well as anecdotes about their childhood. This project enables inmates to socialize, to learn new skills and to empower themselves. At the end of every class, the food was eaten together in a very relaxed and cheerful atmosphere, rather unusual in prison.

project facts

LEARNER TARGET GROUP

- Prison inmates

PROJECT COORDINATOR

- PIA Reggio Sud
- Contact: Elena Pratissoli / epratissoli@alice.it

4.21 I'M AN ADULT LEARNER CAMPAIGN – IRELAND

MOTIVATING THROUGH LEARNER STORIES NATIONWIDE

To promote the benefits and value of adult learning, AONTAS designed a creative and innovative way of engaging new learners and encourage them to explore the wide variety of learning options. As adult learning can be diverse, the campaign was organised under the name “I’m an Adult Learner” – giving the learners an identity. Thanks to the collection and promotion of learner stories, AONTAS raised awareness of the importance of adult learning among the wider public and policymakers.

The campaign took place between March and December 2016 and included three stages. The first stage, Sharing Learner Stories, involved systematic sharing of learner stories. Every Monday AONTAS shared learner stories using #MondayMotivation on its social media platform. The second stage consisted of a targeted information campaign through blogs, press releases and local information events. In the third stage, AONTAS published a book with the learner stories, officially launched by the Irish Minister of Education and Skills. The book was distributed to a wide range of stakeholders and AONTAS continues to use it as a tool to demonstrate the transformative effect of education.

The “I’m an Adult Learner” campaign used a variety of approaches to maximize the impact and reach. The stories presented in the first stage reached almost 100,000 Facebook users. The information blog posts reached 13,000 people; eight national media articles reached an estimated 500,000 readers. Numerous local media articles and radio interviews also raised visibility for the campaign. Finally, the launch of the publication in December saw approximately 80 participants; two of the adult learners featured in the publication were also invited to speak as part of a panel at the Adult Skills Conference in Brussels.



project facts



LEARNER TARGET GROUP

- Wider public and policymakers

PROJECT COORDINATOR

- AONTAS, The National Adult Learning Organisation
- Contact: Katie O’Rourke / korourke@aontas.com

RESOURCES

- Brochure: bit.ly/2vrMf4C

4.22 BECOME A HOUSEKEEPER

– DENMARK

A TRAINING FOR BECOMING A HOUSEKEEPER IN DENMARK

“Become a housekeeper” is a practical course with the aim of making foreign citizens able to work primarily in the hotel business and making sure that the situation of the individual person is optimised so that an acquired job may be kept.

Focusing on foreign citizens that due to language,

social and/or other limitations find it difficult to find their space in the labour market and stay employed, the “Become a housekeeper” project prepares the participants to get a realistic sense of the demands made on them as employees. The project is also aimed at refugees and participants on reduced social benefits. A specific method has been created so that the courses are adapted to the needs of the participants. Thus, work and instructions are interchanged 25 hours a week. The course is taught in English and Danish with the added aid of illustrations. During the whole course, the participants have three hours of practical cleaning a day. Finally, participants are let out into companies, after a period of internships.

“Become a housekeeper” enabled students to gain stability, and a better understanding of norms and behaviour when being at a place of work. The project has been running since December 2016, and so far four participants are off benefits and in employment.



PHOTO: BCOME A HOUSEKEEPER PROJECT

project facts

LEARNER TARGET GROUP

- Foreign citizens

PROJECT COORDINATOR

- Fora
- Contact: John Lauridsen / jla@fo-aarhus.dk

4.23 KCAT ART CENTRE – IRELAND

AN ART CENTRE BLENDS THE DIFFERENCE BETWEEN ABILITY AND DISABILITY

Having grown from an EU project to a vibrant school, “KCAT Art Centre” offers quality inclusive opportunities to learners with and without special needs. The primary purpose is to facilitate the artistic and personal development of each individual and provide an environment in which artists and students from different backgrounds can work together.

KCAT studio is made up of 14 artists with support needs and Equinox Theatre Company, which includes 8 artists with support needs. There are currently 131 students attending visual and performance art courses. Learners come from diverse backgrounds and include migrants, early school leavers, retired professionals and people in care as well as living in mainstream community. The approximate ratio is 40/60 of people with and without special needs. Learners are supported by experienced community facilitators, who are also professional artists.

The relationship between the facilitator and learner is key to supporting the particular needs of each learner. A co-worker also attends the classes whenever necessary – when a learner needs their physical, behavioral or emotional needs to be supported. Thanks to this learner-centered approach to all activities, the school blurs boundaries between ability and disability.

The centre provides the learners with several opportunities to present their work, for example during the End of Year Show and Certification Ceremony, and progress to employment or further study. While KCAT has recently been forced to step back from accredited certification, since 2002 over 60 KCA students have been awarded over 200 certificates at FETAC Level 5, with a breakdown of 96 Distinctions, 73 Merits and 39 Passes. Some of the learners have found employment with the

KCAT Studio. The centre also uses European mobilities to improve teaching methodologies and exchange practices.



project facts

LEARNER TARGET GROUP

- Learners with and without special needs

PROJECT COORDINATOR

- KCAT Art Centre
- Contact: Alice Bennett / alice@kcat.ie

RESOURCES

- Website: kcat.ie/news

LEARNERS' TESTIMONIALS



My sister and I never went to school. We took care of goats and sheep. After going to Ndarugu Literacy Centre, I can now write letters to my sister. I want to learn computer skills next.

– Mary Muthoni, Ndarugu Community Learning Centre

I do not want to crack over my fate. I want to study. To have a better off with my life.

– Inmate from Poland, Second Chance project

The programme helped me see who I am, who I want to be and who I aspire to be in my life, and gave me the tools, the confidence, the self-esteem to be able to do what I want in my life.

– A woman taking part in the RecoverEU project

The most important is that I feel useful and that I will be economically independent from now. I recently moved to a new place and I'm living by my own. I feel happy and it is time for me to organize my life and make future plans in Ireland'.

– Carlos from Venezuela, EPIC project

We are married for 47 years and I never wrote you a love letter...

– Mrs. Isabel

who wrote her first letter during the Letters for Life project

Before this project, I never used to come out of my room or join in, but now our group is like a family and I feel a lot better about myself.

- Group member, Gloonan House,
Breezie Supporting Communities project

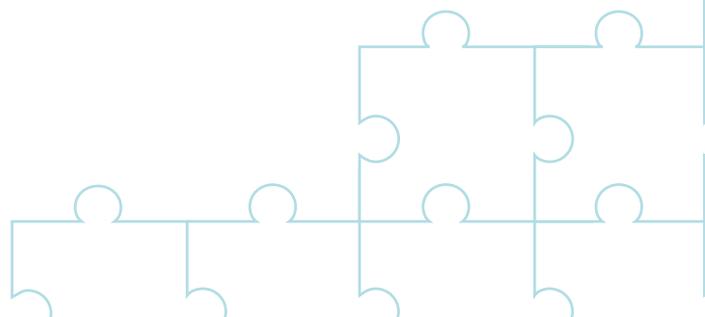
A learner said a 'big NO' to using technology of any kind initially. She purchased a tablet for herself as a result of participating in the AES programme and now uses this as part of her QQI Level 3 awards. She has completed a major award at Level 2 using Writeon.ie; has a Twitter account; uses Gmail to make contact in between our learning sessions.

- Active Employability Skill project

Being unemployed has been a strain on me and on my partner, who has supported me. I wanted a career change but knew I needed to reskill and to rebuild my confidence. I heard about the back to education allowance and decided to apply for it so that I could go on to a further education and training course. I did a certificate in general studies and did really well: five distinctions and three merits.

- John Doyle, I'm an Adult Learner project

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**EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS**

EAEA is the voice of non-formal adult education in Europe. It is a European NGO with 142 member organisations in 44 countries and represents more than 60 million learners Europe-wide.

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