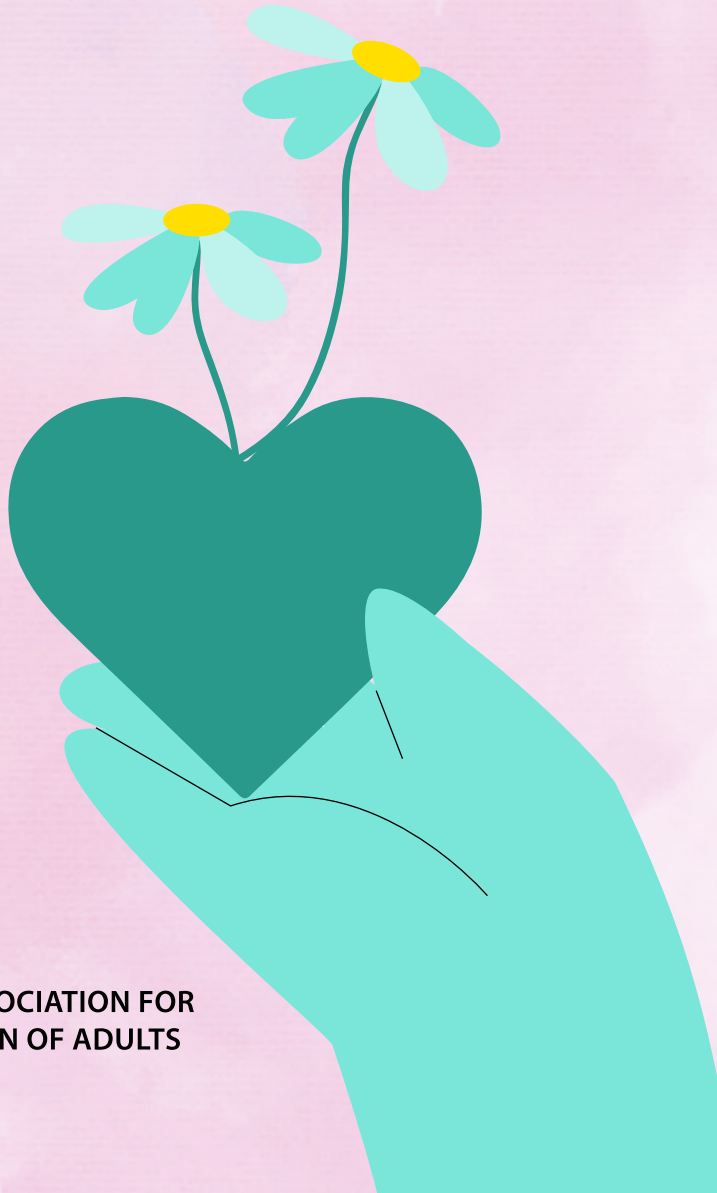
eaea
GRUNDTVIG AWARD
excellence in adult education

Resilience & Community-building



Co-funded by
the European Union

EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

Publisher: European Association for the Education of Adults – EAEA
Layout: Marina Sakač Hadžić, EAEA
Photographs of Grundtvig Winners: Michal Kepinski
Other photographs: provided by applicants
Year: 2026

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

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

All photographs containing identifiable individuals have been published with the informed consent of the persons depicted, in accordance with applicable data protection laws, including the General Data Protection Regulation (GDPR), where required.

MINISTRY OF
EDUCATION AND CULTURE
FINLAND

Co-funded by
the European Union

1/2 Table of contents

1 Introduction 5

2 Transnational initiatives 8

2.1 VOLUGRAM Developing Volunteering as a Part of Individual Learning Path 9

2.2 HER[AI]TAGE:Preserving Intangible Cultural Heritage and Environmental Knowledge Through AI Technology 11

2.3 Erasmusplus Project 2025: 2025-1-IT02-KA121-ADU-000317331 12

2.4 InclusiGardens: Digital and Sustainable Pathways to Social Inclusion through Urban Gardening 13

2.5 DEMOS: Democracy Dialogues 14

2.6 INNPACT! Innovative Participatory Actions for Collaborative Transformation 15

2.7 Combating Online Misinformation to Prevent Radicalisation of Vulnerable Adults 16

2.8 ACTIVATOR: Activating Older Adults in Citizen Science 17

2.9 CLOSE: Combating loneliness, social isolation and risks to health for elderly citizens 18

2.10 IN-SALADS 19

2.11 Corporate Academy and Human Capital enhancement:

the Stevanato Group model for skills development and employee engagement 20

2.12 Memorable 21

2.13 Educational Vanguard: Designing the Future of Adult Learning 22

2.14 TRANScenDANCE 23

2.15 Resilient families 24

2.16 AEGEE: Empowering YOUth, Inspiring Civic Change since 1985! 25

2.17 HERA: Helping Empower Women through Reskilling and Advancement 26

2.18 Cohere+ 27

2.19 Grow on the Go 28

2.20 2004-2026 Non-stop Internationalisation 29

2/2 Table of contents

3 Local, regional, and national initiatives 30

3.1 Izmir Citizens' Assembly for Climate 31
3.2 Odyssea's Youth Center in Thessaloniki 33
3.3 Blue Door Education:
Building Linguistic Resilience and Inclusive Communities in Malta 34
3.4 Ready4Business = Ready4Crisis 35
Government Simulations Game for Women of the Lutsk Urban Territorial Community 35
3.5 Culture Club 36
3.6 Welcome in the district of Cham 37
3.7 Healing Nature and Mind through Land Art 38
3.8 Languages and Creativity 39
3.9 ArteMIA: Art as a Means for Inclusion and Accessibility 40
3.10 HOLD ON 2023-2026
(Sustainable Development and Leadership in Preschools in Sweden) 41
3.11 Participation through Language and Democracy 42
3.12 Descodifica-te (Decode Yourself): Digital Reskilling for Women 43
3.13 Study Circles 44
3.14 La Troca, adults comunitary school 45
3.15 One AI a Day 46
3.16 Crisis ready community 47
3.17 EcoReadyMasuria Living Lab:
Co-creating Resilient Food Systems for Central and Eastern Europe 48
3.18 Life Fragments 49
3.19 Heritage with care - cultural memory for people with dementia 50
3.20 Community School of São Miguel de Machede 51
3.21 Social Inclusion and Community Activation Programme (SICAP) 52
3.22 QUALIFICATIONS WALK 53
3.23 The House 54
3.24 ArtWalk 55

1 Introduction

Every year, the EAEA celebrates innovation and excellence in nonformal 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 2026 call was published in two categories: Local/regional/national initiatives and transnational initiatives.

Criteria are as follows:

- Strengthen individual and collective resilience, including social, emotional, civic, digital, or economic resilience;
- Respond innovatively to societal challenges such as social polarisation, climate change, migration, digital transformation, or democratic decline, and build hope for the well-being of communities and a just future for our societies;
- Foster community-building, social cohesion, and solidarity, particularly across diverse groups and generations;
- Encourage active citizenship, democratic engagement, and mutual support through adult learning;
- Build local learning ecosystems, partnerships, or networks that enhance trust and cooperation;
- Demonstrate how ALE contributes to well-being, belonging, and collective problem-solving.

EAEA Grundtvig Award 2026:
Resilience and Community Building

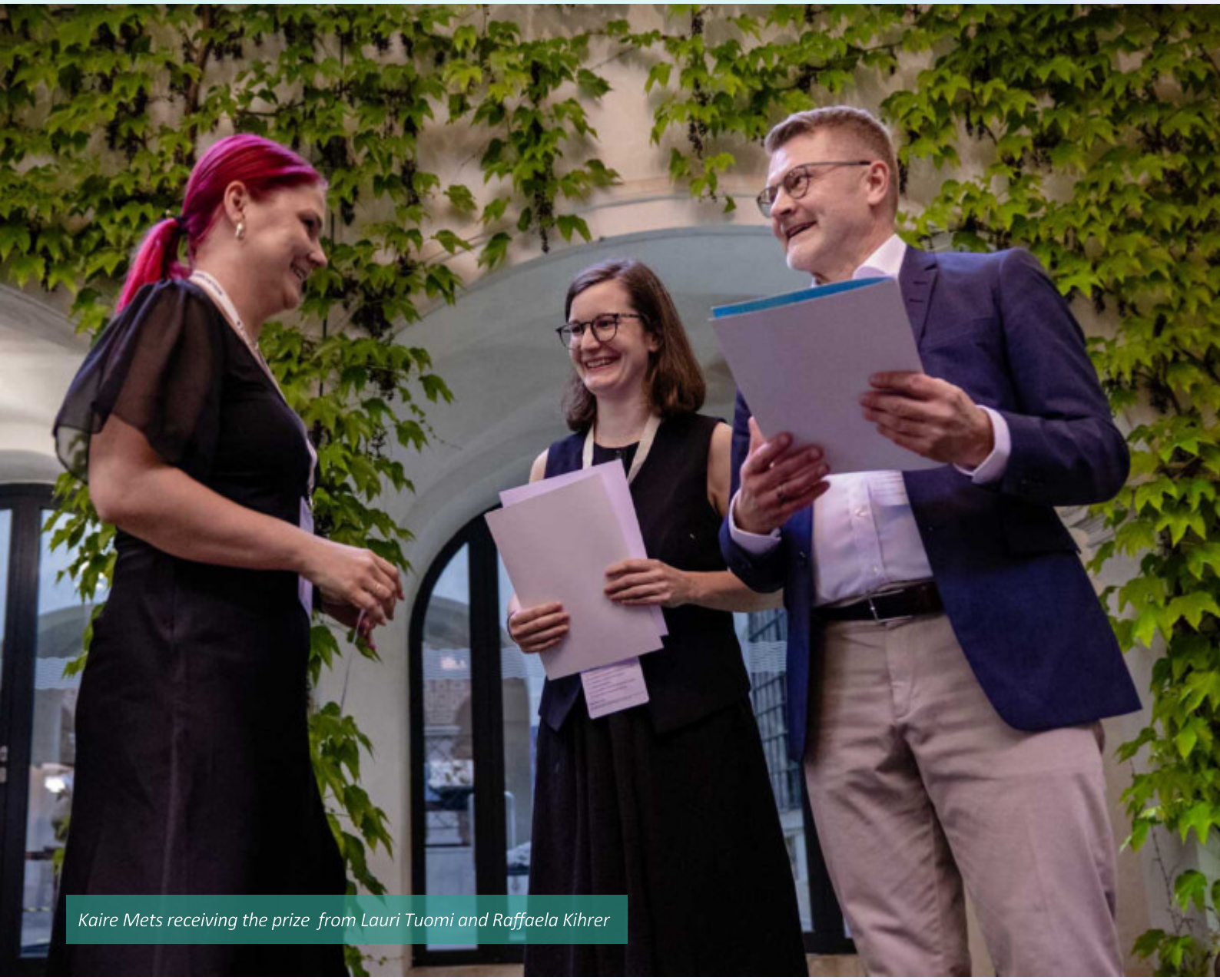
EAEA's Annual Theme 2026, Resilience and Community-Building, explores how Adult Learning and Education (ALE) contributes to resilient, inclusive and democratic societies. In a rapidly changing social, economic and political landscape, ALE equips adults with the knowledge, skills and confidence needed to adapt to change and actively participate in their communities.

By promoting accessible, learner-centred and inclusive education, EAEA highlights the role of ALE in strengthening resilience, fostering social cohesion and supporting democratic values. The annual theme places particular emphasis on ensuring that all adults, especially those in vulnerable situations, have opportunities to learn, connect and contribute to stronger communities across Europe.

With the award, EAEA wants to highlight initiatives that:

- Strengthen resilience by supporting adults in adapting to social, economic and technological change through inclusive learning opportunities.
- Foster community-building by creating learning environments that encourage participation, collaboration, intercultural dialogue and social inclusion.
- Promote democratic values, active citizenship and critical thinking, enabling learners to engage confidently in their communities and democratic processes.
- Support adults in vulnerable situations, including low-skilled adults, migrants, older learners and people affected by economic transitions, by providing accessible and learner-centred educational pathways.
- Build partnerships across sectors and communities that enhance cooperation, solidarity and lifelong learning at local, national and European levels.
- Demonstrate how Adult Learning and Education contributes to stronger, more resilient communities and supports key European priorities related to democracy, inclusion and the Union of Skills.

2 Transnational initiatives



Kaire Mets receiving the prize from Lauri Tuomi and Raffaela Kihrer

Winner

VOLUGRAM – Developing Volunteering as a Part of Individual Learning Path

Winner

2.1 VOLUGRAM

Developing Volunteering as a Part of Individual Learning Path

The VOLUGRAM project promotes volunteering as a recognised and flexible learning pathway that connects formal education with active civic engagement. Bringing together the European Capitals of Culture 2024 regions – Tartu, Bad Ischl-Salzkammergut and Bodø – the project strengthened local communities, empowered volunteer leaders and developed a recognition tool to validate volunteering within formal learning pathways.

The project combined international cooperation, training activities and practical tools to demonstrate how volunteering supports lifelong learning, personal development and community participation. Its results continue beyond the project through an optional volunteering course at Tartu Vocational College, an international course for volunteer leaders and the ongoing use of the recognition tool.

By recognising volunteering as a valuable learning experience, VOLUGRAM has created sustainable opportunities for adults to engage in learning while contributing to stronger, more connected communities.

What? Recognising volunteering as a flexible learning pathway that supports lifelong learning, civic engagement and community-building.

How? Through international cooperation, volunteer leader training, practical recognition tools and the integration of volunteering into formal learning pathways.

Impact Strengthened local communities, empowered volunteer leaders and created sustainable approaches for recognising volunteering as part of adult learning.

"At Tartu Vocational College, we firmly believe in the endless possibilities of adult learning. Being nominated for the Grundtvig Award confirms the vital links between formal education, personal development, active volunteering and strong, connected communities. We are incredibly proud to see that our innovative approach, which officially recognises and values volunteer work as part of an adult's individual learning path, is celebrated on a European stage."

— Kaire Mets, Tartu Vocational College

Facts

Name

VOLUGRAM – Developing Volunteering as a Part of Individual Learning Path

Coordinator

Tartu Vocational College (Estonia)

Focus

Volunteering, Recognition of Learning, Community-Building

Partners

Sihtasutus Tartu 2024 (Estonia)

Bodø2024 IKS (Norway)

Studentorganisasjonen Nord (Norway)

VAEV Research and Development Agency GmbH (Austria)

Kulturhauptstadt Bad Ischl – Salzkammergut 2024 GmbH (Austria)

Funding

Erasmus+

Contact

Kaire Mets
kaire.mets@voco.ee

Links

https://volugram.eu

VOLUGRAM



Highly commendable

2.2 HER[AI]TAGE:

Preserving Intangible Cultural Heritage and Environmental Knowledge Through AI Technology

What? Preserving river-related oral heritage and traditional ecological knowledge through digital storytelling and intergenerational adult learning.

How? Through community-based collection of elders' narratives, ethical use of AI, multimedia resources, public databases and educational materials.

Impact Strengthened community connections, increased access to local knowledge and created a transferable model for inclusive and sustainable adult education.

HER[AI]TAGE

Facts

Name

HER[AI]TAGE: Preserving Intangible Cultural Heritage and Environmental Knowledge Through AI Technology

Coordinator

Association Kultivator (Croatia)

Focus

Heritage preservation, intergenerational learning, community-building

Partners

Udruga Kultivator / Association Kultivator (Croatia)

Public Open University Čakovec / Pučko otvoreno učilište Čakovec (Croatia)

Hrvaško kulturno društvo Pomurje / Croatian Cultural Society Pomurje (Slovenia)

Gradska biblioteka u Novom Sadu / City Library in Novi Sad (Serbia)

Funding

Erasmus+

Contact

Ivica Jeđud
ivica.jedud@pou-cakovec.hr

Links

https://her-ai-tage.pou-cakovec.hr/

2.3 Erasmusplus Project 2025:
2025-1-IT02-KA121-ADU-000317331

What? Promoting inclusive adult learning through Erasmus+ mobility opportunities for people with fewer opportunities.

How? Through participatory preparation, transparent selection, pre-departure support, intercultural activities and mobility experiences focused on skills development and European values.

Impact Increased participants' confidence, independence and key competences while strengthening social inclusion, lifelong learning and active European citizenship.

Facts

Name

Erasmusplus Project 2025 : 2025-1-IT02-KA121-ADU-000317331

Coordinator

APS BRAINERY ACADEMY (Italy)

Focus

Inclusion, lifelong learning, European citizenship

Partners

Phoenix Dance Club (Romania)

Tenelerning (Tenerife)

Fenix Center (Turkiye, Istanbul)

Funding

Erasmus+ KA1

Contact

Mariella Ciani
mariellaciani55@gmail.com

Links

2.4 InclusiGardens:
Digital and Sustainable Pathways to Social Inclusion through Urban Gardening

What? Supporting vulnerable urban adults through sustainable living education, urban micro-gardening and community-based learning.

How? Through accessible digital resources, practical gardening activities, gamified learning approaches and inclusive adult education pathways.

Impact Strengthened resilience, social inclusion and community connections while empowering adults with green skills and confidence for sustainable everyday action.



Facts

Name
InclusiGardens: Digital and Sustainable Pathways to Social Inclusion through Urban Gardening

Coordinator
Permaculture Association of Slovenia (Slovenia)

Focus
Green skills, social inclusion, community resilience

Partners
Permaculture Association of Slovenia / Društvo za permakulturo Slovenije (Slovenia)
Public Open University Čakovec / Pučko otvoreno učilište Čakovec (Croatia)
EVRgreen Studio (the Netherlands)

Funding
Erasmus+

Contact
Ivica Jeđud
ivica.jedud@pou-cakovec.hr

Links
https://inclusigardens.pou-cakovec.hr/

2.5 DEMOS
Democracy Dialogues

What?

Strengthening democracy, dialogue and community resilience by helping people engage constructively across differences.

How?

Through research, facilitator training, practical dialogue tools, and structured local conversations that build active listening, empathy and mutual understanding.

Impact

Over 30 facilitators were trained, and more than 70 local dialogue sessions engaged over 600 participants. DEMOS increased confidence in addressing sensitive topics, strengthened trust within communities and created a transferable model for inclusive civic engagement. The initiative continues through new partnerships and activities, and was awarded the EduInspiracje Award in recognition of its educational value and impact.

Facts

Name

DEMOS Democracy Dialogues

Coordinator

Dialogue Supporting Foundation Let's Talk (Poland)

Focus

Dialogue skills, democratic participation, social cohesion

Partners

Timeout Foundation (Finland)

Croatian Education and Development Network for the Evolution of Communication (HERMES) (Croatia)

Dialogue Supporting Foundation Let's Talk (Poland)

Funding

Erasmus+

Contact

Zbigniew Grabowski
zgrabowski@rozmawiajmy.org

Links

https://democracydialogues.eu/



Photographer: Zbigniew Grabowski

2.6 INNPACT!
Innovative Participatory Actions for Collaborative Transformation

What?
Strengthening collaborative innovation ecosystems by enabling stakeholders to co-create solutions for complex societal challenges.

How?
Through participatory stakeholder mapping, engagement methodologies, peer learning processes and practical tools that support collaboration across sectors.

Impact
Improved cooperation between actors, strengthened local innovation capacity and built more resilient, inclusive and connected ecosystems.



Facts

Name
INNPACT! Innovative Participatory Actions for Collaborative Transformation

Coordinator
Fundació Privada Joan Bosch (ERAM University of Arts) (Spain)

Focus
Innovation ecosystems, collaboration, participatory learning

Partners
Fundacio Privada Joan Bosch (ERAM University of Arts) (Spain)
Ustanova za obrazovanje odraslih Dante (Croatia)
The Irish Seaweed Consultancy (Galway, Ireland)
Fundació Girona Regió del Coneixement (FGRC) (Spain)

Funding
ERASMUS+ KA210-ADU

Contact
Francesco Valezano
francesco.valezano@udg.edu

Links
https://info.eram.cat/innpact

2.7 Combating Online Misinformation to Prevent Radicalisation of Vulnerable Adults

What?

Strengthening digital resilience and critical thinking among vulnerable adults to counter misinformation and online manipulation.

How?

Through AI-powered learning tools, gamified activities, non-formal training and community-based learning for adult educators and learners.

Impact

Enhanced media literacy, increased resistance to disinformation and strengthened democratic participation and social cohesion.



Facts

Name

Combating Online Misinformation to Prevent Radicalisation of Vulnerable Adults

Coordinator

FENAN Consulting (Netherlands)

Focus

Digital resilience, media literacy, critical thinking

Partners

Non-formal learning club "WE" (Lithuania)

Soyka NL (Netherlands)

EESTI PEOPLE TO PEOPLE (Estonia)

Smart Institute (Slovenia)

Funding

Erasmus+

Contact

Anna Fenko
fenan.consulting@gmail.com

Links

https://onlinecombat.org

2.8 ACTIVATOR:
Activating Older Adults in Citizen Science

What? Empowering older adults through citizen science, lifelong learning and active participation in community life.

How? Through age-sensitive educator training, hands-on citizen science activities, multilingual learning resources and interactive Science Days.

Impact Increased scientific literacy, digital confidence and social participation while reducing isolation and strengthening intergenerational inclusion.

ACTIVATOR
Activating Older Adults in Citizen Science

Facts

Name

ACTIVATOR: Activating Older Adults in Citizen Science

Coordinator

Municipality of Torres Novas (Italy)

Focus

Active ageing, citizen science, digital inclusion

Partners

Municipio de Torres Novas (Portugal)

Centro Internazionale per la Promozione dell'Educazione e lo Sviluppo (CEIPES ETS) (Italy)

Centro Tecnológico del Mueble y la Madera de la Región de Murcia (CETEM) (Spain)

Università degli Studi di Palermo (UNIPA) (Italy)

Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU University) (Germany)

Funding

Erasmus+ KA220-ADU

Contact

Andrea Filippo Calabria
andrea.calabria@ceipes.org

Links

https://activator.infoproject.eu/

2.9 CLOSE:

Combating loneliness, social isolation and risks to health for elderly citizens

What?

Preventing loneliness and strengthening the well-being of older adults through evidence-based community learning and cross-sector collaboration.

How?

Through practitioner training, stakeholder co-creation, citizen-centred research and the adaptation of a proven prevention model to local needs.

Impact

Increased capacity to identify and address loneliness, strengthened local support networks and created a transferable model for healthy and age-friendly communities.

Facts

Name

CLOSE: Combating loneliness, social isolation and risks to health for elderly citizens

Coordinator

Lemvig Municipality (Denmark)

Focus

Healthy ageing, loneliness prevention, community wellbeing

Partners

The Hague University of Applied Sciences (THUAS) (the Netherlands)

Lemvig Municipality (Denmark)

Funding

Erasmus+

Contact

Maria Berwald
maria.berwald@lemvig.dk

Links

https://lemvig.dk/kultur-og-faellesskab/lemvig-fremmer-faellesskaber-og-forebygger-ensomhed







2.10 IN-SALADS

What?

Promoting sustainable food practices and intercultural learning through food, digital storytelling and adult education.

How?

Through hands-on cooking workshops, educator training, digital media creation and intercultural exchange activities.

Impact

Strengthened digital and sustainability competences, fostered social inclusion and intercultural understanding, and empowered adult learners through shared cultural experiences.

Facts

Name

IN-SALADS

Coordinator

Provincial Centre for Adult Education (CPIA UDINE) (Italy)

Focus

Food sustainability, intercultural learning, digital skills

Partners

Provincial Centre for Adult Education (CPIA UDINE) (Italy)

European Grants International Academy (EGInA) (Italy)

Food4Sustainability CoLAB – Associação para a Inovação no Alimento Sustentável (F4S) (Portugal)

Asociación de Universidades Populares de Extremadura (AUPEX) (Spain)

Ustanova za Obrazovanje Odraslih Dante (Croatia)

Funding

Erasmus+ Programme KA210-ADU

Contact

Bianca Bisiach
biancabisiach@egina.eu

Links

https://www.insaladsproject.eu/







2.11 Corporate Academy and Human Capital enhancement:

the Stevanato Group model for skills development and employee engagement

What? Strengthening workforce resilience through lifelong learning and strategic corporate education.

How? Through a research-based corporate academy model, mixed-methods analysis, and workplace-integrated learning approaches tailored to employees' needs.

Impact Enhanced employee engagement, supported talent development and created a transferable model for sustainable workplace learning and organizational resilience.

Facts

Name

Corporate Academy and Human Capital enhancement: the Stevanato Group model for skills development and employee engagement

Coordinator

University of Padua (Italy) & University of Würzburg (Germany)

Focus

Workplace learning, employee engagement, organisational resilience

Partners

University of Padua (Italy)

Julius-Maximilians-Universität Würzburg (Germany)

Stevanato Group (Italy, Mexico, China, Germany, Brazil, USA, Denmark)

Funding

Erasmus+

Contact

Susanna Salvalajo
susanna.salvalajo@gmail.com

Links

Institutional Repository / Thesis Link: https://thesis.unipd.it/handle/20.500.12608/100679
Project Update / Award News: https://www.linkedin.com/posts/susanna-salvalajo-101b59235_premio-ruiap-alla-migliore-tesi-sullapprendimento-activity-7447906654546763776-aFkJ (National award from RUIAP - Italian University Network for Lifelong Learning for this research project)

2.12 Memorable

What?

Creating dementia-friendly cultural environments that promote inclusion, dignity and active participation of people living with dementia.

How?

Through co-created arts and cultural practices, training for cultural professionals and caregivers, e-learning resources and cross-sector collaboration.

Impact

Improved well-being and agency of people with dementia, strengthened caregiver and institutional capacity, and supported more inclusive communities and cultural systems.

Facts

Name

Memorable

Coordinator

Alzheimer Bulgaria Association (Bulgaria)

Focus

Dementia inclusion, cultural participation, social wellbeing

Partners

Alzheimer Bulgaria Association (ABA) (Bulgaria)
Academy on Age-Friendly Environments in Europe BV (AFEdemy) (Netherlands)
ISIS Institut für Soziale Infrastruktur (ISIS) (Germany)
Dublin City University Age-Friendly Unit (DCU Age-Friendly Unit) (Ireland)
SHINE 2Europe (SHINE 2Europe) (Portugal)

Funding

Erasmus+

Contact

Irina Ilieva
office@alzheimer-bg.org

Links

https://memorable-project.eu/





2.13 Educational Vanguard:
Designing the Future of Adult Learning

What?

Strengthening resilience, inclusion and lifelong learning among adult learners through international mobility and innovative educational practices.

How?

Through learner mobility, teacher job shadowing, digital learning environments, guided reflection and community-based dissemination activities.

Impact

Increased learner confidence, strengthened teaching practices and created more connected, inclusive and internationally engaged adult learning communities.

Facts

Name

Educational Vanguard: Designing the Future of Adult Learning

Coordinator

CEAD Profesor Félix Pérez Parrilla (Spain)

Focus

Adult mobility, inclusion, lifelong learning

Partners

Fithia in Action, Greece (for the group mobility)

Funding

Erasmus+

Contact

Noelia Fermina Suárez Martín
nsuamar@cead-laspalmas.net

Links

https://www3.gobiernodecanarias.org/medusa/proyecto/35008536-0005/category/erasmus/






2.14 TRANScenDANCE

What?

TRANScenDANCE uses dance, theatre and somatic practices to create inclusive spaces that support resilience, self-expression and community-building among diverse gender identities.

How?

The project combines research, training, co-creation workshops and practical resources to develop and share inclusive methodologies for educators, artists and communities.

Impact

TRANScenDANCE strengthened participants' confidence and sense of belonging, improved professionals' skills, and provided transferable tools for creating more inclusive environments.

Facts

Name

TRANScenDANCE

Coordinator

Cie Essevesse (France)

Focus

Inclusion, resilience, empowerment

Partners

BAZAART (Serbia)
LaJoven (Spain)
Gamma Genesis (Romania)
Accociazione NEXUS (Italy)

Funding

Erasmus+

Contact

Clara Deschodt
clara.cieessevesse@gmail.com

Links

https://www.trans-cen-dance.eu/





2.15 Resilient families

What?

The initiative strengthens family resilience in disadvantaged communities through adult learning focused on emotional resilience, financial awareness and self-sufficiency, supported by practical workshops and digital tools.

How?

The project combines three learning strands through community-based workshops, mobile-friendly digital resources and cross-border cooperation to help families develop practical skills and confidence.

Impact

The initiative improved participants' coping skills, financial awareness and self-reliance while creating peer support networks and a transferable model for inclusive adult learning.

Facts

Name

Resilient families

Coordinator

MINDFLUENCER Community Public Benefit Association (Hungary)

Focus

Resilience, self-sufficiency, community-building

Partners

MINDFLUENCER Közösség Közhasznú Egyesület (Hungary)
Združenie maďarských ekonómov na Slovensku (Association of Hungarian Economists in Slovakia)

Contact

Tamás Kovács
mindfluencer@mindfluencer.org

Funding

Erasmus+ KA210-ADU – Small-scale Partnership in Adult Education
Project reference: 2023-1-HU01-KA210-ADU-000154704

Links

https://www.mindfluencer.org/



2.16 AEGEE:
Empowering YOUth, Inspiring Civic Change since 1985!

What?

AEGEE Day 2025 is a non-formal learning initiative that strengthens resilience and community-building through civic engagement, intercultural dialogue and participatory education.

How?

The project combines an international learning experience, peer-led workshops, local follow-up activities and digital dissemination to empower participants as community multipliers.

Impact

The initiative engaged 25 participants and reached over 300 people through local actions and campaigns, strengthening civic participation, social cohesion and transferable learning practices.

Facts

Name

AEGEE: Empowering YOUth, Inspiring Civic Change since 1985!

Coordinator

Association of States General of Students of Europe (AEGEE-Europe) (Belgium)

Focus

Resilience, community-building, civic-engagement

Partners

Association of States General of Students of Europe (AEGEE-Europe) (Belgium)

Contact

Zofia Wójcicka
secretary@aegee.eu

Funding

European Youth Foundation (Council of Europe) + Erasmus+ (EU)

Links

https://www.aegee.org/aegee-day/





2.17 HERA:
Helping Empower Women through Reskilling and Advancement

What? Empowering women aged 45+ through lifelong learning, reskilling and community-based support for digital and green transitions.

How? Through HERA Labs, AI-powered learning tools, stakeholder collaboration and tailored upskilling pathways.

Impact Increased employability, digital confidence and social inclusion while reducing gender gaps and strengthening local resilience.

Facts

Name

HERA: Helping Empower Women through Reskilling and Advancement

Coordinator

NOVA University of Lisbon, National School of Public Health (NOVA NSPH) (Portugal)

Focus

Women empowerment, lifelong learning, workforce resilience

Partners

National School of Public Health, NOVA University Lisbon (NOVA NSPH) (Portugal)
Institute of Entrepreneurship Development (iED) (Greece)
Asociacion Empresarial de Investigacion Centro Tecnologico del Mueble y la Madera de la Region de Murcia (CETEM) (Spain)
SHINE 2Europe, LDA (SHINE) (Portugal)
Ainigma Technologies (AINIGMA) (Belgium)
Cosvitec Societa Consortile Arl (COSVITEC) (Italy)
Bk Plus Europe (BK Plus) (Cyprus)
Stichting Reshaping Work (Netherlands)
Organismos Gia Tin Epaggelmatiki Endynamosi Ton Gynaikon Astiki Mi Kerdoskopiki Etaireia (WHEN) (Greece)
WomenInTech Alliance (WITA) (Sweden)

Funding

Erasmus+

Contact

Natália Machado
nataliamachado@shine2.eu

Links

https://herawomen.eu/





2.18 Cohere+

What?

Strengthening the capacity of European change agents by fostering coherence, community-building and transformative leadership.

How?

Through field mapping, learning resources, collaborative events, dialogue processes and an online learning portal.

Impact

Increased trust, collaboration and collective capacity for systemic change while strengthening resilient communities and transformative networks.

Facts

Name

Cohere +

Coordinator

The Hague Center for Global Governance, Innovation and Emergence (Netherlands)

Focus

Community building, transformative leadership, systems change

Partners

The Hague Center for Global Governance, Innovation and Emergence (THC) (Netherlands)
Institute for Integral Studies (IFIS) (Germany)
Life Itself (France)
Emerge (Germany)
Ekskäret Foundation (Ekskäret) (Sweden)

Funding

Erasmus+ Strategic Partnership

Contact

Kara Stonehouse
kara@thehaguecenter.org

Links

https://www.thehaguecenter.org/cohere-project

2.19 Grow on the Go

What?

Empowering farmers through mobile-first, AI-supported microlearning for sustainable agriculture and digital skills development.

How?

Through smartphone-based microlearning, AI-powered assessment, university-validated content and community co-created learning resources.

Impact

Increased skills, digital confidence and sustainable farming practices while strengthening workforce resilience and food security.

Facts

Name

Grow on the Go

Coordinator

Queen's University Belfast (United Kingdom)

Focus

Sustainable agriculture, digital learning, workforce resilience

Partners

Queen's University Belfast (UK)
EIT Food (Belgium)
Learncast (UK)
BGI (Portugal)
Food4 Sustainability (Portugal)
University of Lund (Sweden)

Funding

EIT

Contact

Stephane Durand
s.durand@qub.ac.uk

Links

https://learning.eitfood.eu/courses/grow-on-the-go-sustainable-farming-course

2.20 2004-2026 Non-stop Internationalisation

What?

Expanding international learning opportunities for adult learners at risk of exclusion through long-term Erasmus+ participation and global partnerships.

How?

Through student and staff mobilities, job shadowing, international exchanges, internships and collaborative Erasmus+ projects.

Impact

Increased learner motivation, educational participation and intercultural competences while strengthening inclusion, international cooperation and institutional capacity.

Facts

Name

2004-2026 Non-stop Internationalisation

Coordinator

Fernando Marrero Pulido-Arucas and Firgas Adult Education School

Focus

Internationalisation, adult education, social inclusion

Partners

Elverum Kommune (Norway); Agrupamento de Escolas de Moimenta da Beira (AEMB) (Portugal); HISPI (Germany); Ezidische Akademie (Germany); Centro de Formação de Escolas dos Concelhos do Barreiro e Moita (CFAE Barreiro e Moita) (Portugal); Media KFT (Hungary); UNITTRE Moretta (Italy); Escola Básica dos 2.º e 3.º Ciclos da Câmara de Lobos (Portugal); Åva gymnasium (Sweden); Ljudska Univerza Koper (LUK) (Slovenia); Eiran Aikuislukio (Finland); Liceo Statale G. Molino Colombini (Italy); Biennale Venezia (La Biennale di Venezia) (Italy); Tyresö Gymnasium (Sweden); The Ark (United Kingdom); Viksjöforsbaletten (Sweden); Consorzio CSAF (CSAF) (Italy); The Unified Vocational Training Centre of the Prefecture of Cyclades (KEK Cyclades) (Greece); GRETA (France); INTER International Education & Trainings (INTER) (Poland); Çukurova University (CU) (Turkey); Savoirs pour Réussir (SPR) (France); Alfa College (Netherlands); Etablissement Public Local d'Enseignement et de Formations Professionnelle Agricoles (EPLEFPA) (France); University of Essex (United Kingdom); University of Cambridge (United Kingdom); National and Kapodistrian University of Athens (NKUA) (Greece); Tampere University (Finland); University of Eastern Finland (UEF) (Finland); University of Exeter (United Kingdom); Wellsville High School (United States); Tate Modern (United Kingdom); Catch22 (United Kingdom)

Funding

Grundtvig/ Erasmus+

Contact

Montserrat Tramunt Martín
mtramary@gmail.com
Lourdes Manzanera Padrón
lmanpad@canariaseducacion.es

Links

https://www3.gobiernodecanarias.org/medusa/proyecto/35009619-0002/





3 Local, regional, and national initiatives



Erdem Vardar receiving the prize from Lauri Tuomi and Raffaela Kihrer

Winner

Izmir Citizens' Assembly for Climate

3.1 Izmir Citizens' Assembly for Climate

Winner

The Izmir Citizens' Assembly for Climate, led by the YUVA Association, empowers citizens to actively shape local climate policy through adult learning and deliberative democracy. As the first citizens' assembly implemented in Türkiye, the project brought together randomly selected residents to build climate literacy, deliberate on key challenges, and co-create policy recommendations for local governance.

Combining structured climate education with facilitated dialogue, the initiative enabled participants from diverse backgrounds to develop the knowledge, confidence, and skills needed to engage in democratic decision-making. By strengthening collaboration between citizens, civil society, experts, and local authorities, the project demonstrated how inclusive participation can contribute to more resilient and responsive communities.

Through its pioneering model, the project created a replicable approach to participatory climate governance, showing how adult learning can strengthen civic engagement, influence public policy, and support more inclusive local decision-making.

What?

Empowering citizens to shape climate policy through adult learning, deliberative democracy and participatory governance.

How?

Through climate education, facilitated citizens' assemblies, expert input and collaborative policy co-creation.

Impact

Increased climate literacy, civic participation and democratic capacity while strengthening trust, community resilience and evidence-based local policymaking.

“Winning the EAEA Grundtvig Award is a powerful recognition of the role local civic initiatives and informed citizens can play in tackling the climate crisis. For YUVA, it affirms that the combination of adult education and participatory democracy can create inclusive, community-driven solutions and inspire collective action for a just and sustainable future.”

— Erdem Vardar, YUVA Association

Facts

Name

Izmir Citizens’ Assembly for Climate

Coordinator

Yuva Association (Türkiye)

Focus

Climate governance, civic participation, adult learning

Partners

İzmir Metropolitan Municipality

Contact

Yılmaz Erdem Vardar
erdem.vardar@yuva.org.tr

Funding

European Union (IPA II) via UNDP – Civic Engagement Project

Links

https://www.iklimmeclisleri.org/
https://www.yuva.org.tr/en/izmir-citizens-assembly-for-climate/





Highly commendable

3.2 Odyssea's Youth Center in Thessaloniki

What?

Empowering young adults through vocational training, employability support and community engagement to build resilience and social inclusion.

How?

Through skills training, career guidance, a Social Kitchen, mobile education, volunteering opportunities and employer partnerships.

Impact

Increased employment, community participation and social resilience while supporting vulnerable groups through education, volunteering and targeted social initiatives.

Facts

Name

Odyssea's Youth Center in Thessaloniki

Coordinator

Odyssea A.M.K.E. (Greece)

Focus

Youth empowerment, employability, social inclusion

Partners

Hyatt Regency Entertainment S.A. (Greece); Athenian Brewery (AB) (Greece); Lidl Hellas (Lidl) (Greece); Asian House (Greece)

Contact

Nikolaos Jai Mexis
jai.mexis@odyssea.com

Funding

NextFab Foundation (United States); The Hellenic Initiative (THI) (United States); Athanasios C. Laskaridis Charitable Foundation (Greece); Hyatt Regency Entertainment S.A. (Greece)

Links

https://odyssea.com/about/locations/youth-center-thessaloniki/

3.3 Blue Door Education:

Building Linguistic Resilience and Inclusive Communities in Malta

What?

A non-formal adult education initiative designed to strengthen digital literacy, language acquisition, and civic participation. The project bridges the gap between foundational skill development and active community engagement, providing tailored learning pathways that address the specific social and professional needs of diverse adult learner groups.

How?

Through an integrated approach combining interactive capacity-building workshops, peer-to-peer learning, and practical digital tools. The project establishes collaborative spaces for cross-cultural dialogue and works directly alongside local community stakeholders, municipal bodies, and education providers to ensure learning outcomes translate into real-world action.

Impact

Individual Growth: Increased participant confidence, enhanced self-reliance, and direct acquisition of transferable digital and communication skills.
Community Connection: Stronger local networks, improved social and economic inclusion, and active civic participation among underrepresented groups.
Institutional Value: Development of scalable, non-formal educational frameworks and facilitator resources designed for long-term replication across partner regions.

Facts

Name

Blue Door Education: Building Linguistic Resilience and Inclusive Communities in Malta

Coordinator

Blue Door Education (Malta)

Focus

Migrant integration, language learning, digital inclusion

Partners

The VX-Foundry (VX-Foundry) (Malta)
EPALE Malta (EPALE) (Malta)

Contact

Justine Lubnow
info@bluedooredu.org

Funding

Private & corporate donors

Links

https://www.bluedooredu.org/

3.4 Ready4Business = Ready4Crisis

Government Simulations Game for Women of the Lutsk Urban Territorial Community

What? Empowering women entrepreneurs through experiential learning to build entrepreneurial resilience, financial confidence and community cooperation in times of crisis.

How? Through management game simulations, team-based decision-making, peer learning and guided reflection in a simulated community economy.

Impact Increased financial and strategic skills, confidence in managing uncertainty and stronger peer networks, contributing to resilient local communities.

WORLD OF COMMUNITIES

Facts

Name
Ready4Business = Ready4Crisis
Government Simulations Game for Women of the Lutsk Urban Territorial Community

Coordinator
World of Communities, LLC (Ukraine)

Focus
Women entrepreneurship, experiential learning, community resilience

Partners
Government of Canada (Canada);
Ukrainian Women's Fund (UWF) (Ukraine)

Contact
Mykhailo Voitovych
info@woc.org.ua

Funding
World of Communities (Ukraine)

Links
https://info.woc.org.ua/uim/ready4business-dla-zhinok-lmg

3.5 Culture Club

What?

Making culture accessible for disadvantaged groups through inclusive adult learning, community participation and shared decision-making.

How?

Through co-created cultural activities, community clubs, monthly outings and collaboration with cultural institutions to remove participation barriers.

Impact

Increased cultural participation, confidence and social connections for 4,500 participants while helping cultural organisations become more inclusive.

Facts

Name

Club Cultuur (Culture Club)

Coordinator

Avansa Limburg (Belgium)

Focus

Cultural inclusion, adult learning, community-building

Funding

No European funding at the moment

Contact

Greet Poelmans
greet.poelmans@avansa-limburg.be

Partners

Avansa Limburg (Belgium); Ligo Limburg-Zuid (Belgium); Stad Hasselt (Belgium); ccha – Cultuurcentrum Hasselt (Belgium); Stad Genk (Belgium); C-Mine (Belgium); Gemeente Heusden-Zolder (Belgium); Cultuurcentrum MUZE (Belgium); Stad Tongeren-Borgloon (Belgium); De Velinx (Belgium); Gemeente Maasmechelen (Belgium); CC Maasmechelen (Belgium); Gemeente Houthalen-Helchteren (Belgium); Cultuurhuis Casino (Belgium); Stad Bilzen-Hoeselt (Belgium); Cultuurhuis Bilzen-Hoeselt (Belgium); Gemeente Lanaken (Belgium); Cultuurcentrum Lanaken (Belgium); Stad Beringen (Belgium); CC Beringen (Belgium)

Links

https://avansa-limburg.be/projecten/club-cultuur

3.6 Welcome in the district of Cham

What?

Supporting young adults from third countries through language learning, personal development and community engagement to strengthen integration and resilience.

How?

Through a 50-hour course combining language, personal, social and learning competences with local activities, volunteering and intercultural exchange.

Impact

Improved German skills, confidence and social connections while increasing participation in local communities and strengthening belonging among migrants and residents.

vhs Volkshochschule im Landkreis Cham e.V

Facts

Name

Willkommen im Landkreis Cham – Welcome in the district of Cham

Coordinator

Volkshochschule im Landkreis Cham e. V. (Germany)

Focus

Migrant integration, language learning, community-building

Partners

District Office Cham (Germany); Employment Agency (Germany); Treffpunkt Ehrenamt (Germany); Gesundheitsregion Plus (Germany); Community Health Centre coordinated by the District of Cham (Germany); Vocational Schools in the Region of Cham (Germany)

Contact

Aleksandra-Sikorska Ellwanger
asikorska@vhs-cham.de

Funding

AMIF (Asyl-, Migrations- und Integrationsfonds) (European Union)

Links

https://www.instagram.com/willkommen_in_bayern/

3.7 Healing Nature and Mind through Land Art

What?

Empowering rural communities through adult learning that combines land art, nature therapy and community co-creation to strengthen well-being, resilience and local development.

How?

Through participatory workshops, transnational learning, and hands-on co-creation of land art and nature therapy activities, while training local facilitators and building community ownership.

Impact

Improved well-being, stronger social cohesion and community identity, lasting land art and nature therapy assets, and a transferable model for sustainable rural development.

NYIMI NYUGI
TERMÉSZETTERÁPIÁS TANÖSVÉNY

Facts

Name

Healing Nature and Mind through Land Art

Coordinator

Imagine Green Association (Hungary)

Focus

Adult learning, community resilience, land art

Partners

Youth Step Association, Croatia

Contact

Viktoria Soos
soosviki@gmail.com

Funding

Erasmus+

Links

http://nyiminyugi.hu

3.8 Languages and Creativity

What?

Supporting adults through creative, participatory learning that strengthens resilience, cultural awareness, and community belonging.

How?

Through weekly transdisciplinary learning, creative workshops, cultural visits, and learner-led activities built around a shared annual theme.

Impact

Increased participation, motivation, and sense of belonging, while strengthening intercultural and intergenerational connections through a transferable community-based learning model.

Facts

Name

Languages and Creativity

Coordinator

La Spezia Centre for Adult Education "Alberto Manzi" (Italy)

Focus

Adult learning, community-building, cultural participation

Partners

No official partners, but meaningful collaborations have been developed with local cultural institutions, professionals, and Erasmus+ participants.

Contact

Andrea Rabassini
andrea.rabassini@cpiasp.com

Funding

Italian Ministry of Education, with additional CPIA and Erasmus+ support

Links

https://www.facebook.com/cpialaspezia

3.9 ArteMIA

Art as a Means for Inclusion and Accessibility

What? Empowering people with disabilities and socially excluded groups through participatory art and accessible cultural experiences to promote inclusion and community engagement.

How? Through inclusive art workshops and the co-creation of accessible cultural guides using multisensory activities, easy-to-read content, and audio descriptions.

Impact Increased confidence, social inclusion, and cultural accessibility, while strengthening community collaboration through a replicable model of inclusive participation.

Facts

Name
ArteMIA-l'Arte come Mezzo per l'Inclusione e l'Accessibilità

Coordinator
Crhack Lab Foligno 4D (Italy)

Focus
Accessibility, participatory art, social inclusion

Partners
La Locomotiva Cooperativa Sociale A R.L. (Italy)
Cooperativa Sociale Ellelle (Italy)

Contact
Giorgia Marchionni
giorgia.marchionni@clf4d.eu

Funding
Regional Funding

Links
https://clf4d.eu/it/projects/artemia/

3.10 HOLD ON

2023-2026 (Sustainable Development and Leadership in Preschools in Sweden)

What? Developing preschool leaders' capacity for sustainability and democracy through lifelong learning, climate action competence, and community-based education.

How? Through critical action learning, research-based reflection, and a Whole School Approach combining experiential activities, professional development, and collaboration with local stakeholders.

Impact Strengthened professional confidence, climate action skills, and resilience among educators, while promoting sustainability, leadership, and community engagement for future generations.

Facts

Name

HOLD ON 2023-2026 (Sustainable Development and Leadership in Preschools in Sweden)

Coordinator

Varnamo municipality (Sweden)

Focus

Sustainability education, climate action, pedagogical leadership

Partners

Dr. Claudia Gillberg (PhD), senior research associate in education, School of Communication and Learning, Jonkoping University, Sweden. In addition, invited guest speakers and collaborative academic researchers from Sweden, United Kingdom, Greece, Germany, Ukraine and France (Learning Planet Festival 2026).

Contact

Dr. Claudia Gillberg, principal research lead for HOLD ON 2023-2026, email: claudiagillberg@gmail.com,
+44 (0) 77 10 044684

Funding

Varnamo municipality - Head teacher's budget for professional development

Links

https://www.claudiagillberg.com/kompetens-pa-en-kafferast/







3.11 Participation through Language and Democracy

What?

Supporting young migrants and refugees through language learning, democracy education, and intercultural dialogue to strengthen integration and civic participation.

How?

Through language courses, human rights workshops, mentoring, excursions, and practical activities connecting democratic values with everyday life and local communities. As Graz is the first Human Rights City in Europe (since 2001), the project worked in close partnership with local organizations dedicated to human rights and democracy.

Impact

Improved language skills, confidence, employment and education opportunities, while strengthening social cohesion, democratic engagement, and a transferable model for migrant inclusion.

Facts

Name

Participation through Language and Democracy

Coordinator

URANIA STYRIA (Austria)

Focus

Migrant integration, language learning, democracy education

Funding

Federal Ministry of Women, Science and Research, Austria (Adult Education Department)

Contact

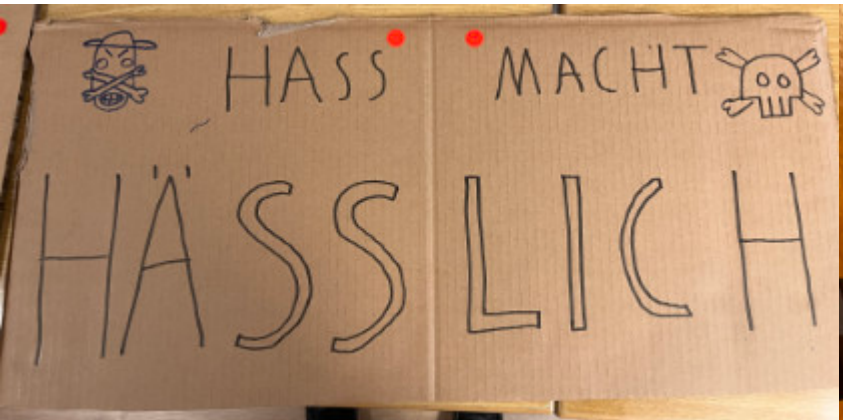
Ina Holzer-Kontschnik
holzer@urania.at

Partners

European Training and Research Centre for Human Rights and Democracy (ETC), Graz; GrazMuseum; Anti-Discrimination Office Styria/Antidiskrimnierungsstelle Steiermark (ADSS); Pomegranate – Centre for Interreligious Competence and Intercultural Communication / Granatapfel Kulturvermittlung; Menschenrechtsweg (Human Rights Trail) in Graz; Afro-Asian Institute Graz; Friedensbüro Graz / Graz Office for Peace and Development; State Fire Training School of Styria/ Landesfeuerwehrschule Steiermark Amnesty International Graz

Links

https://www.urania.at/





3.12 Descodifica-te (Decode Yourself): Digital Reskilling for Women

What?

Empowering women in professional vulnerability through digital reskilling, personal development, and community support to improve employability and resilience.

How?

Through hands-on training in no-code and AI tools, real client projects, peer learning, Mastermind groups, and career mentoring in a cohort-based learning model.

Impact

Improved digital skills, confidence, and career opportunities, with over 300 women trained and a strong alumni community supporting long-term professional growth.

Facts

Name

Descodifica-te ("Decode Yourself") — Digital Reskilling for Women

Coordinator

Fledge Institute (formerly NoCode Institute) (Portugal)

Focus

Digital skills, women's empowerment, employability

Partners

Fundação AGEAS (AGEAS Foundation) (Portugal)
Fundação MEO (formerly Fundação Altice Portugal) (MEO Foundation) (Portugal)

Contact

Ana Alexandra Macedo Balinha
ana@justfledge.com

Funding

The project was funded through private social investment (Fundação AGEAS) in Editions 1–2 and through European Union funding, co-funded by Fundação AGEAS and Fundação MEO, in Editions 3–5.

Links

https://descodificate.pt/



3.13 Study Circles

What?

Empowering adults through community-based learning that builds resilience, lifelong learning, and local engagement.

How?

Through small, self-directed study circles where participants learn together, share skills, and turn knowledge into practical community action with trained mentors.

Impact

Strengthened social cohesion, lifelong learning, and community resilience through a proven, low-cost model successfully implemented across Slovenia for over 30 years.

Facts

Name

Study Circles

Coordinator

Slovenian Institute for Adult Education (SIAE) (Slovenia)

Focus

Community learning, lifelong learning, social cohesion

Partners

Network of more than 250 local organisations involved in adult education; SIAE as national coordinator.

Contact

Nevenka Bogataj
nevenka.bogataj@acs.si

Funding

Ministry of Education; local communities and supporters; occasionally EU and cross-border projects (Interreg, ESF, Erasmus +).

Links

https://sk.acs.si

3.14 La Troca, adults comunitary school

What?

Empowering adults through inclusive community-based learning that builds essential skills, confidence, and social inclusion.

How?

Through personalised support, skills training, community activities, and participatory learning developed in partnership with local organisations and volunteers.

Impact

Improved skills, autonomy, and sense of belonging, while strengthening social cohesion through an inclusive, community-led adult learning model.

LaTroca
Escola Comunitària de Formació Permanent

Facts

Name

La Troca, adults comunitary school

Coordinator

La Troca, adults comunitary school (Spain)

Focus

Community learning, social inclusion, adult education

Funding

The project is funded by public institutions (76%) and the organisation's own income (24%), ensuring all activities are free of charge for participants.

Contact

Esther Rams de Pablo
hola@latrocasants.org

Partners

The project works in partnership with more than 70 associations and services at the local level and within the adult education sector. Adult Education Roundtable; Coordinating Body of Associations of La Lleialtat Santsenca; Sants Cooperative Promotion Initiative; Secretariat of Associations of Sants, Hostafrancs and La Bordeta; Sants Intercultural Roundtable; Sants Social Roundtable; Sants Centre Socioeconomic Roundtable; Training Committee; Language Coordination Network; Citizens' Management Platform; Red Conecta Platform; Solidarity Economy Network; Community Spaces Network; Barcelona Youth Network.

Links

https://latrocasants.org/

3.15 One AI a Day

What?

Empowering adult learners through AI literacy and digital skills to reduce the digital divide and promote inclusion, confidence, and lifelong learning.

How?

Through hands-on AI workshops, school radio podcasts, accessible digital tools, and Universal Design for Learning, including adapted activities for prison education.

Impact

Increased digital confidence, critical thinking, and participation, enabling learners, including those in prison, to become active creators in the digital world.



Facts

Name

UNA IA AL DÍA - One AI a Day

Coordinator

CEPA LAS PALMAS CONO SUR (Spain)

Focus

Community learning, social inclusion, adult education

Funding

Explicitly supported by the European Union – NextGenerationEU funds, reflecting the project's alignment with international digital resilience standards.

Contact

Juan Andrés Godoy González
jgodgonk@canariaseducacion.es

Partners

Consejería de Educación, Formación Profesional, Actividad Física y Deportes del Gobierno de Canarias (CEUCD) (Spain)
Radio Digital Educativa de Canarias (Spain)
AAPA Las Palmas I (Educational Unit of Las Palmas I Penitentiary Centre) (Spain)

Links

https://sites.google.com/view/una-ia-al-da/inicio

3.16 Crisis ready community

What?

Strengthening local crisis resilience by empowering communities with the skills, networks, and collaboration needed to prepare for and respond to complex crises.

How?

Through multi-stakeholder trainings combining humanitarian principles, changemaking skills, risk mapping, and realistic crisis simulations to build trust and cooperation.

Impact

Improved crisis preparedness, stronger cross-sector networks, and more connected communities capable of acting collectively and effectively during emergencies.

Facts

Name

Crisis ready community

Coordinator

Ashoka Innovators for the Public (Poland)

Focus

Crisis resilience, community-building, changemaking

Partners

Regional Centre for Social Policy in Poznań (Poland)

Contact

Joanna Kucharczyk - Jurgielewicz
jkucharczyk@ashoka.org

Funding

Funded by Polish Center for International Aid (PCPM) through the POP Fund, with support from Orlen Foundation and PKO Polish Bank Foundation. One event organised by the Regional Centre for Social Policy in Poznań was financed through ESF+.

Links

https://www.ashoka.org/pl-pl/program/rezylencja-spolecznosci-lokalnych





3.17 EcoReadyMasuria Living Lab:

Co-creating Resilient Food Systems for Central and Eastern Europe

What?

Empowering rural communities through adult learning to strengthen climate resilience, sustainable agriculture, and collaborative problem-solving.

How?

Through co-creation workshops, on-farm experiments, and crisis simulations that enable stakeholders to test, evaluate, and adapt practical solutions together.

Impact

Improved climate adaptation skills, stronger collaboration between farmers and stakeholders, and a replicable model for resilient and sustainable food systems.

Facts

Name

EcoReadyMasuria Living Lab: Co-creating Resilient Food Systems for Central and Eastern Europe

Coordinator

Research and Innovation Centre Pro-Akademia (Poland)

Focus

Climate resilience, sustainable agriculture, community learning

Funding

Horizon Europe

Contact

Max Kochanski
maksymilian.kochanski@proakademia.eu

Partners

Research and Innovation Centre Pro-Akademia, Poland
University of Warsaw, Faculty of Biology, Masurian Centre for Biodiversity and Environmental Education, Poland
Local Action Group Leader in EGO, Poland
Gontar Farm, Poland

Links

https://ecoreadymasuria.pl/en





3.18 Life Fragments

What?

Empowering rural older women to preserve and share their life stories through documentary filmmaking, strengthening cultural heritage and community identity.

How?

Through guided storytelling, memory-sharing, and documentary production that helped participants develop and present their personal narratives.

Impact

Increased confidence, recognition, and intergenerational appreciation of rural women's experiences, creating a lasting cultural legacy for the wider community.

Facts

Name

Retales de vida - Life fragments

Coordinator

Santa Brigida Adult Education School (Spain)

Focus

Storytelling, cultural heritage, women's empowerment

Partners

N/A

Contact

Samuel Turton Fernandez
35009668@gobiernodecanarias.org

Funding

Self-funded

Links

https://www3.gobiernodecanarias.org/medusa/mediateca/s/cepasantabrigida/item/202683





3.19 Heritage with care - cultural memory for people with dementia

What?

Making museums more inclusive for people with dementia through adapted cultural activities and professional training.

How?

By training museum staff, developing dementia-friendly activities, and creating partnerships with caregivers and cultural organisations.

Impact

Greater inclusion, well-being, and social participation of people with dementia, while strengthening the capacity of cultural institutions.

Facts

Name

Heritage with care - cultural memory for people with dementia

Coordinator

Alzheimer Bulgaria Association (Bulgaria)

Focus

Dementia inclusion, museums, cultural heritage, accessibility, community building

Partners

Ethnographic Open Air Museum “Etar” – Gabrovo (Bulgaria)

Contact

Maya Marinova
maya.marinova@alzheimer-bg.org

Funding

Headley SEE Cultural Heritage Fund

Links

https://alzheimer-bg.org/en/the-new-project-heritage-with-care-cultural-memory-for-people-with-dementia-has-received-funding/



3.20 Community School of São Miguel de Machede

What?

A community education initiative promoting active citizenship, social inclusion, and lifelong learning through non-formal and intergenerational education.

How?

Through participatory learning activities, adult education courses, skills development, and community-based cultural, social, and health programmes.

Impact

Reduced social isolation, stronger intergenerational connections, increased personal and digital skills, and greater community resilience.

Facts

Name

Community School of São Miguel de Machede / Escola Comunitária de São Miguel de Machede

Coordinator

SUÃO – Community Development Association / Community School of São Miguel de Machede (Portugal)

Focus

Community education, lifelong learning, social inclusion

Funding

Funded by the Social Security Institute of Évora, Évora City Council, the Portuguese Institute of Sport and Youth, BPI Bank / Fundación "la Caixa", and Fidelidade through social responsibility awards.

Contact

José Carlos Bravo Nico
suao.fazerbem@gmail.com

Partners

São Miguel de Machede Parish Council; Évora City Council; Social Security Institute; Túlio Espanca People's University; Association of Retired Elderly Friends and Pensioners of São Miguel de Machede; Portuguese Institute of Sport and Youth; Institute for Employment and Vocational Training; University of Évora; Casa do Povo de São Miguel de Machede | 24 de Junho Philharmonic Band; Évora Food Bank; Portuguese Association for Adult Education and Training; Adega Casa Relvas; Fidelidade; "la Caixa" Foundation | BPI Bank; Pingo Doce's Bairro Feliz Programme; Diário do Sul; Rádio Telefonia do Alentejo

Links

https://suao.pt/curso-de-educacao-de-adultos/

3.21 Social Inclusion and Community Activation Programme (SICAP)

What?

A community development programme supporting social inclusion, skills development, and active participation among disadvantaged individuals and communities.

How?

Through mentoring, training, group learning, community initiatives, and partnerships with local organisations to provide tailored support.

Impact

Improved access to education, employment, and social participation, while strengthening confidence, skills, and community resilience.

Facts

Name

Social Inclusion and Community Activation Programme (SICAP)

Coordinator

Galway City Partnership (Ireland)

Focus

Employment-related support, social inclusion, community development, lifelong learning

Partners

Galway City Partnership; Galway City Local Community Development Committee; Galway City Council (Ireland)

Contact

Faozia Moqbel
info@gcp.ie/faozia@gcp.ie

Funding

Funded by the Government of Ireland and co-funded by the European Social Fund Plus (ESF+) under the 2021–2027 programme, administered through the Local Community Development Committee and delivered by Galway City Partnership.

Links

https://gcp.ie/

3.22 QUALIFICATIONS WALK

What?

A community-based learning initiative helping low-qualified adults improve basic skills and achieve recognised qualifications.

How?

Through personalised learning pathways, literacy workshops, RVCC processes, modular training, creative activities, and continuous mentoring.

Impact

Improved qualifications, confidence, digital and basic skills, and social inclusion among 211 adults previously distant from education.

Facts

Name

QUALIFICATIONS WALK

Coordinator

Qualifica Centre Árvore (Escola Artística e Profissional Árvore) (Portugal)

Focus

Adult education, literacy, social inclusion

Funding

NextGenerationEU – Portuguese Recovery and Resilience Plan (RRP), under Sub-investment RE-C06-i03.01 – Adult Incentive (Local projects promoting B1/B2/B3 level qualifications)

Contact

André Pascoal
apascoal@arvore.pt

Partners

Municipalities of Porto and Vila Nova de Gaia; Parish Councils in the city of Porto; Food Bank Against Hunger; ADDIM – Democratic Association for the Defence of Women's Interests and Equality; Norte Vida; Commission for Citizenship and Gender Equality; Portuguese Society of Art Therapy; APEFA – Portuguese Association for Adult Education and Training; Ten local companies/employers; Thirteen training providers.

Links

https://www.arvore.pt/en/formacao-adultos/centro-qualifica

3.23 The House

What?

A self-managed sociocultural space fostering community support, participation, and social inclusion through collective learning and cultural initiatives.

How?

Through community radio, mutual aid networks, social rights support, cultural activities, and a popular university based on horizontal participation.

Impact

Strengthened community resilience, solidarity, and empowerment among people facing poverty, precarity, and social exclusion.

Facts

Name	Coordinator	Focus
The House	The House (Spain)	Community building, mutual support, social inclusion

Funding	Contact
Self-funded through selling of services, merchandise and the running of a café, as well as through member donations.	José Miguel Martín Muñoz infoespaciolacasa@gmail.com

Partners	Links
The House is self-managed by volunteers and it functions as a common point for many grassroots collectives and civic society organizations of the islands. It is a space where they can share resources, engage in dialogue, and collaborate.	https://espaciolacasa.wordpress.com/que-hacemos/

3.24 ArtWalk

What?

A participatory street art initiative transforming public spaces into cultural platforms through art, education, and community engagement.

How?

Through large-scale murals, free workshops, guided tours, volunteer participation, and creative activities that connect citizens with contemporary art.

Impact

Increased access to culture, strengthened community bonds, and fostered civic participation by transforming Patras into an open-air museum.

Facts

Name

ArtWalk

Coordinator

Art in Progress (Greece)

Focus

Street art, community engagement, cultural participation

Partners

Contact

Maria Papadiamantopoulou
mariapapadiamant.artinprogress@gmail.com

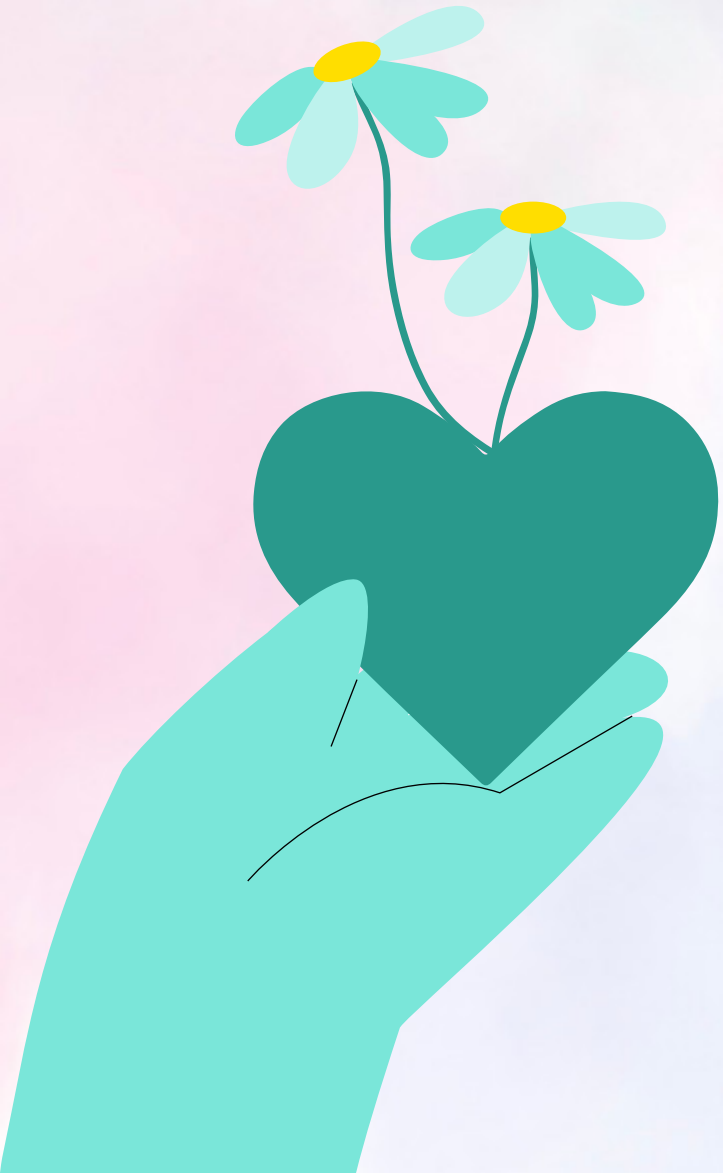
Funding

Funded through a mixed model combining public support, partnerships, and sponsorships, including the Region of Western Greece, Greek Ministry of Culture, European Festivals Association (EFFE Label), Vechro, My Way Hotel & Events Patras, Olympia Odos, and local sponsors.

Links

https://www.artinprogress.eu/murals-artwalk-patras

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.



Rue Ravenstein 14-18, Galerie Ravenstein
78/4, 1000 Brussels, Belgium
Tel. +32 2 725 38 68
eaea-office@eaea.org
www.eaea.org

EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS