

*eeaa*  
GRUNDTVIG AWARD  
*excellence in adult education*

2025

**FLEXIBLE LEARNING**

**PATHWAYS**



Co-funded by  
the European Union



**EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS**

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# Contents

1 Introduction.....	4
What? How?.....	5
Categories and criteria.....	6
EAEA Grundtvig Award 2025: Flexible Learning Pathways.....	7
2 Transnational initiatives.....	8
2.1. Citizens Xelerator.....	9-10
2.2. NEW.....	11
2.3. FLECSLAB.....	12
2.4. AI in ADU.....	13
2.5. EiE PDP.....	14
2.6. DigiLife.....	15
2.7. Diverse Courses.....	16
2.8. DIGI Helicon.....	17
2.9. EACH.....	18
2.10. Europe on Track 11.....	19
3. National initiatives.....	20
3.1. Trainspot2.....	21-22
3.2. Caminos de Tiza.....	23
3.3. eClubhouse Study Coaching and Digital Peer Support.....	24
3.4. Odyssea’s Youth Center in Thessaloniki.....	25
3.5. Öko-Booster.....	26
3.6. Willkommen im Landkreis Cham.....	27
3.7. Lisbon City of Learning.....	28
3.8. Empowering Youth through Community-Based Filmmaking in Helsingborg.....	29
3.9. Strengthening and Cohesion of the Associative Movement.....	30
3.10. Programa de Treino de Competências Pessoais e Sociais da Associação Integrar.....	31
3.11. Činimo znanje dostupnim / Making Knowledge Accessible.....	32
3.12. Fórum Maior Idade.....	33
3.13. Digital Überall.....	34
3.14. Digital Skills Passport.....	35
3.15. The Brain Under the Hat.....	36

# 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.

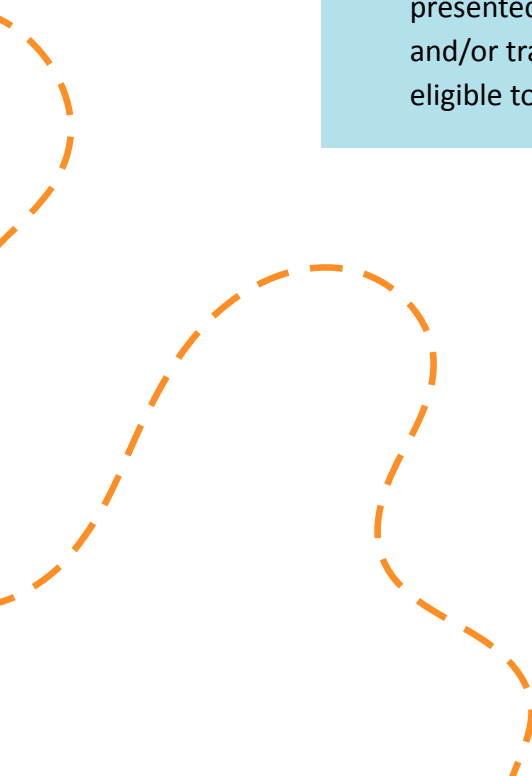
The EAEA Grundtvig Award is named after Nikolai Frederik Grundtvig (1783 - 1872), a Danish philosopher and educator who was significantly influential in the development of non-formal adult learning in Europe and throughout the world. He provided the adult education sector with a foundational philosophy that underpins much of the work in lifelong learning. Grundtvig emphasised the intrinsic value of learning as a foundation 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 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

# Categories and criteria

The EAEA Grundtvig Award 2025 call was published in two categories: Local/regional/national initiatives and transnational initiatives.

Criteria are as follows:

- Outstanding creativity and innovation
- Transferability of the project and its outcomes to other regions
- Plans and capacity to upscale (where relevant)
- Excellence in project presentation in terms of writing, summarising, and supporting with visuals
- Effectiveness of the initiative, programme or partnership in reaching outcomes
- Demonstration of positive impact on learners and communities
- The presentation of testimonials from learners or trainers





# EAEA Grundtvig Award 2025: Flexible Learning Pathways

EAEA's Annual Theme 2025, Flexible Learning Pathways, explores how diverse and adaptable learning opportunities can support adult learners in navigating rapid societal challenges, from digitalisation to climate change. By promoting inclusive and accessible education, EAEA aims to strengthen lifelong learning across Europe. Flexible Learning Pathways are an important tool to build an inclusive society where all adults (including those from underrepresented groups, disadvantaged socio-economic groups etc.) are able to engage in learning.

The adaptability of alternative learning pathways - such as online and blended learning, short courses, and recognition of prior learning - makes adult learning more accessible. By embracing flexibility, EAEA aims to raise awareness of the importance of ALE in enhancing economic and social participation across the EU.

## **With the award, EAEA wanted to highlight initiatives that**

- Increase the flexibility of the educational offer, helping to increase the participation of underrepresented groups in ALE – for example through flexible financing, grants, blended or self-paced learning.
- Support blended learning opportunities, modular learning and other flexible learning structures.
- Show readiness to adjust to individuals' and groups' needs and demands during the learning process
- Encourage adult learners to take ownership over their learning process through determining the time, space and pace of their learning.
- Assure high transferability of learning outcomes in ALE, through alignment with quality assurance procedures such as the European or National Qualifications Framework
- Support key EU initiatives in terms of Flexible Learning Pathways, such as Individual Learning Accounts and micro-credentials.

## 2 Transnational initiatives



Winner:  
Citizens Xelerator



**WINNER**

## 2.1. Citizens Xelerator

### What

Citizens Xelerator is a project co-funded by the Erasmus+ programme, aimed at strengthening democratic and civic literacy and promoting social empathy among adult learners. Led by Mentortec with partners from eight countries, it supported adults with unmet literacy needs, educators seeking new methods, and civil society groups working on community-based democratic initiatives. The project helped adults to build personal, social, digital, financial, entrepreneurial, and green skills to become more active citizens.

### How

The project offered flexible learning through hands-on civic engagement. It created three main results: The LifeComp Cards help adults assess and develop life competences through interactive activities. The Citizens Xelerator Model and Kit guide the setup of Action Labs, where learners take part in Think Tanks, civic actions, Celebration Days, and microlearning sessions. The Citizens Xelerator Network connected organisations across Europe.

### Impact

The project's success is evident in the high number of participants and the positive feedback received. Altogether, it trained 112 educators and involved 1,909 adults in 226 activities. Microlearning sessions reached 1,230 adults, focusing on digital skills, financial literacy, and empathy. Celebration Days brought together 182 participants to discuss democracy and diversity. LifeComp Cards were shared with over 130 organisations. The model is modular and adaptable, making it useful for other adult education providers and community learning programmes.

The logo for Citizens Xelerator features the word "CITIZENS" in blue, followed by a stylized orange and yellow "X" symbol, and the word "XELERATOR" in blue. The "X" symbol is composed of two curved lines that meet at a point, creating a dynamic, forward-pointing shape.

**CITIZENS XELERATOR**

## Winner: Citizens Xelerator

“We have demonstrated that combining creativity with practicality successfully supports inclusion and democratic engagement, and that adult education remains a driving force for meaningful societal change.”

**Marta Reis**

“This journey started 3 years ago with a team of dreamers and learners that decided to build a project to guide adults to be “entrepreneurs of themselves” and this is the idea of Citizens Xelerator.”

**Andreia Monteiro**



Photo: Citizens Xelerator

## Facts

**Name:** Citizens Xelerator for democratic and civic participation

**Funding:** Erasmus+

**Coordinator:** Mentortec (Portugal)

**Partners:** Dante (Croatia), CESIE (Italy), VHS Cham (Germany), ACEFIR (Spain), Actionaid Hellas (Greece), APCEP (Portugal), AEAE (Romania), AONTAS (Ireland)

**Contact:** Andreia Monteiro [andreia.monteiro\(at\)mentortec.eu](mailto:andreia.monteiro(at)mentortec.eu)

**Focus:** Active citizenship

**Links:** [Citizens Xelerator](#)

## 2.2. NEW

### What

The NEW – Neurodiversity at Work project supported European SMEs and microenterprises in valuing the strengths of neurodivergent talent to build more inclusive and innovative workplaces. Led by FORMA.Azione and six partners, it addressed individuals with autism, ADHD, dyslexia and similar cognitive differences.

### How

Through co-designed training, tailored mentoring, and pilot activities in 23 companies, the project developed the (R)evolutionary Inclusion Model. Awareness campaigns reached over 20,000 SMEs, and 600+ professionals were equipped with inclusive HR practices. A European Community of Practice continues to support peer learning and professional development.

### Impact

NEW raised understanding of neurodiversity as a valuable asset, co-created inclusive practices, and fostered lasting cultural change. Its flexible, participatory and evidence-based methodology offers a replicable model for adult education and workplace inclusion across sectors.



Photo: NEW



### Facts

**Name:** NEW - Neurodiversity at Work

**Funding:** Erasmus+

**Coordinator:** FORMA.Azione srl (Italy)

**Contact:** Chiara Marchetta,  
Marchetta(at)azione.com

**Partners:** AIDP - Associazione Italiana per la Direzione del Personale (Italy), EDA - European Dyslexia Association (Belgium), Specialisterne Ireland (Ireland), Die Berater (Austria), CATRO (Bulgaria)

**Focus:** Inclusion and well-being of neurodivergent workers

**Links:** [Neurodiverse Workplaces](#)

## 2.3. FLECSLAB

### What

FLECSLAB is a transnational initiative led by the University of Ljubljana under the EUTOPIA alliance, aiming to support flexible learning in a transnational context. It integrates short-term learning formats and micro-credentials into a broader European framework and enables higher education institutions (HEIs) to reach a wide range of lifelong learners.

### How

FLECSLAB developed a Lifelong Learning Toolkit and Business Model, tested across 12 EUTOPIA Connected Learning Communities. It engaged stakeholders from diverse sectors and 51 learners through interdisciplinary workshops and summer schools. The initiative brought together academics, industry, and public sector partners to explore sustainable strategies for lifelong learning.

### Impact

FLECSLAB has identified the key conditions under which academia can open its provision to lifelong learning. It helped educators adopt flexible teaching strategies and placed learners at the centre of academic practice. The initiative fostered collaboration across sectors and provided tools that support the mainstreaming of lifelong learning in higher education.



### Facts

**Name:** Flexible Learning Communities Supporting Lifelong Learning Across Borders (FLECSLAB)

**Funding:** Erasmus+

**Coordinator:** University of Ljubljana (Slovenia)

**Contact:** Tomaž Deželan  
(tomaz.dezelan(at)fdv.uni-lj.si)

**Partners:** Vrije Universiteit Brussel (Belgium), CY\_Cergy Paris University (France), University of Gothenburg (Sweden), Pompeu Fabra University-Barcelona (Spain), University of Warwick (United Kingdom)

**Focus:** Lifelong learning in higher education

**Links:** [Eutopia Fleclab](#)



## 2.4. AI in ADU

### What

AI in ADU is a transnational initiative coordinated by Johannes Gutenberg University Mainz, aiming to support flexible, personalised learning pathways in adult education, with a focus on language learning. It explores how artificial intelligence can empower self-learners and educators to create adaptive, inclusive learning experiences across Europe.

### How

The project developed practical guides, expert podcasts, tool tips, and interactive learning materials based on research, surveys, and focus groups. It mapped existing AI tools and created resources to support educators and learners. Partners from six countries collaborated to design modular and self-paced learning formats that promote autonomy and digital inclusion.

### Impact

AI in ADU has helped educators understand how to use AI to support flexible learning and placed learner needs at the centre of adult education. It fostered cross-sector collaboration and produced open-access resources that can be used by adult education providers to integrate AI into their teaching. The project contributes to digital transformation and lifelong learning across Europe.



Photo: AI in ADU



### Facts

**Name:** Artificial Intelligence in Adult Education and Self-Learning: Providing personalised and adaptive learning experiences with emphasis on language learning (AI in ADU)

**Funding:** Erasmus+

**Coordinator:** Johannes Gutenberg University Mainz (Germany)

**Contact:** Mark Reinhard (ai-erasmusplus(at)zww.uni-mainz.de)

**Partners:** Bahcesehir University (Turkey), Emphasys Centre (Cyprus), Prism (Italy), Pelican (Czech Republic), Fundacja Wspierania Kultury i Języka Polskiego im. M. Reja (Poland)

**Focus:** AI in education

**Links:** [AI in Education](#)



## 2.5. EiE PDP

### What

The EiE Professional Development Programme is a transnational initiative led by the Humanitarian Leadership Academy. It aims to advance the skills of Education in Emergencies practitioners by promoting flexible adult learning tailored to diverse time zones, languages, gender needs, and cultural contexts. It supports flexible, inclusive learning for professionals working in crisis-affected regions.

### How

The programme offers three learning pathways: a blended EiE Fundamentals course, flexible self-paced online modules, and an accredited Certificate of Advanced Studies with the University of Geneva. Courses are tailored to diverse learner needs, including multilingual content, gender-sensitive design, and cultural relevance.

### Impact

EiE PDP has placed learner needs at the centre of emergency education training. In 2024, the blended course was delivered in 10 countries. To date, 1,347 students have graduated from in-person courses. EiE PDP has fostered collaboration across humanitarian and academic sectors, improved accessibility, and provided open resources for learning. The programme continues to evolve through feedback, practice, and global engagement.



Photo: EiE PDP

### Facts

**Name:** Education in Emergencies Professional Development Programme (EiE PDP)

**Funding:** People's Postcode Lottery

**Coordinator:** Humanitarian Leadership Academy (UK)

**Contact:** Casey Pearson  
(c.pearson(at)savethechildren.org.uk)

**Partners:** Save the Children UK (United Kingdom), Save the Children International, University of Geneva (Switzerland)

**Focus:** Emergency education training

**Links:** [Education in emergencies EiE](#)

## 2.6. DigiLife

### What

Digital Life Learning is a transnational initiative led by Fondazione garagErasmus, aiming to foster inclusive, flexible, and digital learning opportunities for adults. It supports older citizens and low-skilled learners in acquiring essential digital competencies for personal and professional life, helping bridge the digital divide and promote social inclusion.

### How

The project offers modular, self-paced learning combining online courses, peer learning, and facilitator support. Learners receive micro-credentials and benefit from recognition of prior learning. The initiative is implemented in four EU countries and engages university students as trainers, creating intergenerational learning experiences. Over 150 adult learners have successfully acquired digital skills.

### Impact

DigiLife has enhanced digital confidence and employability among adult learners, especially those with limited access to formal education. It developed scalable learning resources, strengthened European collaboration, and provided a flexible, accessible platform for lifelong learning. The project continues to evolve through feedback, partnerships, and policy advocacy for digital inclusion.



Photo: DigiLife

### Facts

**Name:** Digital Life Learning

**Funding:** Erasmus+

**Coordinator:** Fondazione garagErasmus

**Contact:** Valentina Presa

(valentina.presa(at)garagerasmus.org)

**Partners:** Instituto Pedro Nunes (Portugal),

Plataforma del Voluntariado de España

(Spain), People Behind (Greece), Università

degli Studi di Roma Tor Vergata (Italy),

Caritas Diocesana de Coimbra (Portugal)

**Focus:** Digital inclusion

**Links:** [Digital life learning](#)

## 2.7. Diverse Courses

### What

Diverse Courses is a transnational initiative led by FH JOANNEUM University of Applied Sciences. It aims to contribute to inclusion and diversity in adult education by supporting educators in addressing the differentiated needs of learners. The project helps unlock the potential of both learners and educators in increasingly diverse learning environments.

### How

The project develops and pilots a course mapping tool and creates learners' and educators' personas to better understand their backgrounds and needs. Didactical scenarios tailored to these personas are tested in 18 courses. Results are shared through an interactive online platform, webinars, workshops, and publications. A manual, tutorial, and toolkit provide educators with practical resources to adapt teaching to diverse learner profiles.

### Impact

Diverse Courses promotes inclusive teaching by equipping educators with tools to respond to learner diversity. It fosters collaboration across six European partners and engages stakeholders through seminars, focus groups, and a final conference. The project's adaptable approach and multilingual resources support broader application in adult education across Europe.



Photo: Diverse Courses

### Facts

**Name:** Diverse Courses - Understanding and unlocking learners' and educators' potential in diverse courses

**Funding:** Erasmus+

**Coordinator:** FH JOANNEUM University of Applied Sciences (Austria)

**Contact:** Barbara Hoenig  
(barbara.hoenig(at)fh-joanneum.at)

**Partners:** Cramars Società Cooperativa Sociale (Italy), [Dafni KEK](#) (Greece), Fundación Docete Omnes (Spain), Escola Profissional Amar Terra Verde (Portugal), University Institute Atlantica (Portugal)

**Focus:** Inclusive adult education

**Links:** [Diverse Curses](#)





## 2.8. DIGI Helicon

### What

DIGI Helicon is a transnational initiative supporting the Cultural and Creative Sector by bridging artistic practice with digital technologies. Led by LITUS NOVUM and partners across Europe, it empowers current and aspiring artists - especially from vulnerable groups - by enhancing digital skills, fostering creative communities, and improving access to the online market.

### How

The project developed a self-learning platform with flexible, self-paced modules tailored to artists' needs. It provides practical tools to learn the basics of new technologies for creating and distributing artistic work. The platform includes a Capacity Building Methodology, a Handbook of good practices, and a Virtual Exhibition. Artists receive mentoring and support from project staff in each country.

### Impact

DIGI Helicon promotes flexible learning and digital upskilling in the arts, boosting employability and visibility. It strengthens intercultural dialogue and social inclusion through innovative learning materials and collaborative activities. The project's structure and content are transferable to other sectors, and its platform already supports artist profiles and networking features for future expansion.



Photo: DIGI Helicon



### Facts

**Name:** DIGI Helicon - Empowering current and aspiring artists through the development of digital skills and competences

**Funding:** Erasmus+

**Coordinator:** LITUS NOVUM (Germany)

**Contact:** Musa Kirkar (info(at)ceipes.org)

**Partners:** EURAKOM (France), CEIPES ETS (Italy),\_IeD (Greece), RESET (Cyprus), ITML (Cyprus), Symplexis (Greece), Welfare2Work (Netherlands)

**Focus:** Digital skills for artists

**Links:** [Digi-helicon.eu](http://Digi-helicon.eu)[DIGI Helicon](http://DIGI Helicon)

## 2.9. EACH

### What

EACH is a transnational initiative led by Brainer Academy, promoting healthy lifestyles and personal growth through non-formal education. The project supports adults in developing physical, mental, and social well-being. It fosters inclusion, intercultural exchange, and lifelong learning across Italy, Spain, and Hungary.

### How

Each partner organises differentiated training paths based on the needs of their target groups. Activities include cooking, fitness, yoga, mindfulness, and digital skills, guided by professionals such as doctors and educators. Participants are supported by qualified staff and encouraged to be protagonists of their own learning. In-person meetings facilitate the exchange of good practices and the creation of an e-book documenting project experiences.

### Impact

EACH enhances self-esteem, digital and language skills, and civic awareness. It promotes active citizenship and inclusion through shared cultural experiences and community-building. The project's flexible, learner-centered approach has been well received, with participants expressing gratitude for the opportunity to improve their lives. Dissemination through publications, videos, and public events ensures broader impact and sustainability.



Photo: EACH

### Facts

**Name:** EACH - Educational Attitudes at Cooking & Health Lifestyles

**Funding:** Erasmus+

**Coordinator:** Brainer Academy (Italy)

**Contact:** Mariella Ciani  
(mariellaciani55(at)gmail.com)

**Partners:** ETENELEARNING SL (Spain),  
KDIE (Hungary)

**Focus:** Healthy lifestyles and inclusion

**Links:** [Brainer Academy](#)

## 2.10. Europe on Track 11

### What

Europe on Track 11 is a transnational educational initiative led by AEGEE Europe. It engages young adults across Europe in workshops on intersectionality and civic engagement, delivered by a team of ambassadors travelling by train. The project fosters inclusive dialogue and empowers participants to shape a more cohesive and democratic Europe.

### How

Ambassadors are trained in non-formal education and travel to multiple European cities, conducting interactive workshops in collaboration with local AEGEE antennas, universities, and NGOs. Activities are tailored to local contexts and designed to meet diverse learning needs. A final conference and policy paper presented to the European Parliament amplify the voices of participants and promote inclusive civic narratives.

### Impact

Europe on Track 11 promotes flexible learning and active citizenship. It empowers young adults, especially from underrepresented groups, with critical thinking and advocacy skills. The initiative builds a sustainable network of informed change-makers and provides a replicable framework for adult education providers. Its structured evaluation ensures continuous improvement and relevance.



Photo: Europe on Track 11



### Facts

**Name:** Europe on Track 11 - Intersecting Realities: Youth Redefining Europe's Inclusive Civic Narrative

**Funding:** European Youth Foundation (Council of Europe), Eurail, AEGEE network contributions

**Coordinator:** AEGEE Europe

**Contact:** Daniela Orozco (eot(at)aegee.eu)

**Partners:** Eurail (Netherlands), STIEM, BEST, AEGEE locals across Europe

**Focus:** Civic engagement

**Links:** [Europe on Track](#)

## 3 National initiatives



Winner:  
Trainspot2

**WINNER**

## 3.1. TrainSpot2

### What

TrainSpot2 is a national initiative coordinated by the German Institute for Adult Education (DIE). It supports educators in adult and continuing education by offering personalised, competence-based learning paths. The project connects high-quality digital learning offers and promotes modularity, transparency, and learner autonomy, supporting flexible learning.

### How

TrainSpot2 linked platforms such as EULE and the MOOC “Digital Trainer” into a growing ecosystem of train-the-trainer-offers. Educators can follow self-directed learning journeys based on their individual competence needs. Tools like the GRETA competence framework and the dynamic competence profile help visualise progress and support adaptive entry points. The project was developed in phases: technical integration, competence mapping, content development, and evaluation. While full connection to the National Education Platform is pending, the project has established an infrastructure that enables third-party integration and the issuance of interoperable badges.

### Impact

TrainSpot2 has provided cornerstones of a digital infrastructure that supports flexible, competence-based learning for adult educators. By interconnecting learning resources and implementing competence mapping, the project contributes to the transparency, adaptability, and personalisation of adult learning pathways. Its modular design and standards-based approach make it transferable to other providers. Future plans include expanding the GRETA-aligned network, refining badge strategies, and exploring AI-supported mapping.

The logo for TrainSpot features the word "TrainSpot" in a blue, sans-serif font. The letter "o" in "Spot" is replaced by a stylized yellow and green circular graphic that resembles a train wheel or a spot of light. The background of the logo is a light green circle with a white border.

TrainSpot



“With TrainSpot, we empower teachers and trainers in adult education to develop professionally in their preferred contexts. For our consortium and our organisation, the award is a strong signal for the importance of coordinated professional development.”

Anne Stauch



Image: Trainspot2

## Facts

**Name:** Trainspot2

**Country:** Germany

**Funding:** former Bundesministerium für Bildung und Forschung (BMBF), NextGenerationEU

**Coordinator:** Deutsches Institut für Erwachsenenbildung (DIE)

**Partners:** Eberhard Karls Universität Tübingen, Rheinisch-Westfälische Technische Hochschule Aachen, Technische Hochschule Lübeck, WBS Training AG

**Contact:** [stauch\(at\)die-bonn.de](mailto:stauch(at)die-bonn.de)

**Focus:** Digital learning

**Links:** [Die Bonn](https://www.die-bonn.de)

## 3.2. Caminos de Tiza

### What

Caminos de Tiza is a grassroots, itinerant education initiative based in Argentina. It brings flexible, situated learning to adults in rural areas, indigenous villages, vulnerable neighbourhoods, and garbage dumps. The project transforms homes into educational communities, where adults learn through daily life activities with their children, connecting practical knowledge to scientific literacy and school content.

### How

Using a low- or zero-cost methodology, educators work directly with families, applying non-formal, problem-based learning rooted in hygiene, safety, disability care, and everyday phenomena. Learning is adapted to each context, such as teaching physics through water purification or biology through food safety. The approach is inclusive, mobile, and responsive to the realities of nomadic, illiterate, or excluded populations.

### Impact

Caminos de Tiza has improved hygiene habits, reduced domestic accidents, and supported literacy and parenting skills. It revalues popular knowledge, fosters scientific awareness, and enables adults to complete primary education. The model is scalable and adaptable to contexts of displacement, migration, or crisis, offering a flexible and replicable solution where formal education is not accessible.



Photo: Caminos de Tiza

### Facts

**Name:** Caminos de Tiza

**Country:** Argentina

**Funding:** Donations and in-kind support

**Coordinator:** Escuelita Ambulante Caminos de Tiza

**Contact:** Julio Manuel Pereyra

([caminosdetizaargentina@gmail.com](mailto:caminosdetizaargentina@gmail.com))

**Partners:** Faro Patagonia Foundation, Associazione Antares Ticino, Municipality of Trancas, Educar Association, Disability Area – Municipality of Andresito

**Focus:** Situated learning and inclusion

**Links:** [Escuelita Ambulante Caminos de Tiza](#)

## 3.3. eClubhouse Study Coaching and Digital Peer Support

### What

eClubhouse is a national initiative led by the Finnish Clubhouse Coalition, offering flexible, inclusive study coaching and digital peer support for adults facing barriers to education. It supports learners with mental health challenges, digital exclusion, or disrupted study paths, helping them re-engage with learning and build confidence in a supportive online environment.

### How

The initiative combines personalised study coaching, peer-led digital support, and modular online learning. Participants set individual goals and receive one-on-one or group-based guidance. The platform, co-developed with Clubhouse members and partners, adapts to learners' needs and life situations. Digital Peer Support ensures accessibility for those with limited digital skills, while new workshops and partnerships expand learning opportunities.

### Impact

Since its launch, eClubhouse has facilitated over 3000 interactions and engaged more than 700 unique participants. It has improved study engagement, digital confidence, and access to education. The model is being integrated into youth guidance centres and educational institutions, with plans for nationwide expansion. Although the initiative was launched only in November 2024, it has already gained wide national attention. In autumn 2025, it received the "Tulevaisuuden teko 2025" honorary mention from Koala Group and the ALLVAR award from the Finnish Diverse Learners' Association.



Photo: Riina Linnainmaa

### Facts

**Name:** eClubhouse Study Coaching and Digital Peer Support for Flexible Learning Pathways

**Country:** Finland

**Funding:** STEA (Targeted operational grant)

**Coordinator:** Finnish Clubhouse Coalition

**Contact:** Peppi Laine

(peppi.laine(at)suomenklubitalot.fi)

**Partners:** 22 local Clubhouses, Ohjaamo centres, educational institutions, employment services, NGOs

**Focus:** Digital inclusion

**Links:** [eklubitalo](https://www.eklubitalo.fi)



## 3.4. Odyssea's Youth Center in Thessaloniki

### What

Odyssea's Youth Center in Thessaloniki is a dynamic initiative supporting young adults with flexible, market-driven vocational training, career counselling, and community engagement. Based on a three-pillar model (Academy, Employability, Youth Activation), it empowers youth to upskill, find employment, and participate actively in society.

### How

The center offers modular vocational courses, blended learning, and self-paced employability support. Certified training is aligned with national frameworks and delivered by experienced educators. A Mobile Education Unit ensures outreach to hard-to-reach areas. Participants benefit from CV workshops, career coaching, and job matching, while community initiatives like the Social Kitchen and Boxes of Love foster solidarity and inclusion.

### Impact

Since opening, the center has trained 265 youth and helped 163 secure employment. It has engaged over 240 volunteers and built a network of 42 companies. The initiative uses real-time data tracking and AI-powered tools to measure impact and refine services. It has become a trusted community hub, offering both educational and humanitarian support, and is now scaling its model across Greece.



### Facts

**Name:** Odyssea's Youth Center in Thessaloniki

**Country:** Greece

**Funding:** NEXT FAB Foundation, The Hellenic Initiative, Athanasios C. Laskaridis Charitable Foundation, Hyatt Regency Entertainment S.A., Lidl Hellas

**Coordinator:** Odyssea A.M.K.E.

**Contact:** Mr. Nikolaos Jai Maxis  
(jai.maxis(at)odyssea.com)

**Partners:** Strategic donors and local collaborators

**Focus:** Vocational training and youth empowerment

**Links:** [Odyssea](#)

## 3.5. Öko-Booster

### What

Öko-Booster is a national initiative led by the Vienna Chamber of Labour (AK Wien) to train young adults from disadvantaged backgrounds for urgently needed skilled jobs in the energy transition. The project responds to Vienna's goal of phasing out gas heating by 2040, offering flexible learning pathways to support social inclusion and climate action.

### How

Training is delivered in two stages: a six-month preparatory module followed by vocational training in electrical or plumbing/heating technology. Participants receive bilingual instruction, social and psychological support, and hands-on experience. Small group sizes, mentoring, and excursions foster group cohesion and practical learning. Each learner receives a tailored educational pathway based on their needs and strengths.

### Impact

By late 2025, 150 participants are in training and another 30 have already qualified as skilled workers. The project has won national awards and is recognised as a flagship initiative in Vienna. It promotes labour market integration, social participation, and personal empowerment. The model is scalable and transferable, offering a blueprint for inclusive vocational training in the green economy.



Photo: Erwin Schuh

### Facts

**Country:** Austria

**Funding:** Project partners

**Coordinator:** Arbeiterkammer Wien

**Contact:** Elisabeth Felbermair

(elisabeth.felbermair(at)akwien.at)

**Partners:** Arbeitsmarktservice Wien, waff – Wiener Arbeitnehmer\*innen Förderungsfonds

**Focus:** Inclusive vocational training for the energy transition

**Links:** [Oekobooster](#)

## 3.6. Willkommen im Landkreis Cham

### What

The project Willkommen im Landkreis Cham supports young adults from third countries in settling into the Bavarian district of Cham. It fosters integration through language learning and shared social and cultural experiences, creating a welcoming space for dialogue and mutual understanding between locals and newcomers.

### How

The initiative combines free, flexible German courses (A1–B2) with joint activities and monthly get-together sessions (Stammtische). Courses are modular and offered online and on-site, while activities such as excursions, cultural festivals, and informal meetings provide natural opportunities for language practice and intercultural exchange.

### Impact

In the first months, the project reached around 180 participants, with 120 joining 19 joint activities and 9 Stammtisch sessions. Feedback highlights improved language skills, confidence, and a sense of belonging: “Meetings with locals open doors to culture. This is how a new place becomes a home.” The approach is adaptable and aims to expand regionally, introduce micro-credentials, and strengthen partnerships.



Photo: VHS im Lkrs Cham

### Facts

**Country:** Germany

**Funding:** AMIF (Asyl-, Migrations- und Integrationsfonds)

**Coordinator:** Volkshochschule im Landkreis Cham e.V.

**Contact:** Aleksandra Sikorska-Ellwanger (asikorska(at)vhs-cham.de)

**Partners:** District Office Cham, Employment Agency, voluntary services, vocational schools

**Focus:**

**Links:** [Instagram - Willkommen in Bayern](#)

## 3.7. Lisbon City of Learning

### What

Lisbon City of Learning (LCA) is transforming Lisbon into a vibrant, inclusive learning hub. Coordinated by the City Council and over 120 partners, it empowers all citizens to access lifelong learning opportunities and gain skills for personal and professional growth. Learners acquire crucial 21st-century skills (digital literacy, sustainability, civic engagement, creativity, critical thinking) essential for navigating modern life and work.

### How

LCA combines a cross-sectoral network with a free digital platform and mobile app, mapping 600+ learning opportunities searchable by interests, skills or location. It uses Open Badges for micro-certification and co-created Learning Playlists to support flexible, self-paced pathways. Over 2600 badges have been issued and 2800+ users engaged.

### Impact

LCA dismantles barriers to learning and fosters learner ownership. It strengthens Lisbon's social capital, validates diverse skills, and boosts employability. Its participatory, transferable model, anchored in public leadership and digital innovation, facilitates adaptation to different urban/regional contexts.

#### Facts

**Name:** Lisbon City of Learning

**Funding:** Lisbon City Council

**Country:** Portugal

**Coordinator:** Lisbon City of Learning Network, steered by Lisbon City Council

**Contact:** Vanessa Verissimo, [vanessa.verissimo@cm-lisboa.pt](mailto:vanessa.verissimo@cm-lisboa.pt)

**Partners:** Dynamic network of over 120 partners

**Focus:** Accessible learning opportunities

**Links:** [Aprendizagem](#)

## 3.8. Empowering Youth through Community-Based Filmmaking in Helsingborg

### What

This community-based filmmaking project, led by Hyresgästföreningen, empowers young adults in Helsingborg, particularly from the Dalhem area, through hands-on training in filmmaking, storytelling, and civic engagement. The initiative provides a platform for participants to express their experiences, develop new skills, and contribute to local dialogue through creative media.

### How

Participants engage in practical workshops covering scriptwriting, filming, and editing, supported by professional filmmakers and local partners. The project combines in-person training with digital learning, allowing flexible participation. A 30-minute short film was collaboratively produced, reflecting community narratives and highlighting social issues.

### Impact

The project has strengthened community ties, boosted participants' confidence, and opened new educational and career pathways. Over 50 young people and adults have taken part, gaining technical and soft skills. The initiative has received national media attention and serves as a replicable model for creative, community-centred adult education.



Photo: Empowering Youth through Community-Based Filmmaking in Helsingborg

### Facts

**Name:** Empowering Youth through Community-Based Filmmaking in Helsingborg

**Country:** Sweden

**Funding:** Helsingborg Stad and Hyresgästföreningen

**Coordinator:** Hyresgästföreningen

**Contact:** Nour Habib  
(nour.habib(at)hyresgastforeningen.se)

**Partners:** Helsingborg Stad, Filmkollo Trollhättan

**Focus:** Creative media and community engagement

**Links:** [Hyresgastforeningen](#)



## 3.9. Strengthening and Cohesion of the Associative Movement

### What

Led by the Spanish Volunteer Platform (PVE), this initiative promotes the autonomy and empowerment of individuals and organisations in the Third Sector through accessible, high-quality training. It supports the professionalisation of volunteering and strengthens the associative movement across Spain.

### How

The programme offers free, online training tailored to volunteers, technical staff, and leaders in social action. Courses are delivered in flexible formats such as tutored, self-paced and microlearning, using agile methodologies that encourage participation and collaboration. The training catalogue is regularly updated and includes inclusive language and accessible formats. Many courses carry the Certifica+ seal, which validates transversal skills such as leadership, communication, and innovation.

### Impact

In 2024, 42 courses were delivered with nearly 800 registrations. Over 90 percent of participants rated the content as useful and aligned with their goals. The programme is expanding through a scalable model that allows other organisations to host PVE courses. In 2025, the first micro-credentials in volunteering will be launched, further enhancing recognition of acquired skills.



Photo: Strengthening and Cohesion of the Associative Movement

### Facts

**Name:** Strengthening and Cohesion of the Associative Movement

**Country:** Spain

**Funding:** Ministry of Social Rights, Consumption and the 2030 Agenda

**Coordinator:** Plataforma del Voluntariado de España

**Contact:** Mar Amate

([direccion\(at\)plataformavoluntariado.org](mailto:direccion(at)plataformavoluntariado.org))

**Partners:** Plataforma del Voluntariado de España

**Focus:** Training in social action

**Links:** [Plataforma Voluntariado](#)

## 3.10. Programa de Treino de Competências Pessoais e Sociais da Associação Integrar

### What

Developed by Associação Integrar, this long-standing programme supports adults in vulnerable situations through non-formal education. It promotes autonomy, inclusion, and lifelong learning by strengthening personal, social, and professional skills in a practical and accessible way.

### How

The programme includes six thematic areas: household management, financial literacy, pre-professional skills, personal and social development, parenting, and gender equality. It is designed around flexible learning pathways, allowing participants to choose modules based on their needs and goals. Learning is contextualised, person-centred and adapted to individual pace and experience, with a strong focus on real-life application.

### Impact

The versatility and simplicity of the Program have proven to be key elements in its success. The programme has shown gradual and meaningful improvements in participants' understanding and use of everyday skills. Its accessible language, practical content, and continuous assessment make it a valuable pedagogical tool for non-formal adult education.



### Facts

**Name:** Programa de Treino de Competências Pessoais e Sociais da Associação Integrar

**Country:** Portugal

**Coordinator:** Associação Integrar

**Contact:** Mónica Corte  
([nucleoprojetosformacao\(at\)integrar.org](mailto:nucleoprojetosformacao@integrar.org))

**Focus:** Inclusive basic skills learning

**Links:** [Integrar](#)

## 3.11. Činimo znanje dostupnim / Making Knowledge Accessible

### What

Led by the Centre for Education and Research Nahla, this long-term initiative addresses the educational exclusion of women in Bosnia and Herzegovina. It promotes flexible, inclusive adult learning by removing barriers related to geography, caregiving responsibilities, and discrimination, particularly for women wearing the hijab.

### How

The initiative is structured around three pillars: digitalisation, territorial inclusion, and the promotion of accessible learning. Online and hybrid formats have expanded reach, enabling over 3,200 women to access learning from home or abroad. Mobile classrooms and local partnerships brought programmes to underserved communities, including Roma women's associations. Modular vocational training and segmented career counselling offer tailored support based on learners' life contexts.

### Impact

The initiative significantly increased participation among underrepresented women, with high retention and satisfaction. It transformed online learning into a "fourth centre" and demonstrated the value of bringing education directly to communities. In 2025, a new digital platform will further enhance self-directed learning.



### Facts

**Name:** Činimo znanje dostupnim / Making Knowledge Accessible

**Country:** Bosnia and Herzegovina

**Funding:** Swiss Agency for Development and Cooperation (SDC), European Union, internal resources, local partners

**Coordinator:** Center for Education and Research "Nahla"

**Contact:** Sehija Dedovic (info(at)nahla.ba)

**Partners:** DVV International in BiH, SDC, EU-funded programmes, local authorities and community organisations

**Focus:** Inclusive learning for women

**Links:** [Nahla](#)



## 3.12. Fórum Maior Idade

### What

Fórum Maior Idade, led by the Municipality of Ílhavo, promotes health literacy and encourages the adoption of more sustainable environmental behaviours, particularly among older adults. Reopened in January 2025 after a major renovation, the Forum fosters lifelong learning, inclusion and community engagement through participatory educational formats.

### How

The Forum offers tailored registration processes to support personalised learning. Health-focused activities include cognitive training, fall prevention, and the “Velhos Radicais” programme, which challenges ageist stereotypes through radical sports. The Forum also hosts creative workshops and community events such as “Swapping is Chic”. Under the environmental axis, older adults lead initiatives like coastal reforestation and circular economy workshops, often in intergenerational setting.

### Impact

Since January 2025, the Forum has directly engaged 3,525 participants. Its impact is tracked through quantitative and qualitative indicators, showing improved physical and mental health, stronger community ties and increased awareness of healthy ageing. The participatory model and multi-sector partnerships offer a replicable approach for other adult education providers.



### Facts

**Name:** Fórum Maior Idade

**Country:** Portugal

**Funding:** Municipality of Ílhavo (€650,000 renovation; €22,000 annual budget for activities)

**Coordinator:** Câmara Municipal de Ílhavo

**Contact:** Mónica Baptista (maioridade@cm-ilhavo.pt)

**Partners:** Bioliving, Cooperativa Aproximar, Let's Swap, Unidade de Cuidados na Comunidade Laços Mar e Ria

**Focus:** Health literacy and active ageing

**Links:** [Forum Maior Idade](#)

## 3.13. Digital Überall

### What

Digital Überall offered 5000 free workshops on digital basic skills across Austria, delivered by over 50 adult education providers. Topics include digital education for seniors, e-government, online safety, everyday digital life, and AI. The project aims to reduce the digital divide and reach underserved groups, including older adults and people in rural areas.

### How

Digital Überall promotes flexible learning pathways through modular, self-directed participation: learners can attend as many workshops as they wish. The project offers free workshops via a dual booking system, allowing both providers and municipalities to organise sessions.

### Impact

The initiative has achieved over 23,000 participations across all Austrian regions. Evaluation shows 94.7% satisfaction rate, with participants praising trainer competence and interactive delivery. Over 25% of learners were aged 65+, and 42% lived in towns under 5,000 residents. Digital Überall has strengthened the adult education landscape and contributed to improving digital skills in line with the EU's Digital Decade goals.



Photo: Digital Überall

### Facts

**Name:** Digital Überall

**Country:** Austria

**Funding:** Federal Chancellery of Austria

**Coordinator:** OeAD – Austria's Agency for Education and Internationalisation

**Contact:** [caroline.pajancic@oead.at](mailto:caroline.pajancic@oead.at)

**Partners:** Federal Chancellery of Austria/Digital Austria; over 50 adult education & training providers

**Focus:** Basic digital skills

**Link:** [Digital Überall](#)

## 3.14. Digital Skills Passport

### What

Digital Skills Passport (Passaporte Competências Digitais, PCD), led by Câmara Municipal de Lisboa, promotes flexible, non-linear learning pathways to foster active digital citizenship. It addresses the digital divide, especially among vulnerable groups, including people with disabilities, and goes beyond technical skills to empower learners through adaptable structures.

### How

PCD offers free, gamified workshops in blended formats, complemented by other learning experiences aligned with DigComp 2.2. Learners choose paths according to their needs and interests. The Digital Skills Passport uses Open Badges for validation, creating a personalised portfolio and motivating self-paced learning. The learner-centred LEAP methodology ensures responsive pedagogy, adapting content and pace to participants' needs.

### Impact

PCD empowers adults to apply digital skills in daily life, enhancing access to rights, services, and civic participation. Participants report increased confidence and autonomy. Its modularity, Open Badge system, and LEAP methodology make it highly transferable. Future plans include advanced modules, more self-paced resources, and improved accessibility aligned with WCAG standards.



Photo: Digital Skills Passport

### Facts

**Name:** Digital Skills Passport (Passaporte Competências Digitais)

**Country:** Portugal

**Funding:** Câmara Municipal de Lisboa budget; collaboration with FCT/INCoDe.2030

**Coordinator:** Câmara Municipal de Lisboa

**Contact:** Hélder Touças (helder.toucas@cm-lisboa.pt)

**Partners:** FCT, INCoDe.2030, IE-ULisboa, UAb-LEAP OBLID, Lisbon Parish Councils, Lisbon Libraries, Local Development Associations, Irmãs Hospitaleiras Psychiatric Clinic, Gentis Foundation (Spain)

**Focus:** Digital inclusion

**Link:** [Literacia Digital](#)



**DIGITAL SKILLS  
PASSPORT**

INCLUSION AND CITIZENSHIP

## 3.15. The Brain Under the Hat

### What

The Brain Under the Hat is a national initiative by Brainery Academy that promotes well-being and lifelong learning through non-formal education. Aimed at older adults and individuals experiencing psycho-social distress or marginalisation, the project offers inclusive, person-centred learning experiences that foster awareness of physical, mental, and social health.

### How

The project combines classroom, gym, and outdoor activities such as self-help courses, stress management, postural and pelvic gymnastics, food education, and mindfulness. Learning is based on “learning by doing” and horizontal relationships between teachers and learners. Activities are designed to be engaging, useful, and socially meaningful, encouraging active participation and self-awareness.

### Impact

The initiative has reduced isolation, improved emotional well-being, and increased participants’ motivation to engage in community life. Monitoring tools such as questionnaires and attendance records track changes in mood, engagement, and learning outcomes. The project is replicable by other organisations committed to promoting mental and physical well-being through non-formal education.



### Facts

**Name:** The Brain Under the Hat

**Country:** Italy

**Funding:** Municipality of Udine (75%) and Brainery Academy

**Coordinator:** APS Brainery Academy

**Contact:** Mariella Ciani (mariellaciani55(at)gmail.com)

**Partners:** Centro Friulano Arti Plastiche, Teatro della Sete, METAMORFOSYS, Centro Essere Ora, internal and external professionals

**Focus:** Mental well-being

**Links:** [Brainery Academy](#).