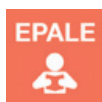
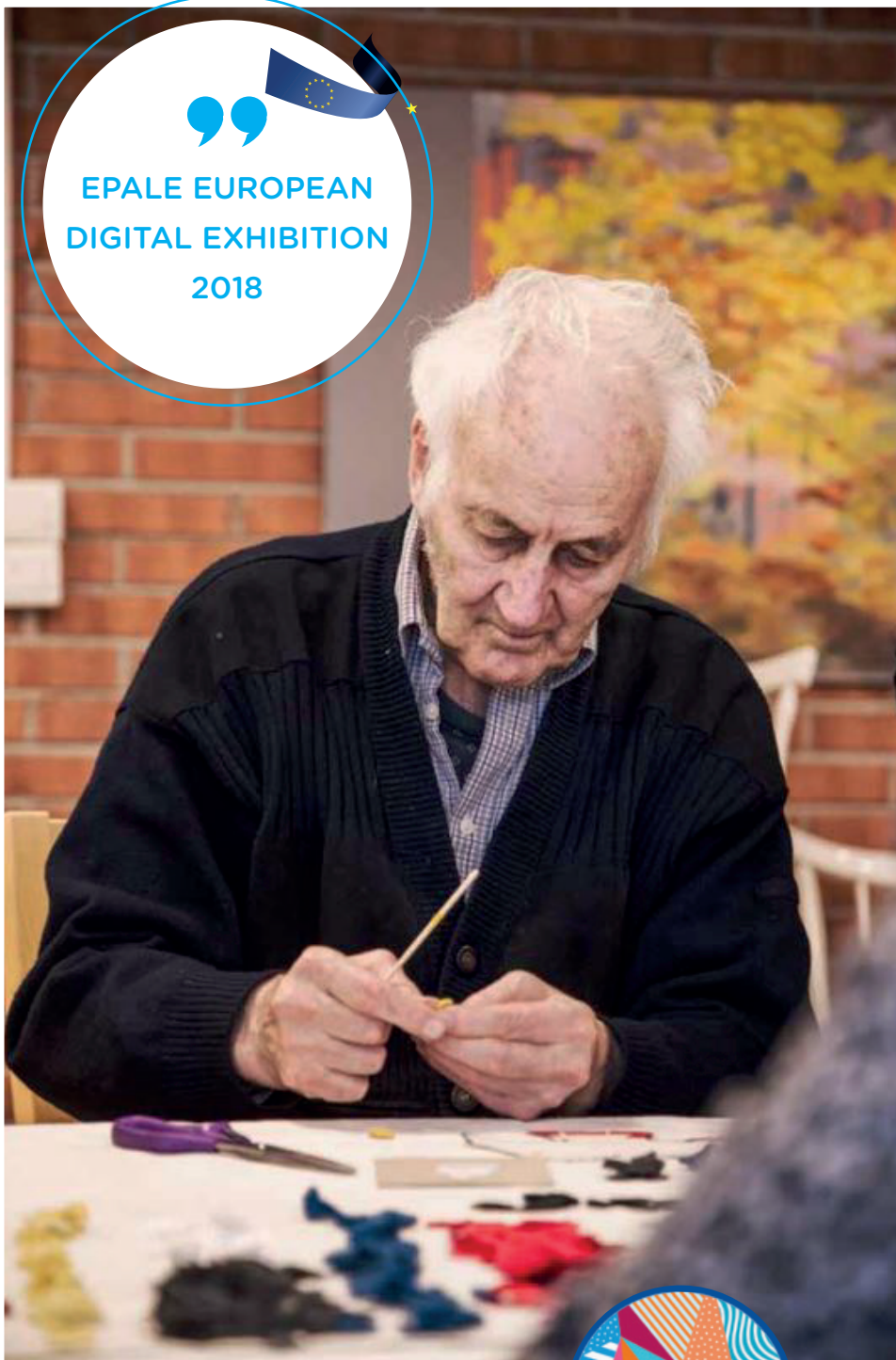




EPALE EUROPEAN  
DIGITAL EXHIBITION  
2018



#ERASMUSDAYS





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# Introduction

The Europe 2020 strategy is to develop sustainable and inclusive lifelong learning and skills development. As so, the European Union has started to make the adult learning as important as the youths. Europe wants to ensure the well-being of any individuals' professional and social life by giving the chance to acquire skills and savoir no matter the social backgrounds. To do so, the European Union has developed tools within the Erasmus+ programme for education, youth and sport:

- Funding for mobility and cooperation projects with a relevant impact within Europe and its society.
- EPALE, the platform for Adult Learning in Europe that aims to support professionals with a wide range of resources available.
- EU Agenda for adult learning supports strategic action plans at national level to improve access to training for low qualified adults.

With this European digital exhibition, we wished to raise awareness that European Union is currently involved in adult lifelong learning skills development in a variety of projects across Europe, and strives to do the same in the future.

To learn more about Erasmus+ opportunities and get inspiration from good practices and success stories, visit the Erasmus+ Project Results Platform:

<https://ec.europa.eu/programmes/erasmus-plus/>

# *Epale, a platform for Adult Learning professionals in Europe*

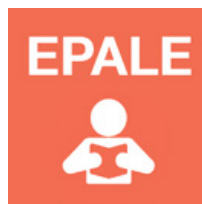
Created in 2015, EPALÉ is a multilingual open membership community, with over 42, 000 European professionals across Europe: teachers, trainers, researchers, academics, volunteers, policy makers and anyone else with a role in informal or vocational adult learning.

Managed by a Central Support Team and 35 National Support Teams across Europe, EPALÉ is set up around the sharing of content related to adult learning, including news, blog posts, resources, and events. It is a tool to acknowledge projects, exchange articles and resources around specific topics, to value ideas and seek partners to build a European project.

Through these diverse activities, EPALÉ's goals is to encourage social and professional inclusion for all adults, throughout their whole life, especially disadvantaged groups who need them most.

To learn more about EPALÉ community, please join us on <https://ec.europa.eu/epale/en>

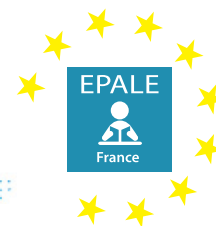
**JOIN THE EUROPEAN PROFESSIONALS  
COMMUNITY AND BECOME A STAKEHOLDER  
IN THE ADULT LEARNING SECTOR.**



# #ErasmusDays 2018

The #ErasmusDays are taking place on October 12 and 13 to celebrate the European Union and its citizens. With over 800 events registered in 30 countries dealing with education, training, youth and sport, this new European celebration is the occasion for Erasmus + project holders to promote their mobility and cooperation actions – events are ranging from conferences to exhibitions, educational games and even sport gatherings. The 9 million alumni of the former European mobility programs are also invited to take part by sharing their European experiences on social media with the hashtag #ErasmusDays. The #ErasmusDays are also the occasion to encourage citizens to vote and to have a say for the future of Europe. Visit our [www.erasmusday.eu](http://www.erasmusday.eu) website.

On this very occasion, the countries involved in EPALE wished to highlight the range of adult learning projects. As an outcome, the European digital exhibition displays in 22 photographs the diversity of the projects carried out across Europe.



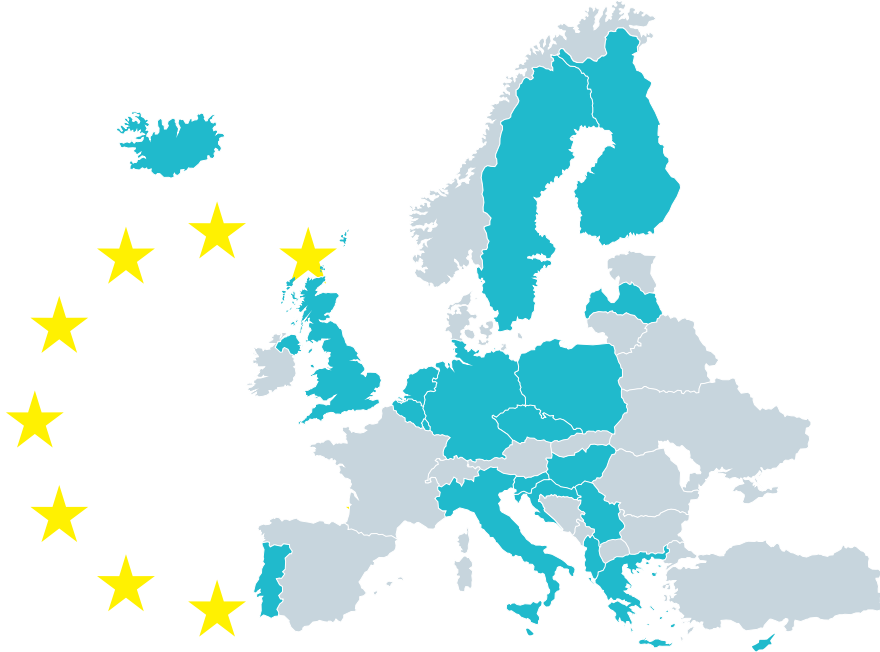
# *The exhibition process*

Initiated by the French Erasmus + agency with the aim to be valued within the #ErasmusDays, the EPALE European digital exhibition was led by the French national support team of EPALE, in collaboration with the photographer Eugénie Baccot ([www.eugeniebaccot.com](http://www.eugeniebaccot.com)).

Together, they reached the national support services of EPALE, and 21 of them were pleased to join this exhibition: Albania, Belgium, Croatia, Czech Republic, Cyprus, Finland, Germany, Greece, Hungary, Iceland, Italy, Latvia, Luxembourg, Malta, Netherlands, Poland, Portugal, Serbia, Slovenia, Sweden, United Kingdom

Each of them gathered one or several photos along with a description of a project led in their own country.

Visit the digital exhibition on EPALE : <https://ec.europa.eu/epale/en/blog/adult-learning-european-digital-exhibition>



Enjoy the reading of this booklet : only high quality pictures have been printed full page as the photos were initially designed for online publication.



## *Let's promote quality tourism in Albania !*

Funded by the Austrian Development Cooperation and Erasmus +, its objective is to improve the labour markets relevance and quality of Vocational Education and Training (VET) in tourism.

By addressing the tremendous potential of the Albanian tourism sector to increase employment and trigger economic growth, the project hopes to boost the quality of services in tourism as proposed under Albania's four national development priorities. A prerequisite for this is

to raise the level of access to tourism education and training, and enhance its relevance in the marketplace.

In order to reach this target, the project seeks to train twenty vocational teachers/instructors from eleven VET tourism schools in culinary arts and service. Two training exchanges with Austrian teachers occurred in December 2017 and June 2018, with further trainings planned during later phases of the project.

### Project

#### NAME OF THE PROJECT

**AL-Tour: Supporting Quality and Access to Tourism Education and Training**

#### AIM

Improving trainings in tourism, hotel and restaurant sector in order to enhance better quality of services and relevance of this labour market

#### TARGET GROUP

Vocational teachers and instructors from tourism schools

#### WEB

<http://bit.ly/2CseYuy>

#### ORGANISATION AND PARTNERS

"Today for the Future" (Albania), Austrian Development Agency (ADA), KulturKontakt (Austria),



Photo : Aida Tiko





## *Tandem : inclusive museum exploration*

TANDEM is a collaborative Erasmus + project whose goal is to support better understandings of inclusivity in education, as well as the ability to creatively deal with diverse groups of learners with and without disabilities.

The included partners do not see any 'disability' as a disadvantage, but rather as an opportunity to work innovatively in a diverse European

society and to support democratic values. By the mobility of staff and the experience gained in each other country, TANDEM wishes to improve the competencies of museum staff to develop redesigned educational programs for wider and more inclusive audiences. The project aims also to inspire more persons with disabilities to participate in the exploration of museums.

Photo : Ann Delye, mu-zee-um vzw



### Project

#### NAME OF THE PROJECT

TANDEM (Tools and new approaches for people with disabilities exploring a Museum)

#### AIM

Developing new tools and approaches for assisting people with disabilities in museums

#### TARGET GROUP

Disabled people

#### WEB

<http://www.tandem-eu.com/>

#### ORGANISATION AND PARTNERS

Mu-zee-um vzw (Belgium) Stiftung berliner mauer (Germany), Fundacao Calouste Gulbenkian (Portugal), MIST (Norway), IBACN (Italy), MUSAC (Spain), Eesti Meremuuseum (Estonia)



## *Better Insights into Sign Language*

Supported by the Lifelong Learning Programme of the European Union (Erasmus +), the project has enabled the development of numerous educators' competences. It has also contributed to enhance the quality of Croatian sign language pedagogy for translators and interveners of deafblind persons both nationally and locally (Zagreb, Split, Osijek, Varaždin, Vinkovci). In addition, five employees of Association Dodir, of which three were either deaf or deafblind persons, participated in job shadowing and two

seminars (June 2017 - June 2018). There is no formal education for sign language instructors in Croatia and informal education in this field is both unreliable as well as inaccessible. In this regard, the opportunity to learn from a Finnish partner organization has given us better insights into the methodologies of teaching sign language and has provided us with ideas for increasing the quality of our lectures and evaluation of course outcomes.

### *Project*

#### NAME OF THE PROJECT

Equal opportunities and quality in the provision of educational services for adults in the field of sign language

#### AIM

Improving the quality of sign language education

#### TARGET GROUP

Deafblind people and instructors

#### WEB

<http://www.dodir.hr/>

#### ORGANISATION AND PARTNERS

Association of the Deafblind Dodir (Croatia),  
The Finnish Deafblind Association



*Photo : Croatian Association of the Deafblind Dodir*



## *Foreseen the future of adult education and learning*

Co-funded by Erasmus +, the DIMA project envisions expanding current policies and practices strategies in order to increase adults' participation in education and training in a lifelong learning perspective. The project seeks to enhance basic skills for specific adult target groups, and increase incentives for adult training at both the local and the EU level.

With 15 000 participants from the Adult education field involved, the project enables partners to reflect on existing strategies, identify weaknesses, evaluate their effectiveness, redesign or design new strategies wherever necessary. The emphasis of the project was to help adult education providers align with this method, contribute their ideas, and make

it easier for them to monitor and re-assess their strategies with the objective of securing new funding models such as public-private partnerships, cost-sharing, and others.

The specific targets of this project included:

- 1) institutions which do not have national strategies for adult education, ;
- 2) institutions whom had previously implemented strategies and wanted to find out if they had been effective, beneficial, and met their goals ;
- 3) adult education providers wishing to ensure they are in line with both national strategies and market demands.

### Project

#### NAME OF THE PROJECT

**DIMA, Aligning Strategies for a More Effective Adult Education Policy**

#### AIM

Developing a practical and innovative toolkit for developing, implementing and monitoring adult education strategies

#### TARGET GROUP

Institutions, adult education stakeholders, instructors

#### WEB

<https://dima-project.eu>

#### ORGANISATION AND PARTNERS

Ministry of Education and Culture (Cyprus), Národný ústav celoživotného vzdelávania, NUCZV (Slovakia), CARDET (Euro-Mediterranean region), Slovenian Institute for adult education (SIAE), European Association for the Education of Adults, EAEA (Belgium), Maynooth University (Ireland)

Photo : DIMA project





## *For the love of our librarians*

The project “Library. I love it!” consisted of cooperation between eight city libraries from all Europe. The project focused on the role of libraries in the life of contemporary European citizens. It presented libraries not just as places where it is possible to borrow books but as important centres of lifelong learning. The aim of the project was to develop knowledge, abilities and skills that would ensure the personal, social and professional growth of librarians. This helped the perception of European libraries as interesting and attractive places, which also offer further and civic education. Each of the partners participated in

the project and set up a meeting that consisted of three parts:

Show off! - examples of key activities of the host country in the field of lifelong learning.

Learn! - workshops, seminars or demonstrations of good practices and approaches.

Look! - visits to places that are broadly related to education.

This way of exchanging experience and good practice proved to be very effective during the implementation of the project, and it was also beneficial for all involved organizations.

### Project

#### NAME OF THE PROJECT

“Library. I love it!”

#### AIM

Widening the impact of Librarians work on the learning field

#### TARGET GROUP

Librarians and European citizens.

#### WEB

<https://libraryiloveit.wordpress.com/>

#### ORGANISATION AND PARTNERS

Library of the City Olomouc (Czech Republic), Municipal Public Library in Piekary Slaskie (Poland), City Library Dornbirn (Austria), Korčula City Library Ivan Vidali (Croatia), City Library of Iisalmi (Finland), Metropolitan Capital City of Rome (Italy), The Culture, Sport and Leisure Time Department (Italy), Municipal Public Library in Arucas, (Spain), Aydın Public Library (Turkey)



Photo : Lenka Prucková

## *Art for the wellbeing of our elders*

Engaging in arts and crafts can enhance the wellbeing of older people, and therefore, creative activities should be included in wellbeing services for older people, both for those who live at home and for those who live in care homes.

In collaboration with five other partners and co-funded by the Erasmus + Program, the aim of the Handmade Wellbeing project was to expand professional competences of arts and crafts facilitators and enhance better workshop practices in elderly care contexts. The results

of this project are laid out in the Handmade Wellbeing Handbook.

As an outcome, it provides information and ideas about developing pedagogical thinking and practical arrangements of the craft workshops. It further provides solutions for working with older persons whether choosing suitable materials, techniques and working methods as well as communication and the importance of feedback and cooperation with care providers and settings.



Photo : Carolina Mobarac

### Project

#### NAME OF THE PROJECT HANDMADE WELLBEING

#### AIM

Expanding professional competences of arts and crafts practitioners in order to facilitate workshops.

#### TARGET GROUP

Elderly people

#### WEB

<http://craftwellbeing.eu/>

#### ORGANISATION AND PARTNERS

University of Helsinki (Finland), Superact (UK), Kunst Labor (Austria), Universitas Tartuensis (Estonia)



## *Migrants : mapping social inclusion skills*

Once they reach Europe, migrants have to address many issues, in particular, the language and culture of the host country or the difficulties in having their skills recognized. Insup Formation has collaborated with four other European training centres from countries around the Mediterranean sea. The aims: setting up a competency framework necessary for migrants' inclusion and establishing training modules in order to develop those skills.

First, a study scanned host States and migrants' inclusion policies, analysed the existing practices

and challenges. More than two hundred organisations and specialists from the four partner's countries (Greece, France, Italy, and Spain) were involved.

The competencies, such as languages, mathematics, intercultural, entrepreneurship, were listed in a framework in order to help the migrants integrate socially and professionally their host country. The training modules were tested by thirty trainers and hundreds of migrants.

### Project

#### NAME OF THE PROJECT

DIME

#### AIM

Setting up a competency framework necessary for migrants' inclusion

#### TARGET GROUP

Migrants

#### WEB

[www.projetdime.eu/fr](http://www.projetdime.eu/fr)

#### ORGANISATION AND PARTNERS

Insup Formation, AIFRISS (France), CIOFS/FP-PUGLIA (Italy), EDRA (Greece), Université de Huelva (Spain), Université de Jaen

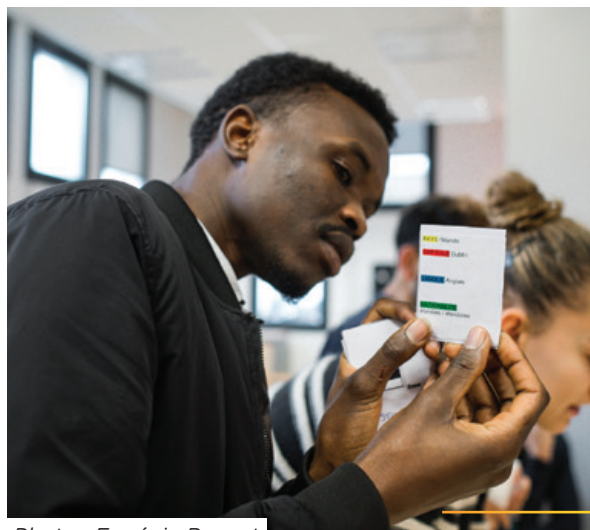


Photo : Eugénie Baccot



## *Protect our culture heritage*

InHerit is a joint interdisciplinary international Erasmus + project aiming to increase public awareness on the economic value of built cultural heritage and its crucial role in generating regional and local development. The project aims to reach 2 200 people directly involved in four countries (R, UK, CY, IT) and expects to provide a paradigm at European level, affecting the related policies as well.

To achieve this goal, there were a specific creating process. First, a platform was set up in order to interact and enhance communication

when sharing information. The current international good practices were evaluated and assessed. Materials were developed to train individuals in cultural heritage in general and then in related social entrepreneurship initiatives. By analysing the experiences gained, the pedagogical material were customised in order to fit with every different local contexts. Finally, seminars and hands-on workshop were organised, along with open lectures, online videos in order de disseminate the project outputs across the EU.

### Project

#### NAME OF THE PROJECT

InHerIT

#### AIM

Promoting Cultural Heritage as a Generator of Sustainable Development

#### TARGET GROUP

General public

#### WEB

<http://www.inherit.tuc.gr/en/home/>

#### ORGANISATION AND PARTNERS

The Technical University of Crete School of Architecture (Greece), the University of Athens Department of Economics (Greece), the Maniatakeion Foundation (Greece), The Centre for Mediterranean Architecture of the Municipality of Chania, KEPPEDIH-CAM (Greece), The Middlesex University Business School (UK), The Neapolis University of Pafos School of Architecture, Land and Environmental Sciences (Cyprus) and The Fondazione Flaminia at Ravenna (Italia)



Photo : InHerit project



## *Improving basics skills for disabled people*

STELLA is a two-year project carried out by partners stemming from organisations across Europe, as well as ERASMUS + funds, seeking to form a strategic partnership and cooperation for innovation in the fields of social inclusion, diversity and staff education. The main objective of the project is the production of a handbook meant to provide anyone whom operates in an inclusive work environment, the information and methodology to improve basic work skills for people with disabilities (Verbesserung der grundlegenden Kompetenzen von Menschen mit Behinderungen).

Towards this goal, STELLA project is run by a diverse and inclusive team, an exchange between persons with disability and those without, working on raising awareness about inclusivity in the workplace as well as strengthening autonomous and independent work forces throughout Europe.

### Project

#### NAME OF THE PROJECT

**STELLA - Staff's European Lifelong Learning Academy**

#### AIM

Setting up a guide about the improvement of disabled people's basic skills

#### TARGET GROUP

Disabled people, educators.

#### WEB

<http://www.ella-ella.eu/stella/>

#### ORGANISATION AND PARTNERS

IB Südwest gGmbH für Bildung und soziale Dienste - Behindertenhilfe Südwest (Germany), Papillons Blancs de Lille (France), Cooperativa sociale Kara Bobowski (Italy), KENTRO KOINONIKIS FRONTIDAS ATOMONME NOITIKI ISTEASI ESTIA (Greece), Polskie Stowarzyszenie na Rzecz Osob z Niepełnosprawnością Intelektualną Kolo w Gdansk (Poland), North West Play Resource Centre (United Kingdom), Jaunuoliu dienos centras (Lithuania), Stichting Kindercentra Noord-West Hoek (Netherlands), Spastic Children's Foundation of Turkey (Turkiye Spastik Cocuklar Vakfi) (Turkey), Sensus Stockholm-Gotland (Sweden)





Photo : Jaunuoliu dienos centras, a Lithuanian inclusive team to support the project STELLA.



## *Learning to fly : when yoga brings us closer*

At EPAL Hungary, we appreciate the benefits of sports as an important addition to adult education. With Learning to Fly program, supported by Erasmus +, participants are learning intermediate level exercises in Acroyoga.

Acroyoga is a practice combining yoga and acrobatics in a playful way. Basics can be attained by anybody who has some elementary sports experience, flexibility and a general fitness. Apart from its strengthening and promotion of flexibility, the programs larger goal

is to bring people together, deepens mutual trust and caring for others, creates a joyful community building for all participants.

In an attempt to promote adult education and training in Europe, Learning to Fly attracts adults, students from a large diversity of backgrounds. During their trainings, they must learn to depend on one another. European adult exchange is helpful in forming and strengthening multiculturalism and has shown beneficial in the field of social sensitization.

### Project

#### NAME OF THE PROJECT

“Learning to fly” “Learning to fly”

#### AIM

Strengthening the mutual trust and renew with the meaning of community

#### TARGET GROUP

Anyone from 16 to 50 years old and more, from different social backgrounds

#### WEB

[www.projetdime.eu/fr](http://www.projetdime.eu/fr)

#### ORGANISATION AND PARTNERS

EPAL National Support Service of Hungary (National Office of Vocational Education and Training and Adult Learning)



Photo : András Nagy



# When aging can be anticipated

With an increased life expectancy in Europe, more than a quarter of the population will be 50 year-old in the future decades. Consequently, it is of utmost importance for future Europe to guarantee the highest quality of life for this large group of citizens and ensure that their valuable experience and knowledge are made accessible to society at large.

So the BALL project objectives is to develop innovative guidelines and recommendations to prepare and encourage employees/clients to prepare for the “third age”. Especially dealing

with reinvention for a new job, retirement, learning, cultural environment and ambiance, and sharing of knowledge.

With the support of Erasmus +, the project intends to raise awareness of the vast and ever increasing “third age“ human resource of knowledge and experiences and its importance for the society as a whole and to the individuals themselves. This is an innovative approach was disseminated throughout the European Educational Area and the worldwide U3A network.

## Project

### NAME OF THE PROJECT

**BALL - “Be active through life long learning - Towards a Dynamic Third Age“**

### AIM

Preparing adults at an early age for the “third age”

### TARGET GROUP

All actors interested in providing training for citizens, stakeholders on labor market and employees approaching the “third age“ (lifelong learning centers; universities; companies; unions; associations; local and regional authorities)

### WEB

<https://www.ball-project.eu/>

### ORGANISATION AND PARTNERS

Evris Foundation (Iceland), Lublin University Third Age (Poland), Permanent University UA (Spain), U3A Reykjavik (Iceland)



Photo : NSS Iceland / RANNIS. Two representatives of the AE best practice project BALL



## *In the eye of young migrants*

The OVERSEAS project is to promote a path of linguistic support and psychological counselling for unaccompanied foreign minors and foreign immigration students through art. The objective was to elaborate biographies of foreign students recently arrived in Italy, privileging non-verbal languages (video and photograph) to recreate fragmented identity paths and solicit the students' cultural resources and language skills.

The students initially get to know each other and invent stories from postcards. Then a

portrait session was held as photographing involves looking into the eyes and establishing a relationship between photographer and model.

Another part of the project was a song written by a Nigerian CPIA student. A video clip of the song was shot by students in collaboration with the musician Sergio Altamura and the "MAT urban laboratory" of Terlizzi.

<https://www.youtube.com/watch?v=MInGIW0EjKg>

### Project

#### NAME OF THE PROJECT

"Overseas - Visioni d'oltremare"

#### AIM

Supporting social inclusion through art

#### TARGET GROUP

Unaccompanied foreign minors and for newly immigrant foreign students.

#### WEB

<https://fprojectlab.wixsite.com/f2overseas>

#### ORGANISATION AND PARTNERS

CPIA (Provincial Centre for Adult Education), the F-Project Photography School, the Collective Zebù of Terlizzi, Cooperative Senis Hospes - CPA,



Photo : InHerit project



## And the Winner is...

The Ministry of Education and Science of Latvia, under the coordination of EPALE Latvia and Erasmus +, has founded a new prize of non-formal adult education to stress the significance of adult education and appreciate the work of educational institutions and teachers working in the sector of adult education.

On 8 February 2018 the prize was awarded for the first time. Minister Karlis Sadurskis presented the prize to Ogre Vocational College to point out its contribution to the development of the educational process in 2017. This is a travelling prize, which means every year a different

provider of non-formal adult education will receive it.

In cooperation with the municipalities of the region and biggest employers, Ogre Vocational College has developed several adult education programmes which award professional qualification documents (provide validation of the knowledge and skills) to the people who have worked in forest harvesting and horticulture for a considerable part of their working lives, but have not acquired a formal education and are considered less-qualified employees.



Photo : Armads Lapins

### Project

#### NAME OF THE PROJECT

Ogre Vocational College

#### AIM

Awarding workers for their manual work beside low qualifications

#### TARGET GROUP

Workers in forest harvesting and horticulture

#### WEB

<http://bit.ly/2Ru5hjb>

#### ORGANISATION AND PARTNERS

The Ministry of Education and Science of Latvia, EPALE Latvia and municipalities of the region.



## *Bringing innovation to social services*

By implementing a framework based in co-production and its related methodologies, ENABLE along with Erasmus + seeks to develop an inclusive training/learning platform to better equip diverse teams with skills to better co-design, co-deliver and co-evaluate services for people with intellectual disabilities in conjunction with user services, families, professionals working for disability challenges as well as local community representatives.

ENABLE seeks to implement an innovative methodology to assist target groups to build relationships between professional services and other stakeholders. Bringing innovation to social services, this extends too to equity, diversity and challenges facing inclusion about training environments.

ENABLE promotes inclusive learning and training materials for users, families and professionals as outlined in the rights enshrined in the UN Convention on Rights of Persons with Disabilities. The co-production approach abandons the traditional top-down model and it focuses on defining and meeting the needs of passive recipients to provide opportunities for personal development of people who are recognised in terms of their personal attributes, knowledge and experience and are treated as assets and equal partners.

### Project

#### NAME OF THE PROJECT

ENABLE “From Culture of Caring to Culture of Enabling: Co-producing Services for People with Intellectual Disability”.

#### AIM

Working with several groups of people to build better services

#### TARGET GROUP

People with learning disabilities.

#### WEB

<http://enable-info.eu/>

#### ORGANISATION AND PARTNERS

APEMH (Luxembourg), De Lork VZW (Belgium), CADIAI and OPEN GROUP (Italy), Lebenshilfe Österreich (Austria), AMPANS (Spain), ARFIE (EU Umbrella organization with Members from 18 EU countries)



Photo : APEMH





## *Building a business from scratch*

Entrepreneurs are people who make a conscious decision to turn their dreams into realities, and apply their skills to become their own bosses. They are willing to take risks for their visions and think outside the box to solve any challenges they may face.

The National Council of Women offered a course called, 'Getting Started: Start your own Business', which is partially financed by the Malta Community Chest Fund. Those free courses are based on several modules, which

helped the participants understand their strengths, critically analyse their concepts and to better understand their options. It guides participants in how to create value and plan their businesses in the most effective way.

Through this course, participants gain the tools required to build a strong support network and to finance ones business. No matter what ones motivation is, this module offers the assistance required to get the ball rolling.

### *Project*

#### NAME OF THE PROJECT

**Getting Started: Start your own Business Course**

#### AIM

Teaching the tools needed to build a successful business

#### TARGET GROUP

For those who wanted to start their own business but do not have the knowledge for.

#### WEB

<http://www.ncwmalta.com/home?l=1>

#### ORGANISATION AND PARTNERS

National Council of Women (Malta), Malta Community Chest Fund



*Photo : NSS Matla / The Directorate for Research, Lifelong Learning and Employability*





## Give value to volunteering

Volunteers in language education differ in background, ambitions and skills. The project VIME, a two-year project in collaboration with Erasmus +, provided a model for the use of volunteers in migrant language education, outlining specific roles that volunteers can play and the associated competencies required for these, as well as mechanisms for co-operation between volunteers and professionals.

This includes a guide for coordinators as well as a training module focused on development in order to maximise the efforts of the volunteers in collaboration with professionals, based on the data from interviews with participants listed, volunteers and professionals describing the roles that volunteers play in different settings and organisations.



Photo : Elwine Halewijn

### Project

#### NAME OF THE PROJECT

VIME Volunteers in Migrant Education

#### AIM

Giving values to the volunteers

#### TARGET GROUP

Volunteers and coordinators involved in migrants education

#### WEB

<http://bit.ly/2zTvPE5>

#### ORGANISATION AND PARTNERS

ITTA University of Amsterdam (Netherlands), Het Begint met Taal and ROC West-Brabant (Netherlands), University of Ljubljana and Ljudska Univerzsa Zalec (Slovenia), UCL Institute of Education and ELATT Connected Learning (England), Slagelse Sprogcenter (Denmark)



## *A place for us and our stories*

Vulnerable groups such as migrants, disabled people, or the underprivileged want to be understood and communicate efficiently, but often, their few verbal communication skills restrain them to do so. This is why the project, funded with the support of the European Commission, proposes alternative tools of

communication focused mainly on non-linguistic skills, such as theatre and digital storytelling. The five partners believe that expression through images, gestures, sounds, and with a limited use of words, is a great idea for bringing these people closer to society, and helping them to express themselves.

### *Project*

#### NAME OF THE PROJECT

T&D Stories /Theatre and Digital Storytelling for Teaching and Training Development

#### AIM

Developing non-linguistic tools for a better communication and understanding

#### TARGET GROUP

Migrants, disabled people, underprivileged

#### WEB

<http://www.teatrgrodzki.pl/>

#### ORGANISATION AND PARTNERS

The Bielsko Artistic Association Grodzki Theatre, Educational Centre (Poland), DUN LAOGHAIRE INSTITUTE OF ART, DESIGN & TECHNOLOGY (Ireland), FONDAZIONE NAZIONALE CARLO COLLODI (Italy), and Alþjóðastofa/Intercultural Centre (Iceland)



Photo : Grodzki Theatre (*Theatre - a place for us and our stories*)



## Six Cities, Three countries, One mission

Volunteers in language education differ in background, ambitions and skills. The project VIME, a two-year project in collaboration with Erasmus +, provided a model for the use of volunteers in migrant language education, outlining specific roles that volunteers can play and the associated competencies required for these, as well as mechanisms for co-operation between volunteers and professionals.

This includes a guide for coordinators as well as a training module focused on development in

order to maximise the efforts of the volunteers in collaboration with professionals, based on the data from interviews with participants listed, volunteers and professionals describing the roles that volunteers play in different settings and organisations.

### Project

#### NAME OF THE PROJECT

**“Growing Together: Immigrants Empowerment as Local Citizens and as Educators”**

#### AIM

Encouraging the well-being and integration of adult immigrants

#### TARGET GROUP

Persons in a disadvantaged situation (immigrants or refugees)

#### WEB

<https://projectgrowingtogether.wordpress.com/qui-som/>

#### ORGANISATION AND PARTNERS

Município de Odemira and Agrupamento de Escolas S. Teotónio (Portugal), Ajuntament de Lleida and Escola Balàfia (Spain), Comune di Follonica and ISIS Follonica (Italy)



Photo : Luís Guerreiro e João Domingos, Município de Odemira. *“Meeting of the Growing Together project team with a participant of Nepalese nationality for the development of citizens’ projects.”*

## SERBIA



# Hearing voices

The “Hearing Voices” project was implemented through Erasmus + and Staff f Mobility, which focused on a different approach to working with people who have unorthodox experiences, those who hear voices, have visions, or feel unusual tactile sensations. This approach encourages people with “severe diagnoses” or labels, to speak freely about their experiences and to overcome the problems they face with the support of the people in their environments.

In their work, groups were focused on the recovery and return of a sense of control over one’s own life. The aim of this project was for the members of Belgrade Hearing Voices group, through Serbian civil Association “Prostor” to improve the existing knowledge and get new perspectives in this approach as well as to continue to educate new «experiential experts» and medical staff in order to widen the application of this alternative approach in Serbian psychiatry.

## Project

### NAME OF THE PROJECT

Hearing Voices

### AIM

Supporting and helping people to overcome mental illness

### TARGET GROUP

People with mental illness

### WEB

<http://prostor.org.rs/srb/hearing-voices-projekat-erasmus/>

### ORGANISATION AND PARTNERS

Prostor (Serbian civil Association),  
Fondacija Tempus (Serbia), Mind In  
Camden (UK),



Photo : Mina Aleksić (Prostor)



## *Ancestral traditions for the well-being of the community*

Preserving handicrafts and traditions is an important part of our culture and activities. We are aware of the heritage left by our ancestors and we do not want to forget them. At the same time, we want to learn about culture, heritage and handicrafts of other cultures, bringing each to our environment and enable intercultural exchange and bonding. Furthermore, this Erasmus + project coincides with the European year of cultural heritage.

During the project, we enabled our mobility participants to meet members of University of Third Age of our project partner, to attend different workshops and learn about Polish

culture, traditions, handicrafts, cuisine, language and history. We encourage other institutions to cooperate as well.

Then, the participants brought the new knowledge into their local communities and prepared different study circles and workshops, in which they created beautiful handicrafts. Some of the work was put in an exhibition. The project brings positive results and impacts that were not even expected. Making traditional handicrafts is teamwork building which ultimately brings us together. This shows that the project is implementing correctly.

### Project

#### NAME OF THE PROJECT

Traditional handicrafts bring us together

#### AIM

Preserving and exchanging our ancestor's culture

#### TARGET GROUP

Mentors, participants of study circles and workshops, third age people,

#### WEB

<https://www.cku.bytom.pl/>

#### ORGANISATION AND PARTNERS

Ormoz Adult education centre (Slovenia), The Centre for Continuing Education in Bytom (Poland)



Photo : Ana Janžekovič. "Learning about Polish cuisine, language and people by preparing pierogi"



# When municipalities get involved ...

New knowledge from Europe brings new possibilities to staff as well as to learners.

- Work based learning for Vocational education abroad.
- A new course “Swedish for immigrants + VET” resulting in jobs for almost all learners.
- Inspired staff spreading knowledge to colleagues.

These are the main effects of an Erasmus +

mobility project for adult learning staff in the municipality of Sundsvall in Sweden. Formal adult education is a responsibility for the municipalities in Sweden. Therefore, Sundsvall, a municipality in Sweden, has a strategy to support staff, Vocational education and training in adult education in engaging in international cooperation. One example is an Erasmus + mobility project where school leaders, educators and counsellors took part in courses and conferences abroad.

## Project

### NAME OF THE PROJECT

Swedish for migrants + VET

### AIM

Encouraging professionals to get involve in international vocational training

### TARGET GROUP

Schools headmasters, teachers, counsellors, staff from municipalities.

### WEB

<https://www.utbyten.se/inspiration>

### ORGANISATION AND PARTNERS

School of Applied Sciences, Edinburgh Napier University (Scotland), Spain, Netherlands



Photo : Jennie Sjögren



## Supporting emergency rescue services through Erasmus +

The Royal National Lifeboat Institution (RNLI) relies on the support of dedicated volunteers to provide its 24-hour search and rescue service. However only one in ten volunteers join the RNLI from a professional maritime occupation. Marine emergency search and rescue services across Europe are faced with the same challenge. The

adult education Mobility project 'Lifeboat Crew Exchange Europe' project provides a unique experience for volunteers to take part in an exchange for maritime rescue services overseas for up to seven days.

Participants are able to develop their technical skills, job-shadow experts from other European countries and receive training which can be passed on to the volunteers in their own local crew when they return to the UK. The project is also a stepping-stone in developing a validation method for recognising the skills required by volunteers both in the UK and internationally.

### Project

#### NAME OF THE PROJECT

Lifeboat Crew Exchange Europe

#### AIM

Discovering and enhancing maritime rescue practices

#### TARGET GROUP

Volunteers

#### WEB

<http://www.imrfexchange.org/>

#### ORGANISATION AND PARTNERS

The Royal National Lifeboat Institution (UK & Ireland), Royal Netherlands Sea Rescue Institution, German Maritime and Rescue Service, Icelandic Association for Search and Rescue, Norwegian Society for Sea Rescue, The Finnish Lifeboat Institute, Swedish Sea Rescue Society, , The Danish Coastal Rescue Service, Estonian Voluntary Maritime Rescue Organisation, French Volunteer Sea Rescuers Association, Life Saving Institute (Portugal)



Photo : Keith Williams





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