



# OUTREACH AND ACCESS

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

**2020**

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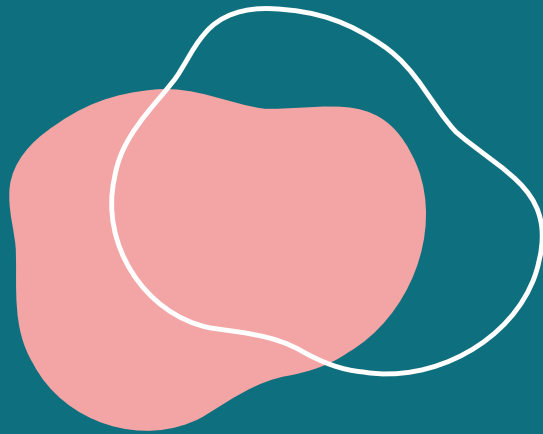
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# INTRODUCTION



Every year, the EAEA celebrates innovation and excellence in non-formal adult education. The annual EAEA Grundtvig Award collects examples of great practices and brings creative and out-of-the-box results that create change, new partnerships and connections, new methodologies and an understanding of how we can work in adult learning.

The EAEA Grundtvig Award is named after Nikolai Frederik Grundtvig (1783 - 1872), a Danish philosopher and educator who was significantly influential in the development of non-formal adult learning in Europe and throughout the world. He provided the adult

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

## WHAT?

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

## HOW?

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



## EAEA Grundtvig Award 2020. Outreach and Access

Those least likely to access adult education are often the ones that need it most. The EAEA Grundtvig Award 2020 celebrates initiatives that foster outreach and access approaches to adult education. Outreach and access programmes are helping learners from disadvantaged groups, such as people with disabilities, low-skilled learners and migrants, to benefit from adult education. They also highlight the flexibility and diversity needed in the learning provision. Low-threshold access programmes not only develop the confidence of these adults, but they also provide them with skills or qualifications to develop their employability and careers. For many low-skilled adults, education is shrouded by stigma and discomfort. Reaching out to them is key in making learners' groups more diverse and inclusive.

Due to the nature of the annual theme, this year EAEA wanted to focus on programmes and long-term initiatives as opposed to short-term projects.

### Categories and criteria

The EAEA Grundtvig Award 2020 call was published in two categories: Local and regional projects and National and transnational projects. The number of applications this year was limited due to the COVID-19 pandemic and to potential applicants having had to close their businesses temporarily. As most of the eligible applications were local or regional, the prize was awarded only in that category. However, two submissions were highlighted by the jury as “highly commendable”.

#### Criteria are as follows:

- it 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 it be transferable and/or useful for others and
- it should be up and running for at least 3 months.

#### With the Award EAEA wanted:

- To increase participation in adult learning by developing effective strategies for outreach
- To raise awareness at the European level of successful projects relating to access and outreach for adult learning
- To raise awareness of the importance of access and outreach in adult education
- To raise awareness of the importance of learner-centred approaches in adult education
- To inspire new projects relating to access and outreach in and with adult education

The winner was announced on 2 October 2020, by EAEA President Uwe Gartenschlaeger. Due to these exceptional circumstances, the usual annual award ceremony will be held next year.

# LOCAL AND REGIONAL INITIATIVES

**THE WINNER:** CITIZENS' UNIVERSITY OF LARISSA  
– LARISSA LEARNING CITY



# The winner:

# Citizens' University of Larissa – Larissa Learning City

## What?

In Larissa, there is a commitment and political will to invest in continuous cooperation between the city stakeholders, to promote the lifelong learning philosophy and to respond to the learning needs of all citizens, especially the marginalized and underprivileged. In 2018, the Citizens' University of Larissa, a collaborative effort between volunteers, city stakeholders, and Larissa Learning City members, was established under the aegis of the UNESCO National Commission. This initiative reflects the determination of the city to prioritise citizen's access to high-quality non-formal learning while strengthening the sense of community and solidarity.

## How?

The Citizens' University aims to promote social cohesion and tolerance and includes learning programs for Roma people, senior citizens, refugees, parents and other vulnerable social

groups. All learning programs are free, with free educational material provided. Each year, learning cycles on twelve thematic learning fields are provided, including local history, mental health, unemployment and labor market, disability issues, Roma education, refugee and migrant integration issues, science and new technologies, education through art, and more.

## Outcomes

More than 4000 citizens have participated in the various programmes during 2019-2020. The initiatives organised since 2018 are quite diverse, including holistic initiatives for Roma, digital literacy for senior citizens, parenting support groups, and more. Some of the main accomplishments of the Citizens' University are the first co-organisation of learning and social interventions for Roma people in the area as well as training of staff and local elected representatives on lifelong learning policies, teamwork and issues of diversity and inclusion.

” **Our city's vision is to create learning opportunities and to ensure access for every citizen, especially for vulnerable groups which are more affected during the current socio-economic and health crisis. Nowadays, it is most needed to promote social cohesion and sustainable development on the basis of a philosophy of equality, learning and democratic participation.**

APOSTOLOS KALOGIANNIS, MAYOR OF LARISSA



## FACTS

**Name:** Citizens' University of Larissa - Larissa Learning City

**Country:** Greece

**Coordinator:** Municipality of Larissa

**Contact:** Dimitris Deligiannis, [ddeliyiannis@gmail.com](mailto:ddeliyiannis@gmail.com)

**Field:** Fostering a city-wide learning culture

**Outreach and access approach:** Learning cycles with emphasis on the support for vulnerable groups

**Link:** [www.facebook.com/learninglarissa2016](https://www.facebook.com/learninglarissa2016)



# Intercultural Storytelling Project

## What?

The Intercultural Storytelling project promotes inter-community cohesion and social inclusion as a literacy practice for the New-Irish with more settled “locals”. It aims to strengthen understanding and the sense of community between all its members while embracing their diversity.

## How?

The project involves citizens from the new and local communities who pair up to share and co-write their biographical experiences and cultural knowledge, which are then published and disseminated to foster greater two-way integration. The Intercultural Storytelling project has run three storytelling cycles of three months each. Another two cycles have taken place at Dublin City University (DCU), and three of these stories have been published as books.

## Outcomes

Some of the beneficiaries have found a new social network, with others who listened attentively to their experiences, and some of the locals came back for subsequent storytelling cycles. Aside from the positive impacts on the English literacy for learners, the process of telling, writing, and publishing these stories has produced beneficial washback into both the local communities, in terms of social cohesion, and into the heritage communities of the learners.

## FACTS

**Name:** Intercultural Storytelling Project

**Country:** Ireland

**Coordinator:** Intercultural Language Services (ILS)

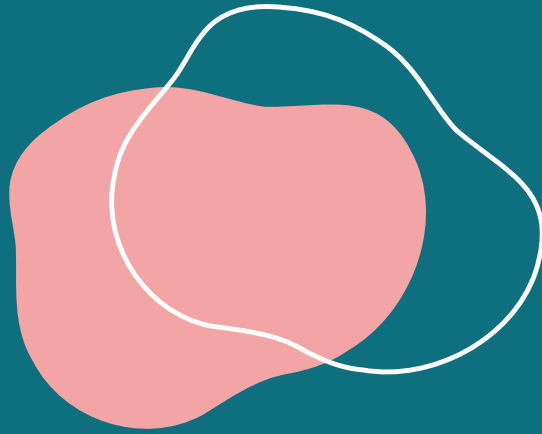
**Contact:** Dr. Peter Sheekey, sheekeyp@tcd.ie

**Field:** Inter-community cohesion, literacy

**Outreach and access approach:** Inclusion of New-Irish through storytelling cycles

**Link:** [www.interculturallanguageservice.com](http://www.interculturallanguageservice.com)

# NATIONAL AND TRANSNATIONAL INITIATIVES



# Development of key competences in Estonian non-formal education centres and folk high schools

## What?

The Estonian Non-Formal Adult Education Association (ENAEA), with the support of the European Union Social Fund in Estonian non-formal education centres and folk high schools, has implemented several projects intending to develop adult learners' basic skills and key competencies in 2016–2020. All projects provided free training for adults, who are without basic or secondary education, and other groups who are less involved in learning.

## How?

Six projects were launched, four by the ENAEA and two by Tartu Folk High School. The key competencies developed during the projects were learning skills, social skills, digital literacy, initiative and entrepreneurial skills, and foreign language skills, including Estonian language for non-Estonians. The collaboration with local communities in outreach to the target groups was essential.

## Outcomes

In the projects, more than 400 training sessions were conducted, with more than 5000 participants. The initial goal, for at least 75% of the graduates to achieve a positive learning experience, was accomplished. Moreover, trainers have gained experience with a less common target group in lifelong learning, and project partners have become more aware of the needs of adult learners in their community.

## FACTS

**Name:** Development of key competences in Estonian non-formal education centres and folk high schools

**Country:** Estonia

**Coordinator:** Estonian Non-Formal Adult Education Association

**Contact:** Ena Drenkhan, [ena.drenkhan@vabaharidus.ee](mailto:ena.drenkhan@vabaharidus.ee)

**Field:** Inclusion of less-involved adults in learning

**Outreach and access approach:** Trainings for underrepresented adults through a learner-centred approach

**Link:** [www.vabaharidus.ee](http://www.vabaharidus.ee)



# Inclusive Digital Academy

## What?

The Inclusive Digital Academy (IDA) is an Erasmus+ project that promotes digital inclusion for people with intellectual disabilities by facilitating their access to ICTs. The project was developed by ten partner countries and brought together by the Caravan 2000 International network, an association which has worked for 20 years for the greater inclusion of people with disabilities.

## How?

The project will create innovative smartphone applications and e-learning content adapted to the needs of people with disabilities. The tools will enable the beneficiaries to have a simplified use of ICTs as well as access to 21st-century digital skills. These tools are expected to have a significant impact on their personal and professional environments. The final version will be translated into the languages of the partner countries.

## Outcomes

With the tools developed by the IDA project, people with intellectual disabilities will find their place in the digital world. The stakeholders also expect to achieve improved awareness of the importance of digital inclusion, better digital and ICT competencies for the staff members and people with special needs, stronger awareness of digital inclusion in the European Union, and growth of intercultural understanding and intercultural competencies.

## FACTS

**Name:** Inclusive Digital Academy

**Country:** France, Bulgaria, Germany, Greece, Italy, Lithuania, The Netherlands, Poland, Sweden and Turkey

**Coordinator:** Les Papillons Blancs de Lille

**Contact:** Régis Alvin, [ralvin@papillonsblancs-lille.org](mailto:ralvin@papillonsblancs-lille.org)

**Field:** Inclusion for people with intellectual disabilities, digital skills

**Outreach and access approach:** Improving integration into society through digital and ICT skills

**Link:** [www.papillonsblancs-lille.org/actualite/739-inclusive-digital-academy-pour-reduire-la-fracture-numerique.html](http://www.papillonsblancs-lille.org/actualite/739-inclusive-digital-academy-pour-reduire-la-fracture-numerique.html)



IKUVA-INCLUSIVE DIGITAL ACADEMY

# Digital Champions for Community Success

## What?

The Digital Champions for Community Success is an Erasmus+ project bringing together five organisations from four countries (UK, DE, IT, CY), with the goal of providing empowering and impactful online training tools and work methodology to be used by trainers and carers working with vulnerable or disadvantaged adults.

## How?

The partnership behind the project designed a user-friendly online tool that supports adult educators, trainers, and carers who work with vulnerable groups in different communities. Moreover, it supports vulnerable adults in their quest to become Digital Champions within their respective communities – helping others and helping themselves. The learning process takes place in informal public spaces such as libraries, cafes, or pubs and is open to everyone, with peer interaction being one of its main elements.

## Outcomes

During the “new normal” created by the COVID-19 pandemic, where digital skills are necessary not only in adapting but also in fighting isolation and vulnerability, this innovative outreach methodology and bespoke online platform provide valuable support. Moreover, the first impressions of the outcomes confirm that the vulnerable adults involved will acquire digital skills that allow them to solve personal issues and access online services that will improve their standard of living.

## FACTS

- Name:** Digital Champions for Community Success
- Country:** United Kingdom, Germany, Italy and Cyprus
- Coordinator:** A1 Community Works
- Contact:** Tanya Cook, [tanya@a1communityworks.co.uk](mailto:tanya@a1communityworks.co.uk)
- Field:** Empowerment of underrepresented adults through digital skills
- Outreach and access approach:** Online training tool and work methodology for adult educators of vulnerable groups
- Link:** [www.digitalchampions.community](http://www.digitalchampions.community)



KUVA: DIGITAL CHAMPIONS FOR COMMUNITY SUCCESS

# Digital Basics & Code Program

## What?

Konexio trains refugees in digital skills and web development to combat unemployment and social isolation, increasing well-being and enabling participation in society. Konexio's programmes creatively address the key barriers that exist with traditional solutions.

## How?

Konexio's innovative training programmes supplement hard-skill acquisition with soft skills and language training. Programmes last a maximum of six months and are provided free of charge. Once trainees complete the courses, Konexio offers EU-accredited certification or direct employment, overcoming hiring bias and creating sustainable and consistent income in underserved communities. By doing so, Konexio facilitates integration and employment for refugees. Its "Train the Trainers" approach multiplies impact by empowering those who can bring upskilling to their broader communities.

## Outcomes

Since 2016, Konexio has taught 1000+ trainees from 24 countries, with an 80% completion rate. The majority of beneficiaries report feeling more integrated into their communities, have improved interpersonal skills, and have since found a job. Moreover, Konexio has engaged over 20 companies for support in various areas, and they have high levels of participation from the local community, bringing us towards a more integrated and inclusive society.

## FACTS

**Name:** Digital Basics & Code Program

**Country:** France

**Coordinator:** Konexio


**Contact:** Jean Guo, [jean.guo@konexio.eu](mailto:jean.guo@konexio.eu)

**Field:** Teaching digital skills, vulnerable populations

**Outreach and access approach:** Improving employment through digital skills training and facilitation of professional experience

**Link:** [www.konexio.eu/digital-skills.html](http://www.konexio.eu/digital-skills.html)





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