



#ERASMUSDAYS 2019



**ADULT  
LEARNING  
EUROPEAN  
EXHIBITION**

**28**  
COUNTRIES

**29**  
EPALE NATIONAL SERVICES



**EPALE**  
France





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# THE ADULT LEARNING EUROPEAN EXHIBITION

This exhibition brings together 28 European projects about adult learning in different countries across Europe. These projects aim to ensure the well-being of any individuals by giving the chance to acquire skills and knowledge no matter their social backgrounds.

Integration of refugees, use of new technologies by teachers, transfer of knowledge, know-how and expertise on childbirth education, educational integration of prisoners, emergence of ecological solutions in construction... Here are just some samples of the many projects that teachers, trainers, researchers, academics, volunteers are carrying out all over Europe to develop sustainable and inclusive skills among adult beneficiaries.

For the 2019 #ErasmusDays edition, 28 countries gathered photos along with a description of one of their national adult learning projects to create the Adult learning European exhibition: Albania, Belgium, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania,

Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Serbia, Slovakia, Slovenia, Spain, Sweden, United Kingdom.

The Adult learning European exhibition is a unique opportunity to make Erasmus+ project about adult learning visible to all citizens, professionals, and policy makers. Indeed, on the occasion of the #ErasmusDays the 10, 11 and 12th of October 2019, this exhibition is published online

- on the EPAL platform:  
<https://epale.ec.europa.eu/en/blog/erasmusdays2019-digital-exhibition>  
and on #ErasmusDays website:  
[www.erasmusdays.eu](http://www.erasmusdays.eu)
- on an compendium
- on A3 posters > **Any organisation in Europe can easily download, share, print, display this exhibition and organize its #ErasmusDays event.**

This exhibition will enable you to learn more about Erasmus+ opportunities, find European partners to build your project, and get inspiration from good practices.

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



# EPALE, A PLATFORM FOR ADULT LEARNING PROFESSIONALS IN EUROPE

Created in 2015, EPALe is a multilingual open membership community, with **over 55.000 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 Service and 37 National Support Services across Europe, EPALe 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, EPALe's goal 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 EPALe community, please join us on

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

## EPALE

EPALe networks professionals in the adult education sector share resources and build partnerships through the EPALe Partner Search. Currently, more than 1.500 partner requests have been published and 2.000 organisations have been registered on :

<https://epale.ec.europa.eu/en/partner-search>

# JOIN THE #ERASMUSDAYS !

Initiated by the French Erasmus+ Agency/ Education & Training with the aim to be valued within the #ErasmusDays, the Adult learning European exhibition was made possible by the National Support Service of 28 countries.

The #ErasmusDays take place on the 10, 11 and 12th of October all over Europe and beyond. This celebration is based on a very simple idea: communicate mobility's benefits, international cooperation and Erasmus+ projects results over three specific days in order to be visible by citizens, professionals, media and policy makers.

Erasmus+ project holders from all over the world can organize a physical or digital event to disseminate their mobility results and cooperation impacts. It is the best time of the year to showcase your project, find new European partners, and share your international experience on social media using the hashtag #ErasmusDays.

For this special occasion, the actors involved in adult learning Erasmus+ projects have access to different communication tools to highlight the diversity of projects carried out across Europe.

Posters from each participating country in the Adult learning European Exhibition and the related compendium are available for free downloading on the EPAL platform from September 25 :

<https://epale.ec.europa.eu/en/content/epale-exhibition>



- easy to print or to share online, these posters and compendium can be used to dress up your event on the 10, 11 or 12<sup>th</sup> of October.
- each event organized must be registered on [www.erasmusdays.eu](http://www.erasmusdays.eu) before October 9<sup>th</sup> to benefit from an international visibility.
- press, politicians, adult education professionals and citizens are of course invited to join the events organized near them for a maximum impact.

## MORE THAN 2.500 EVENTS ORGANIZED IN 45 COUNTRIES

To know more about the #ErasmusDays and to see what is organized in your country during these three days, please visit

[www.erasmusdays.eu](http://www.erasmusdays.eu)





# EPALE'S PRESENTATION DURING INTERNATIONAL TOURISM FAIR

EPALE was introduced in the “International Tourism Fair” that took place in Tirana during 5-6 of April 2018. The event provided spaces for workshops and presentation, and on the second day, the first session in the morning was dedicated to EPAL presentation and showcase.

The audience of around 20 people, was mixed, with new and existing users, so the workshop was

organized in two different approaches: in the first part, the presentation of platform was shared with participants, focusing on the audience, tools and continuous development of the platform itself and secondly the crossroad was done with ten words, which define the platform and its meaning for users. The audience was very enthusiastic and engaged seriously in this activity.

## NAME OF THE PROJECT

International Tourism Fair

## AIM

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

## TARGET GROUP

- Policy level
- Providers' and experts' level

## WEB

[www.expocity.al](http://www.expocity.al)

## ORGANISATION AND PARTNERS

- **ALBANIA:** *International tourism Fair with Ministry of tourism and environment*

## National Support Services ALBANIA

National Agency for Vocational Education and Training & Qualifications  
[epalealbania@gmail.com](mailto:epalealbania@gmail.com)



Picture ©NSS Albania





# SIMPLIFY ADMINISTRATIVE MANAGEMENT THANKS TO PROFESSIONAL SOFTWARE

Die Eiche VoG is a recognized adult education institution in the German-speaking Community of Belgium. The main activities of the association are the organization of exercise programs to preserve the longest possible autonomy and mobility as well as computer courses to avoid exclusion through the ever faster progressing computerization in everyday life.

Our Erasmus + project was about making our work easier with professional software. Our goal to simplify the administrative management of our courses initially failed due to a variety of factors: budget, complexity, user-friendliness, design, support, time and, last but not least, our own requirements.

After a long search, we opted for the software Javis for our project. First we had to adapt the existing Javis version to our needs. For this purpose, all problem areas were identified and

compiled in a questionnaire. As second step, we organized a mobility for three employees to Osnabrück (DE) to attend a training course and work on the questionnaire together with the program developers.

Finally, we succeeded in optimizing the software for us as an efficient database and administration program and meanwhile in training all users of our association. Javis has been implemented successfully and has greatly facilitated administrative work since then, making courses, schedules and participants much more effective and manageable.

We are currently sharing our experience in East Belgium with other educational institutions. The long-term goal is to make the software available to other educational organizations and to incorporate their requests and needs into the development.

## NAME OF THE PROJECT

Database and administration of adult education associations

## AIM

To develop a software for the administration of an adult education organisation.

## TARGET GROUP

Adult Education organisations

## WEB

[www.die-eiche.be](http://www.die-eiche.be)

## ORGANISATION AND PARTNERS

- **BELGIUM:** *Die Eiche Vo.G.;*
- **GERMANY:** *JAVIS.*

## National Support Services Belgium - Ostbelgien

Jugendbüro der Deutschsprachigen Gemeinschaft  
[epale@jugendbuero.be](mailto:epale@jugendbuero.be)



Picture ©Shutterstock



# FUTURE TEACHER 3.0

The Future Teacher 3.0 as a bridge to accessible and customized adult education is an Erasmus + project as a cooperation of four partners. Within the project, four outputs are being developed.

The Digital Thermometer is a questionnaire, based on the European Framework for the Digital Competence of Educators (DigCompEdu) that consists of a limited number of questions in terms of ICT policy and vision, the use of tools and digital learning materials.

The questionnaire can be used at all levels of education. The Digital Compass is a schematic representation of the competences that already acquired and the competences that can still be improved. Based on the results of the Digital Thermometer, the teacher receives an individual learning proposal of online modules. To go

along side the digital journey consists of 19 online modules for teachers who use little ICT in their classes, 19 online modules for intermediated level and 19 online modules for experienced teachers. Getting Savvy with online tools, Collaborative learning Strategies to support online writing and inclusive practices are some of the topics of the online modules. Finally, the project will also pay attention to the existing materials and sharing and reusing of those materials by other teachers.

## NAME OF THE PROJECT

Future Teacher 3.0

## AIM

With our project *The future teacher 3.0 as a bridge for accessible and adapted (adult) education* we want to prepare the teachers of the future. We focus on the IT competencies of teachers, so that they use IT to improve their lessons.

## TARGET GROUP

Citizens and refugees

## WEB

<https://www.futureteacher.eu/web>

## ORGANISATION AND PARTNERS

- **BELGIUM:** Toll-net/ POV, a pedagogical guidance service;
- **NETHERLANDS:** 12Change Learning;
- **NORWAY:** Norsk Nettskole, a NGO developing a learning management system for distance education;
- **UK:** Learning Apps Limited.



Picture ©Future Teacher Team

National Support Services belgium - flanders

EPOS

[www.epos-vlaanderen.b](http://www.epos-vlaanderen.b)



CYPRUS



# LADIES FIRST!

Adults seem to try to find a balance among three different aspects/fields in their life: work, personal and social life. The most challenging task seems to be the effort to find a harmony between work life and family, especially for women, in the current occupational circumstances.

Ladies first! gives an innovative European dimension on women's work life balance by providing consultants and trainers tools to boost women's confidence and self - planning, from the coaching and non-formal learning perspectives. Innovative methodologies which follows adult education principles like the experiential learning (learning that takes place through our own experience) and peer learning (which help beneficiaries and learners to play an active role in the coaching-teaching-learning process) will be adapted and applied to the specific needs of the target groups of users and beneficiaries, in order to build gender oriented self-confidence.



Picture © enter for Social Innovation

## NAME OF THE PROJECT

**Ladies First!**

## AIM

To empower teachers, trainers and counsellors to support women in order to gain the necessary stability in-between working and personal life, especially in the framework of crisis.

## TARGET GROUP

Women in and outside the labour market, adult trainers, human resource managers, counsellors, coaches

## WEB

<https://ladiesfirst.fvaweb.eu/>

## ORGANISATION AND PARTNERS

- **CYPRUS:** *Center for Social Innovation;*
- **GREECE:** *IASIS NGO & IEKEP;*
- **FRANCE:** *ITG Conseil;*
- **BULGARIA:** *BFE (Business Foundation for Education);*
- **PORTUGAL:** *ISQ (Instituto de Soldadura e Qualidade);*
- **ITALY:** *FVA SAS DI LOUIS FERRINI.*

## National Support Services Cyprus

Cyprus Ministry of Education  
and Culture (MOEC)  
[epale@schools.ac.cy](mailto:epale@schools.ac.cy)

## CROATIA



# EDUCATION FOR A POSITIVE PREGNANCY, BIRTH AND POSTPARTUM (3P+)

Education for a Positive Pregnancy, Birth and Postpartum (3P+) is a two-year project led by Roda - Parents in Action from Croatia with partners Aperio (Czech Republic) and Indo Anai (Slovenia), funded by the Erasmus+ Programme of the European Union.

This project developed a number of adult learning outputs, including a mobile application for expectant parents (<http://expectingapp.eu/>), a childbirth education course curriculum and a book on pregnancy and childbirth (forthcoming).

However, for this exhibit we are presenting the course for childbirth educators.

Childbirth education has a long history in Croatia, but only within the healthcare system. Pregnancy, childbirth and postpartum are social more than medical events, and for this reason the project learned from experiences of colleagues from the Czech Republic to prepare and test a curriculum for childbirth educators from cities throughout Croatia and Slovenia. In May, first cohort of 30

students successfully completed the pre-study and in-person courses.

This project is forming the basis for the development of new, innovative and local childbirth education courses that focus on the health, but also on the social aspects of new parenthood. It is the first such program developed for non-healthcare professionals in Croatia and Slovenia.

Learning from each other, sharing experiences and expertise and working together transnationally, both as project partners but also as training participants, has been an excellent learning experience for all the project partners.

## NAME OF THE PROJECT

Education for a Positive Pregnancy, Birth and Postpartum (3P+)

## AIM

To form the basis for the development of new, innovative and local childbirth education courses with the focus on health and social aspects of new parenthood.

## TARGET GROUP

Childbirth educators, adult education professionals

## WEB

[www.roda.hr](http://www.roda.hr)

## ORGANISATION AND PARTNERS

- **CROATIA:** Roda - Parents in Action;
- **CZECH REPUBLIC:** Aperio;
- **SLOVENIA:** Indo Anai.



Picture ©Roda

## National Support Services CROATIA

Agency for Vocational Education and Training and Adult Education (ASOO)

<http://asoo.hr>



# EMPLOYEE TRAINING - NEW PRACTICES AND METHODS TO CURB EARLY SCHOOL DROPOUT RATES

The project involved visits to three institutions in European countries where it is possible to gain work experience to curb school dropouts. Applicants working on this issue and in cooperation with the Regional Authority of the Central Bohemian Region are building the first second-chance school in Kladno. The beneficiary had the opportunity to get acquainted with the work of teachers and trainers working with young people without professional qualifications (dropouts) in other European countries, as well as with solutions to problems faced by teachers and trainers working with this target group.

## National Support Services CZECH REPUBLIC

Centre for International Cooperation in Education (DZS)  
epale@dzs.cz



Picture ©EDUCA International, o.p.s

### NAME OF THE PROJECT

Employee training - new practices and methods to curb early school dropout rates

### AIM

The aim of the project was to encourage young people without qualifications to enter further vocational training and to participate actively in society.

### TARGET GROUP

Young people without qualification

### WEB

<http://edu.caops.eu>

### ORGANISATION AND PARTNERS

- **CZECH REPUBLIC:** *EDUCA International, o.p.s;*
- **SLOVAKIA:** *Univerzita Pavla Jozefa Šafárika v Košiciach;*
- **SWEDEN:** *Komvux Södervärn Malmö;*
- **POLAND:** *Stowarzyszenie Profilaktyczno-Wychowawcze Fenix and Centrum Kształcenia i Wychowania OHP - Gimnazjum.*



The goals of our organisation is to promote, counsel and teach traditional and ecological solutions in construction and part of the general life as well. We value local traditions as well as the traditions and experience from other countries and people. We organize local and international trainings in order to share that experience.

Our partner organisation Amàco is an educational resource center (France) that aims to make visible, in sensory and poetic ways, the physico-chemical behavior of the most common natural materials, such as sand, water, earth, wood, straw, etc.

The project aims to disseminate knowledge regarding their application in construction, so as to promote the emergence of eco-friendly practices. Amàco brings together physicists, engineers, artists and architects, under the same roof. Magic, emotion and creativity are the watchwords of the

project. Through an innovative teaching process, an opportunity is given to professionals, researchers, teachers, students, schools and the general public, to learn by making connections based on the pure intelligence of simplicity.

“We have had mobility project funded by Erasmus+ from 2016-2017. In October 2017 a group of our trainers visited Amàco in Villefontaine in France to take part of a private trainers training. As many of our participants said it was the «best and most inspiring training of their life”.

#### NAME OF THE PROJECT

**Eestimaaehitus, competence center for ecological building**

#### AIM

To boost organisational, administrative and managing skills in planning trainings, managing the training centre and organising the study program in the training centre.

#### TARGET GROUP

Trainers in the field of earth and straw building in Estonia

#### WEB

<http://eestimaaehitus.ee/en>

#### ORGANISATION AND PARTNERS

- **ESTONIA** : *Eestimaaehitus, Competence Center for Traditional and Ecological Building;*
- **FRANCE** : *Amaco.*



Picture: ©Marko Kikas

**National Support Services ESTONIA**

Estonian Qualifications Authority

[epale@kutsekoda.ee](mailto:epale@kutsekoda.ee)



Picture ©skanes dansteater

Partners :





# SOFT SKILLS TRAINING AND RECRUITMENT OF ADULT EDUCATORS

Soft skills are closely connected with employability and competence development, both being important focus areas also in EU 2020 strategy. EU countries have different methodologies and approaches on the assessment of soft skills and furthermore on training of teachers.

The SOSTRA project is innovatively intertwining digital and competence-based education into soft skills development in the field of European adult education. By modelling a digital open badge-driven learning process, the project introduces new ways to recognize prior competence and a unique opportunity to gain new skills and knowledge. Digital badges are electronic micro-credentials that can be used to identify and promote competences.

Competence-based and open badge-driven process makes educators' personal competence development more flexible and personalized.

With the help of SOSTRA outputs adult education institutions can apply innovative methods in their Human Resource Management activities,

especially in recognizing soft skills during the recruitment process.

SOSTRA outputs can be adapted to local needs and contexts including translations in six languages. The technical solutions are applicable for average users. This aspect is a conscious criterion ensuring the sustainability of the project results.

## NAME OF THE PROJECT

**Soft skills training and recruitment of adult educators**

## AIM

To support adult educators and other professionals in achieving a better understanding of the needs and importance of soft skills in their daily activities and of their further development.

## TARGET GROUP

Adult educators, training companies, school-based training centers, training consultants and HR staff

## WEB

<https://sostra.eu>

## ORGANISATION AND PARTNERS

- **FINLAND:** *HAMK University of Applied Sciences, School of Professional Teacher Education;*
- **SPAIN:** *Formacion Para El Desarrollo E Insercion, Sociedad Limitada - Universidad De Cordoba;*
- **ITALY:** *Fondazione Hallgarten-Franchetti Centro Studi Villa Montesca;*
- **POLAND:** *Orange Hill;*
- **ROMANIA:** *Centrul Pentru Promovarea Invatarii Permanente Timisoara Asociatia.*



Picture ©HAMK University of Applied Sciences

## National Support Services finland

Finnish National Agency for Education (EDUFI)

[epale@oph.fi](mailto:epale@oph.fi)





# VHS GOES EUROPE

This picture is taken from a scene, in which one participant escapes from Palestine to Egypt through an underground tunnel.

Since 2015, more and more refugees started attending courses at German adult education centers. For teachers, working with this group of students meant dealing with very diverse and often traumatic backgrounds. In order to adapt to these new challenges, the team of VHS decided to attend a sensitization training in Iceland. In the training, we addressed issues regarding migration, racism, discrimination, culture and diversity.

After the training, we tried to implement the knowledge we had gained in a theatre project in Germany. The resulting play *Meine Freiheit – Deine Freiheit* invited young students, refugees and citizens to participate. Directed by a drama teacher and a psychologist, the participants began to tell their personal stories: about their home country, about what they experienced during

flight and how they felt in the country of arrival. The German participants talked about how they experienced the encounter with so many people from diverse backgrounds in their home country.

The participants developed these personal stories into short scenes, for which they also divided the roles amongst themselves. The play premiered in 2016 with more than 150 spectators. It is recorded and available on Youtube.

## National Support Services GERMANY

Fédéral Institute for Vocational Education and train (BIBB)

epale@bibb.de



Picture ©Volkshochschule Fichtelgebirge

## NAME OF THE PROJECT

VHS GOES EUROPE

## AIM

The aim of the project was to raise citizens' awareness of the challenges which refugees face and to give refugees the opportunity to deal with their trauma

## TARGET GROUP

Citizens and refugees

## WEB

<https://vhs-weiterbildung-mit-erasmus.blogspot.com>

<https://www.youtube.com/watch?v=BTVvKiPqj4c>

## ORGANISATION AND PARTNERS

- **GERMANY:** *VHS goes Europe;*
- **UNITED KINGDOM:** *BELL teacher Training;*
- **ICELAND:** *Intercultural Iceland;*
- **ITALY:** *Koinè Center;*
- **AUSTRIA:** *Tanja Kaufmann Seminare;*
- **MALTA:** *ETI Malta - executive training institut.*



# HERITAGE INTERPRETATION & INNOVATIVE PRACTICES

This project offered an offbeat discovery of the town of Saintes and its heritage. Starting from the square in front of Abbaye aux Dames, an iconic monument built in the 11th, this guided tour was led by local residents who offered visits of their neighborhoods using new methods of discovery. These methods were inspired by their trips in Europe made thanks to the Erasmus+ programme. Because social exchange is as important as the heritage appreciation of the place we are visiting, the guides planned a tour of the city off the beaten track.

According to the European project manager of the Abbaye, “it is important to be able to go beyond the emblematic figure of the guide whose approach, not necessarily inclusive, does not always make it possible to create dialogue with the public.” He also adds: “We wanted to imagine new interactions to get out of the classic tour format with the guide, the one who has the knowledge and the participant – the one who receives.”



Picture © Eugénie Baccot

During the tour, participants used mirror to express their feelings. The interpretive walk continued under the arch of Germanicus, on the banks of the Charente river. Both young and old people were encouraged to draw an element of the landscape. The matter was not producing art, but laying down on the paper its feelings before sharing it with the group.

## NAME OF THE PROJECT

Heritage Interpretation & Innovative Practices

## AIM

To rethink access to culture

## TARGET GROUP

Adults working in cultural field

## WEB

[www.abbayeauxdames.org/en](http://www.abbayeauxdames.org/en)

## ORGANISATION AND PARTNERS

- **FRANCE:** *Abbaye aux Dames, la Cité Musicale (Saintes);*
- **GERMANY:** *Alden Biesen, Stadt;*
- **CROATIA:** *Grad Dubrovnik;*
- **DENMARK:** *Skanderborg Municipality;*
- **SPAIN:** *University of Girona, Island Council of Mallorca;*
- **ITALY:** *Veliko Tarnovo Municipality.*

## National Support Services FRANCE

Agence Erasmus+ France / Education & Formation

[epale@agence-erasmus.fr](mailto:epale@agence-erasmus.fr)



Picture © Eugénie Baccot

Partners :





# IDANCE - SUPPORT INNOVATIVE PRACTICES IN INCLUSIVE DANCE EDUCATION

The project intended to develop, test, adapt, exchange and adopt innovative practices relating to inclusive dance training for adults with and without disabilities. The partnership developed new pedagogical approaches and particular e-learning tools and open educational resources which are supported from an on-line collaborative platform where adults/amateur dancers, professional dancers and teachers with and without disabilities are able to learn, teach and evaluate the expected learning outcomes.

The four partnering institutions devoted their efforts to:

1. offer transnational learning opportunities for disabled adults and dance educators;
2. address the need to support disabled people as artistic leaders;
3. introduce more attractive education and training programmes, in line with individual needs and expectations;
4. respond to the demand for practical professional skills development toolkits;
5. use participatory approaches and ICT based methodologies;
6. introduce a major web resource for professional skills development and promotion of European disabled dancers;
7. build on the experience of previous programmes and initiatives;
8. work with a broader range of arts Educators, including more nationally significant. organisations in the field of dance.

**National Support Services greece**  
 State Scholarships Foundation (IKY)  
 epale@iky.gr

## NAME OF THE PROJECT

iDance - Support innovative practices in inclusive dance education

## AIM

- To review the practice around barriers to dance training for disabled people;
- To put forward practical recommendations for overcoming these challenges by proposing a framework for talent development and training.

## TARGET GROUP

Disabled and non-disabled people and the dance community

## WEB

[www.idancenetwork.eu](http://www.idancenetwork.eu)

## ORGANISATION AND PARTNERS

- **GREECE:** Ariona Hellas AE;
- **UNITED KINGDOM:** Stopgap Dance Company;
- **SWEDEN:** Skånes Dansteater AB;
- **NETHERLANDS:** Stichting Holland Dance Festival.



Picture ©Sacha Grootjans



Picture ©skanes dansteater

Partners :



## ICELAND



# I'M NOT A RACIST, BUT...

A specific focus of the INAR project was to develop methods and materials to engage hard to reach participants with negative attitudes towards minority groups, importantly to provide support and methodologies for trainers encountering defensive, evasive or hostile responses to the training.

INAR's goal was to use cooperative learning material, instruments and tools to create a positive and interactive learning environment suitable for a diverse group of adults. The project produced a handbook for trainers with links to an instruction film for trainers and scenarios with advice on how to deal with aggressive or hard to reach participants.

**National Support Services ICELAND**  
Icelandic Centre for Research (RANNIS)  
epale@rannis.is

Picture ©InterCultural Iceland

**NAME OF THE PROJECT**

I'm not a racist, but...

**AIM**

INAR project focuses on everyday racism and discrimination, that is, to develop strategies, methods and materials to teach trainers to sensitize adult learners to the problems of everyday racism and to change behavior in their daily interactions with people belonging to ethnic minorities or who have migrant background.

**TARGET GROUP**

People with negative attitudes towards minority groups

**WEB**

[www.inar.is](http://www.inar.is)

**ORGANISATION AND PARTNERS**

- **ICELAND:** *InterCultural Iceland;*
- **GERMANY:** *Chancengleich in Europa;*
- **SCOTLAND:** *Coalition for Racial Equality and Rights;*
- **ROMANI :** *Centrul Judetean de Resurse si Asistenta Educationala.*



# AONTAS INTERNATIONAL WOMEN'S DAY POLICY EVENT

As the closing event to the 2019 Adult Learners' Festival, AONTAS held an International Women's Day Policy Event: the impact of community education on the lives of women at the Richmond education and event centre in Dublin, Ireland.

The event highlighted the value of community education and fostered discussion around developing a sustainable national funding strategy to ensure the continued support of the most vulnerable people and communities across Ireland.

The day involved a dynamic range of speakers and discussion sessions, including: a panel discussion with four female learners, Avril Hannifin (featured in photo), Maria O'Reilly, Louise Finnegan and Njabuliso Angela Moyo who shared their experiences of community education and the extraordinary impact it has had on their lives; TED Talk-style inputs on benefits and roles of community education from wellbeing to inclusion given by Tara Farrell (Longford Women's Link), Eileen Chan-Hu (CRAICNI), Assumpta Kelly (North Leitrim Women's Centre), Liz Waters (An Cosán), Alice McDonnell (Transformative Recovery College) and Nora Fahy (Roscommon Women's Network); table discussions on developing a national funding strategy; and presentations from Liam McCarthy of SHEP, AONTAS CEO Niamh O'Reilly and Véronique Halbart and Michèle



Picture © AONTAS

Mombeek of the Fédération Wallonie-Bruxelles in French-speaking Belgium on models of community education and funding from regional, national and European perspectives.

The event succeeded in highlighting the importance of community education in the lives of women, families and communities and generated engaged discussion between learners, practitioners and policy makers on how we can work towards a sustainable national community education funding strategy. A discussion paper was also developed.

## NAME OF THE PROJECT

Lifelong Learning in Gyula

## AIM

Highlight the purpose and value of community education for learners.

## TARGET GROUP

Learners, practitioners and policy makers

## WEB

<https://bit.ly/2ZcWFjS>

## ORGANISATION AND PARTNERS

- **IRELAND:** AONTAS, CRAICNI (*Cultivate Respect, Appreciate Inclusion in Communities in Northern Ireland*), North Leitrim Women's Centre, An Cosán, Transformative Recovery College, Westmeath

## National Support Services Ireland

Leargas  
epale@leargas.ie



The museum as an informal learning environment, and art as a complex and transformative experience, encourage the exploration of new communication strategies for people with dementia. Get in touch with art allows people with Alzheimer's to acquire new communication and interpersonal skills, re-define their own identity, find new opportunities to participate in social life.

Museums Art & Alzheimer's is a European project aiming to facilitate access to museums and arts for people with Alzheimer's and other forms of dementia, their families and their professional environment. The project increases cross-sector

collaboration between cultural, social care and healthcare sectors, thereby building a dementia-friendly society.

Through the implementation of training programmes, including in-person and on-line training, the project aims to create new opportunities for people who work in museums, for geriatric professionals and for those living with dementia to develop and disseminate innovative practices. In this way MA&A wants to improve wellbeing of people with Alzheimer's and their careers, also contributing to trigger a change in the social perception of the disease.

## NAME OF THE PROJECT

Museums Art & Alzheimer's

## AIM

Making art accessible to people with dementia and their carers.

## TARGET GROUP

Museum educators, geriatric activity coordinators, individuals with dementia and their carers and family members

## WEB

[www.maaproject.eu](http://www.maaproject.eu)

## ORGANISATION AND PARTNERS

- **ITALY:** Museo Marino Marini, Euridea;
- **GERMANY:** Lehmbbruck Museum;
- **IRELAND:** Butler Gallery;
- **LITHUANIA:** SMP, ZSPB.

## National Support Services ITALY

National Institute for Documentation, Innovation and Educational Research (INDIRE)

[epale@indire.it](mailto:epale@indire.it)



Picture ©Corrado Frullani





Picture ©Corrado Frullani.

Partners :





# VALUES RECOGNISED BY UNESCO

The organizations of four European countries - Latvia (Ethnic Culture Centre Sulti Foundation), Estonia (Kihnu Cultural Space Foundation), The former Yugoslav Republic of Macedonia (ICTM National Committee of Macedonia) and Georgia (Georgian Arts and Culture Center) representing different cultural values shared their experience in order to provide better understanding of the best ways and methods to channel the knowledge to those who need it - people practising UNESCO included traditions?

As an example, in November 2018, Latvian owner and hostess from the farm Berzini in Alsunga taught Georgian representatives how to bake, how to make traditional Kurzeme. In Macedonia a presentation of intangible cultural heritage, music and dance from the Dolni Polog region was organised.

**National Support Services LATVIA**  
Ministry of Education and Science  
[pasts@izm.gov.lv](mailto:pasts@izm.gov.lv)

## NAME OF THE PROJECT

The network of UNESCO recognised values

## AIM

To promote traditions between partners organisations recognised by UNESCO

## TARGET GROUP

Adults educators from partners organisations

## WEB

<https://www.suitunovads.lv/lv>

## ORGANISATION AND PARTNERS

- **LATVIA:** *Ethnic Culture Centre Sulti Foundation;*
- **ESTONIA:** *Kihnu Cultural Space Foundation;*
- **GEORGIA:** *Georgian Arts and Culture Center;*
- **MACEDONIA:** *ICTM National Committee of Macedonia.*



Picture ©Ethnic Culture Centre Sulti Foundation



Picture ©Ethnic Culture Centre Suiti Foundation

Partners :





# SENIOR VOLUNTEERS FOR MIGRANT INTEGRATION

Europe is facing the biggest migrant crisis since the end of World War II. At the same time, EU countries encounter the challenge of an aging population, with the number of elderly people growing steadily in relation to the working-age population.

However, many of the retired Europeans still have potential if not to stay in the workforce, then to contribute to the society in many other ways, such as active citizenship and volunteering.

The project achieved several results. It created, piloted and translated into all partner languages a Training Program and Material for teaching senior volunteers providing support for migrant and refugee integration <http://www.seniors4migrants.eu/en/projects-results>.

It also developed a Social and civic integration tool – guide for migrants and refugees in App format accessible at <https://app.seniors4migrants.eu> helping them to acquire basic knowledge and understanding about the host country's socio-cultural life;

Finally, seminars were held in each partner country to demonstrate the practical use of the



Picture ©Soros International House

**National Support Services Lithuania**

Education Exchanges Support Foundation (SMPF)

[epale@smpf.lt](mailto:epale@smpf.lt)

SVMI App and the senior volunteers' training program to relevant stakeholders and to establish connections between trained senior volunteers and migrants as well as representatives of organizations providing services for migrants/refugees.

On September 12, 2019 the final international project conference "People to People – Promoting Diversity and Voluntarism" has been organized in Vilnius, Lithuania.

## NAME OF THE PROJECT

Senior Volunteers for Migrant Integration

## AIM

SVMI aims to contribute to the successful integration of migrants and refugees into the host societies with the help of seniors and to tackle the social exclusion of elderly people through volunteering services to migrants.

## TARGET GROUP

Elderly people and migrants and refugees

## WEB

[www.seniors4migrants.eu](http://www.seniors4migrants.eu)

## ORGANISATION AND PARTNERS

- **LITHUANIA:** *Soros International House - Medardo Čoboto Trečiojo Amžiaus Universitetas, Third Age University;*
- **GERMANY:** *IFA Akademie;*
- **FINLAND:** *Anmiro Oy;*
- **GREECE:** *DIAN (Training and Management Activities);*
- **FRANCE:** *GSVO 95 (Générations Solidaires Val d'Oise 95).*



# CLEAR LEADERSHIP

Clear Leadership is an Erasmus+ project which offers persons with leadership role a valuable opportunity to reflect on their practices and understand the rational aspects of leadership. The course is based on the assumption that leadership is rational; we cannot change others, but only ourselves and through this invite others to change as well.

The course also makes leaders understand the power of language and questions. This helps in leading professional conversations with the purpose of coaching individuals/teams and managing conflicts.

**National Support Services MALTA**  
Directorate for Research, Lifelong  
Learning and Employability  
[epale@gov.mt](mailto:epale@gov.mt)



Picture ©Maria Regina College

Today's leaders are asked to be visionary and to act within rapidly changing environments. They are asked to inspire, motivate and empower others to work for their visions and to engage in learning and change processes. At the same time they have to produce concrete results in the benefit of the organisation.

## NAME OF THE PROJECT

Clear Leadership

## AIM

To help people gain concrete leadership tools enabling the manager to create transparency and direction while at the same time involve individuals, teams and groups in meaningful dialogues about goals and challenges.

## TARGET GROUP

Heads of School at Maria Regina College

## WEB

[http://www.in-dialogue.org/index.php?pagina=\\*clear-leadership](http://www.in-dialogue.org/index.php?pagina=*clear-leadership)

## ORGANISATION AND PARTNERS

- **MALTA:** *Maria Regina College;*
- **DENMARK:** *In Dialogue (leadership and organisational development).*



The project is based on the concept of sharing best practices by teaching coding to women adult learners and evaluating the impact of these activities. There is a need for raising awareness about the importance of computer programming and tech activities for women. Many initiatives try to gain more women for the IT field. Organisations supporting women empowerment need to connect at a European level in order to develop common projects and ideas.

The goal of this project is to learn about the different aspects of coding: how studying coding can affect women learners? It also aims to demonstrate that the concept of coding can lead to a broader set of competences, including soft and hard skills.

The transnational meetings between six partners were organised around four pillars:

- learning to learn
- creativity
- employability
- entrepreneurship



Picture © Ministry of Education, Children and youth

**National Support Services LUXEMBOURG**  
 Ministry of Education, Children and youth,  
 Department of Adult Education  
[nss.epale-lu@men.lu](mailto:nss.epale-lu@men.lu)

During each meeting, the partners exchanged successful practices, tools and studied real-case scenarios. The partners also worked on surveys. The sessions included field visits, and interactions with participants of activities who could contribute testimonials and personal experiences in order to evaluate the impact of the activities.

The results were capitalised in form of infographics. All the partners had a strong focus on women entrepreneurship and this project inspired another initiative in the field of digital entrepreneurship.

## NAME OF THE PROJECT

WOW - Code2Confidence

## AIM

To share and evaluate best practices on teaching computer programming to adult women learners and to develop common practices and ideas among six partner organisations.

## TARGET GROUP

The project mainly focuses on women adult learners.

## WEB

<http://erasmus.wow-code2confidence.eu/>

## ORGANISATION AND PARTNERS

- **LUXEMBOURG:** *WIDE (Woman in Digital Empowerment);*
- **LITHUANIA:** *Northtown Technology Park;*
- **BELGIUM:** *Digital Leadership Institute;*
- **UNITED KINGDOM:** *Go Digital All;*
- **CROATIA:** *Centre of Technical Culture;*
- **ROMANIA:** *Fundatia Professional.*



Picture ©Ministry of Education, Children and youth

Partners :





# REINTEGRATION PROGRAMMES FOR SOCIALLY EXCLUDED

The study visit enable the participants to meet and listen to people who are rising above their difficulties and taking the lead in their communities. During the course of the visit they had a chance to observe the approach Barka takes of meeting people on an open human level, which sometimes might be lost in the 'professionalisation' of services.

It allows them to experience the inclusion throughout the organization and the equality in the interactions between people.



Picture ©Daria Ceplin-Duzowska, BarkaNL

## National Support Services Netherlands

CINOP, National Agency Erasmus+  
epale@cinop.nl

### NAME OF THE PROJECT

Staff training in social and vocational reintegration programmes.

Examples from Barka Network in Poland.

### AIM

- To understand on how they could improve the recovery and inclusion of individuals in trouble (inclusive the new returned unsuccessful migrants from Netherlands to Poland);
- To learn from the unique, respectful approach of Barka Poland towards vulnerable persons, based on equality and inclusion, rather than a client-based approach;
- To learn more about the global interconnections of social, human rights and economic justice to ensure that basic human rights, such as freedom, safety, privacy, health care and education are being distributed equally, without prejudice.

### TARGET GROUP

Eastern and Central European migrants  
- Sitching Barka employee, interns and volunteers: [www.barkanl.org](http://www.barkanl.org)

### WEB

[www.maaproject.eu](http://www.maaproject.eu)

### ORGANISATION AND PARTNERS

- **NETHERLANDS:** *Stichting Barka;*
- **POLAND:** *Fundacja Pomocy Wzajemnej Barka;*
- **ITALY:** *Museo Marino Marini;*
- **IRELAND:** *Butler Galery;*
- **LITHUANIA:** *Zmogiskuju Istekliu Stebesenos ir Pletros Biuras;*
- **GERMANY:** *Lehmbruck Museum.*





Picture © Daria Ceplin-Duzowska, BarkaNL

Partners :





# VOCATIONAL LANGUAGE FOR CARE AND NEW OPPORTUNITIES FOR MIGRANTS (VOLCANO)

The context in which this project operates is that immigrants are often at the risk of being excluded from the work force in their new home countries. There are some barriers facing this group, making finding work hard, such as language and cultural differences. At the same time there's a growing demand for labor in many sectors in Europe, one on which is the health sector. With a population who's growing older, there's a need for more employees working with care.

The VOLCANO strategic partnership developed courses that combined sector specific language learning with practice in health institutions. The project was based on existing best practices and methodologies and developed this further by adding competency and language benchmarking, employer engagement and work experience op-

portunities. The overarching purpose was to demonstrate that people with lower level language skills, given some training, can be employed in this sector.

During the course of the project, 179 adult learners took part in the pilot courses and were given the opportunity to learn sector-specific language and skills. This was later put to practical use during work placements. As a direct result of this, over 70 of the participants were given some sort of employment after the placement.



Picture : @Folkeuniversitetet Øst

## National Support Services NORWAY

Skills Norway

postmottak@kompetansenorge.no

### NAME OF THE PROJECT

VOcational Language for CAre and New Opportunities for migrants (VOLCANO)

### AIM

To demonstrate that people with lower level language skills, given some training, can be employed in the health and care sector.

### WEB

[www.volcano-europe.org](http://www.volcano-europe.org)

### ORGANISATION AND PARTNERS

- **NORWAY:** *Folkeuniversitetet Øst;*
- **UNITED KINGDOM:** *The Bridges Programme;*
- **CROATIA:** *Ustanova za obrazovanje odraslih Dante;*
- **ITALY:** *Associazione Culturale;*
- **GERMANY:** *Volkshochschule im Landkreis Cham Ev.*



Picture ©Folkeuniversitetet Øst

Partners :





# WE LEARN LIFELONG TO SERVE OTHERS

The participants of the project, mainly cultural and educational instructors, took part in the training course The use of interactive puppet in adult education, organized by the Theatre Tsvete in Sofia, Bulgaria.

They acquired knowledge of animation work using techniques of forum theatre, puppets, masks and drama. The project has also motivated and inspired them to use creative work in environments of people at risk of exclusion.

The results of the projects are shared with other instructors at regional, national and international levels.

During the International Biennial of Theatre Meetings Therapy and Theatre organized by the Poleski Art Centre, the participants of the mobility conducted classes for therapists from Poland and abroad, working with the disabled, addicted and detainees.

Also during the event Touch Theatre, which has been an interdisciplinary form of popular theatre education, methods and techniques of theatre forum were presented while implementing workshops for seniors.

## NAME OF THE PROJECT

**We learn lifelong to serve others  
Socially engaged theatrical education**

## AIM

The project focused on exchange of experiences in promoting creative activity of people at risk of exclusion, due to age, disability, dissidence or experience of violence and improvement of the professional skills of people working with these groups.

## TARGET GROUP

Adult educators working in the field of cultural education

## WEB

<https://bit.ly/2Z2MMd6>

## ORGANISATION AND PARTNERS

- **POLAND:** *The Poleski Art Centre;*
- **BULGARIA:** *Theatre Tsvete in Sofia.*



Picture ©Szymon Łaszewski

## National Support Services poland

Foundation for the Development of the Education System

[epale@frse.org.pl](mailto:epale@frse.org.pl)



Picture ©Szymon Łaszewski

Partner :





# PLAN BE: ACTIVE SENIOR VOLUNTEERS

This project, coordinated by the Cascais-Estoril Parish Council, was considered a Best Practice on Adult Education, using active learning methodologies for the promotion of senior citizen participation at a European level.

The project promoted high quality learning opportunities and developed a strategic and innovative program to engage older people in life-long learning.

Focusing on active aging, the project involved volunteer work and community activities based on diverse themes such as European citizenship, nature and environment, interculturality, social inclusion among others.

A mixed senior volunteer mobility program was developed, and four local and one international event was organized.

An innovative dissemination strategy focused on awareness, understanding and action. It used various tools, such as meetings with stakeholders, webpage, newsletters, social network, media, multiplier events and merchandising.

## NAME OF THE PROJECT

Plan Be: Active Senior Volunteers

## AIM

To promote the senior citizen participation at a European level.

## TARGET GROUP

Senior citizens

## WEB

[www.anqep.gov.pt/default.aspx](http://www.anqep.gov.pt/default.aspx)

## ORGANISATION AND PARTNERS

- **PORTUGAL:** *Associação Animam Vivemtem;*
- **ITALY:** *Sinergia Società Cooperativa Sociale;*
- **FINLAND:** *Kuusankosken Retkeilijät ry;*
- **SLOVENIA:** *Razvojno Izbrazevalni Center Novomesto.*



Picture ©Active Senior Volunteers

## National Support Services Portugal

National Agency for Qualification and Vocational Education and Training (ANQEP)

[anqep@anqep.gov.pt](mailto:anqep@anqep.gov.pt)

SERBIA



# CULTUFORMA - ONLINE PLATFORM FOR TEACHING/ LEARNING SPANISH CULTURE

Cultuforma is an online course meant to enrich educators, Spanish language teachers and future teachers' skills. Not such a platform has ever been created and used in the Balkans with its content. The aim is to create a course that might help expand both interest and knowledge about the cultural heritage of Spain.

The didactic material is designed by a professional team of experts from the Republic of Serbia, Romania and Spain and it should be accessible to all professionals interested in implementing knowledge from this course in their classrooms around Europe.

The topics from our course are carefully selected to represent in the best possible way to demonstrate the most important characteristics of Spanish culture. The most important goal is to facilitate our educators to convey the world of Spanish cultural references in order to transmit the knowledge further.



Picture ©Mester

**National Support Services Serbia**  
Foundation Tempus  
adult-education@tempus.ac.rs

Cultuforma is a perfect way to make communication possible between teaching staffs from different countries in Europe. We firmly believe that intercultural collaboration and exchanges are necessary for a modern teacher of the 21st century. The possibility of creating an online community will allow the participants to exchange examples of best practice from their classes.

## NAME OF THE PROJECT

**Cultuforma - Online Platform for Teaching/ Learning Spanish Culture**

## AIM

- To improve the skills of educators;
- to create a course about Spanish culture and preparing didactic material;
- to design an online platform;
- to make an exchange of knowledge and intercultural experience possible among educators.

## TARGET GROUP

Spanish language teachers, students of the faculties of philology, teachers of Spanish literature

## WEB

[www.cultuforma.apes.edu.rs](http://www.cultuforma.apes.edu.rs)

## ORGANISATION AND PARTNERS

- **SERBIA:** *Udruzenje profesora spanskog jezika Srbije;*
- **SPAIN:** *Mester;*
- **ROMANIA:** *EDU.net.*



# HEROES OF INCLUSION AND TRANSFORMATION

Human beings who are not free or not able to express emotions, are manipulable. Our modern rationalist culture places the negative feelings like grief, anger, pain and anxiety under a taboo. Positive feelings like curiousness and joy are desired. Tabooing and sanctioning of negative feelings lead to an emotional jam, which often forms basis for generalisation, prejudice, hatred or violent actionism.

HIT is a project for inclusion and transformation of social relevant shadow themes: the shadow sides within ourselves as well as the shadow (marginalised) people in society. Participants were provided with protected space, in which these negative feelings could be expressed and reintegrated again in a way which makes sense. This enabled participants to experience the topics of their target groups within themselves.

Project partners and participants were reflecting and integrating five steps of Hero's Journey training (P. Rebillot), their personal experiences with this process, cycle of basic feelings (processed by Helga and Manfred Weule), specific sociocultural conditions, and their own sets of methods they use in work with vulnerable and other interesting people. The main tool used was creativity expressed through art, music, dance, theatre, writing, rituals etc.

## National Support Services SLOVAKIA

State Vocational Education Institute

[www.siov.sk](http://www.siov.sk)



Pictures ©HIT Project Partners

The main project outcome – online PDF book Among Heroes and Demons – is available in seven language mutations and addressed especially to professionals and activists working with other people.

### NAME OF THE PROJECT

Heroes of Inclusion and Transformation

### AIM

The main objective of HIT project is to extend and develop educators' competences, and to promote social inclusion and empowerment.

### TARGET GROUP

Professionals (educators, trainers, counsellors, activists), disadvantaged and vulnerable people (homeless, disabled, seniors, prison inmates, LGBTI)

### WEB

[www.divadlobezdomova.sk](http://www.divadlobezdomova.sk)

### ORGANISATION AND PARTNERS

- **SLOVAKIA:** *Divadlo bez domova / Theatre with no home;*
- **AUSTRIA:** *Abenteuer Leben / Adventure Life;*
- **SPAIN:** *Asociación cultural, social, de salud y bienestar ACUNAGUA / Cultural, social, health and well-being association ACUNAGUA;*
- **SERBIA:** *Grupa IZAĐI / Group COME OUT;*
- **ICELAND :** *ReykjavíkurAkademían / The Reykjavik Academy;*
- **CZECH REPUBLIC:** *Spolek divadelních ochotníků Alois Jirásek / Theatre of Alois Jirásek Úpice.*





Pictures ©HIT Project Partners

Partners :





# IMPROVED SKILLS FOR A MODERN CURRICULUM

The coordinator decided to send its employees to various international training courses where they were able to exchange and learn about innovative teaching methods and tools and transfer their knowledge onto other staff members.

By doing this, the organization and its staff gained knowledge for developing a plan for becoming a host organization in mobility exchanges. The employees took part in six different trainings. The participants are members of administrative and teaching staff, members of the international project team, and in charge of the formation of the yearly educational plan and curriculum of the organization. During the trainings, the participants were developing their language skills in English through group work, making interviews with local people, participating in seminars and workshops.

The trainings enabled the participants to try out the methods learnt in theory also in practice through fieldwork, and to work with computers and workshops. The training in Greece was about designing lesson plans, using innovative teaching methods, while the training in Malta enabled the participant to develop their competences in English.

The training in Ireland focused on using culture for teaching English and training in Scotland dealt with the techniques of teaching a foreign language to senior students. The training in Wales covered the area of teaching English using modern technology, and the training in Italy enabled the participant to get familiar with the Montessori Method for teaching foreign languages to adults.

## National Support Services SLOVENIA

Centre of the Republic of Slovenia for Mobility and European Education and Training Programme  
[cpale@cmepius.si](mailto:cpale@cmepius.si)

### NAME OF THE PROJECT

Improved skills for a modern curriculum

### AIM

To improve staff competences in communication and in facilitating learning forms, as well as their competences in using modern teaching approaches.

### TARGET GROUP

Teaching and administrative staff in the adult education

### WEB

[www.lu-rogaska.si/541/Improved\\_Skills\\_for\\_a\\_Modern\\_Curriculum.aspx](http://www.lu-rogaska.si/541/Improved_Skills_for_a_Modern_Curriculum.aspx)

### ORGANISATION AND PARTNERS

- **SLOVENIA:** *Adult Education Centre Rogaška Slatina;*
- **IRELAND:** *English Matters;*
- **MALTA:** *Executive Training Institute Ltd.;*
- **GREECE:** *Aintek Symvouloi Epicheiriseon Efarmoges Ypsilis Technologias Ekpaidefsi Anonymi Etaireia;*
- **UNITED KINGDOM:** *International Study Programmes - Edinburgh School of English;*
- **ITALY:** *Lingua Più.*

Picture ©Adult Education Centre Rogaška Slatina





Santa Cruz de Tenerife Adult Education Centre coordinated this project, which concluded with the intellectual output entitled «Study on the relationship between delinquent behaviour, executive functions and their impact on the specific educational support needs of students in prison» based on research carried out in five European prisons.

In addition to this product, several reports and studies were carried out, which included strategies for the educational integration of prisoners with special educational needs, curricular strategies for young people in juvenile justice centres, a study for the adaptation of innovative learning situations for inmate students, as well as guidelines and strategies for intervention and socio-educational innovation to increase school success rates among prisoners. An annex on the gender perspective was also provided.

These studies will have important empirical implications for future researches and are perhaps the largest studies carried out in Europe on this issue in the field of prisons. The documents are



Picture ©NSS Spain

### National Support Services Spain

Sub-directorate General for Lifelong Learning  
sg.alv@meccd.es

published both on the Erasmus+ Results Platform and on the project website. In addition to the coordinating centre, the universities of La Laguna, Almería, La Sapienza of Roma and Do Minho de Portugal, the General Secretariat of Penitentiary Institutions of the Government of Spain, the Instituto degli Innocenti, from Florence, and two Spanish NGOs, ADIS Meridianos and Plena Inclusión Canarias, participated in Calypsos.

#### NAME OF THE PROJECT

CALYPSOS

#### AIM

To set-up a strategy for socio-educational innovation in the European and national institutions responsible for education in prisons, which will include innovative learning situations that will enable rates of school success among prisoners to increase.

#### TARGET GROUP

Inmate learners in European prisons

#### WEB

[www.calypsos.eu](http://www.calypsos.eu)

#### ORGANISATION AND PARTNERS

- **SPAIN:** *Adult Education Centre of Santa Cruz de Tenerife - University of La Laguna - Adis Meridianos - Plena Inclusion Canarias and the General Secretariat of Penitentiary Institutions through the Penitentiary Centre of Tenerife;*
- **PORTUGAL:** *Univeristy of Mihno;*
- **ITALY:** *Sapienza University of Rome - The Instituo degli Innocenti.*



# FLEXIBLE LEARNING ENVIRONMENTS IN ADULT EDUCATION

New knowledge from Europe brings new possibilities to staff and adult learners:

- more flexible learning environments using digital tools and new educational solutions in the classroom;
- fewer dropouts from studies;
- inspired staff spreading knowledge to colleagues and adult learners.

These are the main effects of an Erasmus+ mobility project for adult learning staff in the city of Sundbyberg in Sweden. Adult education in the city of Sundbyberg offers studies and vocational guidance to all its inhabitants. You can read at the elementary school level, high school level or attend a vocational education. By studying courses in adult education, it becomes easier for many to find a job and to apply for higher education or polytechnic.

The aim of the project was to develop new learning environments using digital tools and to search for new educational solutions in the classroom. The teachers have done this by attending various international courses in flexible learning. It involved, among other things, how digitalization in the school activities should be planned and implemented, how digital tools should be



Picture ©Swedish Council for Higher Education

used and how to use strategies to get the adult learners to take more responsibility for their studies.

“We have fulfilled the EU’s overall goals for lifelong learning and mobility, as well as improving quality and results in education. We have gained much better understanding of internationalization. Our school is really a part of lifelong learning in Europe” says Irina Sadakova, teacher and project leader.

## NAME OF THE PROJECT

**Flexible learning environments in adult education**

## AIM

- To develop educators skills in the field of flexible learning and digital environments;
- To develop and deepen strategic leadership in digitization and internationalization;
- To gain a better understanding of internationalization and use it as a method for competence and quality development in the business.

## TARGET GROUP

Adult learning staff

## WEB

<https://bit.ly/316bW81>

## ORGANISATION AND PARTNERS

- **SWEDEN:** Sundbybergs vuxenutbildning, Sundbybergs stad;
- **FINLAND:** Euneos Oy;
- **ITALY:** Istituto per la Formazione (IFOM).

## National Support Services sweden

Swedish Council for Higher Education  
epalesverige@uhr.se



Picture ©Swedish Council for Higher Education

Partners :





# TOMORROW'S LAND

Tomorrow's Land aims to create the next generation of social innovators, people working to develop new practical solutions to social and economic challenges. Through the project, partners will create resources to help educators train new social innovators. Ultimately, it is about helping citizens and practitioners to create a better, more inclusive and innovative economy and society.

Key elements of Tomorrow's Land include the production of a strategic research paper, the creation of a learning framework and online learning resources and a major international social innovation conference in Liverpool.

"I don't think I've ever worked with such an equally committed group of partners. It really is a fantastic partnership" says Ruth Livesey from Regenerus. "We are a local organisation and the work we do is great, but what Erasmus+ helps us to do is think beyond that and not get stuck in a local bubble. Erasmus+ helps us connect more widely across Merseyside as well as across Europe."

Claire Morgans, a participant from Bootle-based YKids, added: "It was great, I've never had the opportunity to work with so many people from different countries, to share perspectives on social innovation and to make such great connections."

## NAME OF THE PROJECT

Tomorrow's Land

## AIM

To develop the next generation of social innovators fully capable of influencing and contributing to the development of a better, more inclusive and innovative society by developing a learning framework and a MOOC.

## TARGET GROUP

Educators looking to encourage social innovation

## WEB

[www.tomorrowsland.eu](http://www.tomorrowsland.eu)

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- **UNITED KINGDOM:** *Regenerus;*
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- **LATVIA:** *Socialas Inovacijas Centrs;*
- **GERMANY:** *Fachhochschule Munster;*
- **DENMARK:** *Bespoke Aps;*
- **ITALY:** *Politecnico Di Milano.*



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National Support Services united  
kingdom

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Partners :





# NOTES



A series of horizontal lines for writing notes, overlaid with a large, faint, light-colored background graphic of a tree or network diagram with circular nodes and connecting lines.





# NOTES



A series of horizontal lines for writing notes, overlaid with a large, faint, light-colored diagram. The diagram features a central vertical axis with several circular nodes connected by lines, and arrows pointing in various directions (up, down, left, right, and diagonally). The diagram is semi-transparent and serves as a background for the writing area.



# NOTES



A series of horizontal lines for writing notes, overlaid with a large, faint, light-colored diagram. The diagram features several circles of varying sizes connected by lines, with some lines ending in arrows pointing upwards or to the left. The diagram is centered on the page and serves as a background for the writing area.



#ERASMUSDAYS 2019



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