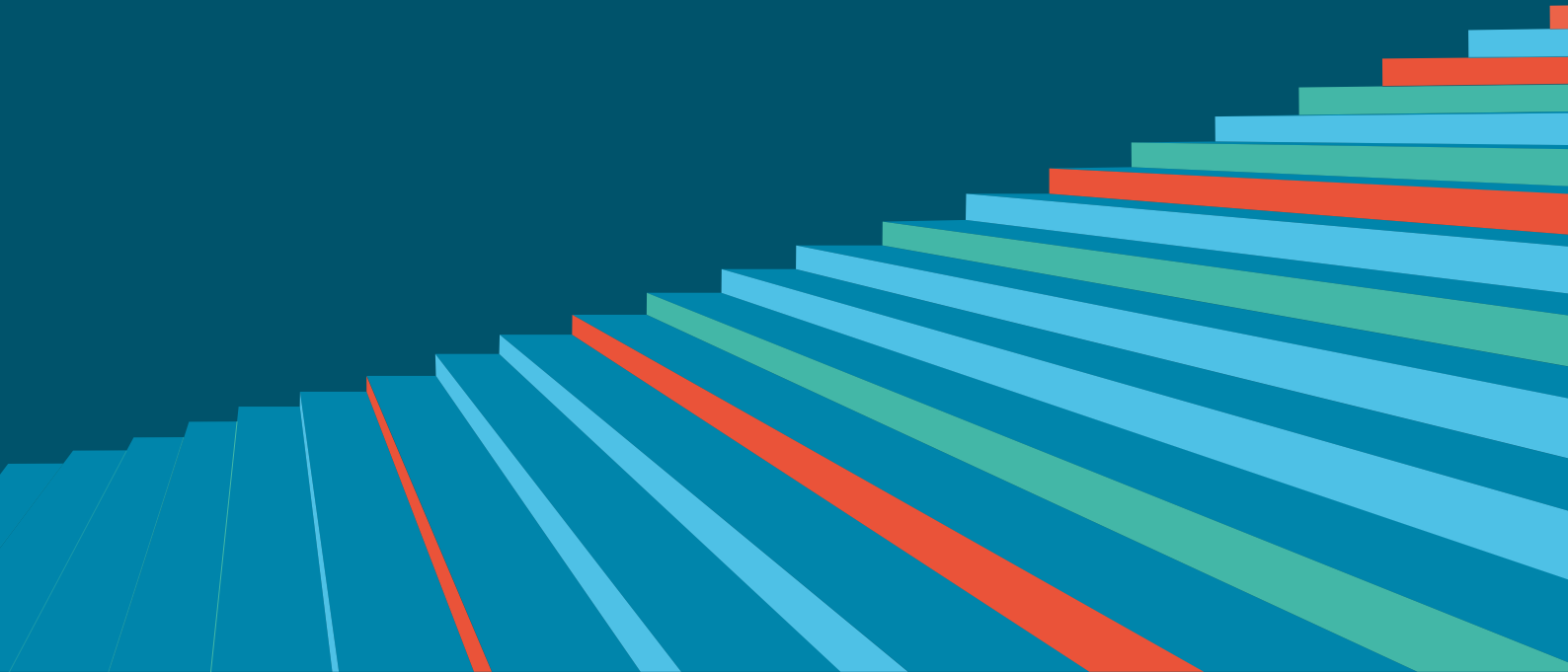


Upskilling Pathways



EQUAL OPPORTUNITIES & PARTICIPATION
through Adult Education



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INTRODUCTION

Adult education is an effective tool for promoting social inclusion, if it is able to reach low-skilled and disadvantaged adults and close skills gaps, and thereby promote equal opportunities. Ideally, adult education should help people to participate in society and the world of work, both of which are currently undergoing a period of drastic change. But what obstacles do adult learners face when getting started on a course? How can we reach those in need of education with learning opportunities and what help is available to disadvantaged learners? These questions were the central focus of the EPALE conference **“Upskilling Pathways – Equal Opportunities and Participation through Adult Education” held on 21 June 2018**. The event was jointly organised by EPALE and Erasmus+ Adult Education and was held for the second time at magdas Hotel, a socio-economic business which employs people from 14 different countries.

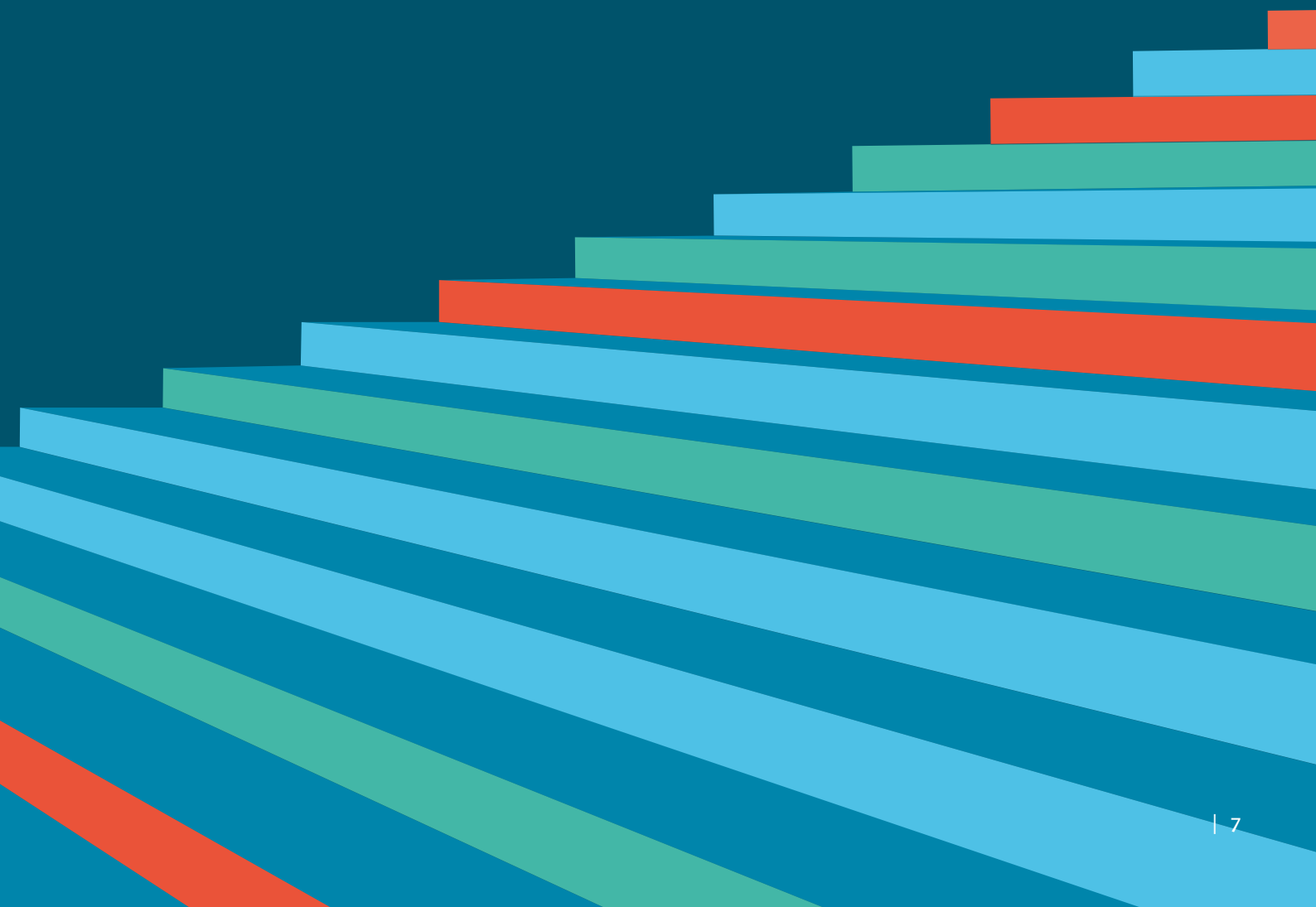
The theme of the conference was the European “Upskilling Pathways” initiative, which aims to help adults acquire the necessary basic reading, writing, maths and digital skills they need, along with other competencies. This should put them in a position to continue their education up to secondary level, so they are able to gain the relevant qualifications or an equivalent. This publication covers the various contributions made at the conference.

Doris Wyskitensky (Austrian Federal Ministry of Education, Science and Research) gave a comprehensive overview of the national support structures and measures in place in Austria for the target group of the “Upskilling Pathways” initiative, i. e. low-skilled adults. From an international perspective, **Anthony Mann** (OECD) reported on the results of various OECD studies and the policy recommendations for increasing basic skills among adults that were derived from these studies. **Carin Dániel Ramírez-Schiller** (National Agency Erasmus+ Education) talked about the opportunities for networking and exchange that EPALE, the multilingual E-platform for Adult Learning in Europe, has been offering for over three years now. Initiatives and Erasmus+ projects from various European countries offered an insight into their methods in ideas and networking pools. You can also read about these in this publication.

EPALE Austria would like to thank everyone who gave talks and helped make the event a success and who contributed to this publication. The EPALE Austria team wishes you an interesting and informative read.

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CONTRIBUTIONS



A note on three years of EPALE in Austria and Europe



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Three years of EPALE in Austria and Europe – a time to look back ...

For many years, efforts have been made at the European level to improve the quality of adult education, be it through working groups or thematic monitoring projects. It was during the Lifelong Learning programme (which took place between 2007 and 2013) that these thoughts and ideas were first given concrete form, with the European Commission initiating the development of an online tool for adult education in Europe. In the autumn of 2014, the first year of the Erasmus+ programme, the European Commission then presented the “European Platform for Adult Learning in Europe” (EPALE) as a new public policy support measure.

The objective for EPALE was set at its European launch event in 2015, namely to establish it as a pan-European networking platform for promoting quality and enhancing the professionalism of adult education.

From the autumn of 2014 onwards, national EPALE coordination offices were set up in various countries. In Austria, the Erasmus+ Education National Agency, which is part of OeAD-GmbH, was designated the national coordination office in order to ensure close cooperation with Erasmus+ Adult Education right from the start.

EPALE was fully up and running in Austria by 2015, with the foundation of the Austrian EPALE coordination office paving the way for national structures, most notably a national EPALE advisory board that has since become the European good practice model.

The partnership between EPALE Austria and the www.erwachsenenbildung.at editorial team also began in 2015, bringing together a wealth of EPALE user contributions from adult educators in Austria with national EPALE content.



Carin Dániel Rámirez-Schiller welcoming the participants at the EPALE conference 2018

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The Austrian kick-off event in summer 2015 was a high-profile occasion, thanks in no small part to an appearance by Doris Pack, the former chair of the Committee on Culture and Education of the European Parliament. The event also signalled the start of an intensive promotion campaign throughout Austria.

Meanwhile, generating and working on content was one of the key pillars of EPALE Austria's activities right from the start. 2016 saw the launch of a series of thematic workshops under the title "Looking Beyond the Horizon: Internationalising and Opening Up Adult Education". This generated a huge amount of interest, prompting EPALE Austria to publish the content from the event in its own publication.

Three years of EPALE in Austria and Europe – a time to look at where we are today ...

As the first series of thematic events was so well received, EPALE Austria organised a large thematic conference in Vienna in 2016.

At that time, a highly relevant issue surrounding the event was the role of adult education against the backdrop of displacement and migration. National projects and initiatives were juxtaposed with dynamic and topical Erasmus+ projects, while the opportunities for networking and exchanging ideas offered by the discussion forums taking place in parallel with the presentations were used to their full extent. When evaluating this inaugural thematic conference, it became clear that participants saw the ability to exchange ideas with European project management organisations and initiatives as a highly valuable aspect of the event.

In 2017, the EPALE thematic conference focused on the issue of "Digital Participation" and the question of how adult education can contribute to greater social participation through digital education. The event continued in the same format, and 2018 saw the third incarnation of the thematic conference, which again centred on a current issue in education policy – this time "Upskilling Pathways – Equal Opportunities and Participation through Adult Education". The annual publication on the Austrian EPALE thematic conference has also become a highly popular product.

Other fixed points that have been added to the EPALE Austria calendar are the once-yearly regional workshop and a wide range of appearances at third-party events (such as lectures and information stands).

Alongside this set of events, EPALE Austria has also built up an array of promotional activities, from the national EPALE newsletter to a lively presence on Facebook and Twitter.

A key activity for EPALE Austria is the provision of engaging content on current issues in adult education on the EPALE platform, which it does in close cooperation with www.erwachsenenbildung.at, and increasingly also in partnership with Erasmus+ Adult Education. It has also succeeded in positioning EPALE as a publication medium for academic articles as well as reports on the innovations gained from Erasmus+ projects.

All these measures have helped to steadily increase the number of active users of EPALE. In relation to Austria's population size, EPALE Austria is one of the leaders in Europe, while the organisation also has a solid presence on social media – as can be seen in the number of followers and likes.

The European Commission conducted a survey on EPALE throughout Europe and presented its results in 2017. The survey showed that the greatest asset of the EPALE platform is the quality of the contributed content, while its biggest challenge is increasing the number of users who are actively involved in EPALE.

In order to create a greater incentive for users to get more actively involved, the European Commission decided to draw upon the expertise of the national EPALE centres to develop new and improved EPALE features, for instance an optimised project partner search function and a new thematic page on the EPALE platform that provides information on EU policy and European strategies relating to adult education.

Monthly themes for all the EPALE organisations across Europe also provide an opportunity for intensive exchange, while regular online discussions on current issues such as media literacy and migrant education have become a highly popular interactive feature of EPALE.

The latest figures from EPALE show that these measures are having an impact: across Europe, EPALE already has more than 40,000 users, while average monthly visitors for the first few months of 2018 hit 60,000.

Three years of EPALE in Austria and Europe – above all, a time to look towards the future ...

The pan-European survey highlighted EPALE's greatest objective for 2020: maintaining the high level of quality while increasing the number of active users.

The national EPALE coordination offices are currently working on a strategy for focusing even more sharply on their target group – national adult educators – and on this group's needs, as well as providing more closely tailored measures and activities.

... and what is the outlook for EPALE after the end of the current Erasmus+ programme in 2020? In late May 2018, the European Commission presented a proposal for the Erasmus+ successor programme for the period from 2021 to 2027. In this initial draft programme, EPALE is positioned as a central European online platform for adult education and is set to work even more closely with Erasmus+ Adult Education.

For EPALE Austria, this means continuing and building on the path that has already been forged on the basis of a close partnership with the European adult education programme.

“Upskilling Pathways” in Austria

This article is a summary of the PowerPoint presentation designed to accompany the talk given at the EPAL conference “Upskilling Pathways – Equal Opportunities and Participation through Adult Education” on 21 June 2018.

Background

Results of the 2013 PIAAC study (Programme for the International Assessment of Adult Competencies; equivalent of the Programme for International Student Assessment [PISA] for adults) show that up to one million people in Austria have insufficient levels of proficiency in the key competencies reading, writing and mathematics to fully participate in society and to find a long-term position in the employment market.

Around 240,000 people of working age display only poor reading competencies, which means they have a basic vocabulary but no text comprehension. Furthermore, around 220,000 people of working age have not completed compulsory schooling. Each year, some 3700 adolescents drop out of lower secondary education without a school-leaving certificate.

The following information on guidance and counselling services and the four case studies laid out below demonstrate that Austria is already providing a very comprehensive range of services and opportunities.

Case study 1

Petra is 48 years old. She spent many years working as a waitress at a local inn, and when the business failed and she lost her job she was thrown completely off course. On the advice of the Public Employment Service (AMS) she began a basic education training course to improve her reading, writing, arithmetic and digital skills. She then signed up for a place on a re-skilling training course. She is now completing an apprenticeship in geriatric care as part of the “Du kannst was” (“You’ve got skills”) initiative.



Doris Wyskitensky

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Doris Wyskitensky, MA works for the Federal Ministry of Education, Science and Research (Bundesministerium für Bildung, Wissenschaft und Forschung) in the Adult Education department, with a special focus on the implementation of the “Initiative Erwachsenenbildung” funding programme, the Austrian strategy for lifelong learning LLL:2020, 2nd chance education programmes, the Austrian state prize for adult education as well as EU-projects.

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Case study 2

She lives in a Turkish area and for a long time had hardly any contact with those outside her immediate environment. When her son fell seriously ill, she felt helpless and began thinking about making some changes. After asking a teacher for advice, she signed up for a basic education training course. She now has various plans to increase her independence in Austria, and is keen to enter further education when a place becomes available in her local area..

Case study 3

Wolfgang, 18, comes from a difficult social background and has been in care since he was a boy. He always had trouble sitting still and learning at school, and in the third year of studying at a lower secondary school he stopped going to class, eventually leaving school with no qualifications. After an unsuccessful job search, his friends told him about the course to prepare participants for the compulsory school-leaving certificate, offering them a second chance to obtain the qualification. The first time he gave up, but then he completed the course and eventually passed the six required exams to obtain the school-leaving certificate. He is now looking to complete an apprenticeship as a car mechanic, or to join the Austrian armed forces and later to study at the military academy.

Case study 4

Said moved from Tunisia with his parents and went to school in Austria. At first he didn't have any problems, but he soon began to feel that he wasn't being challenged. He briefly attended a higher secondary school and bluffed his way through the first few years. In later years, he hardly attended at all. After taking some AMS courses and losing out on several years, a friend told him about the school-leaving certificate course and he passed it with flying colours. He then completed a year of community service (as an alternative to military service) before starting an apprenticeship as a car mechanic. At the same time, he studied for the higher education entrance examination (apprenticeship with higher education certificate, or "Lehre mit Matura"). As part of his apprenticeship

qualification, Said also completed the higher education entrance examination and is now studying electronics and information technology at the University of Technology in Vienna.

Support structures and measures

Adult education initiative

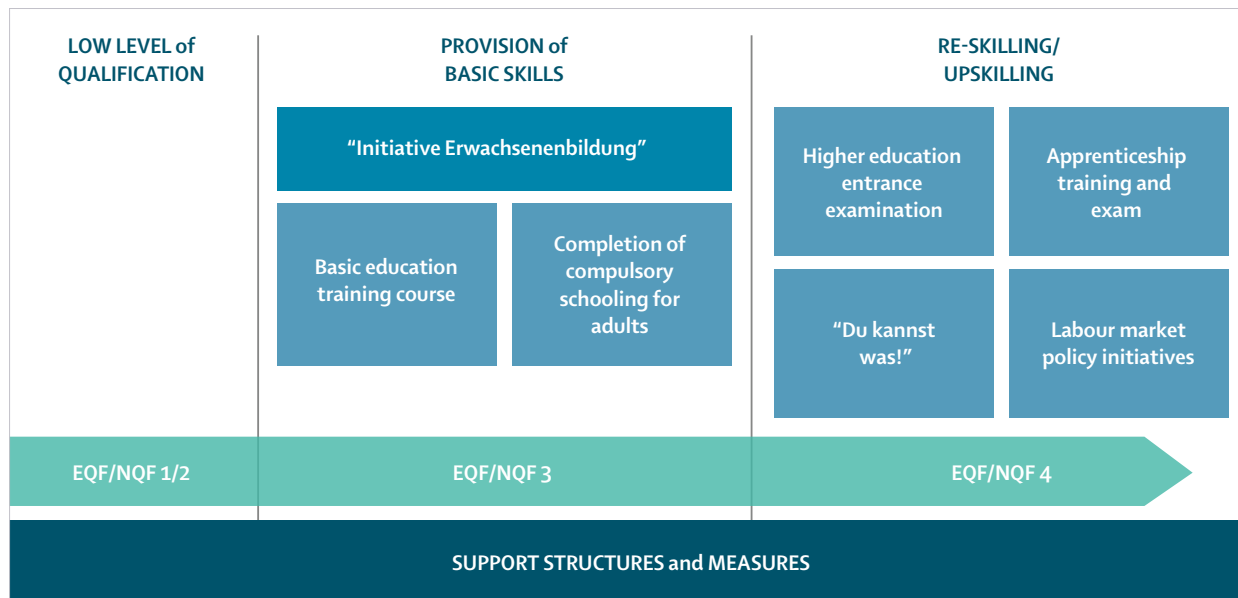
The joint regional and federal subsidy programme, the adult education initiative ("Initiative Erwachsenenbildung"), was launched with the aim of sustainably reducing the number of low-qualified people of working age (15–64 years old) and improving qualification levels and social integration among the working population. This subsidy programme consists of two parts, basic education and the completion of the compulsory school-leaving qualification. The programme is free of charge for participants. It is clear from the target group analysis that the core target group consists of low-income people or those who are at risk of poverty. The initiative is now in its third funding period, which proves that there is demand for this programme and that it is successfully achieving its aims.

Since the initiative was launched, it has accepted around 37,000 participants on the basic education strand and has given around 11,000 participants a second chance to complete the school-leaving qualification. By the end of 2021, the aim is to provide another 18,000 people with access to free basic education and to give a further 9000 people a second chance to complete the compulsory school-leaving qualification.

Basic education

The target group includes those aged 15 and over who require basic education, regardless of their social background, native language or academic qualifications. The focus is on the varying requirements and needs of the target group.

The content of the education programme ranges from learning competencies to German language skills, basic skills in another foreign language, competencies in mathematics, and digital skills.



Overview: support structures and measures

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Compulsory school-leaving qualification designed for adults

The target group includes adolescents and adults living in Austria who have not completed year 8 (new secondary school, lower secondary school, polytechnic school, or higher schools offering general education), who have failed individual subjects, and who have started or failed to complete a course for the completion of the compulsory school-leaving qualification.

Compulsory school-leaving qualification

The range of courses on offer includes German, communication and society, English, globality and transculturality, mathematics and career guidance, as well as two of the following competencies: creativity and design, health and social issues, an additional language, and nature and technology.

Higher education entrance examination

The higher education entrance examination (Berufsreifeprüfung) has the same value as a school-leaving certificate and grants students full access to Austrian universities. There are four components: German, mathematics, a modern foreign language, and a specialisation/field of study.

The higher education entrance examination aims to balance out the professional knowledge and skills acquired at work with theoretical knowledge taught in a classroom setting. It builds on previous qualifications, such as apprenticeships and vocational college qualifications, and recognises previously acquired professional knowledge and equivalent exams. The apprenticeship with higher education certificate enables participants to complete an



Doris Wyskitensky giving her presentation
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apprenticeship and study for the final school-leaving qualification at the same time. Twenty years after the federal act was passed, the higher education entrance examination is the most important “non-traditional” route to higher education.

Around 45,000 people have completed the higher education entrance examination since 1997. 40% of graduates go on to study, while 20% complete another form of training. About 75% of participants work full time while preparing for the higher education entrance examination, which means it is a real option for lifelong learning.

Extraordinary final apprentice exam

The main goal of the extraordinary final apprentice exam is to enable students to graduate from an apprenticeship by taking into account informally gained competencies, thereby increasing the chance of finding suitable work and improving social integration and participation.

During preparation for the extraordinary final apprentice exam, individual competencies (e.g. formal qualifications, completed

courses and competence checks) are determined. The programme also includes specific preparation courses as well as other special measures that are tailored to participants and offered free of charge, such as the youth foundation integration programme (“Jugendstiftung – Integration”) and “Du kannst was”. In 2016, 11,151 people successfully completed the extraordinary final apprentice exam.

Extended apprenticeship period

The aim of the extended apprenticeship period is to enable young people with disabilities or who come from disadvantaged backgrounds to complete an apprenticeship by extending the length of the training period. The legal basis for this option is the “integrative vocational education” scheme (“Integrative Berufsausbildung”, or IBA) launched in 2003, and the amendment of the Vocational Training Act (“Berufsausbildungsgesetz”) in 2015. At any time, participants may upskill partial qualifications to a fully recommended apprenticeship qualification by extending the apprenticeship period. In 2016, there were a total of 7163 apprentices completing partial qualifications and in extended apprenticeship periods, of which 78% were in extended apprenticeship periods.

Du kannst was!

The aim of the initiative “Du kannst was” (“You’ve got skills”) is to help participants obtain a full apprenticeship qualification by validating professional competencies acquired previously, either through formal or informal learning. “Du kannst was” is currently available for those working in 17 different occupations. The regional initiative is already available in several of Austria’s federal states.

Employment market and policy initiatives

The primary target group when it comes to initiatives relating to the employment market and policy are unemployed and low-skilled people. In 2016, 2.6 billion euros was made available to fund active and activating employment market policy.

Projects and measures

The “system competency” initiative (“Kompetenz mit System”) gives job seekers the opportunity to combine training modules in order to reach apprenticeship graduate level and to take the final apprenticeship exam while unemployed.

The “qualifications in the workplace” programme (“Arbeitsplatznahe Qualifizierung” or AQUA) enables unemployed people who are lacking qualifications and skills to complete training programmes at training facilities and to gain practical experience in training firms.

The “national qualification programme for those in employment” (“Qualifizierungsförderung für Beschäftigte National” or QBN) supports low-qualified and/or older people in employment who want to complete further training and qualifications.

Support structures and measures

Guidance and counselling services are offered free of charge at centres across Austria. This is part of a system implemented by the Adult Education department at the Federal Ministry of Education, Science and Research (Bundesministerium für Bildung, Wissenschaft und Forschung) as part of the European Social Fund (ESF) programme. The Federal Ministry of Education, Science and Research supports networks in each of the eight federal states as well as a cross-regional network.

Job market policy – programmes with advice and financial support

The Public Employment Service (Arbeitsmarktservice or AMS) provides advice, career guidance, vocational education and adult education. The “skilled worker bursary” (“Fachkräftestipendium”) offers financial support to unemployed people who are taking time out from work in order to complete further training.

Counselling and guidance institutions offer a funded one-year programme for job seekers, those at risk of unemployment, and the long-term unemployed.

Further information is available here:

Adult education initiative

www.initiative-erwachsenenbildung.at/initiative-erwachsenenbildung/was-ist-das

Basic education

www.initiative-erwachsenenbildung.at/foerderbare-programmbereiche/basisbildung

Completion of compulsory school-leaving qualification

www.initiative-erwachsenenbildung.at/foerderbare-programmbereiche/pflichtschulabschluss

Higher education entrance examination

<https://bildung.bmbwf.gv.at/schulen/bw/zb/berufsreifepreuefung.html>

“Du kannst was!”

www.dukannstwas.at

Extraordinary final apprentice exam

www.wko.at/service/w/bildung-lehre/Lehrabschlusspruefung-Wien.html

“Active employment market policy 2016” document published by the Federal Ministry of Labour, Social Affairs, Health and Consumer Protection (*Bundesministeriums für Arbeit, Soziales, Gesundheit und Konsumentenschutz*)
www.ams.at/_docs/001_Aktive_Arbeitsmarktpolitik.pdf

“System competency” project run by the Public Employment Service (AMS)

www.ams.at/service-arbeitsuchende/angebote-frauen/kompetenz-system

An international perspective on adult basic skills



Anthony Mann
OECD

Anthony Mann leads the OECD team focused on Vocational Education and Training and Adult Learning. Over the last decade, the team has produced more than fifty country studies and thematic reports investigating work-based learning and basic skills. Prior to joining the OECD, he undertook policy development for the UK Department for Education.

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Between 2011 and 2015, more than 250,000 individuals aged between 16 and 65 in 33 different countries undertook a series of tests to assess their levels of skills in literacy and numeracy and to understand how they relate to their personal characteristics and to their participation in society and the economy. The OECD's Survey of Adult Skills (PIAAC) provided important new information about the extent of such basic skills within and between countries and how these skills relate to personal and national prosperity and well-being. Perhaps most striking within the results was the disturbing evidence that, on average, one in five respondents within this representative sample demonstrated levels of skills in numeracy and literacy which severely limit participation within working life and wider society. Coinciding with this new understanding of the extent of low skills, governments have been looking with new concern at the implications of the wave of automation now changing working practices and employment patterns around the world. It has become an accepted truth that workers with low skills are becoming more vulnerable to the consequences of technological change and that there is a new impetus to focus policy attention on improving the basic skills of adults in order to reduce their vulnerability and to better equip economies to respond to twenty-first century patterns of labour market demand.

The Survey of Adult Skills has served as the basis for a series of OECD publications exploring the very significant patterns of variation in skills levels between countries. The study revealed that whereas half of adults in Turkey and Chile demonstrate poor literacy, in Japan, Finland and the Netherlands this figure is closer to 10%. While variation in patterns of skills is stark, follow up country studies have highlighted the heterogeneous character of the primary causes of weak skills development. In the United States, low basic skills are commonly related particularly to the poor educational outcomes of minority populations and post-secondary provision often



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including limited focus on literacy and numeracy; in Finland, as in many countries, it is older workers and migrants who demonstrate greatest need for support; in England, the Survey of Adult Skills highlighted the systematically weak basic skills of young people emerging from secondary education; and, in Australia, analysis has focused on gender disparities in numeracy and the weak basic skills components of vocational education. In all countries, there is a need to see policy better informed by better quality research.

The OECD has begun work to better understand policy interventions which can most effectively help adults improve their basic skills. A 2015 literature review – *Adults with low literacy and numeracy skills* – by Hendrickje Windisch, was honest about the complexity of a problem which has neither straight-forward causes nor solutions and the comparative weaknesses of the international evidence base on the effectiveness of different interventions to support learners. Windisch's paper drew on literature published in English, French and German across the OECD and set out avail-

able insights on how low-skilled adults can be best encouraged to identify themselves and be motivated to engage in programmes in learning. The review, moreover, highlights literature exploring the efficacy of awareness-raising initiatives, the use of information, guidance and social networks to enhance motivation and diagnostic approaches to understanding the strengths, as well as the weaknesses, of learners. The importance of context and meaning in learning is emphasised by the study as is the necessity of addressing the practical barriers preventing continued engagement in adult education. Effective provision must recognise that learners often bring with them very poor experiences of initial schooling. The literature was found to be particularly weak in terms of understanding of demonstrably effective practice in teaching of adult literacy and numeracy skills. Persuasive studies have stressed, however, the significance of strong teachers and the importance of learning context, taking advantage of parents' desires to support the learning of their children and of workplaces and vocational provision as means to deliver training.



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The relationship between basic skills provision and vocational education is important. The Integrated Basic Education and Skills programme (I-BEST), originating in Washington State in the United States, provides a good example of provision which combines basic skills teaching and professional training to good effect. In the I-BEST programme a teacher of basic skills and a teacher of a professional-technical subject jointly instruct in the same classroom with at least a 50% overlap of instructional time. In the UK, the Unionlearn model has also gained much attention. Here, dedicated funding allows trade unions to put on basic skills provision in the workplaces of collaborating employers. With learning programmes commonly delivered during normal working hours, and within usual workplaces, to learners self-identifying to union representatives (rather than employers or state officials), the programme addresses key contextual barriers preventing engagement.

The emphasis on the workplace is important for another reason. The OECD's work has demonstrated the means by which skills can be activated, sustained and enhanced through employment. A

2016 OECD Education Working Paper by Jimeno et al. – *Education, Labour Market Experience and Cognitive Skills* – made use of data from the Survey of Adult Skills to assess whether work experience can serve the same effective purpose as schooling in developing basic skills. The study found that low-educated workers who are required to undertake tasks related to use of literacy and numeracy whilst in work (e. g., reading emails or calculating percentages) commonly perform more strongly on the tests measured by the Survey of Adult Skills than comparable peers. In all, the analysis suggests that the contribution of on-the-job learning to skill formation is about one third of that of compulsory schooling in most of the countries which participated in the assessments. It is of interest, then, to understand the character of workplaces which are more likely to enable such learning opportunities. Such employers tend to adopt what have been called High Performance Work Practices. These include practices related to both the organisation of work and management practices: where individuals have greater agency over the sequence of their tasks, how work is undertaken, time is planned and information regularly shared between



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colleagues; and, where there is flexibility in working hours, a culture of training and performance recognition.

The OECD is planning to publish significant new work on what works within adult basic skills provision during 2019. Working with the English Department for Education, analysts will take a fresh look at international data and country experiences and update the 2015 literature review within a process which will welcome insights from around the world on how governments can make the most meaningful and sustained differences to the lives of adults commonly failed by initial experiences of education.

For more information about the Survey of Adult Skills and work of the OECD on adult basic skills, visit:
www.oecd.org/skills/piaac/
www.oecd.org/education/innovation-education/vet.htm



Claudia Auzinger
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Since the beginning of 2018, Claudia Auzinger has been working for queraum. cultural and social research (*queraum. kultur- und sozialforschung*) on projects involved with enabling and empowering people to have a say in the design of their own living environments.

After studying Landscape Architecture at the University of Natural Resources and Life Sciences (BOKU) in Vienna and Spatial Planning at the Technical University Vienna, she was initially involved with urban development and urban management, where she initiated and managed neighbourhood projects and was the local contact person for residents with questions about the living environment.

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Mobility Scouts – engaging older people in creating an age-friendly environment

The Mobility Scouts approach

“Mobility Scouts. Engaging older people in creating an age-friendly environment” is an Erasmus+ project implemented between October 2016 and September 2018 by partners working in the fields of social policy and research, social gerontology and adult education in Austria, Germany, Italy, Lithuania and the Netherlands. In Austria, the project was implemented by *queraum. kultur- und sozialforschung* and supported by the Federal Ministry of Labour, Social Affairs, Health and Consumer Protection.

The guiding principles of the Mobility Scouts approach are the inclusion and participation of older people. The project picks up on aspects related to active ageing, age-friendly environments, life-long learning, volunteering and co-production.

The overall objective of the Mobility Scouts project is to involve older men and women in decision-making processes and to enable and empower them to contribute to the creation of age-friendly environments as co-producers. Mobility Scouts are “front runners” committed to putting the issue of age-friendly environments on the local agenda and giving it a boost through the initiation of local mobility projects.

In concrete terms, older men and women received Mobility Scouts training, which helped them initiate and support joint activities run by public authorities, companies or service providers as well as older people for the creation of age-friendly environments. Mobility Scouts training increased the participants’ knowledge of accessibility, age-friendly infrastructure and urban development. What’s more, the implementation of a practical project enabled participants to get involved constructively in social, political and economic fields and to cooperate with relevant stakeholders



Ideas and networking pool "Mobility Scouts" within the framework of the EPALE thematic conference in Vienna on 21 June 2018
 © Oead-GmbH/APA-Fotoservice/Hörmandinger

from city administration and local politics in new ways. These, in turn, opened up to the inclusion of older people and benefited from their knowledge and experience.

What does the Mobility Scouts training in Vienna look like?

The first part of the Mobility Scouts training in Vienna took place between February and September 2018. It gives the 13 participants the opportunity to develop and implement their own ideas for practical projects in parallel with the contents of the training sessions. The training consists of three phases:

- Learning phase
- Implementation phase
- Reflection and celebration phase

The **learning phase** involves sharing knowledge and exchanging prior experiences. Basic knowledge about the age-friendly design of public spaces and mobility in Vienna is imparted in **thematic workshops**. The Mobility Scouts learn about the various elements

of an age-friendly environment, gain an overview of the most important stakeholders (in fields such as urban planning, urban design, accessibility) and their fields of responsibility. Opportunities for participation in the re(design) of public spaces and mobility services and examples from practice are discussed.

In order to design and implement these thematic workshops, experts from various relevant fields were consulted. These included representatives from the Agency of Local Agenda 21 Vienna (participation), the Mobility Agency Vienna (mobility, accessibility) and the municipal departments of Vienna (Urban Development and Planning (MA18) & Architecture and Urban Design (MA19).

In the accompanying **practical modules**, the Mobility Scouts develop their practical projects with the support of the project team. A range of tools (project draft, action plan, environment analysis) are presented and applied in order to ensure successful project development.

In the **implementation phase**, which spans several months, the

Mobility Scouts further develop their project ideas and implement the practical projects. In the process, the teams receive individual support according to their needs (e.g. when forging partnerships with external parties, with project management), as well as coaching from the trainers.

The conclusion of the training forms the **reflection and celebration phase**. A reflection workshop focuses on looking back on training and practical projects and looking forward to the future (sustainability, subsequent projects etc.).

What do we mean by age-friendliness?

A living environment is age friendly if it is self-determined by senior citizens and they can use it safely, whether or not they have limited mobility. Furthermore, it should be inviting and arouse interest in venturing out, being there and taking part. An age-friendly living environment enables and promotes the movement and stay of senior citizens, who are more likely to be affected by limited mobility than younger people, in public spaces.

Why is a project like Mobility Scouts relevant?

By 2060, almost a third of the population of Europe will be 65+. Ageing is therefore not just an individual, but also a societal challenge. We need to be prepared for this in good time and in a variety of ways. Designing living spaces in a way that is age-friendly, inviting and accessible is not only a response to the demographic change, but also takes account of people's need to be able to move independently in public spaces and take an active part in societal life for as long as possible.

Mobility and participation interact with each other: mobility is the prerequisite for social participation, and various types of participation opportunities increase people's interest in venturing out. Participation in various fields of public life, i.e. an accessible environment with corresponding services on offer, is a decisive prerequisite for an active, meaningful and healthy life in old age. Older people are experts when it comes to their personal living en-

vironment and know best how services and public spaces should be designed and organised in order to facilitate participation among senior citizens. They want their voices to be heard, their experiences to be acknowledged and their skills to be utilised and appreciated. This is precisely what the Mobility Scouts project exploits: it wants to enable senior citizens to contribute their own perspectives to the design and organisation of their living environments.

Which roles can Mobility Scouts assume?

Mobility Scouts can be active in different fields and at different levels, in order to promote an age-friendly environment. The following overview of the various roles that Mobility Scouts can assume is an attempt to categorise possible fields of activity. In practice, these fields overlap and can be combined.

Explore and tell

As experts in their particular environments, older citizens have a trained eye for age-appropriate spaces or offers. Problems are usually known and discussed with their peers. In many cases, however, the senior citizens concerned do not forward problems to the competent authorities or have reservations about complaining actively to institutions. Without this knowledge, the problems cannot be solved.

Mobility Scouts can therefore act as intermediaries. They can collect feedback and comments from older citizens about their living environment, possible problem areas, public buildings and age-friendly solutions and forward them to the relevant institutions (e.g. companies or local authorities). Mobility Scouts can function as experts in bringing together older people and professionals from different sectors. Experience shows that round tables, guided walks or workshops are appropriate methods for exchanging views and gathering ideas. However, Mobility Scouts can also create direct and anonymous opportunities for all citizens to re-

port problems (e.g. surveys).

Train and communicate

Mobility Scouts can also actively pass on their perspectives and knowledge to target groups relevant in the context of age-friendly environments, such as municipalities, transportation companies and students of architecture, planning or design. Furthermore, Mobility Scouts can actively promote existing opportunities and inform their peers about them.

Co-design and support

In this type of co-production process, older people support municipalities or organisations systematically in the design and production of services or provisions. They could, for example, function as contact persons for older customers, collect their feedback, support the organisation with the development of publications, act as co-designers in planning projects or train other older citizens. The Mobility Scouts could also coordinate support measures.

Inspire and motivate

Mobility Scouts can also organise courses and activities to support older people to participate in social life. Some target groups (e.g. older people with dementia or with disabilities) need special infrastructure and support in place to enable them to leave their homes and get involved. Generally, senior trainers are already a popular concept in fields such as volunteering, inter-generational projects or cultural education.

Initiate and act

Mobility Scouts are also invited to organise events and initiatives to shape age-friendly environments or raise awareness of the daily challenges and obstacles older people face.

Experiences from the project

The experiences and results from the project were edited and incorporated into the **sensitisation Handbook for Stakeholders at Local Level** and the **Handbook for Practitioners**. Furthermore, those interested in **online training** receive further information relating to the project and the local initiatives implemented as well as tips and tricks for the practical implementation of similar projects.

Further information can be found at:

www.mobility-scouts.eu

MINCE – Model for Inclusive Community Education



Karin Kicker-Frisinghelli

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Karin Kicker-Frisinghelli is a qualified specialist teacher of disabled people and an educational scientist. Since 2014, she has worked for Lebenshilfen Soziale Dienste GmbH in the field of research, development and innovation. Lebenshilfen Soziale Dienste GmbH has been working on EU projects for over ten years and has experience both coordinating and acting as a partner in such projects. A central concern has always been the self-representation and inclusion of people with disabilities in communities.

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People with severe and/or multiple disabilities are often left on the edges of our communities while their social inclusion and community participation remain unsatisfactorily resolved. The aim of the MINCE project is to improve the inclusion of people with severe disabilities in the community. To this end, the project corresponds to Article 19 of the UN Convention on the Rights of Persons with Disabilities and the demands contained within that document regarding independent living and involvement in the community. According to WHO's ICF Model (International Classification of Functioning, Disability and Health)¹, people in this group are affected by both the mental and sensory functions of their impairment. In the real-life situations of these people, this means that they are reliant on human and material support in almost all areas of their lives. Furthermore, people with severe disabilities are not often visible in society, for the most part still living in institutions, often in isolated settings. Along with other factors, this public absence contributes to the exclusion of people with severe disabilities (cf. Jantzen, 2015, P.53).

As part of the MINCE Project, an innovative model for inclusive community education is being developed by Lebenshilfen Soziale Dienste GmbH, a service provider for people with disabilities, together with partners from Bulgaria, Croatia, Germany, Poland, Portugal and Slovenia. The idea is that individual social spaces, neighbourhoods, groups – communities – learn together how to create inclusive proposals for the future (e. g. low-level education and learning opportunities) in which all people are able to take part, including those with severe disabilities. The concept for the project springs from the claim that inclusion succeeds when all of society's systems work together. When inclusion is seen as a task for the community as a whole, the challenges that people with severe disabilities face are no longer seen as problems to be resolved solely by the individuals affected. Inclusion is always the result of a reciprocal process between individuals and community and can only be furthered and ultimately succeed through such collaboration.



Role-play exercise on the topic "Exclusion – Separation – Integration – Inclusion" during an ideas and networking pool "MINCE – Model for Inclusive Community Education"
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Barriers also exist between society and people with severe disabilities. For successful collaboration to happen, the real-life situations of people with severe disabilities must be understood. Consequently, MINCE is also being used as a model of understanding and living together between individuals and the community. The aims of the project are to develop various methods and options involving different social platforms and target groups, with all these elements coming together to create the *Model for Inclusive Community Education*. From the project partners' perspective, community education helps processes – like inclusion – to move forward. Wagner/Steiner/Larissegger (2013) describe the potential of community education with reference to various studies: Community education is a "link between educational work and community work and/or regional development". It creates "opportunities for learning within and for the community" and drives "participation and empowerment of those who are socially disadvantaged" (P.7). To that effect, *Aktionslinie 6 (Action Line 6)* of the LLL 2020 –

Strategie zum lebensbegleitenden Lernen in Österreich (LLL 2020 – Strategy for lifelong learning in Austria) also aims to improve community education as a substantial part of lifelong learning (cf. BMUKK, 2011, P.32 et seq.).

Considering empowerment and self-representation, one the project's targets was to develop a training programme for people with disabilities, in which they act as peer mediators, learning to represent not only their own interests, but also those of people with severe disabilities. In this new role, they build the bridges between the community and people with severe disabilities. Due to their own experiences of institutional support, barriers in their daily lives or everyday discrimination, they can usually empathise with the real-life situations of other people with disabilities. As a result of these experiences, two products will be developed: a MINCE Curriculum for Peer-Mediators (Product 1) and a Handbook for Peers written in simple language (STEP UP MINCE Handbook for

Peer-Mediators, Product 2). Both of these products will support peers to develop the necessary skills to represent themselves and people with severe disabilities. In this way, the trained peers can be certain that the needs of the target group, people with severe disabilities, are adequately taken into account.

Furthermore, measures will also be developed for the continuing education of professional Disability Care Workers. Through their training to support people with severe disabilities on a day-to-day basis, they are very well prepared and offer a great wealth of skills and knowledge about the opportunities to encourage and support. To take concrete steps towards the inclusion of people with (severe and/or multiple) disabilities, practically-applicable knowledge is required, something that is so often only revealed through daily demands and is little considered in basic training. Recognising this need, MINCE has developed corresponding continuing education modules.

For organisations that help people with disabilities, recommendations will be taken into account to see how they can be implemented to be even more focussed on the inclusion of this group of people with severe disabilities in the future, to open more doors in society and create opportunities that also work for the community.

A key element of the whole project was a participatory and inclusive approach and therefore throughout the respective developments, people and target groups have been directly involved in discussions and meetings. In all the partner countries, working groups were developed in which people with disabilities worked together with professional caregivers and other interested parties. By taking this approach, the target groups themselves as well as experts were involved in developing individual measures and products across all the projects.

1 Cf. <http://www.who.int/classifications/icf/en/>

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Drama for Change – using creative processes in adult education

Drama for Change was a three-year European strategic partnership project funded by Erasmus+ that ran from 2014 to 2017 with five European partners from Bulgaria, Germany, the Netherlands, Ireland and Spain. The project used creative methods of theatre to develop a new **Drama for Change Training Curriculum and Toolbox of Resources** for adult educators, using the arts to promote anti-racism, equality and diversity. **Drama for Change** brought together a cross sector of organisations that work with marginalised groups in adult education. The five European partners were Smashing Times Theatre Company, Ireland; IFES, Valencia, Spain; Pressure Line Visual and Creative Communications, Rotterdam, The Netherlands; The dialogue, Lindau, Germany and KU TU Ltd, Sofia, Bulgaria.

Drama for Change resulted in the creation of a five-day “train-the-trainers” **Training Curriculum and Toolbox of Resources** that provides adult educators including teachers and artists with the skills necessary to work with adults through the creative medium of theatre in order to promote anti-racism, gender equality and diversity. The training curriculum, titled “**Drama for Change Training Programme: Using Theatre to promote Anti-Racism, Gender Equality and Inclusion**”, is available on each partner website and on EPALE – Electronic Platform for Adult Learning in Europe. It was developed in response to two questionnaires, the first with adult educators and the second with potential participants, both developed to identify the needs of educators and artists wishing to learn how to use drama, theatre games and exercises to promote issue based work.



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Theatre Workshop led by Mary Moynihan, Smashing Times, at EPALE symposium, Austria
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The **Drama for Change** curriculum contains a selection of theatre games and exercises which can be used by adult educators to promote equality, inclusion and anti-racism work, and a series of hand-outs including guidelines for drama facilitators, key terms and a bibliography. A **Toolbox of Resources** accompanies the training and consists of five on-line research documents with information on cultural diversity and current policies and legislation in each partner country, and five video demonstrations on how to conduct a selection of the game and exercises, showing a step-by-step approach demonstrated by a theatre facilitator working with a group of participants.

Drama workshop as a collaborative event

A drama workshop can be referred to as a collaborative event that involves a group of people working together through the methodology of drama, everybody takes part and there is usually not an audience. According to Chris Johnson, a drama workshop is easily adapted to suit the needs of all those in attendance which makes the work accessible to everybody including those who are excluded or choose to exclude themselves from mainstream culture. Drama is a community activity "because it nurtures values which are concordant with community ideals, respecting cooperation, sociability, and equality of opportunity while engendering mutual respect".¹



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When using drama in adult education, three levels of “learning” are taking place. Firstly, participants are developing basic drama and theatre skills such as focus and concentration, imagination and team work. Secondly the workshop brings people together to promote learning and exploration in relation to a particular issue or subject matter, and thirdly a key part is to develop “life skills”. The focus is on active, physical participation as participants work together through games, exercises, image and improvisational work, to promote respect, trust, empathy and to build genuine and meaningful connections. A drama workshop can free the emotional self, promote active listening and generate a shared openness and a sensitivity to others. The facilitator creates a supportive environment as participants need to “feel safe” in order to take risks. The nature of the artistic medium enables the learner to

be actively engaged in the learning process and provides a structure for self and group learning, enabling participants themselves to generate further content in relation to the key themes. Theatre by its very nature is “self-educating” and generates not only an experiential knowledge of a particular issue and the opportunity for participants to explore a particular subject in their own way, but also generates new life skills and attitudes in terms of active listening, collaboration, communication skills, confidence building and self-esteem, problem solving, critical thinking, decision making, independence, innovative thinking and team building.

The **Drama for Change** curriculum draws on the work of inspirational theatre practitioners such as Viola Spolin (1906–1994) and Augusto Boal (1931–2009). Boal, a Brazilian theatre practitioner

and founder of **Theatre of the Oppressed**, wrote that the first language of theatre is “the human body”. His range of techniques include image theatre (making statues with your bodies to create a visual image which shows a perspective on a given theme) and this exercise is regularly used in **Drama for Change** as a non-verbal inclusive methodology (we all have a body) by-passing for example the barrier of language. Viola Spolin writes about the “experience of going beyond what we already know” and states that “the physical is the known and through it we may find our way to the unknown, the intuitive and perhaps beyond to the human spirit itself”.²

Diving into the Unknown

A drama workshop is easily adapted to suit the needs of all those in attendance. I remember planning my first workshop for people with physical disabilities and realising that the majority of theatre games involved some kind of movement. In preparing my lesson plan, I initially decided to leave out games and exercises simply because they involved movement, however, reminding myself that theatre is about risk-taking and diving into the unknown, I decided to bring back the movement exercises. I started with **Energy Circle** from **Drama for Change**. Participants stand in a circle and using their hands and whole bodies, each person passes a clap on to the next person on their right and so on. The clap is passed around without either anticipation or delay and the aim is to get a rhythmic flow of movement and handclaps going around the circle without a break. When this is established, the direction of the clap can be changed as variations are added in. I started the clap and passed it to my right. The next two to three people were wheelchair users and were able to pass the clap through movement of their hands and upper bodies. Then the clap arrived at a person who was unable to move from the neck down. There was a pause. Then the participant used her eyes to pass the clap on. But it was not just her eyes. We saw and felt the will and energy of the “movement” created by the participant, an extraordinary moment as the

game continued. After that I never made presumptions as I realised there are multiple ways to involve people and to implement a game or exercise. I remember Christine, a poet and one of the participants, create and perform in extraordinary improvisations even though Christine was unable to speak or move from the neck down. Christine has sadly now passed on however her extraordinary work and presence remains with me, highlighting the power of the human spirit.

Support for the provision of training in creative processes

Using the arts to promote experiential learning in a collaborative context requires a high level of experience and expertise in the artform. As we move forward, there is a need for sustained government and local authority support for the provision of training in relation to using creative processes in adult education and in social and applied contexts. For example, there is still no recognised third level qualification in Ireland specifically for drama facilitation in educational, social and community contexts. Support is required to enable artists, educators and researchers to continue to work together developing innovative creative-based approaches to adult education that promote human rights, gender equality, social inclusion and diversity and for the work to be supported by evidence-based research and evaluation. Smashing Times extends a very special thanks to all those involved in Drama for Change with a special thanks to Erasmus+, Léargas and The Arts Council. The Drama for Change Curriculum and Toolbox of Ressources are available online. www.smashingtimes.ie/theatreandfilmcompany/wp-content/uploads/2017/12/Drama-for-Change-Using-Theatre-to-Promote-Anti-Racism-Gender-Equality-and-Inclusion.pdf

¹ Chris Johnson: House of Games, Making Theatre from Everyday Life, Routledge New York, 1998, Seite 4

² Viola Spolin: Improvisation for the Theatre, A Handbook of Teaching and Directing Techniques. North Western University Press. Seite 16

*"The event was amazing.
The performances were great – and they opened my mind for new ideas and perspectives.
The song in the end said it all."*
Drama for Change participant

Resources

In addition to the [Drama for Change-Curriculum](#), the following resources are available free to download from Smashing Times, supported by the Europe for Citizens programme:

[Women War and Peace](#) book with a foreword by Marian Harkin, MEP, Ireland, containing articles, research and 23 women's stories from WWII and the Holocaust - highlighting stories of women from Ireland, Spain, Germany and Poland who promoted liberty, spoke out against totalitarianism and advocated for peace. See www.epageflip.net/i/748584-women-war-and-peace/0?m4=

[Women in an Equal Europe](#) book containing interviews with twenty-one women today from Ireland, Spain, Croatia and Serbia – to promote a remembrance of women's equality and experiences of life in Europe ensuring women's voices and stories are equally heard and acknowledge. See www.epageflip.net/i/1013141-women-in-an-equal-europe-book/0?m4=



Angela Pittl
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The Erasmus+ Project BYMBE – Bringing Young Mothers Back to Education

The “Bringing Young Mothers Back to Education (BYMBE)” project is being supported by the Erasmus+ Adult Education programme for a period of two years. The project coordinator is the Austrian association Women in Focus (Frauen im Brennpunkt), which has been providing childcare and advice for women in Tyrol for more than 30 years. Project partners come from Bulgaria, Ireland, Italy, Lithuania and Spain.

The idea for the project builds on Doris Landauer's “Job Navi” project, which was implemented by Public Employment Service Vienna (AMS Wien). We have a long-standing commitment to the advancement of women within the framework of our Women's Service Point (Frauenservicestelle) and the Careers Centre for Women (**FrauenBerufsZentrum**). As such, we were convinced that the concept of preventing poverty in old age by means of encouraging young women to complete education had huge potential. However, school drop-out and the resulting lack of earnings and future prospects for young mothers is not just a problem in Austria. That's why we decided to devise the project at the European level, including five partner countries, and to submit it to Erasmus+.

Contrary to “Job Navi”, BYMBE does not provide education of its own. Instead, it attempts to encourage young women between the ages of 15 and 25 to utilise existing local education opportunities, while ensuring that they are adequately prepared and supervised.

In order to meet the requirements of the target groups in the respective countries, an analysis of the opportunities for education and support in the regions of the individual partner organisations was produced. This illustrates organisational and financial frameworks in detail, both in relation to educational opportunities as well as in terms of available childcare. The objective is to further develop/adapt and to pilot the original project idea from Vienna in other countries, as well as in more rural areas.



Ideas and networking pool “Bringing Young Mothers Back to Education” in the framework of the EPALE thematic conference on 21 June 2018 in Vienna

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Speaker Sonja Karbon, Women in Focus (Frauen im Brennpunkt), in the ideas and networking pool “Bringing Young Mothers Back to Education”

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Above all, the report highlights the discrepancy between periods of education and available childcare in the partner countries. However, it also shows the need for financial support and grants to ensure that childcare is affordable.

The importance of completing education for young mothers is being promoted on two levels. On the one hand, a motivational campaign is being carried out to create awareness about the problems associated with school drop-out and about the BYMBE Support Pack designed to help young mothers complete their education. This is aimed at young mothers themselves as well as people in their environment (social workers, teachers, trainers, family and friends), in order to prevent school drop-out and to encourage young mothers to return to the education system. The campaign has already been launched and is currently running on social media.

In addition to the motivational campaign, the importance of completing education and the opportunities on offer through

the BYMBE project will also be disseminated on a second level, by developing an intervention pack containing methods to reach young NEET mothers. These methods specifically involve including parents and peer groups as support channels in order to ensure a successful return to the educational system. An emergency system is also important, in order to prevent crises and to counter any doubt. This intervention pack is aimed at social workers, teachers and trainers and is designed to support them directly in their work with the target group and to help them motivate the target group to re-enter the education system.

Training is being carried out in two stages. The first stage was an international course for trainers, which was held in Oviedo, Spain at the beginning of March 2018. Two participants from each of the partner countries received training from the Irish project partner, which had devised the methods for this. The aim of the training was to improve the skills of social workers and trainers, so that they are more attuned to the needs of the young mothers and are able to work with them effectively. The techniques show how to

gain access to this target group, how to motivate them and how to work together with family members and peer groups. All of these factors are decisive for the success or failure of the measures.

Following the international training, training sessions were held in all partner countries in order to share the intervention methods developed with social workers, teachers and trainers and to improve their skills in terms of dealing with the target group. By the end of the project, at least 20 people from each partner country will be trained. This will enable the contents to be delivered outside the partner organisations too.

The following three training and advice packs are aimed at the young women themselves:

1. The BYMBE Orientation Pack

By using an innovative approach based on professional and personal guidance and counselling, this pack is intended to help young mothers find their own way to education and a professional life. The pack consists of 20 hours of training in a peer group setting and three individual consultation meetings to coordinate and implement the results of the orientation phase in the group. In this format, the group functions as a resource offering support and guidance. The pack has already been compiled and is currently being used in the pilot in all countries.

2. The BYMBE Empowerment Pack:

The contents of this training pack are designed to help young mothers understand and manage their feelings and behaviours. This will enable them to interact successfully with people around them in order to increase their chances of re-entering and completing vocational education. This pack was completed in June 2018.

3. The BYMBE Support Pack:

The aim of this pack is to support young mothers in the period in which they have already entered education. It is designed to help them overcome crises, doubts or other problems when re-entering education.

These three packs will be piloted on a group of young women re-entering education in each country.

As a whole, the project in the partner countries Bulgaria, Ireland, Italy, Lithuania, Spain and Austria is designed to increase public awareness about the importance of completed vocational education for young mothers between the ages of 15 and 25 in order to secure their economic independence and reduce the risk of dependency on social welfare benefits and poverty in old age. This awareness is to be promoted within the target group itself as well as among network partners and public funding bodies. Furthermore, support services are to be developed, which can be implemented in different circumstances, in order to establish long-term services for young mothers at a national level. Early pregnancy must not be a route into poverty.

Active ageing and intergenerational solidarity in Europe “VASIE”

Successful intergenerational dialogue as a response to the challenges of demographic change

Changes to population size and structure are profoundly shaping the economic and social development of our society.

It is well known that there is increasing demand for soft skills in a world where information and communication technologies are omnipresent. Employees in the 21st century should not only acquire information and communication skills, but also various “generic” skills such as interpersonal communication, self-organisation and learning ability. Possessing these skills will enable employees to cope better with the constantly evolving job market.

But how can we live together in a society that has changed so fundamentally?

Special demands are being placed on companies in particular in the wake of demographic change as the composition of the workforce has become considerably more heterogeneous: young people are joining companies at an earlier age, while older people are staying in work for longer as a rule. This can result in an age and experience gap of up to 40 years. Therefore, different age groups with entirely different requirements, qualifications and focus points have to work together over the course of a longer working life. As a result, it is becoming essential for different generations to recognise and balance different expectations at work. As this phenomenon penetrates all areas of economic activity, an active, positive and open approach to intergenerational dialogue has now become an economically significant factor.



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Impressions of the Workshop “VASIE – Active aging & intergenerational solidarity” with Ute Schulz at the EPALE Conference “Upskilling Pathways”
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Results of the project

Between 2015 and 2017, seven partners in the VASIE project from Austria, Belgium, the Czech Republic, France, Greece, Italy and Slovakia developed a comprehensive catalogue of methods on the subject of intergenerational dialogue.

The curriculum developed in the project primarily targets individuals and groups who are interested in intergenerational living and working in private and/or professional contexts. The syllabus is aimed at trainers, facilitators and organisations that are active in education and social and professional integration. There are no minimum requirements for participants in this training.

The aim of the training is to stimulate intergenerational interaction and to promote a broad spectrum of social skills, as well as to make the participants aware of how this interaction can benefit both society and individuals. An intergenerational training setting is a wonderful opportunity to perceive, scrutinise and practice skills, capabilities and working and living together.

The main objective of this training is to give the participants the necessary skills to know how to conduct themselves and how to handle situations in real life. The curriculum sees young people and senior citizens as “assets” rather than as “problems to be solved”.

It places particular emphasis on the questions “How do I perceive my environment?”, “How do I work together with others?” and “How do I communicate with others?”. The central question is how mutual trust and respect between the target groups, who often do not have enough opportunities to interact with each other, can be strengthened. The training requires some preparation, as intergenerational dialogue is not by its nature harmonious. However, if it succeeds, it benefits everyone and – according to feedback – the participants find it richly rewarding.

The training should be led with a strong focus on discussion; the attendees’ participation is the top priority. The emphasis should be on team spirit and on understanding the strengths and weaknesses of each individual and each generation.



Based on empirical results, research and interviews with representative youth and senior citizen groups in the seven partner countries, the following training and skill requirements have been identified:

1. Empathy and emotional expression
2. Assertiveness
3. Self-esteem
4. Diagnosis and risk management (job, health, etc.)
5. Communication
6. Tolerance and acceptance
7. Conflict resolution skills
8. Networking (extending your social circle)
9. Learning to learn
10. "Good manners"
11. Intergenerational collaboration

The syllabus consists of three learning units that are broken down into objectives, subjects, methodological notes and learning outcomes. The aim of intergenerational sessions that use this curriculum is to convey knowledge, skills and capabilities, but also to foster intergenerational interaction by creating platforms and defined spaces for dialogue and experience sharing between the two main target groups. The curriculum is based on Level 4 of the European Qualifications Framework.

Erasmus+ promotes participation

Enjoy the benefits of the Erasmus+ programme!



Karin Hirschmüller
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Karin Hirschmüller studied business management at Vienna University of Economics and Business.

She has worked for the Erasmus+ National Agency at the OeAD-GmbH since 2009 in the field of adult education. She is in charge of Erasmus+ Strategic Partnerships for adult education and was also employed by Euroguidance, the European network of education and careers guidance, until 2017. Prior to this, she worked in adult education, including projects promoting dialogue between Roma and non-Roma people and in the field of anti-discrimination.

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A large number of Erasmus+ projects focus on social participation and equal opportunities. If you would like to find out more about these projects, then take a look at the Erasmus+ Project Results Platform¹, or EPRP for short! Input the search term “social participation” and you will find numerous adult education projects that have been approved in Europe by Erasmus+ since 2014. There is a short description of each project, as well as a list of the partner organisations. You can also use the platform to find products developed from completed projects, such as collections of best practice examples, curricula, handbooks and videos.



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Delegates of the European Museums Advisor Conference 2016 at the Yorkshire Sculpture Park, Wakefield

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KA1 – Mobility

When searching on this platform, you may also notice that there are different formats in Erasmus+:

projects from **Erasmus+ Key Action 1 (KA1)** are also called **mobility projects**. In these projects, leaders or employees of adult education organisations travel abroad for their continuing education, which usually involves the completion of courses or job shadowing at a host organisation. However, participants can also teach at an overseas organisation themselves.

You also have the option of joining with other Austrian organisations to form a **consortium** and apply for a project together. This is an especially good option if you are already linked with other organisations in networks or through an umbrella association. For

example, 20 museums, archives and other adult education organisations from all over Austria joined together this year to work on a KA1 project as the **cultural and museum education consortium (Bildungsachse Kultur – Museum)**. As part of this project, 46 adult educators completed a range of courses abroad and visited host organisations to take part in job shadowing. After their trip abroad, the participants were able to feed their new-found knowledge into both their own organisations and the Austrian network. Just over 60,000 euros of funding helped the Styrian Museum Association (Steirischer Museumsverband, MUSIS) to get the project off the ground (<http://www.musis.at/>; <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-AT01-KA104-039090>).



Participation in a public discussion panel

© Harry Schiffer

KA2 – Strategic Partnerships

Another one of the formats is **Strategic Partnerships**, which are also called **KA2 projects**. Here, there is a choice between two focal points: “Cooperation for Innovation” and “Exchange of Good Practices”.

KA2 Projects focusing on “**Exchange of Good Practices**” offer a chance to get familiar with a wide range of approaches and methods. A number of European organisations meet up regularly for at least a year to exchange their knowledge and experience of a specific topic. This usually involves collecting examples of good practice that could be helpful for other adult educators.

One successful example is **INCLOOD (Inclusive Neighbourhoods – Researching opportunities for intercultural learning)**. Led by

the Austrian coordinator inspire (www.inspire-thinking.at/), project organisations from Germany, Italy, Sweden and Switzerland worked together between 2016 and 2018 to tackle the question of how to turn neighbourhoods into vibrant places of intercultural learning. Together they gathered relevant stakeholders and identified criteria for success. The project website (<http://inclood.org/>) and the EPRP <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2016-1-AT01-KA204-016678> also contain another one of the project’s outcomes: descriptions of 14 neighbourhood initiatives in Europe where intercultural learning is practised.

If, in addition to an exchange, you would also like to develop highly innovative products, then you should make an application under the KA2 programme for **“Cooperation for Innovation”**. Together with your European partner organisations, you will tackle a specific challenge and develop products that are needed to solve it, such as methodology manuals, curricula for study courses or learning platforms.

One such strategic partnership under the “Cooperation for Innovation” banner is the project **“Change Organisation to Enable Social Inclusion”** (https://lebenshilfen-sd.at/ueber_uns/eu_projekte/coesi). This project promotes processes of change in services for the disabled in order to advance the social inclusion of people with disabilities. For these people, getting support in their day to day lives is absolutely crucial. Often, however, they are separated from others in their daily lives, meaning they have no opportunities for inclusion or participation in society. Change is necessary here – and it is possible. Making a person-centred approach the basic foundation of support work enables people with disabilities to participate in the dialogue on how to manage their daily lives. For this reason, the COESI project is working on a wide range of projects to accelerate the change processes that will lead to greater inclusion, such as strategic plans, manuals, training material, seminar

curricula and self-assessment tools. In doing so, COESI is operating on several different levels and involving people with and without disabilities, people in leadership roles and employees in working towards the project outcomes. This project has been developed jointly by **Lebenshilfen Soziale Dienste GmbH** and partners from Germany, Portugal, Slovenia and Spain. In 2015, it was submitted to the national agency in Austria as a Cooperation for Innovation project within the framework of a **Key Action 2 (KA2) strategic partnership in the field of adult education**. <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2017-1-AT01-KA204-035102>

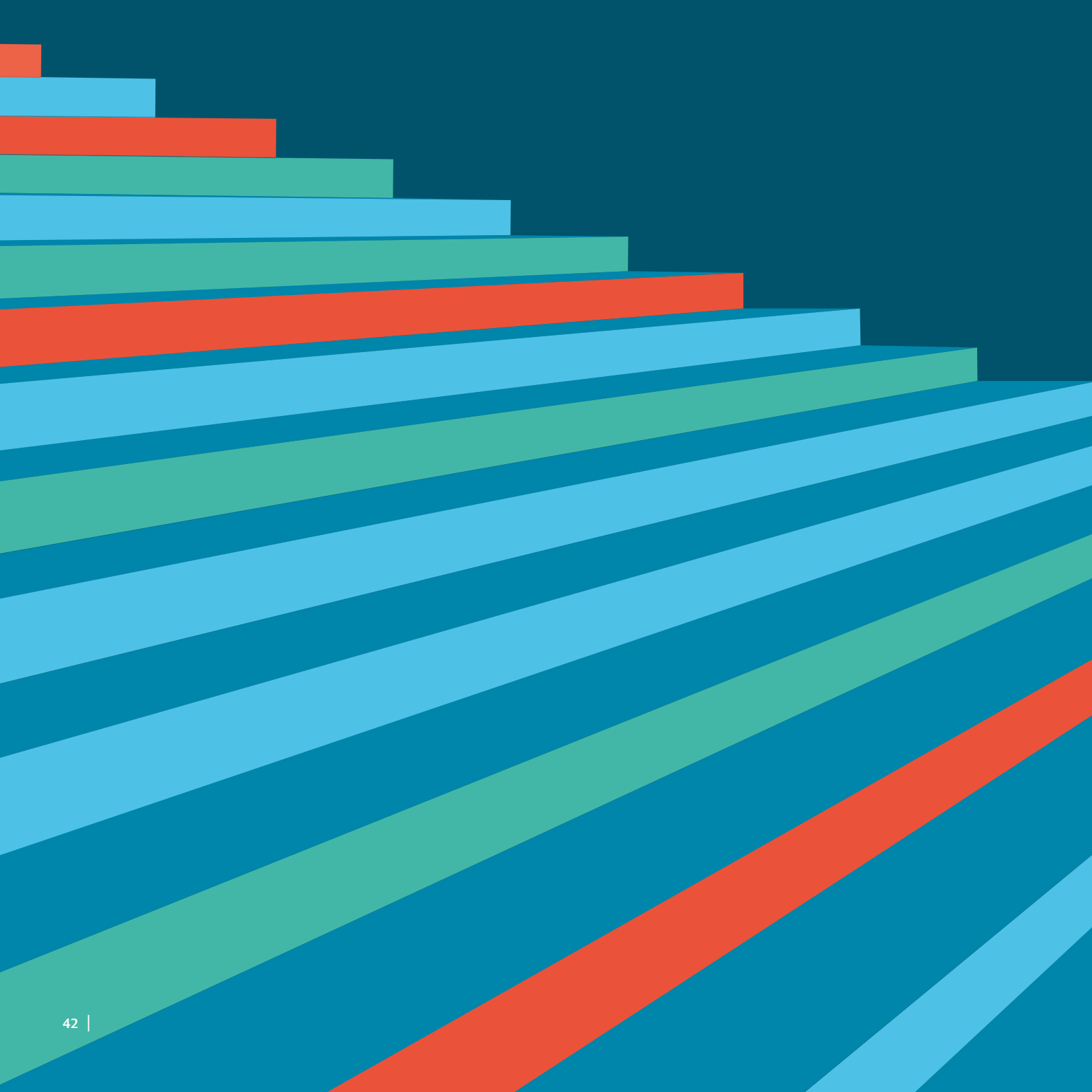
¹ <http://ec.europa.eu/programmes/erasmus-plus/projects/>

Projects from other programmes are also included: Life Long Learning, Youth in Action, Co-operation with industrialised countries, Erasmus Mundus, Tempus, Sports

Do you want to undertake further study in Europe or work together with European partner organisations? If so, then the Erasmus+ Adult Education scheme offers a range of funding options.

Your national Erasmus+ agency conducts information events, webinars, consultations and final checks. Contact us!

<https://bildung.erasmusplus.at/de/erwachsenenbildung/erwachsenenbildung@oead.at>





EPALE

EPALE – what is in it for you?

<https://ec.europa.eu/epale>

There are plenty of benefits in joining the EPALE community.

Join a diverse adult learning family

EPALE aims to build a unified adult learning community on a national and European level. When you join EPALE you can communicate with different adult learning actors, such as trainers, policy-makers and volunteers.

Network with similar-minded individuals

As a member of EPALE you can discuss ideas and share information with other people in your country or in Europe working in your sector. The platform is perfect for finding partners or sharing experiences and ideas related to your adult learning project!

Step outside your professional circle

EPALE offers something new to the adult learning sector – it gives you the opportunity to easily get in touch with European adult learning professionals from outside your usual professional circle – policy makers, bloggers, researchers, volunteers, tutors, trainers and more.

Reach a wider audience

You may be a blogger who wants to share an opinion on an adult learning-related topic; a researcher who has written a paper on a new methodology; a policy maker with an intriguing proposal; or a trainer who would like to share best practice, an event, a news article or a resource that their peers would be interested in. EPALE can give you immediate exposure not only in Europe but also across the world.

Access a rich database of resources

EPALE members can access over 3,000 high-quality resources related to adult learning. Our community makes sure this rich database is constantly growing.

Stay up-to-date

EPALE will keep you informed about the latest news and developments in the sector, in your country and across Europe.

How to get involved?

To take advantage of all the features EPALE has to offer you just need to register on the platform.



Create your EPALE profile

Make it easier to network and connect with your peers and other members on the platform by completing your profile and including as much information as possible. Let the community know about your professional experience and interests, or current projects.



Engage in discussions

EPALE has five broad thematic areas which encourage peer-to-peer cooperation, with forums, commenting, rating, and polling. The thematic pages are a space to provide information and an area where like-minded users can come together.



Share your thoughts

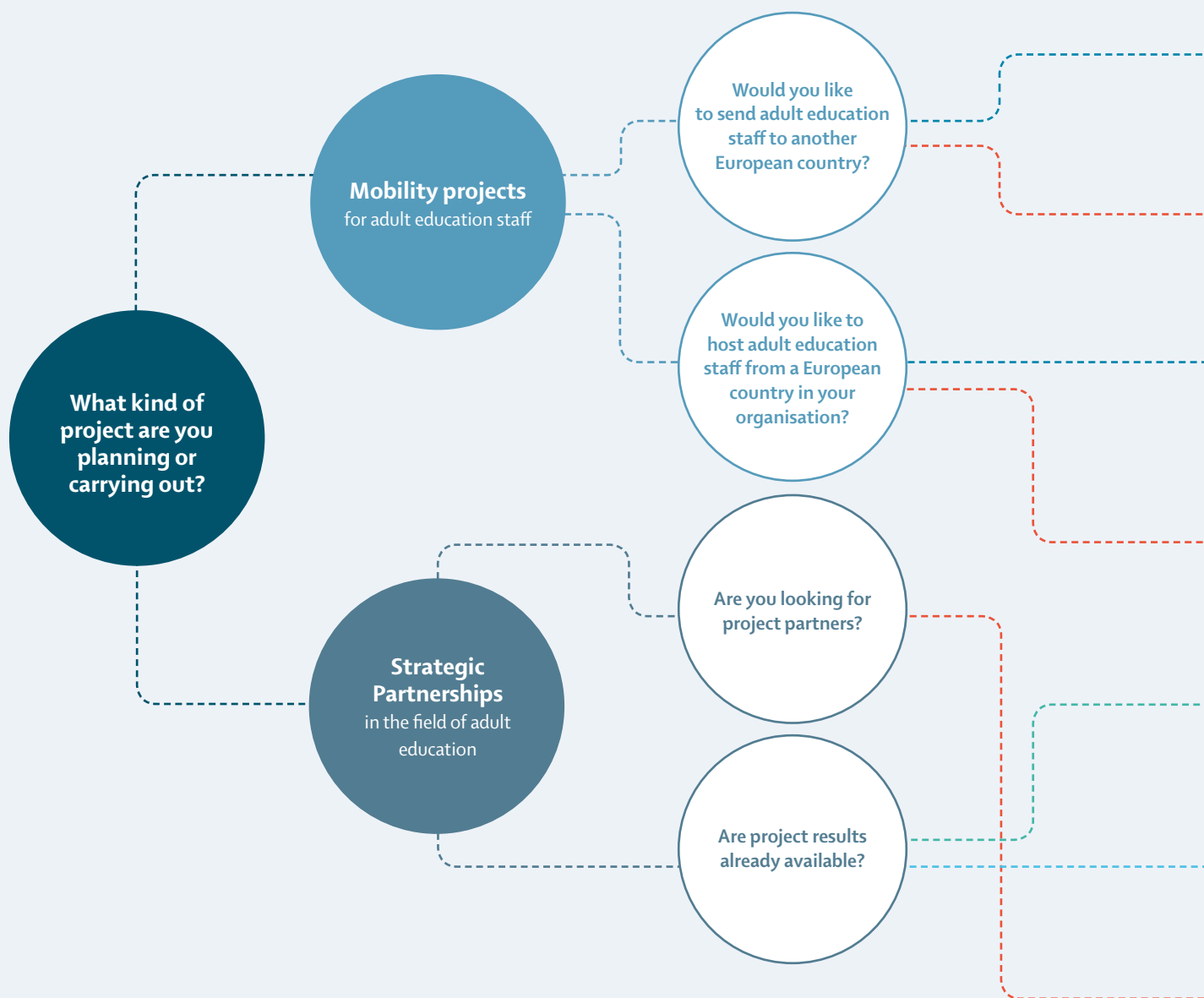
If you are passionate about blogging, we would love to hear your thoughts on different adult learning topics. With just a few clicks you can propose your blog post for publication. Just visit EPALE's blog section to get started.



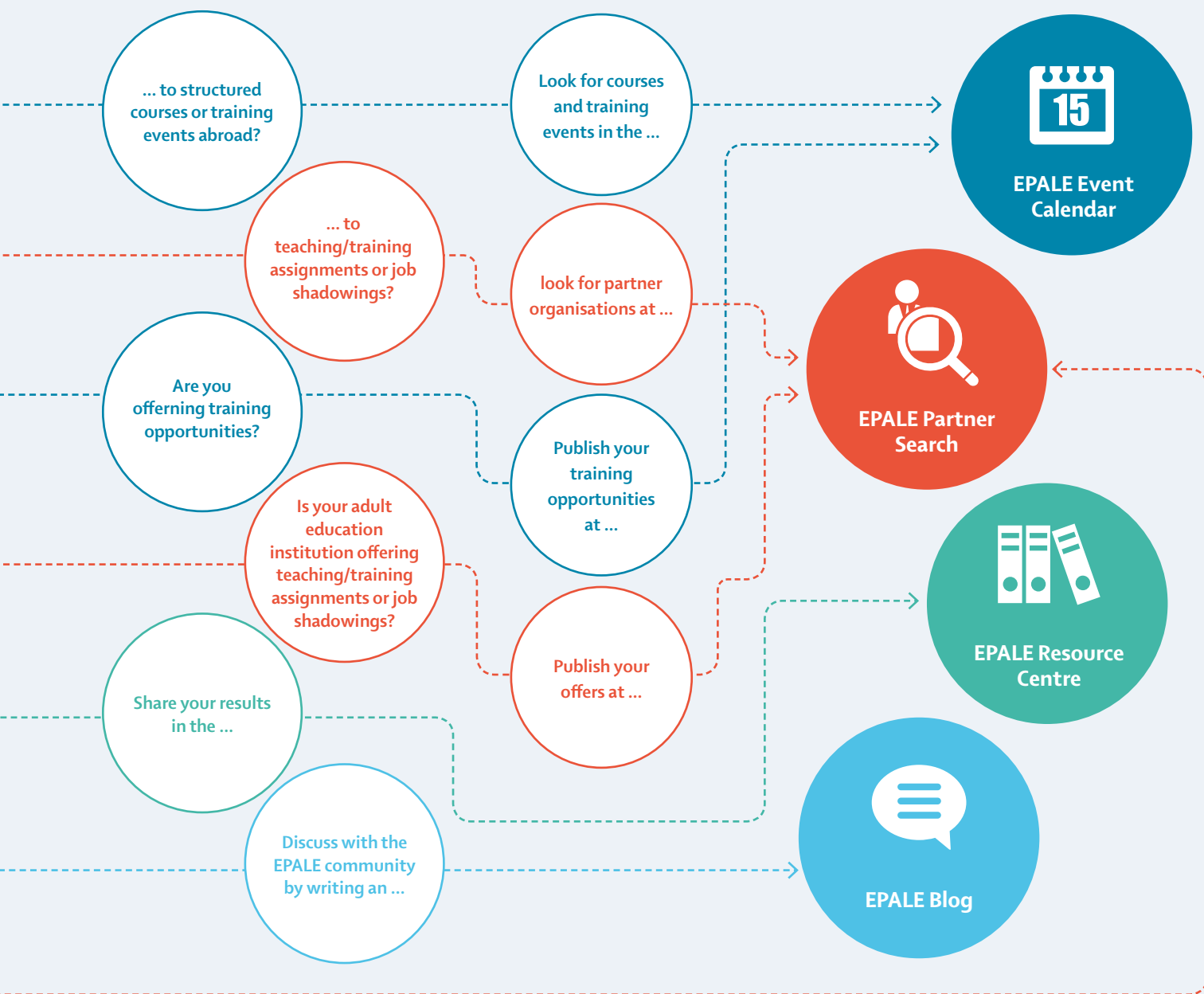
Keep the community updated

Found an interesting resource? Learnt about a new methodology or an upcoming event on adult learning? Sharing that information on EPALE is easy and straightforward. Within minutes you can post new content on the platform and spread the word amongst your peers. Visit EPALE's news, resource or event section to find out more.

EPALE and your Erasmus+ project



This chart is based on the graphic "Wie nutze ich EPALE für mein Erasmus+ Projekt?" produced by Blueberry, Agentur für Markenkommunikation for the the National Agency Education for Europe at the Federal Institute for Vocational Education and Training in Germany (NA at BIBB).



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