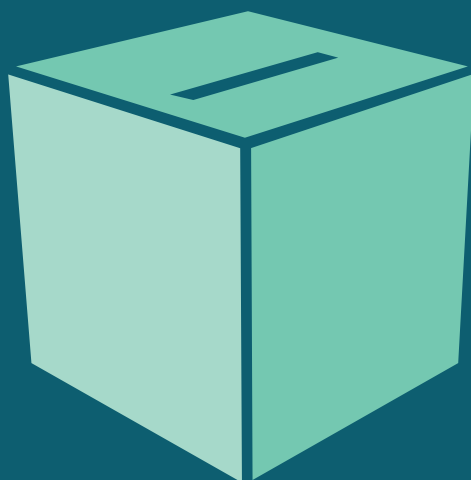




# DIGITALISATION & *Democracy*



*eea*  
GRUNDTVIG AWARD  
*excellence in adult education*

2021

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# 1. *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 to recognise and celebrate excellence in adult education.
- The Award is given to an organisation or project consortium that presents the best transnational initiative 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.

## CATEGORIES AND CRITERIA

The EAEA Grundtvig Award 2021 call was published in two categories: Local/regional/national initiatives and transnational initiatives.

### *Criteria are as follows:*

- Outstanding creativity and innovation of the idea, or innovative means of delivery
- The transferability of the programme and its outcomes to other regions
- Plans and capacity to upscale (where relevant)
- Excellence of programme presentation in terms of writing, summarising, and supporting with pictures
- Effectiveness of the programme (how the outcomes have been reached, or show promise of being reached)
- The programme must clearly demonstrate how it aims at making a positive difference to the target groups lives and/or the community, and how it will improve the outreach of adult education opportunities in their area.
- The presentation of testimonials from learners or trainers and focus on one specific target group will be seen as a bonus

## EAEA GRUNDTVIG AWARD 2021. DIGITALISATION AND DEMOCRACY

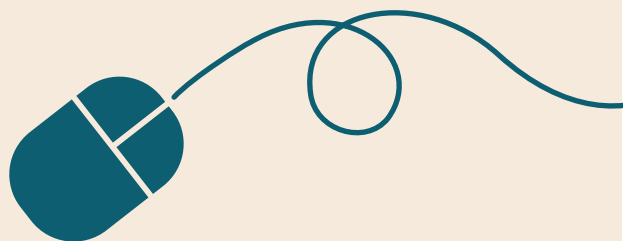
In 2021, EAEA wanted to highlight initiatives and projects that promote democracy with the help of digital media and the internet. The world is moving to a digital-first society, as relationships, institutions and workplaces are increasingly becoming mediated by technology. However, there is still a lot of

work to be done towards representativeness, openness, and transparency. The digital gap has widened, exposing a large group of people with low basic digital skills or poor access to digital devices.

It is important to develop alternative mechanisms and offers on how the internet can promote democracy, critical thinking, and media literacy. We need a strategy on how adult learning and education can contribute to this development. Co-creation, collaboration and participatory initiatives are vital in building digital citizenship and inclusion.

### *With the Award EAEA wanted:*

- Develop strategies to better promote democracy and critical awareness, as well as media literacy as a core competence
- Close the opportunity gap by transforming how people access and experience digital learning
- Activate networks and partnerships of public, private and citizen organisations that promote democracy and participation in a digital context
- Support initiatives that foster political change through education by engaging learners, practitioners, and organisations
- Further the development of the provider's own mission statement taking into account digitalisation and democracy





## 2. *Transnational initiatives*



# The winner:

## 2.1 DIGITAL TRANSFORMATION IN ADULT LEARNING FOR ACTIVE CITIZENSHIP (DIGIT-AL)

### WHAT?

The digital transformation is challenging the European citizens in multiple ways: As employees, as learners, and as citizens. Digital competence should enable lifelong learners to approach these challenges.

However, adult education must increasingly deal with learners who are exposed to digitalisation while not feeling sufficiently equipped to understand or co-create digital transformation. We need adult education which itself understands how digitalisation impacts us all and can develop learning concepts that address the current democratic challenges and the digital transformation. Above all stands the belief: It's the citizens who should design social change and make use of new technology, not vice versa.

### HOW?

DIGIT-AL project identifies approaches, topics, DIGIT-AL project identifies approaches, topics, and tools that address digital transformation in adult education. DIGIT-AL creates a holistic understanding of the digital transformation and identifies ways to design learning concepts and methodology for adults, with a specific focus on Education for Democratic Citizenship

and Human Rights Education. The project exchanges with educators, digitalisation experts, and policymakers and is creating materials, a handbook, an app and policy recommendations.

### IMPACT?

DIGIT-AL has identified how to include the topic of digitalisation in adult education from an Education for Democratic Citizenship/ Human Rights Education perspective. The project has motivated educators to explore, analyse, think creatively about digital transformation, using their existing experiences and competences. DIGIT-AL has built connections with experts from the digital civil society, researchers, and the policy level, in particular for challenging the common understanding of “digital competence” toward a more holistic pedagogy of ‘the Digital’ (wider than ‘digital learning’).



PICTURE: DIGIT-AL

The Grundtvig Award is a great honour for us. It motivates us to continue on our path and work to ensure that more adult Europeans can learn fundamentally about digitalisation as a major political and social issue. Perhaps it will also encourage others in adult education to address the issue in a similar way. ”

NILS-EYK ZIMMERMAN



PICTURE: DIGIT-AL

## Facts

**Name:** DIGIT-AL Digital Transformation in Adult Learning for Active Citizenship

**Funding:** Erasmus+

**Coordinator:** Arbeitskreis Deutscher Bildungsstätten (AdB)

**Partners:** Nils-Eyk Zimmerman, zimmermann@adb.de  
(Portugal), DARE Network (Belgium), Jaan Tõnissoni Instituut (Estonia), Rede Inducar (Latvia), Partners Bulgaria Foundation (Bulgaria), Izglītības attīstības centrs

**Focus:** Exploring the potential of Democratic Citizenship/Human Rights education in learning about digital transformation

**Links:** <https://dttools.eu/>



## 2.2. SAE - SMART ADULT EDUCATION

*Highly commendable*

### WHAT?

SAE project promotes the social and employment inclusion of vulnerable adults by strengthening the skills of educators and teachers who work with them daily. Funded by the Erasmus+ programme, SAE provided educators with digital tools, learning resources, participatory methodologies, and practical and operational assessment tools to support them in their work.

### HOW?

SAE has developed a Web App ([www.smartadulthoodeducation.eu](http://www.smartadulthoodeducation.eu)) containing a Digital Learning Toolkit for building learning pathways and an Assessment Competences Toolkit for assessing adult competences. The Toolkits are organised in four functional areas: work, logical thinking, communication, and democratic culture.

### IMPACT?

The project has provided a new approach to partner organisations by promoting digital as a simple, accessible, and daily way to build effective relationships with vulnerable adults and fostered a new digital culture within partner organisations. SAE has enhanced the educators and teachers' skills in designing effective interventions aimed at bridging the relational and social gap imposed by the pandemic.



### Facts

**Name:** SAE - Smart Adult Education

**Funding:** Erasmus+

**Coordinator:** Aretés società cooperativa (Italy)

**Contact:** Valeria Ferrarini, [valeria.ferrarini@gmail.com](mailto:valeria.ferrarini@gmail.com) or [aretés@aretés.it](mailto:aretés@aretés.it)

**Partners:** CPIA Napoli (Italy), Studio Erresse (Italy), Fundación Cibervoluntarios (Spain), EOI - Do Mundo Lume (Spain), Association for Education and Sustainable Development - AESD (Romania), Dafni Kek (Greece), University of Patras (Greece).

**Focus:** Building soft skills with digital and participatory methods

**Links:** <https://www.smartadulthoodeducation.eu/>

## 2.3 OPEN YOUR EYES: FAKE NEWS FOR DUMMIES

### WHAT?

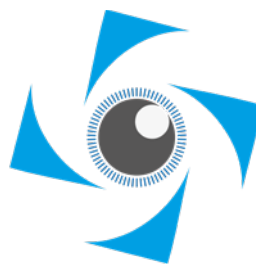
Open your eyes: Fake news for Dummies project provided adult educators with tools to improve adult learners' ability to process information in digital media. It also helped to distinguish real news from fake ones, improving learners' understanding, critical thinking and digital skills.

### HOW?

The project's priority was to develop adult educators' competencies in teaching digital literacy and critical thinking. After comparative research, a database of best practices and initiatives called "Check IT Out" was created. It enables users to develop a critical approach to media and design individual strategies to confront disinformation. "Check IT Out" Labs were held by specially trained adult educators, using the resources of the database. The labs targeted adult learners in partner countries, spreading awareness about the topic within the network

### IMPACT?

After completing the Labs programme, adult learners reported to be more aware of disinformation and ways to tackle it. The project allowed adult educators to enrich and exchange teaching strategies and work out a plan of action to promote digital literacy and critical thinking. They acquired new skills on how to apply different tools (including digital ones) and techniques and how to make learning more engaging. National workshops were organized where adult educators transferred the acquired knowledge to their colleagues and other teachers to multiply the impact.



open your eyes

**Facts**

**Name:** Open your eyes: Fake news for Dummies

**Funding:** Erasmus+

**Coordinator:** Nikanor LTD

**Contact:** Maya Danova, agency\_nikanor@abv.bg

**Partners:** Agenția pentru Dezvoltare Regională (Romania), Lifelong Learning Platform (Belgium), EU Disinfo Lab (Belgium), DLearn (Italy), UPI Ljudska Univerza Žalec (Slovenia), Open Europe (Spain).

**Focus:** Improving digital literacy and critical thinking

**Links:** <https://www.openyoureyes.info/en>

## 2.4. FOUR ELEMENTS: LEGENDS AND STORIES. IMPROVING FOREIGN LANGUAGE LEARNING AND INTER-CULTURAL COMPETENCES OF ADULTS BY E-LEARNING

### WHAT?

Four elements project takes advantage of the potential of the common European cultural values associated with the four nature elements - earth, water, air and fire - to empower adults to improve their digital, foreign language, and intercultural competences. The project has developed learning materials presented in culturally accessible e-books consisting of European legends and stories, adapted to learners with special needs, giving visibility to the underlying common EU values and principles.

### HOW?

In addition to digital books and learning materials, the project created 21 sign language videos and compiled methodological recommendations for adult educators. The recommendations outline how to use elements of cultural heritage in teaching and learning basic skills, particularly digital and linguistic skills. Up to 78 adult learners and 19 educators piloted teaching/learning materials in foreign language teaching contexts.



### IMPACT?

Adult learners became more motivated and engaged in self- and online learning processes within project topics. They improved their foreign language and intercultural skills and learned through stories and legends related to the four nature elements (earth, water, air, fire). Adult educators strengthened their professional competences and got acquainted with tools and techniques on how to use materials in their organisations.



**Name:** Four Elements  
**Funding:** Erasmus+  
**Coordinator:** CVO EduKempen  
**Contact:** ert Hurkmans,  
gert.hurkmans@edukempen.be  
**Partners:** DomSpain Consulting (Spain),  
The Central Library of Võru County (Estonia),  
Les Apprimeurs (France), Istituto dei  
Sordi di Torino (Italy), Slovenian Third Age  
University (Slovenia), MyArtist (Greece)  
**Focus:** Improving foreign language  
learning and intercultural competences  
**Links:** <http://www.4-elements.eu/>

## 2.5. ACCESSIBLE INFORMATION MATERIAL (AIM)

### WHAT?

The Accessible Information Material (AIM) project's purpose is to produce and disseminate concrete resources to facilitate access to information and ICT for people with learning disabilities and low literacy skills. It provides the involved organisations a stage to acquire competences to use and disseminate the easy-to-read language at local, regional and national levels. The goal is also to raise awareness of the importance of accessibility in ICT and media.

PICTURE: ACCESSIBLE INFORMATION MATERIAL (AIM)



### HOW?

The project organised short-term staff training for staff members and people with intellectual disabilities on the principles and practice of easy-to-read language. The partners cooperated in the creation of an easy-to-read manual about the basics of ICT, which has been tested during a blended mobility for adult learners with low literacy skills.

### IMPACT?

The accessible information materials and methods created by the project will result in better access to information and learning, increased autonomy and a path towards self-advocacy. The project outputs will be transferable to work with different target groups: people with intellectual disabilities, elders, adults with low literacy skills and migrants. That way it can contribute to the raising of ICT literacy levels among the target groups.

**Name:** Accessible Information Material (AIM)

**Funding:** Erasmus+

**Coordinator:** Associazione Uniamoci Onlus

**Contact:** Eleonora di Liberto, uniamocionluseleonora@gmail.com

**Partners:** Asociacija "Aktyvusjaunimas" (Lithuania), Centro Social E Paeoquial Santos Martires (Portugal), TallinnaTugikeskus JUUKS (Estonia), IES El Greco (Spain), Towarzystwo Wspierania Inicjaty w Społecznych Alpi (Poland), Università ' Degli Study di Catania (Italy)

**Focus:** Facilitating access to ICT for people with learning disabilities and low literacy levels

**Links:** <https://accessibleinformationmaterial.blogspot.com/>  
<https://www.uniamocionlus.com/usare-il-computer-e-internet/>



## 2.6. INCLUSIVE DIGITAL ACADEMY

### WHAT?

The Inclusive Digital Academy (IDA) project aims to bridge the digital divide for people with intellectual disabilities. With the help of a team of IT specialists, the project creates tools to improve the accessibility of the digital world. The necessity for this project has been stressed even more by the current worldwide health crisis. The crisis has revealed the lack of tools and training for families and professionals to support people with intellectual disabilities.

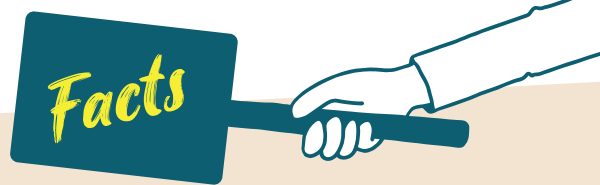
### HOW?

The IDA project partners have identified and prioritised a certain number of digital tools. Each tool undergoes an evaluation based on accessibility, and it will be adapted for people with intellectual disabilities. The tools can be online tutorials, smartphone apps,

animation videos and interactive games. The development work involves trainers, researcher-developers and people with disabilities themselves.

### IMPACT?

The acquisition of digital skills plays an increasingly important role in the process of self-reliance. The survey conducted in the project revealed many difficulties in the use of digital devices. It showed that the use of digital applications is often on a very basic level. The project also found that many people had a higher perception of their own abilities than they actually had. The participants' motivation to learn has been strong, and there will be another survey at the end of the project to measure the impact.



**Name:** Inclusive Digital Academy

**Funding:** Erasmus+

**Coordinator:** Les Papillons Blancs de Lille

**Contact:** Régis Alvin, ralvin@papillonsblancs-lille.org

**Partners:** IB Südwest gemeinnützige GmbH (Germany) Kara Bobowski (Italy), Jaunuolių Dienos Centras (Lithuania), PSONI Gdańsk (Poland), Sensus studieförbund (Sweden), Cerebral Palsy Türkiye (Turkey), Sun for Everyone (Bulgaria), Asendo (Netherlands), Alma (Greece), Vakıf Katılım (Turkey).

**Focus:** Digital inclusion of people with disabilities

**Links:** <https://sites.google.com/view/inclusivedigitalacademy>  
<https://www.facebook.com/InclusiveDigitalAcademy/>

## 2.7. THE FUTURE OF LEARNING INITIATIVE

### WHAT?

The Future of Learning Initiative (FLI) supports everyday pedagogical practice with digital tools and collaborative learning. The virtual spaces provided by FLI enable teachers to collaborate and learn from one another and reflect on their practices together.

### HOW?

The Future of Learning MOOC is the flagship of the initiative. It's an online course for teachers gathering 1,500-2,000 participants annually. The most popular course modules relate to collaborative learning and teaching practices, pedagogical measurement, assessment and gamification. During the pandemic, all the course content has been made available on the Future of Learning Youtube channel. FLI also hosts a Digital Methodology Repository that includes free peer-reviewed tools and content for teachers.

### IMPACT?

Each Future of Learning MOOC has allowed participants to learn, develop and share pedagogical ideas with each other. If all the course participants, Youtube viewers and registered teachers are counted, the FLI initiative has reached over 100,000 people inside and outside of Hungary. The knowledge and literature accumulated over the last three years (research materials, manuals, course experiences) contributes to the quality development of domestic and international education.



**A TANULÁS JÖVŐJE**

### Facts

**Name:** The Future of Learning Initiative  
**Coordinator:** Tempus Public Foundation  
**Contact:** Bertalan Péter FARKAS,  
bertalanpeter.farkas@tpf.hu  
**Focus:** Collaborative learning among teachers  
**Links:** <http://oktataskepzes.tka.hu/en/future-of-learning-initiative>

## 2.8. KEY-CO SYSTEM

### WHAT?

Key-Co System aims to strengthen educational and empowerment paths of migrant adult learners and to update and develop innovative practices among teachers, educators and organizations operating in adult education. The goal is to integrate and harmonise adult education paths in the partner countries using digital tools and devices. Key-Co System improves the provision of personalised learning opportunities based on the needs of low-skilled and low-qualified adult learners.

### HOW?

The project is implemented by educational institutions that share similar challenges, such as the high presence of migrants and refugees attending their courses. The partners build a shared approach,

methodology and content aimed at enhancing social inclusion and territorial development. The project outputs consist of scientific research on multilingualism, didactic tools (i.e. video lessons) for the development of the eight European key competences, and an e-learning platform. Thanks to the peer-to-peer methodology used, adult learners are not only participants of courses, but also the protagonists of the video

### IMPACT?

Key-Co System makes it possible to manage the radical variety of skills of the students by providing digital diversified materials divided into teaching units tailored to the different groups of students. The project also brings European dimension to the work of the organizations involved, creating and strengthening cooperation between partners.



**Name:** Key-Co System

**Funding:** Erasmus+

**Coordinator:** Per Esemplio Onlus

**Contact:** Luisa Costa, l.costa@peresempionlus.org

**Partners:** Asociación Guaraní (Spain), Solidaridad Sin Fronteras (Spain), Volkshochschule Im Landkreis Cham e.v. (Germany), Centro Provinciale per l'istruzione degli Adulti-Palermo1 (Italy), Assos - Lechaiou Second Chance School (Greece), Centro Provinciale per l'istruzione degli Adulti-Palermo2 (Italy), Università degli Studi di Palermo-Dipartimento di Giurisprudenza (Italy), University of Reading (UK).

**Focus:** Education of adult migrants

**Links:** <https://www.keycosystem.eu/>

Facts



## 2.9. HERITAGE IN MOTION (HEIM)

### WHAT?

The inclusion of older adults in meaningful, participatory projects is a necessity for an inclusive, democratic society. The objective of the Heritage in Motion (HEIM) was to facilitate older people's acquisition of high-stake competencies in heritage and ICT and to encourage participants to apply them in a meaningful way. The project used a learner-centred approach in line with current critical pedagogical tenets.

### HOW?

74 older adults took part in the training programme. They designed 21 heritage routes and have been the promoters of the heritage of the areas where they live. The basis of the programme was an innovative methodology that included approaches such as action research, cooperative learning, learning in context and project-based learning. Among others, the programme included a module to train participants in the use of Wikiloc®, the online tool used for the routes.



PICTURE: HERITAGE IN MOTION (HEIM)

### IMPACT?

HEIM has demonstrated that empowered older adults can make a significant contribution to their towns and cities using digital tools and applications. Regardless of age, everybody can contribute to the well-being and economic development of the society where we live. The project has also opened future opportunities as some stakeholders have shown interest in its continuation. Competencies acquired by the participants may be used throughout their lives, enabling them to take an active role in society and raising awareness about this age group.



**Name:** Heritage in Motion (HEIM)

**Funding:** Erasmus+

**Coordinator:** Universidad Permanente, a centre at the University of Alicante

**Contact:** Marian Aleson-Carbonell, aleson@ua.es

**Partners:** Pucko otvoreno uciliste Zagreb (Croatia), Towarzystwo Demokratyczne Wschód (Poland), U3A Reykjavik (Iceland) UPUA, Universidad Permanente - Universidad de Alicante (Spain)

**Focus:** ICT competences for older adults

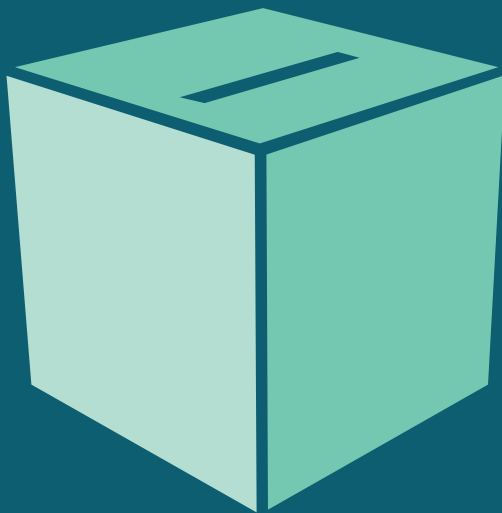
**Links:** <https://www.heimheritage.eu>





3.

*Local/regional/  
national initiatives*



# The winner:

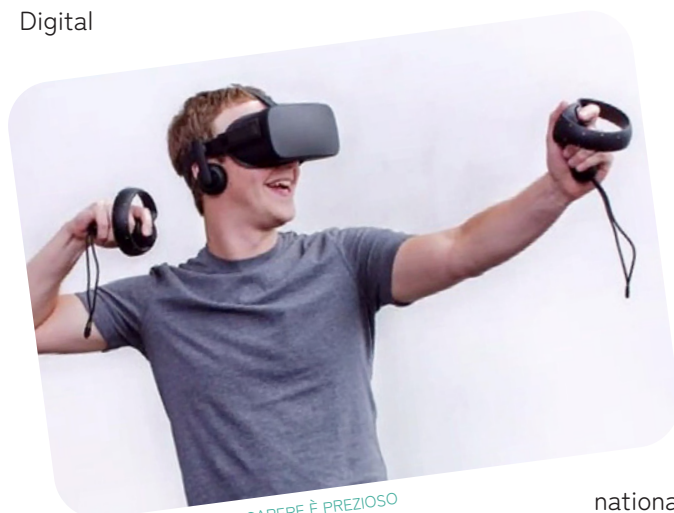
## 3.1 #GEMMA IL SAPERE È PREZIOSO - KNOWLEDGE IS PRECIOUS

### WHAT?

#GEMMA is a project for digital inclusion and democracy, funded by the European Social Fund. #GEMMA fosters the adoption of the Digital Agenda on the territory of Umbria. It involves rural municipalities, whose inhabitants have less access to digital knowledge and online public services. The project promotes a model for social engagement that involves associations and public bodies in the development of free learning opportunities for citizens.

### HOW?

#GEMMA reinforces inclusion for a digital society by raising awareness on Digital



PICTURE: #GEMMA IL SAPERE È PREZIOSO  
- KNOWLEDGE IS PRECIOUS

Citizenship and developing participatory models that make all citizens actors for democracy and social change. The activities benefit from “local coaches” - well-known people who promote the activities and manage various logistic aspects in their own territories. #GEMMA has organised free workshops, set up Digital Help Desks and spaces for informal learning as well as organised training courses for digital volunteers and local coaches.

### IMPACT?

#GEMMA has reached a significant number of participants by organising workshops for various target groups: 150 workshops for citizens, 85 workshops for seniors, 27 workshops for students and youth, 35 workshops for workers and unemployed people, 60 workshops for adults, parents and educators, 12 workshops for volunteers and associations, nine Digital Help Desks, five courses for Digital Volunteers, a hackathon with teachers, students and grandparents. The activities of the project have been prized for their effectiveness and innovation at a regional and national level. The success of the project can also be measured by the appreciation expressed by the citizens involved.

Winning the Grundtvig Award means re-affirming the right to lifelong learning for all citizens and the need for new initiatives inspired by the principles of democratisation of learning, strengthening of critical thinking and digital inclusion. It supports us in giving a voice to actors at the territorial level, such as municipalities and associations, that need to reinforce social bonds within communities, developing a more equal, supportive and resilient society ”

ANNA SCHIPPA AND  
GIUSEPPE CALDERARO



PICTURE: #GEMMA IL SAPERE È PREZIOSO  
- KNOWLEDGE IS PRECIOUS

## Facts

**Name:** #GEMMA il Sapere è Prezioso - Knowledge is Precious

**Country:** Italy

**Coordinator:** Comune di Montone

**Contact:** Anna Schippa, schippa@azione.com

**Focus:** Inclusion for digital society and digital citizenship

**Links:** <https://www.facebook.com/gemmaprogetto>  
[www.progettogemma.it](http://www.progettogemma.it)

## 3.2. DIGITAL SKILLS PASSPORT

*Highly  
commendable*

### WHAT?

Digital Skills Passport addresses the digital gap as a city-wide initiative towards empowerment, democracy and digital inclusion. The project, launched by Lisbon City Council, caters both to citizens with no prior use of the internet and intermediate digital skills learners. Digital Skills Passport

bridges the digital divide and the opportunity gap by exploring innovative ways to foster employability skills and digital citizenship.

### HOW?

A bottom-up approach is used to target local communities with a focus on accessibility and outreach. Activities consist of workshops and training courses that are inspired by Recognition of Prior Learning paradigm and participatory methods. Sessions are adapted based on learners' goals, skills, and prior experiences. In addition, gamification and experiential learning is used. Digital Skills passport incorporates 10 digital competences based on the European Digital Competence Framework (DigComp 2.1.) Competences are embedded in digital badges, thus boosting employability and digital citizenship.



PICTURE: DIGITAL SKILLS PASSPORT

### Facts

**Name:** Digital Skills Passport

**Country:** Portugal

**Coordinator:** Lisbon City Council

**Contact:** Helder Toucas,  
helder.toucas@cm-lisboa.pt

**Focus:** Digital Citizenship capacity building and teaching digital skills

**Links:** <http://bit.ly/passdigitalaward>  
<http://bit.ly/passdigitalcml>

### IMPACT?

Digital skills were developed and badges were earned by a diverse group of participants. More than 160 training courses took place and 2500 digital badges have been issued, 60% of which to female participants. 48% of participants had no prior experience taking part in digital skills and democracy learning activities, showing a global satisfaction rate of 98,6%. The initiative has been awarded, researched by academia, and recognised for transferability and replicability at a national scale.

## 3.3. ACTIVUS ON-LINE

### WHAT?

The goal of the Activus Foundation, established in 2015 in Poland, is to develop the intellectual, physical and social activity of seniors. To fulfil these goals, the foundation runs Activus Senior Academy, which is modelled on the university of the third age. Due to the Covid-pandemic, the activities of the Activus Senior Academy had to be transferred online, creating the Activus On-line initiative.

### HOW?

Activus On-line offers training to senior participants to help them to navigate dynamically in the changing digital world, use the Office 365 applications and improve

their distance learning skills. The aim is to stimulate intellectual and physical activity and to use the potential of older people, their knowledge and life experience. Classes and meetings under the Activus On-line initiative are conducted “live” and in real-time. This allows participants to communicate directly with each other, ask questions, and discuss with the lecturers.

### IMPACT?

Slowly, the activities will become hybrid, so there will again be some face-to-face meetings. Participants will continue to learn, participate in the digital world and broaden their ability to use resources available online. In addition to Activus On-line, Activus Foundation actively participates in the work of municipal, regional and national organisations, and has started a new Erasmus+ project entitled ‘It’s never too late to learn’. The above-mentioned activities form a platform for sharing experiences on a national and international level.



**Facts**

**Name:** Activus On-line  
**Country:** Poland  
**Coordinator:** Fundacja Activus  
**Contact:** Marek Chalas, akademiaseniora@uni.lodz.pl  
**Focus:** Providing digital skills to seniors  
**Links:** <https://www.activus.uni.lodz.pl>

## 3.4. DEMOCRACY-MOOC: STRENGTHENING POLITICAL ADULT EDUCATION

### WHAT?

Democracy MOOC provides a digital foundation course on citizenship education for adult educators, programme planners and leaders in adult education. Materials and methods are provided so that participants feel motivated and able to develop and offer courses or projects themselves.



**Name:** Democracy MOOC

**Country:** Austria

**Coordinator:** Demokratiezentrum  
Wien & Verband Österreichischer  
Volkshochschulen

**Contact:** Christin Reisenhofer &  
Gerhard Bisovsky, [reisenhofer@demokratiezentrum.org](mailto:reisenhofer@demokratiezentrum.org)

**Focus:** Citizenship education for  
adult educators

**Links:** <https://imoox.at/course/demooc>

### HOW?

Democracy MOOC offers a foundation course on democracy and citizenship with a learner-centred approach. Participants are presented with problems to encourage exploration, research and critical thinking. Prior experiences of the participants are taken into account as central points of reference. Course participants will not only gain knowledge in citizenship education but will be enabled to reflect on their own role and participation in our democracy. As learning is carried out in a digital environment, the training can be accessed at any time and from anywhere in the world.

### IMPACT?

The Democracy MOOC has already welcomed 1 475 people from various backgrounds. The MOOC invites people to learn, reflect, share, act and spread awareness about democracy. It impacts democracy and participation in the context of adult education as it supports wide-reaching societal participation.



## 3.5. CONNECTAGE

### WHAT?

Antalya Olgunlasma Institution preserves cultural values by producing handicraft products and thus maintaining the cultural heritage cycle (understanding, valuing, caring and enjoying crafts). Each handicraft item is a reflection of a history which connects the cultures. The goal of the CONNECTAGE (Connecting Through Cultural Heritage) project is to support the lifelong learning process: teach adult learners new skills, develop their digital skills and transfer their craft production into a digital world.

### HOW?

Adult learners shared their handicraft products on social media and created videos about their designs and the work process. They also learned about the safe use of social media and entrepreneurship. Selected works were showcased in an online exhibition. This combination of upgrading learners' digital

skills with traditional crafts allows them to realize the positive benefits of the digital environment. The teachers also became active members of the Electronic Platform for Adult Learning in Europe (EPALE) community, allowing them to share their experiences across Europe.

### IMPACT?

Through sharing art and handicraft works online adult learners develop self-confidence, social skills, and digital skills. They understand how they can be creative lifelong learners with all their digital challenges and limitations. By making cultural heritage accessible in a digital way, teachers also develop more innovative teaching methods. Overall, CONNECTAGE creates a pathway for individual change by improving traditional art and craft production skills in the frame of digital knowledge and competences.



PICTURE: CONNECTAGE



**Name:** CONNECTAGE

**Country:** Turkey

**Coordinator:** Antalya Olgunlasma Institution

**Contact:** Cicek Billur Yasar,

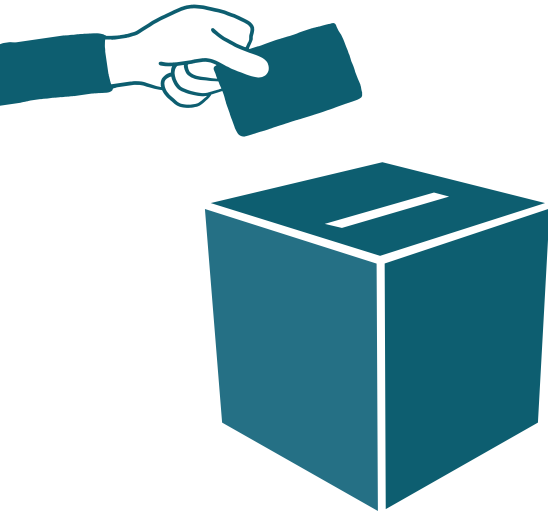
aoebillur@gmail.com

**Focus:** Learning digital skills while preserving cultural heritage

**Links:** <https://www.facebook.com/groups/382461319133179/>



## 3.6. HAM DEMOKRASI DEĞİL, TAM DEMOKRASI (NOT RAW, BUT FULL DEMOCRACY)



### WHAT?

This initiative aimed to raise awareness and discuss the concepts of digitalisation and democracy with educators in Turkey by organising online training. Four presentations on digitalization and democracy were held for the trainers in four different institutions: İlkadım Public Education Center, Kadifekale İlkem, Derebahçe İlkem and Yaşardogu İlkem.

### HOW?

The initiative sought answers to the questions “What do the concepts of digitalisation and democracy mean together? What are the effects of social media on democracy? 46 educators took part in the online training. After the presentations, groups were formed among the participants and they brainstormed on the issue. Secondly, in groups of four, participants debated about “Positive and Negative Effects of Social Media on Democracy”. The whole training was carried out online.

### IMPACT?

Individual feedback from the participants was collected and their knowledge regarding digitalization and democracy increased along the process.

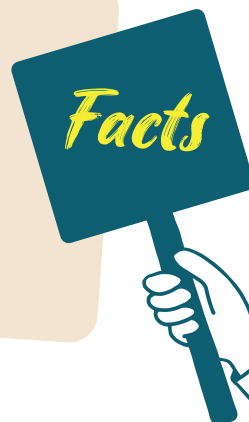
**Name:** Ham Demokrasi Değil,  
Tam Demokrasi

**Country:** Turkey

**Coordinator:** İlkadım Halk Eğitim Merkezi

**Contact:** Murat Yalçinkaya,  
muratyalcinkaya57@hotmail.com

**Focus:** Professionalisation of educators





## 3.7. MAIORES ON

### WHAT?

Maiores On project arises from the need of tackling some of the devastating effects of the Covid-19 pandemic on older people. Maiores On combats the isolation and loneliness of the elderly by providing them digital skills that help them to connect with others. The goal was to educate older people on the topics of communicating with friends and family, social networks, computers and the internet, images and videos effectively and safely. The training was carried out in open spaces with individual protection.

### HOW?

During the first phase, 50 seniors registered for the project. Students from Instituto Superior de Ciências da Informação shared their knowledge on how to use digital tools and the internet. In the second phase, the participants enrolled on the “miONE” platform, an online community that allows

them to socialise and keep learning. Creating a learning centre in the Municipality of Ílhavo is the third phase of the project. This space is committed to social innovation, development and research to fight social isolation and loneliness by creating digital solutions.

### IMPACT?

Already 150 seniors have benefited from the first and second phases. Their testimonies showed the significant impact that pandemic is having in their life and how participation in the project has improved their mental health, autonomy and socialisation. The third phase of the project aims to attract European partners and involve seniors in the process of planning new technological solutions (robots, platforms) in cooperation with universities.

PICTURE: MAIORES ON



### Facts

**Name:** Maiores On  
**Country:** Portugal  
**Coordinator:** Municipality Ílhavo  
**Contact:** Bruno Soares,  
maioridade@cm-ilhavo.pt  
**Focus:** Providing digital skills for seniors  
and combating social isolation  
**Links:** <https://www.cm-ilhavo.pt/>

# 3.8. IKÄIHME: DEVELOPING TEACHER EDUCATION OF ADULT EDUCATORS - TARGETING OLDER PEOPLE'S MEDIA EDUCATION

## WHAT?

Ikäihme project was launched by acknowledging the crucial meaning of senior citizens' media literacies (MLs) for equality and democracy in today's digitalised society. The aim of the project was to prevent the possible exclusionary effects of digitalisation through developing teacher education.

## HOW?

In Finland, the project pioneered in integrating senior citizens' ML education into teacher education. Project activities consisted of designing, piloting, and integrating two novel courses on older people's ML education into teacher education curricula. Teacher students, senior citizens and stakeholders were involved in the process. Course contents and other support materials were produced, curated and made openly available on the project website. Finally, the project raised public awareness of older people's MLs and ML education.



**Name:** Ikäihme

**Country:** Finland

**Coordinator:** University of Lapland

**Contact:** Päivi Rasi, paivi.rasi@ulapland.fi

**Focus:** Developing teacher education to support senior citizens' media literacy skills

**Links:** <https://www.ulapland.fi/FI/Kotisivut/IkaihMe-hanke/Key-facts-in-English>

## IMPACT?

The project has positively impacted democracy, participation and equality by enhancing teacher students' understanding of the life course perspective, age sensitivity and age equality. The project has enhanced stakeholders' understanding of senior citizens' MLs. This understanding will help stakeholders contribute to societal and municipal democracy. The project formed new partnerships between universities and stakeholders, raising awareness of the importance of older people's ML education. Overall, it contributed to diminishing ageism in society.



PICTURE: IKÄIHME

# 3.9. STEP BY STEP INTO THE DIGITAL AGE

## WHAT?

The goal of the project Step by Step into the Digital Age was to improve the digital skills of women, enable them to participate in decision-making mechanisms and help them to establish economic partnerships to lead a prosperous life. E-government applications, e-commerce applications and the use of social media platforms are central to the project.

## HOW?

A total of five weeks of training was organised for the participants on topics “Digital and financial literacy” and “Participation in Digital Democracy”, three days a week. Courses on how to use digital platforms are held in 2021, using social media and online tools like Zoom.

## IMPACT?

35 women took part in the project and most of them felt more comfortable using digital tools at the end of the training. Steps were taken to establish a women’s cooperative in the district under the leadership of the trainees participating in the project. One conclusion of the project was also that correct and safe use of the internet should be taught in basic education in schools.



**Name:** Step by Step into the Digital Age  
**Country:** Turkey  
**Coordinator:** Step by Step into Digital Age  
**Contact:** Zekeriya Özkan,  
canikhalkegitim@gmail.com  
**Focus:** Improving digital skills of women

# 3.10. DIGITAL LITERACY AT EBTORRE

## WHAT?

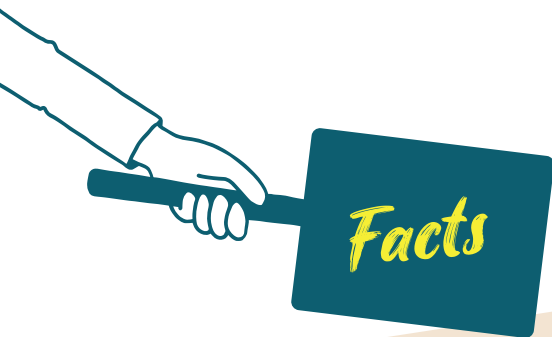
Escola Básica dos 2º e 3º Ciclos da Torre is located on the island of Madeira, in a geographical area marked by numerous social inequalities and economic problems such as low educational levels. Around 11% of habitants in the area are not able to read or write. EBTorre's EFA courses provide adult education and training to improve the habitants' possibilities within the labour market and give them the opportunity to acquire professional certifications.

## HOW?

EBTorre promotes formal, non-formal and informal education by conducting outdoor activities, workshops, projects, and lectures. The aim is also to give the graduates access to new technologies. Taught subjects include ICT, multimedia and citizenship, while some projects have tested new robot technologies with students. The school has also invested in the strategic training of the management and adult education staff to obtain results that are more conducive to change.

## IMPACT?

Adults expressed comfort, commitment and motivation with the project and developed skills from different professional areas which helped them to enter the labour market. More than 400 trainees got diplomas certifying their ICT skills.



**Name:** Digital literacy at EBTorre

**Country:** Spain

**Coordinator:** Escola Básica dos 2.º e 3.º Ciclos da Torre

**Contact:** José Xavier Dias, efa.torre@gmail.com

**Focus:** Improving digital skills and employability

**Links:** <http://escolas.madeira-edu.pt/eb23torre/>



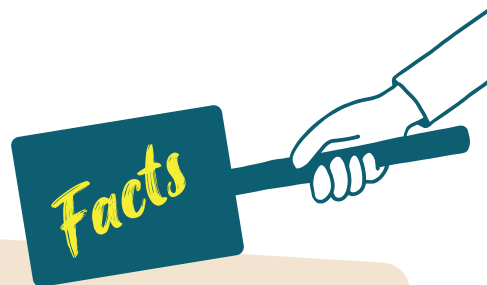
# 3.11. RVCC - RECOGNITION, VALIDATION AND CERTIFICATION OF COMPETENCES

## WHAT?

The Recognition, Validation and Certification of Competences (RVCC) project aims to validate skills adults have obtained outside the formal education system. RVCC looks at adults' experiences, identifies, and values the knowledge gained and finally certifies the learning outcomes and the ability to put them into practice (competence). RVCC intends to develop a lifelong learning mindset among the participants by providing the necessary tools to achieve the individual's full potential.

## HOW?

The real challenge is to reach people, make them believe in their abilities and help them to create habits for continuous learning. RVCC engages adults through social networks by promoting it as a free learning process, possible to participate whenever and wherever. After the initial assessment, the adult will build a skills portfolio to demonstrate their mathematical, language, communication, citizenship, and ICT skills. Afterwards, specific training is conducted to fill the identified gaps. Training topics include for example fake news, digital literacy, political understanding, and critical thinking development.



**Name:** RVCC

**Country:** Portugal

**Coordinator:** Qualifica Center of AEVA

**Contact:** Ricardo Cardoso,  
ricardo.cardoso@qualifica-aveiro.pt

**Focus:** Validation of prior skills

## IMPACT?

Between 2016 and 2020, RVCC has attracted more than 5000 people and certified more than 1000. However, the biggest benefit of the programme has been creating a culture of lifelong learning and reducing digital illiteracy among the less qualified adult population. The validation and learning process has given people the tools to be more capable and informed citizens and has also impacted other dimensions of their lives, such as self-appreciation, and relationships.

# 3.12. E-LEARNING LITERACY PROGRAMME FOR EMERGING LITERATE REFUGEES

## WHAT?

The Service de la formation des adultes from the Ministry of Education of Luxembourg has created an e-learning supported literacy programme (alphabétisation) for asylum seekers and refugees with little or no formal education to promote inclusive democracy and facilitate their right to high-quality education for all.

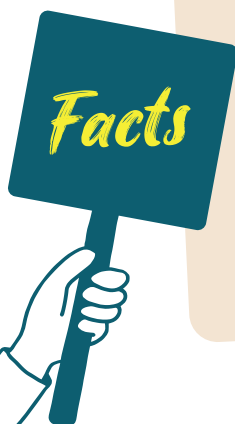
## HOW?

To continue their language education, combat exclusion, address digital gaps and empower the participants, 12 modules were created for training in reading and writing the French language. These modules make use of strong visual and auditory content such as contextual animations, YouTube videos and audios to support the readings. They follow a logical pattern and a thematic approach (for example food, colours, shopping, transport). The printed modules were sent by post to

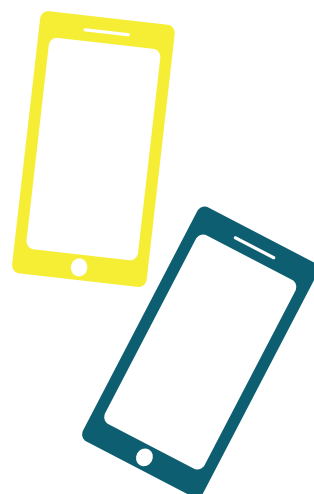
the learner who also had access to several hours per week support on WhatsApp with a teacher.

## IMPACT?

The audio-visual aspect to the programme greatly improved the motivation, autonomy, and participation of the learners. Importantly, refugees could still feel included in society during the pandemic. Not only did the training improve the smartphone and internet-related skills of the refugees, but it increased the digital competencies of teachers who had to adapt to the new situation. The programme has raised interest among many stakeholders, and the ministry has provided training for them, describing the steps taken in creating the learning modules for this target group. The programme is also very transferable to other countries.



**Name:** E-learning literacy programme for emerging literate refugees  
**Country:** Luxembourg  
**Coordinator:** SFA - MENJE  
**Contact:** Aline Schott, [aline.schott@men.lu](mailto:aline.schott@men.lu)  
**Focus:** Literacy education for refugees  
**Links:** <https://sfa.men.lu/>





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