



eaea
GRUNDTVIG AWARD
excellence in adult education

Cooperations and partnerships

2018



**Co-funded by the
Erasmus+ Programme
of the European Union**

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This publication is produced with the financial support of the Finnish Ministry of Education and Culture.

eaea
GRUNDTVIG AWARD
excellence in adult education

Cooperations and partnerships

2018

Contents

	INTRODUCTION	4
1.	INTERNATIONAL PROJECTS – OUTSIDE OF EUROPE	7
1.1.	International cooperation helps to train Master trainers in Laos	8
1.2.	An American movement fosters positive psychology and family learning	10
2.	EUROPEAN PROJECTS	11
2.1.	Competences development for low-skilled adult learners	12
2.2.	Literacy House spots help adults improve their language skills	14
2.3.	A web tool to map, monitor and recognise the competences of adult learners	15
2.4.	Connecting European citizens through bread	16
2.5.	Reflection tools support different target groups in Europe	17
2.6.	Families and associations supporting the inclusion of migrant children with learning difficulties	18
2.7.	Fostering intergenerational learning by digitalising pictures	19
2.8.	Educators of migrants trained in an Erasmus+ project	20
2.9.	Intergenerational learning and technological innovations	21
3.	NATIONAL AND REGIONAL PROJECTS	22
3.1.	Regional support networks promote adult learning in Estonia	23
3.2.	Second chance schools promote multiculturalism in Greece	25
3.3.	Public authorities and NGOs cooperate to train professionals working with migrants	26
3.4.	Public-private cooperation in Belarus supports older learners	27

3.5.	A regional initiative builds a network of career counsellors	28
3.6.	Community partners support learner-centred online education	29
3.7.	Municipality and local NGOs pilot service packages to foster community learning in Pécs	30
3.8.	Certification of adult educators successful through wide cooperation	31
3.9.	An interagency partnership supports NEETs in Ireland	32
3.10.	Bringing together local and global perspectives	33
3.11.	A centre for refugees that brings together local actors	34
3.12.	Research project develops an innovative further education programme in VET through regional cooperation	35
3.13.	Universities, associations and providers cooperate to develop and promote a MOOC for adult educators	36
3.14.	Research, digital arts and local community discussing local adult literacy inequalities	37
3.15.	Communities, NGOs and a university cooperate to support adult learning for refugees	38
3.16.	Adult education centres host citizens' discussions	39
3.17.	A multi-stakeholder space puts forward the needs of older learners	40
3.18.	School students and inmates learning together	41
3.19.	Students benefit from new methods of learning transposing literature into theatrical plays	42
3.20.	Teachers, students and parents cooperate to create an interactive map	43



INTRODUCTION

Each year, the 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 and regional projects

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.

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

Criteria are 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 accept finished projects but they should have ended within two years of the Grundtvig ceremony (i.e. June 2016).

EAEA Grundtvig Award 2018: COOPERATIONS AND PARTNERSHIPS

In 2018, EAEA wanted to highlight projects with innovative and strong cooperations and partnerships. Successful adult education strategies, initiatives and projects do not happen in isolation. Cooperations and part-

nerships are becoming more and more important and often contribute to more innovation, better provision and more participants. Cooperations and partnerships can promote better outreach to new learners; new adult education provision in new areas; new learning environments; and new learning pathways. With the award EAEA wanted:

- To raise awareness, at a European level, of successful cooperations and partnerships to further adult learning;
- To raise awareness of the importance of cooperations and partnerships in adult education;
- and to inspire new partnerships and cooperations in and with adult education.

The winners were announced on the 27th of June 2018 in Tallinn, Estonia.



1. INTERNATIONAL PROJECTS – OUTSIDE OF EUROPE

1.1 International cooperation helps to train Master trainers in Laos

WINNER

Photos: EAEA



What?

DWV International Regional Office and the Department of Non-Formal Education of the Ministry for Education initiated a project in order to train a group of 35 Master trainers in youth and adult education in Lao PDR. The trainings were organised as six training workshops from December 2015 to June 2017.

The workshops were organised around the following themes: How do Adults Learn? Methods of Adult Education (individual trainings with peer learning and coaching), Gen-

der (elective module), Group Dynamics and Approaches to AE, Planning, Organizing and Evaluating AE and Graduation. The participants represented different sectors, such as the non-formal education sector, the Technical and Vocational Education and Training (TVET) sector, National University, Lao Youth Union and NGOs.

How?

The project was made possible thanks to the Decree of the Deputy Minister and the establishment of a wide range of partnerships and



As the project went on, the partnerships grew as additional partnerships were added and the existing partnerships were deepened.

- Beykham Saleumsouk, DW International Laos

cooperation within the Asia-Pacific region. The Non-Formal Education Development Centre provided local trainers and the facilities for the trainings. The international partners supported the project by sharing their expertise: the UNESCO Regional Office in Bangkok and ASPBAE provided two key trainers; the Royal Melbourne Institute of Technology (RMIT University) Melbourne also sent two staff members.

As the project gained a wider reputation within the aid and development community in Lao PDR and through RMIT University's involvement, the Australian Volunteer for International Development (AVID) offered to contribute to the project by providing two Australian volunteers for further support.



Outcomes

The trainings were successful, having 35 graduates who are considered to be the first expert trainers in teaching and learning of youth and adults in their respective organisations. The project produced a trainer handbook, with contributions from the participants themselves. The main impact of the project can be summarised into the successful adaptation of the Curriculum GlobALE to the Lao context.

Project facts

- **Project:** Training of Master Trainers for Adult Learning in Non-Formal Education
- **Coordinator:** DW International, Regional Office Southeast Asia (Lao PDR)
- **Contact:** Beykham Saleumsouk, saleumsouk@dw-international.la
- **Partners:** Department of Non-Formal Education of the Ministry for Education, the Non-Formal Education Development Center (NFEDC), the Royal Melbourne Institute of Technology (RMIT University), the UNESCO Regional Office in Bangkok, the Asia-South Pacific Association for Basic and Adult Education (ASPBAE)
- **Field:** Professionalisation of adult education staff
- **Innovative cooperation:** Local ministries, UNESCO, ASPBAE, local organisations
- **Resources:** A trainer handbook

1.2 An American movement fosters positive psychology and family learning

What?

Scarlett Lewis found a message saying “Nurturing Helinn Love” (Nurturing, Healing Love) that her son Jessie wrote on their kitchen chalkboard shortly before he died in one of the worst mass shootings in U.S. history at Sandy Hook Elementary School in Newtown, Connecticut in December 2012. She took the words as a message to share across the world the definition of compassion across all cultures. She proceeded with researching the shooter’s background and found out that the negative thoughts were the trigger for his violence.

How?

Jesse Lewis Choose Love Movement™ is a free, downloadable, pre-kindergarten through 12th grade, evidence-based social and emotional (SEL) classroom programme teaching children how to choose love in any circumstance.

The programme focuses on four important character values: Courage, Gratitude, Forgiveness and Compassion in Action. These values

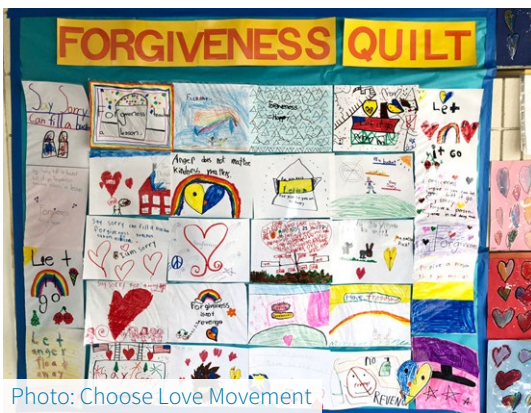
cultivate optimism, resilience and personal responsibility. The Choose Love at Home programme emphasises that this type of education should continue beyond the classrooms, at home, by helping their families and parents to share a consistent message of choosing love. Numerous partnerships have been developed through the project’s initiative including Charter for Compassion, Collaborative for Academic, Social, and Emotional Learning (CASEL), and the International Forgiveness Institute.

Outcomes

The Choose Love programme has across the United States and in more than 55 countries a total of 7.000 downloads. Moreover, the founder of the project is now an Ambassador for the Global Presence, promoting proactive education for all life skills.

Project facts

- **Project:** Choose Love Movement
- **Coordinator:** Jesse Lewis Choose Love Movement (US)
- **Contact:** Scarlett Lewis
scarlett@jesselewischooselove.org
- **Partners:** The Charter for Compassion, Collaborative for Academic, Social, and Emotional Learning (CASEL), and the International Forgiveness Institute
- **Field:** Family learning, life skills
- **Innovative cooperation:** Educators, counsellors and academics
- **Resources:**
<https://www.jesselewischooselove.org/>





2. European projects

2.1. Competences development for low-skilled adult learners

WINNER

Photo: SK.IN - Skills for Inclusion project



What?

SK.IN is an Erasmus+ project that aimed to share and develop educators' competences and learning methods for skills development and inclusion, addressed especially to low-skilled learners or to those with obstacles in education and inclusion in society and job market (inmates, NEETS, unemployed, early school leavers, minorities). The activities were organised around adult educators, shar-

ing good practices and tools to improve their competences in working with low-skilled adult learners.

How?

The cooperation between the partners was the element that led to the success of the project. Agrado's task was to coordinate and manage the budget and share it with partners. Dimitra, one of the largest VET organisations,

reviewed the texts of the booklet and was in charge of the social media text dissemination and the newsletter. Satu Mare Penitentiary, a penitentiary for men, brought to the project expertise in developing skills and motivation. Badgecraft provided the innovative tool Digital Open Badges so that the learners were able to demonstrate the skills and competences that they acquired through the project.

Outcomes

The project produced a booklet which explains the key methods used by project partners, such as Theatre of the Oppressed or Transactional Analysis. The project used innovative online tool (Open digital badges) to motivate learners and make them aware of their “learning to learn” competence in life-long learning view.

Project facts

- **Project:** SK.IN – Skills for Inclusion
- **Countries:** Italy, Portugal, Lithuania, Greece, Romania
- **Coordinator:** Associazione Agrado (Italy)
- **Contact:** Laris Guerri, laris.guerri@gmail.com
- **Partners:** Agrado, Ha Moment, Badgecraft, Satu Mare Penitentiary, Dimitra Educational Center for Adult Education
- **Field:** Social inclusion, prison education
- **Innovative cooperation:** Partners from different fields: NGOs, a private company, a penitentiary centre
- **Resources:** Booklet, website: <https://skillsforinclusion.jimdo.com/>



Our network consisted of partners who really understand the need for inclusion and work with empowering sensitive target groups. The partnership and cooperation was the key of the success of the project.

- José Branco, Ha Moment, a partner organisation in the SK.IN project

2.2. Literacy House spots help adults improve their language skills

What?

From September 2016 until September 2017, the KA1 project Extending the Literacy Houses aimed to collect and share insights on an approach to combine informal and formal educational activities as part of public libraries in the Netherlands. A Literacy House spot would serve as an information desk regarding all formal and non-formal courses in the region, where those in need could come and gather information about literacy courses, improve their skills, and practice reading, writing, speaking and listening.

How?

The Dutch consortium learned about best practices in different European organisations through three study visits. Among the most important lessons learnt was the importance of partnerships between local stakeholders and/or authorities such as the municipality, regional training centres, private language providers and volunteering organisations. The shared responsibility and thus shared ownership contribute to sustainability and efficiency of Literacy Houses.



Photo: Extending the Literacy Houses project

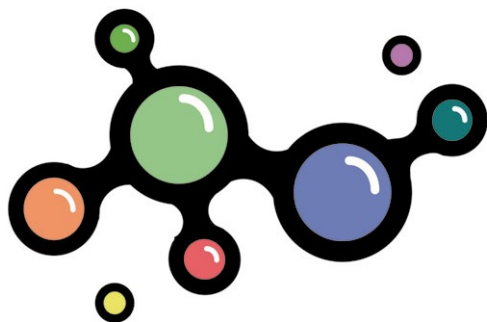
Outcomes

Based on the new insights gained through the three study trips, all Literacy Houses in the region of West-Brabant have incorporated new ideas and approaches in their day-to-day activities and policy. Additionally, the successful cooperation led to a partnership in another European project, Paving the Way for Essential Skills Houses (Erasmus+ KA2), in which the policy makers of the municipality of Breda agreed to participate as an affiliated partner. Moreover, the National Reading & Writing Foundation has decided to incorporate the project findings in their Literacy Houses format.

Project facts

- **Project:** Extending the Literacy Houses project
- **Countries:** The Netherlands, Ireland, Norway, Spain
- **Coordinator:** Nieuwe Veste Breda and Cubiss Tilburg (the Netherlands)
- **Contact:** Lianne Knobel, l.knobel@nieuweveste.nl
- **Partners:** Public Library Breda (on behalf of all libraries in West-Brabant), Kellebeek College/ROC West-Brabant, Stichting Lezen & Schrijven, Bergen Offentlige Bibliotek (Norway), AONTAS Ireland, Public Library Barcelona
- **Field:** Literacy
- **Innovative cooperation:** Creation of a Literacy House spot as a cooperation between different stakeholders
- **Resources:** Reports

2.3. A web tool to map, monitor and recognise the competences of adult learners



LEARNING MAP

What?

The project idea was to develop a web tool to map, track, monitor, evaluate and recognise the competences of adult learners, educators and educational staff. An additional aim was to increase the motivation of adult education providers to train and develop themselves by investing in their own learning.

How?

For this project, different European organisations active in the youth field and adult education fostered a successful cooperation. Badgecraft was in charge of the technical part and developed the Learning Map web tool and provided knowledge on Open Badges. Ha Moment coordinated and developed the guidelines of the usage of the Learning Map. The University of Paderborn did the research and was in contact with the labour market and students. PINA developed three videos: two tutorials for the Learning Map and one with general promotion of the Learning Map tool.

Outcomes

Thanks to the project, the participants developed their digital competence in communication platforms, making online evaluations and reports using open digital badges. Furthermore, they improved their competences in education, research and development of recognition tools and gained a better understanding and contribution towards the recognition of skills and qualifications in Europe and in each partner country. The participating organisations developed more attractive education and training programmes, in line with individual needs and expectations, using new tools and methods like Dragon Dreaming, Design Thinking and ICT tools.

Project facts

- **Project:** Learning Map
- **Countries:** Portugal, Lithuania, Germany, Slovenia
- **Coordinator:** Ha Moment, Portugal
- **Contact:** Sérgio Gonçalves, sergio@hamoment.org
- **Partners:** Badgecraft (Lithuania), University of Paderborn (Germany) and PINA (Slovenia)
- **Field:** Skills recognition
- **Innovative cooperation:** Cooperation between a university, a digital company and two NGOs
- **Resources:** <http://hamoment.org/learning-map/>

2.4. Connecting European citizens through bread

What?

The project promotes the idea of common cultural roots in the Danube area and in Europe. It wants to put forward, on the one hand, the appreciation of the national cultural heritage and on the other hand, the shared cultural goods. By choosing the slogan “Bread connects”, the project makes appeal to our common culture. Through different activities, citizens of all ages, ethnicities and social milieus are invited to experience bread as a common intangible cultural good. This joint experience leads to a fostering of European identity and consciousness.

How?

For the success of the project, a series of partnerships and cooperations had been developed. Danube-networkers and DANET brought their international background and experience and many other existing cooperations and partnerships from former projects. Baking actions were organised and implemented at a Christmas bread-making event with children with special needs by the Club Soroptimist International Ruse, Moldova; at pre-school “Mladost” in Backa Palanka, Serbia; at High School Carmen Sylva, Timisoara, Romania. Workshops and academic qualification seminars for teach-

ers were held to convey educational methods and enable methodological exchange.

Outcomes

The project created a platform for social contacts and working environments; the long-term goal is to create a virtual “Cultural Road of Bread along the Danube” with the results of the project. Practically, a bread route was created that consisted of traditional baking houses, bakers, and mills and baking events all along the Danube River.

Project facts

- **Project:** Tastes of Danube – Bread connects
- **Countries:** Bulgaria, Romania, Serbia and Croatia
- **Coordinator:** ILEU e.V., (Germany)
- **Contact:** Carmen Stadelhofer, info@ileu.net
- **Partners:** University of Ruse (Bulgaria), The Pensioners ´ Association Ruse (Bulgaria), AGORA Platform Association – Active Communities for Development Alternatives (Bulgaria), The Association “The Writers League” Timisoara Banat Branch (Romania), Youth Club Backa Palanka Partizansk (Serbia), National Foundation for Human Aging (Serbia), Public Open University Zagreb (Croatia), European House Vukovar (Croatia)
- **Field:** Promotion of cultural heritage
- **Innovative cooperation:** Promoting cultural heritage through one commodity shared by different countries
- **Resources:** bread-connects.tastes-of-danube.eu



Photo: Tastes of Danube

2.5. Reflection tools support different target groups in Europe

What?

The Erasmus+ KA2 strategic partnership project aims at collecting, testing and developing reflection tools for supporting individual learning paths of adults. The objectives are the improvement of adult educators' competences in the partner institutions and more learner-centred programmes in adult education. The project work was based on the principles of andragogy and life-long learning, strategies of European education, forecasts of future education and labour market.

How?

The project brought together professionals and the expertise of six European organisations, who organised different courses on reflection tools. These included a course targeting the adult learners coming back to the education in Estonia, courses for the integration of newly arrived refugees and migrants in Turkey, a personal and group coaching session in Denmark and a reflection practice for public service specialists, health practitioners and patients in Italy.

Outcomes

The key result of the project is the e-handbook with different reflection tools which can be used by various stakeholders in the sphere of adult education, personal and professional development. Additionally, the project brought several benefits to the participants and the partner organisations.

On the one hand, the participants that took part in the learning and training activities became more aware and developed their transferable skills, such as communication, self-presentation, team-work and self-reliance.



On the other, the participating organisations developed competences of adult educators, facilitators of learning as well as strengthened cooperation with different organisations and stakeholders on local and regional level.

Project facts

- **Project:** Reflection tools for supporting individual learning paths of adults
- **Countries:** Estonia, Denmark, Italy, Sweden, Turkey
- **Coordinator:** OÜ Vestifex (Estonia)
- **Contact:** Galina Kushanova, galina.kushanova@gmail.com
- **Partners:** ITC Professional Development (Estonia), Konsulent Ivan Häuser (Denmark), Sintagmi srl (Italy), Centrum för flexibelt lärande (CFL) (Sweden), CAPADEMY (Turkey)
- **Field:** Professionalisation of adult educators
- **Innovative Cooperation:** Six European organisations working with reflection tools
- **Resources:** <https://readymag.com/Reflection/In-Learning/2/>

2.6. Families and associations supporting the inclusion of migrant children with learning difficulties

What?

The **project ambition** is to build non-formal language training system for immigrant children. The main aims of the projects are promoting the exchange of best practices among social workers in the field of non-formal language training of immigrant children. The strategy used was to compare the methods adopted in the different partner countries in order to develop a language learning model that can be used regardless of the country of the children.

How?

With the help of the **partnerships** and co-operations, the project successfully undertook the drafting of an analytical report on the learning difficulties and social inclusion of children and teenagers with learning difficulties in their own country. The report was done by each partner. All project partners were selected both through a transnational relationship network that the applicant had built over the time and through SALTO and EPALE platform. The project's tasks and activities were monitored in order to be completed within the timeline and to achieve the expected results by the partnership and the final beneficiaries.



Outcomes

The **results and impact** of the project can be put down to the local development of collaboration between families and associations and other third sector entities that welcome foreign children with educational needs linked to socio-cultural disadvantage. The most important impact is on the target group, which in addition to effectively acquiring the language of the host country, will enjoy better social inclusion, given that the language is the first communication channel with the context in which we live every day.

Project facts

- **Project:** European Network for Social Inclusion
- **Countries:** Romania, Bulgaria, Poland, Italy
- **Coordinator:** People Help the People (PHP), Italy
- **Contact:** Giuseppe Labita, presidenza@peoplehelpthepeople.eu
- **Partners:** Amigos de Europa Asociatia Fluturele Visator (Romania), euro-Training (Bulgaria), Family Center Foundation (Poland), Centro Internazionale delle Culture UBUNTU (Italy)
- **Field:** Professional development, migrant education
- **Innovative cooperation:** Cooperation between families and associations
- **Resources:** Analytical report

2.7. Fostering intergenerational learning by digitalising pictures



What?

Young people not in education, employment, or training (NEETs) and seniors from the Erasmus+ project “NEET-U” were involved in a four-day marathon Hackathon Umbria 2017 for the development of creative digital projects in response to the challenges for the digital valorisation of cultural heritage of Foligno Municipality. During the hackathon, a creative digital lab, Post-memory: post your public memory, was set up to digitalise private family memories and pictures related to a specific area of the historical city centre.

How?

Seventy seniors from A.U.S.E.R and ANCES-CAO associations brought old family photos that were related to the historical centre of Foligno. Alongside, the Association VIAINDUSTRIAE involved all the participants in a workshop to let them learn how to digitalise family albums and pictures, acquiring also some knowledge on specific characteristics of the digitalised images and how to make digital albums of pictures. The pictures were re-edited to temporarily become public, highlighting the invisible bond between gen-

erations, as well as new meanings of cultural heritage made possible thanks to a process of exchange and dialogue. The result was a public exhibition of large and medium format photographs, extracted from “analogue memories” and digitally projected on the walls, doors and corners of the city centre.

Outcomes

The project succeeded in re-activating the increasing number of experienced seniors with social and educational potential, and make them key players in activities and also involving the NEETs and other socially excluded youths in Europe. Moreover, the team decided to focus on the social entrepreneurship potential of their approach for the valorisation of cultural heritage and proposed to the municipality to support them for the organisation of similar exhibitions in places of historical relevance.

Project facts

- **Project:** NEET-U
- **Coordinator:** Associazione Centro Studi Città di Foligno
- **Contact:** Altheo Valentini, altheovalentini@egina.eu
- **Partners:** Organisations from Romania, Slovenia, Italy, Spain, France, United Kingdom and Estonia
- **Field:** Digitalisation, preservation of cultural heritage
- **Innovative cooperation:** Large partnership reaching different age groups
- **Resources:** Websites: <http://www.neetu.eu> and www.socialhackathonumbria.info

2.8. Educators of migrants trained in an Erasmus+ project



TALKING

What?

The project aimed to improve the teaching and learning processes in courses for adult migrants. Its specific focus was on the competences of teachers and educators.

How?

During the project, the partners developed and tested a 60-hour training, based on the model of transactional analysis. The knowledge acquired during the course was later put into practice by teachers and educators working with migrants. The consortium also developed guidelines, available online and free of charge.

Outcomes

Thanks to the transactional analysis, the partners effectively promoted the key issues of the andragogy model and the transformative processes of transformative learning.

Project facts

- **Project:** TALKing: Transactional Analysis Learning for Keeling over the INtercultural Gap
- **Countries:** Italy, Greece, Spain, Slovenia, UK
- **Coordinator:** Centro Provinciale per l'istruzione degli Adulti (Italy)
- **Contact:** Ada Maurizio, ada.maurizio@gmail.com
- **Partners:** CPIA 3 public school for adult people in Rome, IFREP 93 Postgraduate School of Specialization in Rome, Consorzio Ro.Ma training center in Italy, EELI training center in Rethymno (Greece), IMPEFE school for migrants Ciudad Real (Spain), RIC NOVO MESTO adult education organisations Novo Mesto (Slovenia) and MBM TD Center (UK)
- **Field:** Inclusion of migrants
- **Innovative cooperation:** Strong partnership with understanding of the variety of skills needed for migrant education
- **Resources:** <http://www.erasmus-talking.eu>

2.9. Intergenerational learning and technological innovations



What?

The project aimed to develop and promote learning by research with companies in the field of technology and political education. The project also aimed at optimising products for special target groups and as one of the results, an innovative rotatable plate for insertion in refrigerators and furniture was developed. For this purpose, the project partners established a cooperation with Paul Hettich KG&CoKG Kirchlingern, a market leader in kitchen technology and KOMSA AG Hartmannsdorf, a company in the field of smartphones.

How?

The companies and learners of the Seniors College cooperated closely in the product development. All the partners were included in the project, organising workshops, seminars, excursions and factory tours, together with the participants, students and young research assistants from the Seniors College at Chemnitz University of Technology and the partner companies.

Outcomes

Alongside the development of new products intended for older users and users with special needs, the key outcome of the project was the successful collaboration and exchange between younger and older employees of the companies and learners of the Seniors College at Chemnitz University of Technology with about 700 participants. The results were further disseminated during a television broadcast, at events at the European Commission and European Parliament and during the 12th German Seniors Day.

Project facts

- **Project:** Elderly and Younger People Build Bridges for Europe
- **Countries:** Germany, Austria, Slovakia, Czech Republic
- **Coordinator:** Chemnitz University of Technology, Seniors College
- **Contact:** Prof. Roland Schöne, roland.schoene@gmx.net
- **Partners:** Paul Hettich KG&CoKG Kirchlingern, KOMSA AG Hartmannsdorf
- **Field:** Intergenerational learning
- **Innovative cooperation:** Collaboration and exchange between younger and older employees of the companies
- **Resources:** Newsletter



3. National and regional projects

3.1. Regional support networks promote adult learning in Estonia

WINNER

Photos: EAEA



What?

The overarching aim of the association is to encourage and motivate people to learn and thus increase the participation of adults in lifelong learning. The ANDRAS national network serves as the primary channel of dissemination to the target group, providing information about learning opportunities and conditions or support services, in which regional adult education support networks play an important role.

How?

In all 15 counties in Estonia and the capital of Tallinn the regional support networks actively involve approximately 500 people. Members of the network organise the events of the Adult Learners Week in their county, collect and disseminate success stories, and make sure that support activities are brought to learners' doorsteps. As the founder and leader of the network, ANDRAS holds regular workshops and conferences with the members and organises field-specific cooperation. The successful



cooperation with the regional networks led for example to around 1000 promotion events all over Estonia and a national dissemination campaign “Continue your studies with other adults”. Also the cooperation between ANDRAS the Estonian Ministry of Education and Research needs to be pointed out as an example of a long-term and highly reliable partnership which has allowed to promote adult education efficiently in a broader social context.

Outcomes

Promotion of adult education and regional cooperation has contributed to a considerable rise of participation in lifelong learning during the recent two years. According to the Statistical Office, it currently stands at 15.7%, comparing to only 7% in 2007.

Project facts

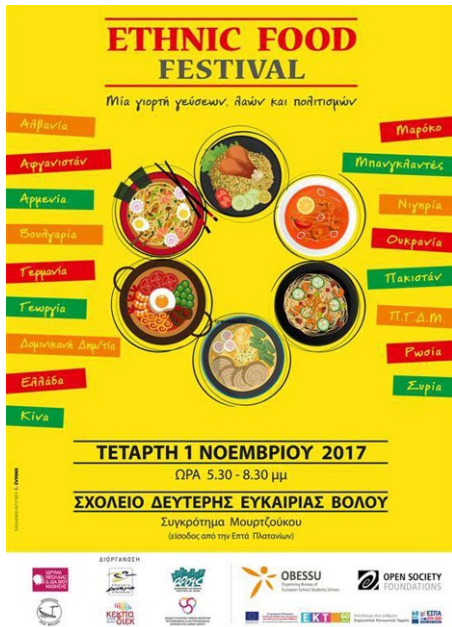
- **Project:** Regional support networks of ANDRAS
- **Country:** Estonia
- **Coordinator:** Association of Estonian Adult Educators (AEAE) Andras.
- **Contact:** sirje@andras.ee
- **Project Partners:** Education Competence Centre Innove, Estonian Librarians Association, Estonian Unemployment Insurance Fund, Estonian Employers’ Confederation, Estonian Village Movement Kodukant, the Estonian Ministry of Education and Research
- **Innovative cooperation:** A wide regional network with adult education organisations, libraries, civil service organisations, Ministry of Education and Research
- **Resources:** Digitour: <http://andras.ee/digituur25/en/>, Learning journeys: <https://youtu.be/tAH7p0ujE5Q> and https://youtu.be/Q2_50JLmjWA Webpage of ANDRAS: www.andras.ee



The network aims to popularise adult education and bring information about learning opportunities to Estonian adults. I have to emphasise the trust and support from the Ministry of Education and Research in Estonia that we have received. Without the support, this work would be very difficult or even impossible for a non-governmental organisation.

– Ene Käpp, ANDRAS

3.2. Second chance schools promote multiculturalism in Greece



What?

The **Ethnic Food Festival** was an intercultural initiative bringing together locals, migrants and refugees. It was financed in the framework of “Seeds for Integration” programme by OBESSU and it brought together people from 17 different countries, such as Afghanistan, China, Morocco and Bangladesh, to only name a few.

How?

The **students** from the Second Chance Schools of Volos, Karditsa and Larisa prepared traditional dishes from their respective countries. In addition, a group of Roma women, training to be chefs at the Institute of Vocational Training of the Municipality of Volos and students of Bakery and Confectionery at the Public Institute of Vocational Training of Volos joined the good practice initiative. Everything was accompanied by ethnic music.

Outcomes

The **impact can be measured** by the positive reactions of the local newspapers, portals, social media, local TV stations and by the unexpected number of people (more than 400) attending the Ethnic Food Festival. There is a plan to publish a small booklet with all the recipes of the festival. The project showed what an inclusive school environment means, it promoted multicultural understanding and tolerance and it created relations and friendships and helped overcome stereotypes and misconceptions.

Project facts

- **Project:** The Ethnic Food Festival
- **Country:** Greece
- **Coordinator:** Second Chance School of Volos
- **Contact:** Linos Vigklas, vigklas@gmail.com
- **Partners:** OBESSU, Second Chance Schools of Volos, Karditsa and Larisa of the region of Thessaly Greece, NGO ARSIS - Association for the Social Support of Youth, the Public Institute of Vocational Training of Volos, Greece, and the Institute of Vocational Training of the Municipality of Volos and the Parents' Union of the Municipality of Volos, Greece.
- **Field:** Inclusion of migrants
- **Innovative cooperation:** Cooperation that brought together people from 17 different countries
- **Resources:** Posters, maps and photos

3.3. Public authorities and NGOs cooperate to train professionals working with migrants

What?

The project aims at supporting the professionals working with newly-arrived migrants by bringing together the expertise from the theoretical and practical field of non-formal education and citizenship. Based on the principles of critical pedagogy, it attempts to build synergies between a variety of fields and respond to new issues linked the integration of migrants.

How?

The ongoing project is an attempt to take the results of an earlier Grundtvig partnership further at the national level through a cooperation with the Ministry of Interior. To achieve visibility and impact, Elan Interculturel started partnerships with regional prefectures, for example in Marseille, Lyon, Bordeaux, Lille and Strasbourg, to name only a few. Additionally, Elan Interculturel built partnerships with over 150 associations, such as Cimade, Tous Bénévoles or France Terre d'Asile.

Outcomes

Only in 2017, Elan Interculturel organised 11 sessions of Form'Action Interculturelle, with 229 participants, conceived not only as workshops but also a space for informal exchange between professionals working with newly-arrived migrants: social and health workers, NGO employees and volunteers, language teachers, as well as public officials. This was made possible thanks to partnerships with 30 organisations, based in 7 regions, working in different fields. This diversity of organisations involved has enriched the exchange on practices and challenges.



Since the beginning of the project in 2014, over 1500 professionals have taken part in the workshops; an activity report will be released in 2018 and shared with both the state and private partners.

Project facts

- **Project:** Working in an Intercultural Context
- **Country:** France
- **Coordinator:** Elan Interculturel
- **Contact:** Juan E. Marcos, marcos@elaninterculturel.com
- **Partners:** Cimade, Tous Bénévoles, Singa, Réseau Alpha, Secours Catholique, Scouts Musulmans de France, CNFPT, Apprentis d'Auteuil, France Terre d'Asile, CADA
- **Field:** Migrant inclusion, professionalisation of staff
- **Innovative cooperation:** Cooperation with public authorities, NGOs, health and social sector
- **Resources:** MoMap tool, participants' evaluations

3.4. Public-private cooperation in Belarus supports older learners



Photo: Centre for Active Ageing

premises in the centre of Minsk for the implementation of the initiative.

Outcomes

The project had an impact due to the three leader organisations that involved themselves in the project. The partners ensured the sustainability of the project by continuing to work for the benefit of older people, also partially involving the learners themselves.

What?

The Centre for Active Ageing is a centre which offers trainings for adults in more than 50 directions for further development of the elderly.

How?

The state organisation was well aware of the needs of the target group and statistics on the number of elderly people in the district. The NGO has received European resources for the implementation of the project from the Polish Embassy to the Belarus. The private enterprise helped financially and provided

Project facts

- **Project:** The Centre for Active Ageing
- **Country:** Belarus
- **Coordinator:** Private enterprise, “Valuable Capital”,
- **Contact:** Dzmitry Klimkovich, 6025959@gmail.com
- **Partners:** Social Services Center of the Moscovski District of Minsk, NGO Center for Active Ageing
- **Innovative cooperation:** Local authorities, private organisations and non-profit organisations working together
- **Resources:** Videos, newspaper articles



3.5. A regional initiative builds a network of career counsellors



Photo: Regional career counsellors network

What?

The project aims at creating a support system for career counsellors for the educational sector in the Pomeranian Voivodship, at increasing access to the educational, vocational and labor market information and at influencing the quality of career services in schools.

How?

The partnership was set up within the framework of a European Social Fund project. The regional network is coordinated by the In-Service Teacher Training Centre. A cooperation was also established with the Voivodship Labour Office, which gives support concerning labour market issues, research and facilitates cooperation with local labour offices. The meetings of the networks take place every two months and are open to everyone involved in career guidance services, giving the participants a possibility to exchange their knowledge, know-how, current information on the field of career guidance, deal with problems and challenges, get and give support.

Outcomes

The feedback of the counsellors was highly positive: 86% of the respondents to the

evaluation survey were satisfied with the approaches taken in the project. They have indicated they feel supported, can improve their skills, feel that they can develop personally and professionally. They also appreciate the possibility to exchange skills, knowledge, materials and the potential for implementing joint ventures. The number of network members increased from 234 in June 2017 to 412 in February 2018.

Project facts

- **Project:** Regional career counsellors network
- **Country:** Poland
- **Coordinator:** Centrum Edukacji Nauczycieli/Teacher Education Centre in Gdańsk.
- **Contact:** Barbara Szymańska, barbara.szymanska@cen.gda.pl
- **Partners:** The Marshal's Office of the Pomeranian Voivodship with the Department of Education and Sport and the Centrum Edukacji Nauczycieli with the In-Service Teacher Training Centre in Gdańsk
- **Field:** Professional development
- **Innovative cooperation:** A wide network of local governments, schools, psychological-pedagogical dispensaries, job offices on local and regional level, academic career offices, local and global employers, Education Departments in counties, training organisations, independent experts
- **Resources:** <https://bit.ly/2Mv43Va>

3.6. Community partners support learner-centred online education

What?

The An Cosán VCC (Virtual Community College) is a non-profit social enterprise. Its aim is to change lives and communities through online education by empowering people to use the latest virtual, online and mobile technologies for learning. To support learners from disadvantaged and isolated communities, an entry level model of higher education was created. This model includes live online classes, face-to-face workshops, mentoring, and online resources, all at a pace that suits the learner.

How?

Partnerships and collaborations play a key role in the development and success of the project. The VCC reached out to community service and support providers across the country to understand the local needs and to support potential students and participants of their services. In the interest of ensuring best practice methods and expertise are shared from local to national audiences, VCC hosts an annual Community Partner Forum day where experiences are shared, challenges discussed and successes and achievements are celebrated. Community Partners

offer a variety of support for learners such as a home away from home where the students gather to attend the face-to-face workshops, assistance and access to funding, support in creating and building collaborative peer learning communities and staff training to those within the community education and voluntary sector.

Outcomes

The impact was measured by the successful delivery of 35 programmes ranging from un-accredited to higher education QQI Level 6 & 7 programmes and over 700 learners enrolled, engaging over 60 community organisations in 22 counties across Ireland.

Project facts

- **Project:** An Cosan Virtual Community College
- **Country:** Ireland
- **Coordinator:** An Cosán, Virtual Community College (VCC)
- **Contact:** Maria Flanagan, m.flanagan@ancosanvcc.com
- **Partners:** Over 60 community organisations across Ireland, such as National Community Service and Support Providers in Wexford, Wicklow and Longford, SIFI and NUI Galway.
- **Field:** Social inclusion
- **Innovative cooperation:** Cooperation with community service and support providers
- **Resources:** <http://ancosanvcc.com/>



3.7. Municipality and local NGOs pilot service packages to foster community learning in Pécs

What?

The PEER GYNT project aimed to implement an innovative human service development programme based on community planning and local group involvement as a response to economic and social problems in the city of Pécs. The project consortium together with external partners piloted 27 human service packages between April 2016 and April 2017.

How?

Cooperation with institutions as well as local inhabitants was crucial to create a community basis for development, to map the structure of existing social services and to identify service gaps. The local population was involved through thematic workshops, personal household visits and residential forums, to which more than 200 inhabitants of the district were invited. Three professional workshops for local organisations were also organised to see which potential partner organisation could extend their activity or start a new cooperation to respond to local needs. As a result, a partnership network including

20 organisations – profit and non-profit – was built. Additionally, the project partners had a chance to observe and adopt good practices in the course of national and Norwegian study tours.

Outcomes

27 service packages with 64 services altogether were created and piloted during the 12 months of the development period in two community places: Y Community Centre and Community Café. Some of the services can be developed into fully or partially self-supporting micro-communities, for example hiking tours or community oven baking occasions. Other services, offered in return for reimbursement, will have the ability to generate income to cover the costs.

Photo: Peer gynt project



Project facts

- **Project:** PEER GYNT
- **Country:** Hungary
- **Coordinator:** Nevelok Haza Egyesület / Educators' Centre Association
- **Contact:** Csilla Vincze, csilla.vincze@ckh.hu
- **Partners:** TAMASZ Foundation, Educators' Centre Association, Fonavita Nonprofit Ltd, Oslo and Akershus University College of Applied Sciences
- **Innovative cooperation:** Cooperation with institutions as well as local inhabitants
- **Resources:** Booklet

3.8. Certification of adult educators successful through wide cooperation



Photo: wba project

the success of the wba project was the help and support provided by the Ministry of Education.

Outcomes

The main achievements of the project are the professionalisation of adult educators. As a result of the project, 1147 wba certificates and 239 wba diplomas were awarded and 1807 training programs were accredited.

What?

The wba is a certificate and competence recognition institution for adult educators with experience of about 10 years. The participants can acquire wba diplomas with a focus on teaching, group leadership, training, education management, consulting or librarianship and information management. Moreover, the initiative serves as a “flagship project” to the implementation of Austria’s national strategy for the validation of non-formal and informal learning by the end of 2018.

How?

The project enjoys a broad sponsorship being supported by the cooperative system of Austrian adult education, an association of the ten biggest non-profit adult education institutions in Austria and the Federal Institute for Adult Education, with the aim of making a lasting contribution to the future professionalisation and quality development of adult education in Austria. Besides this, all the partners of KEBÖ (Conference of Adult Education Austria) were brought on board. Essential for

Project facts

- **Project name:** wba
- **Country:** Austria
- **Coordinator:** Weiterbildungsakademie Österreich
- **Contact:** Karin Reisinger, karin.reisinger@wba.or
- **Partners:** The Austrian Federal Ministry of Education, Science and Research, the European Social Fund, KEBÖ - Conference of Adult Education Austria
- **Field:** Validation of informal and non-formal learning, professionalisation of staff
- **Innovative cooperation:** Strong support from a big umbrella organisation
- **Resources:** <https://wba.or.at/de/english/about-us.php>

3.9. An interagency partnership supports NEETs in Ireland

What?

The overall purpose of the Foundations programme was to engage with the NEETs community of young people in County Roscommon (Ireland) to provide suitable trainings and valuable life skills development.

How?

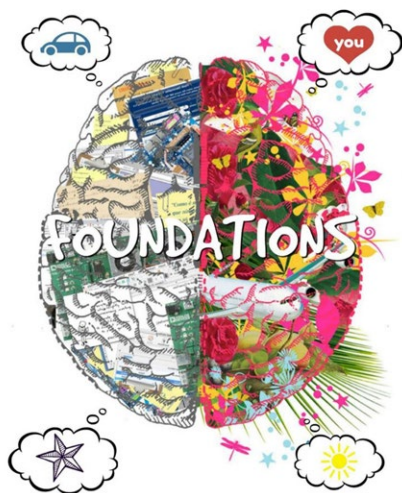
The 14-week programme delivered in the autumn of 2017 included a number of activities for the participants, such as manual handling training, cooking and nutrition, art, crafts, customer service, driving theory test, CV preparation and mock interviews. The participants were also supported through one to one guidance counselling. The programme would not have happened without the development of new partnerships, the networking and access to staffing resources and funding opportunities that this provided. The partners were involved from the outset and at every stage of the programme – not only in the design and the delivery, but also in recruitment, screening and interviews of the participants.

Outcomes

The external evaluation showed that the programme had met its aims, was successful and could be repeated and replicated in Roscommon and elsewhere. Eleven people (out of seventeen) completed the programme. There were other significant outcomes related to the programme, beyond its completion and certification. Participants have progressed and are engaged in other courses and training opportunities in the region and into community and mental health supports. The young people have also shown improvement in their self-esteem, confidence, behaviours and self-efficacy.

Project facts

- **Project:** Foundations - Life Skills and Job Activation programme
- **Country:** Ireland
- **Coordinator:** Western Region Drug and Alcohol Task Force / GRETB
- **Contact:** Emmet Major, emmet.major@gretb.ie
- **Partners:** Western Region Drug and Alcohol Task Force, Galway Roscommon Education and Training Board, Roscommon Leader Partnership, Department of Employment Affairs and Social Protection and Roscommon County Council
- **Field:** Skills development
- **Innovative cooperation:** The partners were involved from the outset and at every stage of the programme – not only in the design and the delivery, but also in recruitment, screening and interviews of the participants.
- **Resources:** Evaluation report, photos



3.10. Bringing together local and global perspectives

Photo: Worldwide Global Citizenship programme



What?

The programme aims at increasing awareness and understanding of our local/global interdependency as well as to develop critical thinking and promote social inclusion.

How?

OWC worked together with adult education workers to explore the potential interest in the programme after having been approached to pilot it by World Development Movement in Edinburgh (today called Global Justice Now) ten years ago. It continued throughout the years thanks to a considerable voluntary effort. Adult educators and members of the community also worked together to improve the programme in its early stages, enabling the participants to decide which issues are important to them. The programme has since been used extensively with the Dundee International Women's Centre with their multicultural Language for Life group and a variety of mental health groups.

Outcomes

The programme has achieved several outcomes regarding community empowerment, adult education and community integration. Individual stories of the participants of the Language for Life groups were collected in a book "Happy to be Here", a formal evaluation was also carried out. The successful cooperation with one of the partners, the Thursday Troupe, over a few years led to another collaboration on a new programme, a World of Difference, which looks at health and wellbeing from the personal, community and global perspectives.

Project facts

- **Project:** Worldwide Global Citizenship programme
- **Country:** UK
- **Coordinator:** One World Centre Dundee
- **Contact:** Carol Divitt and Nick Toner, admin@oneworldcentre.org.uk
- **Partners:** Global Justice Now, local partners, adult education workers, local community groups, English as a Second or Other Language (ESOL) groups
- **Field:** Global citizenship education
- **Innovative cooperation:** Cooperation between development organisations, adult educators, community and volunteers
- **Resources:** <http://www.oneworldcentre.org.uk/resources/item/19-worldwise>

3.11. A centre for refugees that brings together local actors

What?

The Mosaik Support Centre for Refugees and Locals provides a space of warmth, safety and community for the most vulnerable populations on Lesbos. It offers sustainable structures to support both refugees in their resolve to live with dignity but also locals, who recently suffered from the crisis in Greece.

How?

Bringing together over 800 students aged 4 to 89, from 20 countries, Mosaik offers free language courses in English, Greek, Arabic and Farsi, IT classes, vocational training in arts and crafts, upcycling workshops, music and dance classes, and cultural events supported by artists, activists and organisations from across the world. Run collaboratively by two NGOs, Mosaik has a strong focus on engaging with the local community and cooperation and partnership are its most basic prerequisite.



Photo: Mosaik

Outcomes

The impact of the cooperations can be seen especially in the long list of events hosted in 2017. It has also been an important learning experience for everyone involved: those who have previously worked in public schools, with an emergency response background or without any professional experience in the field. Mosaik highlights the increasing professionalisation of the centre; ongoing feedback of the learners has helped to improve the contents of the classes and measure impact.

Project facts

- **Project:** The Mosaik Support Centre for Refugees and Locals
- **Country:** Greece
- **Coordinators:** Lesbos Solidarity and borderline-europe
- **Contact:** Alice Klein-Schmidt, lesvosmosaik@gmail.com
- **Partners:** Médecins sans frontières, Mercy Corps and the International Red Cross, several local organisations on Lesbos
- **Field:** Inclusion of refugees
- **Innovative cooperation:** Engaging with the local community
- **Resources:** <https://lesvosmosaik.org/en/>

3.12. Research project develops an innovative further education programme in VET through regional cooperation

Photo: Innowas



What?

Innowas is a research project funded by the Federal Ministry of Education and Research (BMBF) and developed by the Aachen University, Institute for Industrial Engineering and Demonstration Factory Aachen and other regional partners. The aim of the project is to design, implement and evaluate an innovative further education programme for the industrial manual assembly to promote the skills of a heterogeneous target group, consisting in particular of less qualified, women, seniors and migrants.

How?

In realising the project, the cooperation with the manufacturing companies and their employees, the vocational college and its students as well as the job centre of the StädteRegion Aachen was indispensable. Also within RWTH, who coordinated the project, the established cooperation was very diverse, and included mechanical engineers, an education specialist, a psychologist and a teacher of the vocational college for mechanical engineering and automotive engineering. The collaboration shaped and developed this

common understanding. Both the concept of adult learning that was applied in the project and the various related implementation experiences can be transferred to other target groups and areas of activity.

Outcomes

The results and impact of the various partnerships are diverse and essential to the project. Regional partners got to know each other better and are now working together in other contexts as well (such as training, recruiting, etc.). The cooperation works very well at the regional level due to the short distances and there is a great interest also beyond the region in this project. The outreach to new training participants is supported by all partners and the project wants to maintain the work achieved even after it ends in December 2018.

Project facts

- **Project:** Innowas
- **Countries:** Germany
- **Coordinator:** RWTH Aachen University, Institut für Arbeitswissenschaft
- **Contact:** Katharina Gerschner, k.gerschner@iaw.rwth-aachen.de
- **Partners:** Federal Ministry of Education and Research (BMBF), Aachen University, Institute for Industrial Engineering and Demonstration Factory Aachen
- **Field:** VET
- **Innovative cooperation:** Diverse regional cooperations
- **Resources:** Brochure

3.13. Universities, associations and providers cooperate to develop and promote a MOOC for adult educators

What?

EBmooc is the largest course for adult educators in the German-speaking area. First launched in 2017, it is a massive open online course (MOOC) which aims to offer know-how about digital tools for adult education. The course includes six modules and takes around 18 hours in total to complete. Importantly, it offers blended learning opportunities – participants learn through webinars, written instructions and self-test quizzes, but also face-to-face groups for those who are interested. Over 5000 learners have participated in the course, which according to the organisers is due to the different cooperations and partnerships that were developed prior to and during the course.

How?

Partnerships between CONEDU, the Technical University of Gratz and the association werdedigital.at guaranteed expertise on adult learning, MOOC provision and webinar technologies. Specifically, the Technical University of Gratz was responsible for the learning platform and technical implementation of the course, while werdedigital.at brought in the know-how about webinars. Cooperation with the internet platform erwachsenenbildung.at ensured a wide outreach of the programme. The organisers also cooperated with adult education umbrella organisations and 42 adult education

providers to ensure high uptake and impact. Finally, cooperation with the Federal Ministry of Education was vital for the funding; the course was free of charge for the participants.

Outcomes

Almost 3000 participants have enrolled in the course in 2017, with a low dropout rate – 64% of the learners completed the course, which is unusual for a MOOC. Written evaluations have shown a high satisfaction of the participants and a willingness to transfer their learning outcomes into their daily work. The programme had an impact on a larger German-speaking area, with participants from not only Austria, but also Germany and Switzerland. The success of the first edition encouraged the organisers to launch another course in 2018.

Project facts

- **Project:** EBmooc
- **Country:** Austria
- **Coordinator:** CONEDU
Verein für Bildungsforschung und –medien
- **Partners:** The Technical University of Gratz, association werdedigital.at, internet platform erwachsenenbildung.at, adult education umbrella organisations and adult education providers
- **Field:** Digitalisation
- **Innovative cooperation:** Using a MOOC to gather a wide network of umbrella organisations and adult education providers
- **Resources:** <https://erwachsenenbildung.at/ebmooc/>
EBmooc 2018: <https://bit.ly/2mO8lnq>



3.14. Research, digital arts and local community discussing local adult literacy inequalities

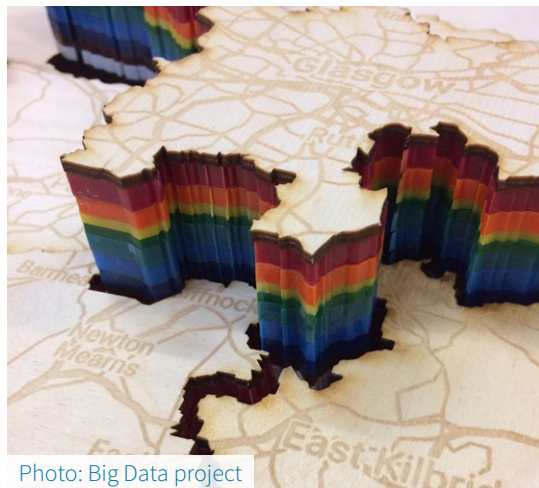


Photo: Big Data project

What?

The **Big Data literacy project**, funded by an ERSC Impact Acceleration Account (IAA), enabled the University of Glasgow to work with creative partners to visualise adult literacy inequalities in Glasgow and to creatively communicate these findings to a wide range of learners. The project was participatory in many ways and involved the local community, digital artist collectives and research partners.

How?

The **project team engaged** Glasgow citizens in primary data collection, in various forms, as well as in discussions regarding outcomes and policy statements resulting from the data analysis. Digital artist collectives were involved as design partners, helping to create interactive objects to “tell the story of life wide literacy inequalities” and in doing so, to demonstrate and demystify the role of “big data” in educational discussions. The creative partners also contributed to the project with the technical equipment (3D printer and

laser cutter), which allowed to create several design-led objects such as 3D printed, moving Glasgow local authority map demonstrating literacy outcomes. The public then took part in interpreting the map and in making personalised literacy badges, which reflected different literacies included in the survey (health, financial, eco, digital, geo-literacy and others).

Outcomes

Keen to take the public engagement work to new audiences, the project team organised an event at Ikea Glasgow. On a busy Saturday in November 2017, a stall was set up where Ikea shopping citizens could learn about the results of the project and educational “big data”. An approximate of 800 people was reached, of different backgrounds and generations. The project was also promoted via Twitter through various academic channels, such as the Royal Society Edinburgh #LifeinData network, ESRC or British Psychological Society.

Project facts

- **Project:** ‘Big data’ literacy project
- **Country:** UK
- **Coordinator:** School of Education, University of Glasgow
- **Contact:** Dr Kate Reid, kate.reid@glasgow.ac.uk
- **Partners:** Local community, digital artist collectives, research partners
- **Field:** Literacy
- **Innovative cooperation:** Creative and research partners
- **Resources:** Blog: <https://bit.ly/2Bd4l9F>

3.15. Communities, NGOs and a university cooperate to support adult learning for refugees

What?

The project “GEWI Refugee Aid”, started as the initiative of the Faculty of Humanities of the Karl-Franzens-University Graz, wants to initiate and network different educational offers and inclusion programmes for refugees and volunteers in rural communities.

How?

CARITAS Syria supported the project with housing, regional and basic care for refugees in Austria and also tried to find suitable cooperation partners at the community levels. As a further step, the University of Graz provided specialist knowledge: German courses as a second and foreign language, community interpreters as well as researchers in different disciplines, supervision and project development. In addition, it took over the coordination and the project documentation (publications, exhibition of the photo documentation, symposium, observation protocols). NGOs such as CARITAS or ISOP supplemented the project with subject-specific knowledge such as educational counselling appointments, information materials, training for volunteers, etc.

Outcomes

For a successful outcome, the project had to be gradually redesigned and adapted to

allow for adoption within the communities. A data platform to which all cooperation partners have access is being developed by students as part of an organisational management course. One of the achievements is that the events have become established and - with the active help of local volunteers - regularly take place with a stable number of participants. The project is active in different regions, with the content adapted accordingly. So far, 12 courses and more than 60 events have been held in the communities involved and led by volunteers from the respective communities as well as experts from various NGOs or members of the Karl-Franzens-University Graz.

Project facts

- **Project:** GEWI Refugee Aid
- **Country:** Austria
- **Coordinator:** Karl-Franzens-Universität Graz, Dekanat der Geisteswissenschaftlichen Fakultät
- **Partners:** CARITAS, ISOP, local communities
- **Field:** Inclusion of refugees
- **Innovative cooperation:** Cooperating with local volunteers
- **Resources:** <https://gewi.uni-graz.at/de/fakultaet/refugee-aid-gewi/>

KARL-FRANZENS-UNIVERSITÄT GRAZ
UNIVERSITY OF GRAZ



3.16. Adult education centres host citizens' discussions



Photo: Kansanvalistusseura

What?

100 steps towards the Finnish future was the Finnish Lifelong Learning Foundation's (KVS) flagship project for 2017, the centenary of Finnish independence. The two main goals of the project were to enhance dialogue between different groups and improve this social skill, and to introduce World Café as a tool for future projects in adult education centres. The project invited ordinary Finns from all walks of life to participate in a string of citizens' discussions on wellbeing and better future of the society, in nearly 30 cities and smaller communities. The discussions were arranged in cooperation with local adult education centres which hosted the events.

How?

The **adult education centres** involved were not selected by hand, instead the invitation was spread throughout the adult education field and any of the organisations interested were taken in as partners. The interest exceeded expectations: although the initial goal was to organise 10 discussions, eventually there were 29 of them. Amongst the organisers were adult education organisations

in Finnish speaking communities in Sweden and Spain. The compilation of the outputs of the discussion was delivered to the policy-makers of each city where the discussion was organised. Additionally, the compilation of all the discussions and the project was presented to the prime minister.

Outcomes

The **immediate benefits** of civic discussions were the solutions that emerged in the joint discussions and the range of perspectives that can support, for example, the municipal decisions. Indirect benefits were the reinforced dialogue skills and the amplified participation in the municipal democracy and empowerment of the participants. A great deal of positive feedback was given for adult education centres solely for organising a place for people to get together and have a talk with each other.

Project facts

- **Project:** 100 steps towards Finnish future
- **Country:** Finland
- **Coordinator:** The Finnish Lifelong Learning Foundation, KVS
- **Contact:** Anne Tastula, anne.tastula@kvs.fi
- **Partners:** Local adult education centres
- **Field:** Citizenship education
- **Innovative cooperation:** Civic discussions hosted by adult education centres
- **Resources:** www.100askelta.fi

3.17. A multi-stakeholder space puts forward the needs of older learners

What?

The project aimed to develop a set of policies and projects that promote active and healthy ageing. As a consequence, the Municipality of Ílhavo created the Municipal Forum of the Elderly as a multifunctional space that assumes the centrality of the intervention relative to the senior population in the municipality. The main goals of this initiative is to develop facilitating factors such as a sense of belonging, self-realisation, curiosity for the world and autonomy.

How?

The Municipal Forum of the Elderly organised its activities on four levels: by holding workshops and trainings, by organising leisure activities – such as a community garden – by promoting physical activity and by developing a research strand. This was made possible thanks to several partnerships, for example with local authorities, NGOs and a university.

Outcomes

The key outcome of the project was a Strategic Plan of “Older Age” having as main objec-

tives making the elderly a priority, improving the quality of life and well-being of healthy lifestyles of the elderly population, promoting favourable conditions for active aging, reducing social isolation and promoting interpersonal relationships, autonomy and independence in the senior population and fostering further partnerships.

Project facts

- **Project:** Municipal Forum of the Elderly
- **Country:** Portugal
- **Coordinator:** Câmara Municipal de Ílhavo
- **Contact:** Cristina Teixeira, maioridade@cm-ilhavo.pt
- **Partners:** Câmara Municipal de Ílhavo, Junta de Freguesia da Gafanha da Nazaré, Obra da Providência, Centro Social Paroquial Nossa Senhora da Nazaré, Santa Casa da Misericórdia de Ílhavo, Associação dos Pais e Amigos das Crianças da Gafanha da Encarnação, Associação de Solidariedade Social da Gafanha do Carmo, Associação Aquém Renasce, CASCI e Património dos Pobres da Freguesia de Ílhavo (Lar de S. José), Unidade de Cuidados na Comunidade – Laços de Mar e Ri, Universidade de Aveiro, Associação Nacional de Gerontólogos, Associação Para o Desenvolvimento da Animação Sócio-Cultural, 4Sénior and Ageing@Coimbra
- **Field:** Health and well-being
- **Innovative cooperation:** Wide network of national, regional and local partners



Photo: Municipal Forum of the Elderly

3.18. School students and inmates learning together

Photo: Voices from behind bars project



What?

Voice from Behind Bars opened a dialogue between school students and inmates. The main objective of the project was to supplement the educational offer of the schools where meetings were to be held by introducing advisory classes for young students.

How?

The project was prepared as a cooperation between Busola, the Penitentiary Unit in Płock and the Lifelong Learning Centre at the Płock Penitentiary and it came into existence thanks to the financial support received from the Foundation Plock Grant Fund and from the Levi Strauss Foundation. Thirteen inmates, having previously undergone preparatory meetings with psychologists, were invited to share their experiences in local schools.

Outcomes

At the end of the project, all the objectives and lessons planned had been delivered with the participation of almost 700 school students. Importantly, the project had a significant impact on the inmates. 13 inmates took part in the project, four got a parole from the prison and another five have high chances of getting the parole in the nearest future. Due to the high interest and success, a second edition of “The Voice from Behind Bars” has been organised.

Project facts

- **Project:** Voice from Behind Bars
- **Country:** Poland
- **Coordinator:** Education Association for Socially Excluded Busola
- **Contact:** Hubert Skrzyński, hskrzynski@wp.pl
- **Partners:** Penitentiary Unit in Plock and the Lifelong Learning Centre at the Plock Penitentiary, Foundation “Fundusz Grantowy dla Płocka” (“Plock grant fund”) and the Levis Strauss Foundation
- **Field:** Social inclusion, prison education
- **Innovative cooperation:** Cooperation between a prison and students
- **Resources:** <https://bit.ly/2vMZHPF>

3.19. Students benefit from new methods of learning transposing literature into theatrical plays

What?

Targeting students of an adult education course in a technical school, the project promoted “feeling good at school” to reduce the risk of early school leaving and to stimulate the understanding of classroom material by native and non-native students alike.

How?

One of the project activities was to take traditional texts and to transpose them into a corresponding theatrical or cinematographic interpretation. The students read both in Italian and English as a bilingual teaching activity excerpts from: “Novecento”, by A. Baricco and “La guerra degli Antò”, by R. Milani and “1984”, by G. Orwell. As a next step, the actors of the Theatre School of Pescara guided the students in the interpretative reading laboratories of the texts which proved to be very stimulating.

Outcomes

The project was a great success and one of its activities, the interpretive reading of “La locandiera”, resulted in a performance in front of all students. The roles were interpreted by the headmaster, the teachers as well as current and former students of the adult course. Those present appreciated the vivacity of the style with which the students translated the artistic and cultural message of the work. Since then, many other students have expressed an interest in similar cultural activities.



Photo: The well-being of knowledge project

Project facts

- **Project:** The well-being of knowledge at the theatre and at the cinema
- **Country:** Italy
- **Coordinator:** Istituto Tecnico Statale “Aterno-Manthone”
- **Contact:** Daniela Sfarra, daniela.sfarra@gmail.com
- **Partner:** Theater School of Pescara
- **Field:** Theatre education
- **Innovative cooperation:** Cooperation between a theatre and students
- **Resources:** <https://bit.ly/2nGwUb7>

3.20. Teachers, students and parents cooperate to create an interactive map

What?

Khmelnysky region is a land with unique and original culture with 2015 units of archaeology, history, architecture, urban planning and monumental art sites, natural parks with gorges and mineral water. The goal of the project was to create a website with an interactive cultural and tourist map of Khmelnytsky region. Furthermore, the project aimed at creating a festival map of the city and region, at developing interesting tourist routes and at sparking an interest in the history of the region among young locals.

How?

The project is aligned with the concept of New Ukrainian School in which the most successful in the labour market will be professionals who learn lifelong, think critically, set and achieve goals, work in a team, communicate in a multicultural environment and have modern skills. It was implemented through the pedagogy of partnership based on communication, interaction and collaboration between teachers, students and parents. A cooperation with the Office of Culture and Tourism of the city of Khmelnytsky and the Museum of History Khmelnytsky was also established.

Outcomes

The results of the projects are the creation of the website “Interactive cultural and historical map of Khmelnytsky” and development of interesting routes in the town. The site was of great interest to the community and received more than a thousands of views within 10 days. Participation in the project has opened



up new development opportunities for the participants. The project also brought new ideas: excursions and treasure hunts.

Project facts

- **Project:** Interactive cultural and historical map of the region of Khmelnyzkyj
- **Country:** Ukraine
- **Coordinator:** Gymnasium No2 in Chmelnyzkyj
- **Contact:** Stepanowa Oxana Wolodymyriwna, sov017@ukr.net
- **Partners:** Office of Culture and Tourism of the city of Khmelnytsky, the Museum of History Khmelnytsky
- **Field:** Cultural heritage preservation
- **Innovative cooperation:** Pedagogy of partnerships
- **Resources:** <https://turistmapa.com.ua/index.php>







EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

EAEA is the voice of non-formal adult education in Europe. It is a European NGO with 133 member organisations in 43 countries and represents more than 60 million learners Europe-wide.

Mundo-J, Rue de l'Industrie 10, 1000 Brussels
Tel. +32 2 893 25 22
eaea-office@eaea.org