

ea
GRUNDTVIG AWARD
excellence in adult education

2022



TRANSFORMATIVE LEARNING AND VALUES



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EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS



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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 for 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 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 2022 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 project, initiative or partnership and its outcomes to other regions
- Plans and capacity to upscale (where relevant)
- The excellence of the project, initiative or partnership presentation in terms of writing, summarising, and supporting with pictures
- Effectiveness of the project, initiative or partnership (how the outcomes have been reached or show promise of being reached)
- The project, initiative or partnership must clearly demonstrate how it aims at making a positive difference or impact on learners' lives and the lives of their families, friends, colleagues and/or the community
- The presentation of testimonials from learners or trainers and focus on one specific target group will be seen as a bonus



EAEA Grundtvig Award 2022. Transformative Learning and Values

EAEA is convinced that adult learning and education should be shaped to respond to the challenges we are facing in the 21st century. We need an approach to learning and education that is based on the principles of openness, social inclusion, and social justice. It is important to foster critical thinking and develop a better understanding of ourselves, others, and different cultures. This is why EAEA selected transformative learning and values as the annual theme for the 2022 Grundtvig Awards. Transformative learning is linked to critical thinking and social analysis, in which people are re-examining their values and beliefs.

With the award, EAEA wanted

- Support a paradigm shift in our understanding of learning towards an idea of critical thinking rather than content-driven knowledge
- Further the understanding of each person's role in society and strengthen their advocacy skills
- Activate networks and partnerships in ALE to support transformative learning opportunities
- Support initiatives that foster open-ended learning opportunities detached from any labour market orientation
- Further the potential of ALE providers to offer transformative learning opportunities

2

TRANSNATIONAL INITIATIVES

WINNER: BRAVE NEW WORDS





2.1 WINNER: Brave New Words



What?

Brave New Words project creates innovative learning pathways using 3D Printing and Augmentative Reality (AR). The project aims to increase the quality of the work of educators and staff members in dealing with students with Special Learning Disorders (SpLD). As a result, students with SpLD have access to a multisensory learning experience and relevant educational tools.

How?

Brave New Words used 3D printing and AR technology to transform the way people with SpLD learn. Based on these two technologies, the project developed multisensory methods with the help of innovative and inclusive teaching tools, including 12 3D exercises and 11 augmented reality exercises. The project collaborated with psychotherapeutic centres, SpLD experts, policymakers, adult educators, and people that are in charge of early childhood education and care.

Impact

Brave New Words tested different ways of using 3D printing and AR technology. The professionals that support kids and adults with SpLD enhanced their learning by taking part in the testing and communicating with the project staff. Following the transformative learning approach, the professionals were able to develop their critical thinking and autonomy, which led to greater mastery of the subject.



“CEIPES strongly believes in the value of innovation within learning pathways, not only addressed to traditional teaching but also to people with specific learning disorders. We have been working for a long time on projects that use 3D printing as a tool to improve learning. The Grundtvig Award means an opportunity to raise the visibility of the products of the Brave New Words project, empowering adult learners with SpLD and educators all over Europe.”

Sonia Nociforo

FACTS

- **Name:** Brave New Words
- **Funding:** Erasmus+
- **Coordinator:** International Centre for the Promotion of Education and Development (CEIPES)
- **Contact:** Sonia Nociforo, [sonia.nociforo\(at\)ceipes.org](mailto:sonia.nociforo(at)ceipes.org)
- **Partners:** Skills Divers (Spain), Parvi (Bulgaria), Collegium Balticum (Poland).
- **Focus:** Using new technologies in learning
- **Links:** www.bravenewwords.infoproject.eu

2.2 FLOW: Financial Literacy for Woman in the NEET System

Honourable mention

What?

FLOW project promotes the financial education of unemployed women that are not in education or vocational training (NEET) by building their financial competences and by strengthening their confidence and self-esteem to be part of the society. Funded by the Erasmus+ programme, FLOW provides NEET women with digital learning games, resources, and curriculum to support their learning path.



How?

FLOW has developed a training for adult educators to support the delivery of the curriculum, self-directed and classroom-based, containing resources that address four core competencies: 1) money and transactions, 2) planning and managing finances, 3) risk and reward and 4) financial landscape. The E-learning portal incorporates learning games that enhance the financial competencies of women.

Impact?

The project has provided a new approach to partner organisations by promoting multilingual, game-based online learning. It fostered an alternative way of developing financial literacy skills for 75 marginalised women. FLOW has enhanced the educators' skills by allowing them to explore the specific needs of NEET women and develop appropriate solutions.

FACTS

- **Name:** FLOW- Financial Literacy for Women in the NEET System
- **Funding:** Erasmus+
- **Coordinator:** Institute of Entrepreneurship Development (Greece)
- **Contact:** Athina Psariai, [marketing\(at\)ied.eu](mailto:marketing(at)ied.eu)
- **Partners:** Institute of Entrepreneurship Development (Greece), Ente Ricerca e Formazione (Italy), Stankovic d.o.o. (Croatia), Adult Education Institution Dante (Hungary), Creator European Consultants (Romania), INOVA+ (Portugal)
- **Focus:** Increasing digital and financial competencies
- **Links:** flow-project.eu

2.3 Bridging formal language education and transformative learning

What?

The project provided university students with a course that promotes diversity, inclusivity and equity in English language education. It helped students enhance their social well-being through active discussions and participation, improving their social understanding and their critical thinking skills in language learning.

How?

The project's priority was to develop students' learning strategies, critical thinking, and social responsibility through an online course that is oriented towards transformative learning. It emphasised empathy writing, narrative feedback, peer- and self-assessment. The course enabled learners to self-direct and reflect on their learning through mentoring as well as the use of learning logs.

Impact?

The course attracted 41 international students who reported the efficiency of the activities and their personal growth and development. The project fostered the creation of a learning community where learners can develop social and linguistic competences that can enhance their sensitivity to social issues. At the same time, students were able to design their own learning path by critically reflecting their learning process.

University of Lower Silesia



UNIVERSIDAD DE CORDOBA

FACTS

- **Name:** Bridging formal language education and transformative learning
- **Coordinator:** University of Lower Silesia
- **Contact:** Barbara Muszyńska, [barbara.muszynska\(at\)dsw.edu.pl](mailto:barbara.muszynska(at)dsw.edu.pl)
- **Partners:** University of Lower Silesia (Poland), University of Cordoba (Spain)
- **Focus:** Language learning using transformative methods
- **Links:** rozwoj.dsw.edu.pl/?page_id=802

2.4 Innovative Teaching Methods

What?

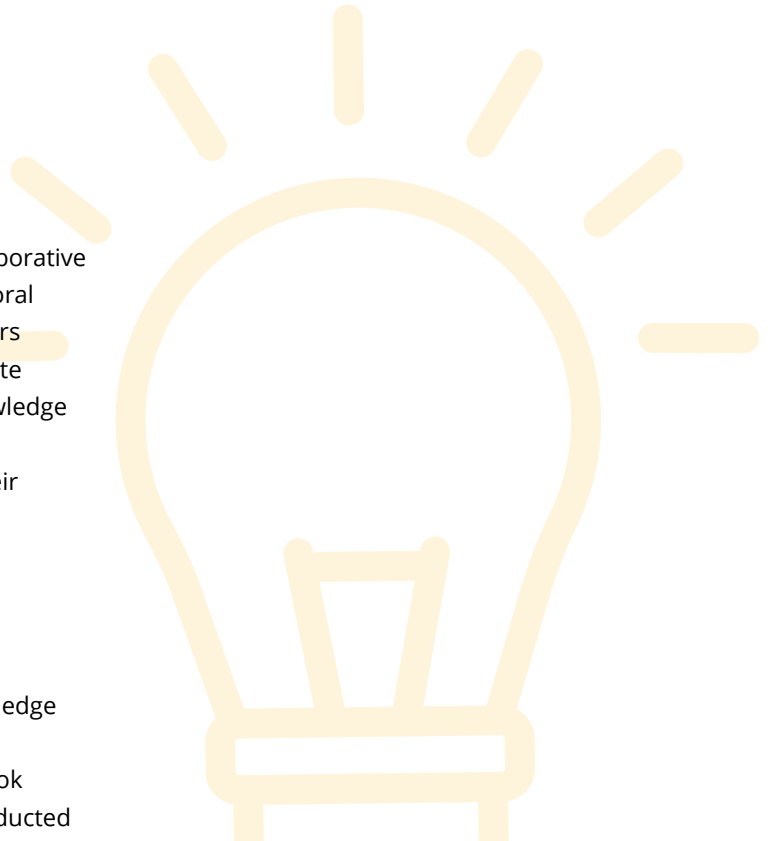
The project addresses the topic of collaborative learning. The main target group is doctoral students, who work as teachers, lecturers and employees of local and regional state institutions. They are sharing their knowledge of new technologies in didactic practice, conducting research and improving their knowledge of the English language.

How?

Doctoral students improved their knowledge in English and media studies through attending webinars. In addition, they took part in innovative didactics classes, conducted independent research and published practice-based scientific articles, disseminated in the form of open access e-books. Remote courses and lectures were organised among international stakeholders.

Impact?

The participants of the project furthered their scientific career by enhancing their knowledge on modern teaching methods. Their research projects have been published, disseminated and implemented in practice. The resulting didactic and organisational innovations can be applied in educational companies. The project is expanding further by taking new international partners.



FACTS

- **Name:** Innovative Teaching Methods
- **Funding:** Erasmus+
- **Coordinator:** Maria Curie Skłodowska University
- **Contact:** Lidia Pokrzycka, lpokrzyc(at)wp.pl
- **Partners:** Poland, Belgium, Great Britain, Netherlands, Norway
- **Focus:** Collaborative teaching and learning
- **Links:** www.umcs.pl/pl/innovative-teaching-methods,21346.htm#

2.5 DEBATECH

What?

The purpose of the Debatech project is to promote socialisation and improve learners' skills and competences in the fields of digital literacy, language, and critical thinking. Adults with fewer opportunities will be supported in the learning of debating skills. This will help them to become active citizens and further improve their level of English along with their interpersonal skills in an international environment.



PICTURE: DEBATECH

How?

The project is based on the DEBATE methodology which encourages people to come up with ideas, associate them and speak in public. Adult educators are receiving training in this method. The DEBATE methodology can be studied, and it can be modified according to the needs of the participants during the project lifespan.

Impact?

Through the debate groups, adult learners will acquire knowledge and transversal skills needed to consciously exercise active citizenship. It is envisioned that the participants will also enhance their imagination, irony, teamwork, and problem solving skills.

FACTS

- **Name:** Debatech
- **Funding:** Erasmus+
- **Coordinator:** APS Brainer Academy, Italy
- **Contact:** Mariella Ciani, mariellaciani55(at)gmail.com
- **Partners:** I Education Agency for Development and Innovation – IDEA (Poland), TOPCOACH SRO (Slovakia), Cekmekoy Halk Egitimi Merkezi (Turkey)
- **Focus:** Improving critical thinking skills for active citizenship
- **Links:** www.facebook.com/Debatech-Project-106346795226494
<https://braineryacademy.it/progetti/progetti-europei/>

2.6 Bibliodos

What?

Bibliodos provides a first offer of adapted reading of a second language by associating language learning with the promotion of European literature and heritage. Through an online library, diversified readings are available to educators and vulnerable people who have little or no access to written words, books and heritage.

How?

The online library provides adult learners access to e-books and audiobooks according to their language level. Reading comprehension is improved with verbal input and pictures. Each e-book is accompanied by a pedagogical file to facilitate integration into training programs. Additionally, there are pedagogical resources and six videos available in international sign language.

Impact?

Learners appreciated reading, improved their language skills, and gained a better understanding of the European cultural heritage through the simplified access to video and audio material. In parallel, trainers expanded their pedagogical and digital skills. The project also developed methodological and practical recommendations for linking literature, art and heritage to the teaching of basic skills. The platform had more than 20,000 visits before the end of the project.

BIBLIODOS



PICTURE: BIBLIODOS

FACTS

- **Name:** Bibliodos
- **Funding:** Erasmus+
- **Coordinator:** Les Apprimeurs, France
- **Contact:** Julie Guilleminot, julie(at)lesapprimeurs.com
- **Partners:** Langues Plurielles (France), My Artist (Greece), Istituto dei Sordi di Torino (Italy), Logopsycom (Belgium), Citizen in Power (Cyprus).
- **Focus:** Language learning and promotion of European heritage and literature
- **Links:** bibliodos.eu

2.7 UNICAC



What?

UNICAC project promotes international and cross-regional cooperation of higher education institutions (HEIs) in Uzbekistan, Tajikistan and China. Through capacity-building activities for International Relations Offices, UNICAC contributes to international networking and the potential development of cooperation in teaching, learning and research.

How?

The project developed three online modules: The first module included a series of online co-creative workshops between UNICAC's partners and their networks, and developed a Best Practices Manual. The second module involved e-tutoring and mentoring meetings for students and teachers from Central Asia and China. During the third module, a course on Multicultural and Multidisciplinary Professional Competences was co-created.

Impact?

UNICAC facilitated transformative learning opportunities for students, teachers and stakeholders as well as other global learners. Participants broadened their horizons, gained new knowledge, learned about the complexities of the world and expanded their network.

FACTS

- **Name:** UNICAC
- **Funding:** Erasmus+
- **Coordinator:** Laurea University of Applied Sciences, Finland
- **Contact:** Tiina Wikström, [tiina.wikstrom\(at\)laurea.fi](mailto:tiina.wikstrom(at)laurea.fi)
Minttu Rätty, [minttu.raty\(at\)laurea.fi](mailto:minttu.raty(at)laurea.fi)
- **Partners:** International University of Seville (Spain), University of Turin (Italy), National University of Uzbekistan, Tashkent University of Information Technologies (Uzbekistan), Institute of Economy and Trade of Tajik State University, Khorog State University (Tajikistan), Northwestern Polytechnical University, Northwest A&F University, Xinjiang University (China), INCOMA.
- **Focus:** Improving multicultural cooperation in higher education
- **Links:** unicac.eu
journal.laurea.fi/when-the-silk-road-went-online-internationalisation-of-higher-education-in-pandemic-times/#b451

3

LOCAL/REGIONAL- /NATIONAL INITIATIVES

WINNER:

LABORATÓRIO DO ENVELHECIMENTO (AGEING LABORATORY)





3.1 WINNER:

Laboratório do Envelhecimento (Ageing Laboratory)

What?

Ageing Laboratory generates new knowledge on ageing, promotes intergenerational learning and combats prejudices against ageing. The project fosters cooperation between researchers, artists, students, technicians, volunteers, and seniors, promoting critical thinking around ageing, developing new scientific solutions and promoting wellbeing of the elderly.

How?

The research axis of the project hosts several research projects. For example, the project coordinator Municipality of Ílhavo and its partners are developing a “Community of Digital Integrated Care” for older citizens. It involves the academic community, technology companies, social organisations and residents over 60 years old. The Ageing Laboratory is also a space where interviews and surveys are carried out and where different stakeholders can meet to share experiences and knowledge on ageing. The creation axis of the Laboratory

hosts creative projects, developed by seniors and artists. It comprises a variety of arts, ranging from the creation of fabric items to drama and musical rehearsals. It is intended to foster intergenerational learning and a connection between classical knowledge and emerging sectors.

Impact

Ageing Laboratory has promoted the physical and mental health of its senior participants. The project has combated social problems, such as loneliness, which affect older people. Additionally, the project aims to achieve a positive impact on all stakeholders involved: partners, researchers, students and young people. The project has already studied the psychosocial growth of young people under 18 who have developed their social and professional skills by designing projects dedicated to seniors.

“It is urgent to think of the fundamental contribution that older people can make to increasing economic growth, both from a productive and consumer point of view. Older people should be involved in all aspects of leisure planning and civic activity in the community.”

Monica Batista



FACTS

- **Name:** Laboratório do Envelhecimento- Ageing Laboratory
- **Country:** Portugal
- **Coordinator:** Câmara Municipal Ílhavo
- **Contact:** Mónica Batista, ddss(at)cm-ilhavo.pt
- **Partners:** Skills Divers (Spain), Parvi (Bulgaria), Collegium Balticum (Poland).
- **Focus:** Increasing knowledge on ageing
- **Links:** www.cm-ilhavo.pt/viver/areas-de-intervencao/maior-idade/laboratorio-do-envelhecimento

3.2 VOR BILD UNG

What?

Run by Volkshochschule Hildesheim, VOR BILD UNG addresses parents and custodians of day-care age children, who want to improve their literacy competences. Funded as part of the AlphaDekade, VOR BILD UNG created a dynamic concept for literacy education from 2018 to 2021.

How?

VOR BILD UNG created a diverse concept for conducting courses in day-care centres and family centres. The courses were implemented in small groups, where learners had the possibility for self-paced learning and content could be adapted according to their needs.

Impact?

It was proven that the familiar environment, addressing persons of trust, learning at one's own pace as well as the low-threshold access to learning offer were very effective in teaching literacy. The joy of learning and a sense of well-being in the course were affirmed by all the participants. It also became obvious that it's necessary to sensitise the professionals to the topic of low literacy and to provide them with concrete practical help for addressing the parents.



FACTS

- **Name:** VOR BILD UNG
- **Country:** Germany
- **Coordinator:** Volkshochschule Hildesheim
- **Contact:** Christin Eschmann, eschmann(at)vhs-hildesheim.de
- **Focus:** Literacy for parents and caregivers
- **Links:** www.vhs-hildesheim.de

3.3 The Inclusive Guest Journey

What?

“Inclusive Guest Journey” is a development project improving the accessibility and inclusion at Bildungshaus Retzhof, an adult education centre in Austria. The goal has been to create a completely accessible learning centre by adapting the learning offer and the infrastructure of the organisation.



How?

The centre strives to ensure that people with various types of disabilities can use the facilities and services of the house as independently as possible. Additionally, the house follows certain environmental standards and provides accessibility information in simple language on its website.



Impact?

Both people with and without disabilities benefit from an educational organisation that has a barrier-free infrastructure. An increasing number of people with disabilities, their colleagues and friends visit and make use of the services. The centre promotes social inclusion as it integrates people from various backgrounds.

FACTS

- **Name:** The Inclusive Guest Journey
- **Country:** Austria
- **Coordinator:** Bildungshaus Retzhof GmbH
- **Contact:** Polonca Kosi Klemensak, polonca.kosi-klemensak(at)retzhof.at
- **Focus:** Social inclusion of people with disabilities
- **Links:** www.retzhof.at/en/barrier-free-2

EAEA is the voice of non-formal adult education in Europe. It is a European NGO with 120 member organisations in 43 countries and represents more than 60 million learners Europe-wide.



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