



Education and Culture DG

Lifelong Learning Programme



GRUNDTVIG ADULT EDUCATION

Creativity and Innovation

EUROPEAN SUCCESS STORIES



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Imagine, create and innovate in Adult Education

The European Commission has decided to highlight Creativity and Innovation and is placing these issues centre-stage across the whole spectrum of its policies and programmes for the Union. Everyone has the capacity for creative self-expression, and that capacity should be developed through lifelong learning, starting from early childhood until adulthood. Hence the importance of highlighting creativity and innovation in all parts of our Lifelong Learning Programme (LLP), the umbrella programme for European cooperation in education and training from 2007 until 2013.

Europe is facing demographic changes that will have a major impact on society and on the economy and consequently on education and training provision and needs. Raising the overall level of skills of the adult population by offering more and better learning opportunities throughout adult life is important. Adult learning helps make adults more efficient, better-informed workers and more active citizens and contributes strongly to their well-being.

The Grundtvig Programme focuses on the teaching and study needs of everyone engaged with adult learning and first and foremost on the institutions and organisations delivering formal adult education services or helping adults to improve their knowledge, skills and competences through alternative education streams.

I am proud to present in this brochure eight Grundtvig projects which have been selected for their innovative and/or creative character in the field of Adult Learning. Sharing these examples of good practice and policy reflection on how adult education – whether formal, informal or non formal – can stimulate people's creativity and give them the necessary self-belief as well as the skills to be true innovators, is the main objective of this publication.

The Grundtvig programme offers a rich palette of opportunities for creative and innovative links with partners in other European countries. I invite adult educators across the European Union to continue this tradition with further exciting initiatives in the years to come.



A handwritten signature in black ink, appearing to read 'Odile Quintin'.

Odile Quintin

*Director General for Education and
Culture of the European Commission*

The Grundtvig Programme

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The Grundtvig Programme was launched in 2000 in the framework of the Socrates II Programme, giving adult education the same structural status within the programme as higher or school education. An effective Europe-wide system for lifelong learning is central to achieving the European Union's ambitious policy objective of raising economic growth and competitiveness while nonetheless strengthening social inclusion. Adult education has a vital role to play in this regard – in raising the level of knowledge, skills and competences among the adult population, in providing a crucial second chance for the large number of adults who leave school early, and in helping to address the societal challenge of Europe's ageing population.

Grundtvig was designed to contribute - through enhanced trans-national cooperation – to innovation and creativity, to increase availability, accessibility and quality of other educational pathways, and to promote the learning of languages. Grundtvig encompasses all levels and sectors of adult education and all forms of learning: formal, non-formal and informal. It has all needs of adult learners within its scope but gives special attention to those with more specific needs. Grundtvig actions support especially people lacking basic education and qualifications,

people living in rural or disadvantaged areas, or who are disadvantaged for socio-economic reasons. They focus on people with special educational needs and/or belonging to groups which are “hard to reach” and which do not generally tend to take part in educational initiatives. The Grundtvig Programme supported already over 500 Multilateral Projects aiming to produce innovative results and products in the field of adult education. In addition more than 2000 Learning Partnerships were supported by the Programme.

The European Commission has launched a new policy initiative – the Action Plan for Adult Learning – designed to boost the attractiveness and accessibility of adult learning opportunities, improve the quality of adult education provision, implement systems for recognising the outcomes of non-formal and informal learning, and improve the monitoring of the adult education sector.

The Grundtvig Programme has both contributed strongly to the development of these initiatives and is a key instrument for their further development and implementation. It provides the vital bridge between policy and practice, enabling adult educators in over 30 countries to work together on developing innovative approaches, giving

Why the name 'Grundtvig'?

Nikolai Frederik Severin Grundtvig (1783–1872), a Danish clergyman and writer, is regarded as the founder of the Nordic tradition of 'learning for life'. His 'folk high school' concept was based on the idea that education must be available to all citizens throughout life and should encompass not only knowledge but also civic responsibility and personal and cultural development.

local providers the chance to link up with partners abroad to develop joint cooperative initiatives, and opening up a wide range of opportunities for adult education staff and adult learners to cross national borders in search of new opportunities for training and knowledge.

The increasing success of the Grundtvig actions has now led to the development of new kinds of opportunities for adult education staff and for adult learners. As a result of these new possibilities, the Grundtvig programme now for the first time has a fully comprehensive action for Adult Education staff, encompassing mobility activities addressing all the various needs of people working in this highly diversified sector.

The “Multilateral projects” and “Networks” from which this year’s “Success Stories” are drawn, are just one part of the overall support provided by Grundtvig for European cooperation in the adult education field. From 2009 onwards, in the framework of the Lifelong Learning Programme, Grundtvig supports the following actions:

- Multilateral Projects are undertaken by institutions/ organisations from different participating countries working together, pooling knowledge and experience, in order to achieve concrete and innovative results/products with indisputable European value;
- Multilateral Networks are large-scale networks providing a forum or a common platform for discussion and exchange of information on key issues, policy shaping and/or research in the area of adult learning;



- Learning Partnerships between adult education institutions from different European countries focusing on themes of mutual interest;
- In-Service Training, individual staff mobility to further the professional development of trainers/trainers and other staff in adult education;
- Visits and Exchanges for Adult Education Staff may embrace teaching assignments, job-shadowing and other forms of experience-sharing visits to adult education establishments;
- Assistantships for people who are undergoing initial training qualifying them for a position in adult education, or who have just completed such a qualification, or people recycling into adult education from other labour market situations;



- Senior Volunteering Projects is a way of offering new learning opportunities to senior citizens in Europe, promoting the process of active ageing and emphasising the contribution of seniors to our societies;
- Workshops will bring together individual or small groups of learners from several countries for an innovative multinational learning experience relevant for their personal development and learning needs, in which learners are also encouraged to share their competences and insights actively with others.

There was a time when people generally associated learning with the education they received at school and university. Today, Europe is undergoing a major transformation to become a world-leading knowledge-based society – making the pursuit of lifelong learning more important than ever. The EU has brought together its various educational training initiatives under a single umbrella, the Lifelong Learning Programme.

Inclusive teaching material for adults: the Roma – EducaRom

From difference to equality through egalitarian dialogue and education – EducaRom’s achievement is to introduce the idea of lifelong learning to the Roma population. The project has produced the first ever tailor-made learning materials for Roma adults – a prerequisite for promoting the participation in adult education.

Roma women from organisations in three EU member states worked together on the design and production of pedagogical tools. The gender component was central to the project. Being a woman, being Roma and having very little access to education is a triple exclusion from which Roma women suffer all too often. The core concern

of this partnership was to overcome this exclusion and to support Roma women (and men) without asking them to give up their identity. In this context, education and training are key to overcoming inequalities.

The quality of learning materials, up until now mainly produced for Roma children and not for adults, is a strong barrier. Throughout the lifetime of the project a network of women was growing and the motivation for mobilisation and self-organisation increased. A guide for male and female educators includes a section highlighting the contribution of Roma women both within their communities and to European society as a whole.

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Pomoci Dafne – UCPP Dafne
(SK)

WEBSITE

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

PROJECT DURATION

2005–2007



E-learning while in Hospital

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Lifelong learning for all is an important objective of the EU and its Member States. One group of adults, however, who is so far denied access to learning are patients spending a longer period at hospital due to severe or chronic illness. This project promoted informal e-learning activities for adult patients in hospitals.

'E-learning while in Hospital' involved seven European institutions and organisations and was based on the conviction that learning helps patients coping with isolation by opening a window to the outside world. Learning at hospital also eases reintegration into normal life and contributes to patients' mental and physical convalescence. Computer-assisted learning has a particularly great potential in this specific educational context since it allows patients who are restricted in their mobility to profit from being independent of space and time restraints.

In the course of the project an e-learning system with educational resources for learners and educators was developed and tested. Based on these test-runs effects of learning activities on both the patients' personal development and the process of convalescence were evaluated and fed into a research report.

The project also included an awareness-raising campaign on e-learning in hospitals which targeted adult education institutions, medical and non-medical staff at hospitals as well as health care authorities.



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Academy of Management
(PL),

+ Associated partner:
Yinternet.org institut for
eCulture (CH)

WEBSITE

<http://www.ehospital-project.net/partners.htm>
www.dieberater.com

PROJECT DURATION

2005–2008

EMMA – European Network for Motivational Mathematics for Adults

The EMMA project wants to give researchers, experts and policy makers a platform to discuss strategies of raising the unsatisfactory levels of numeracy among European adults. Numeracy means the mathematical knowledge and skills we need to cope in many situations of daily life, both at work and outside of work.

The EMMA network gives its members the possibility to exchange results of their research, share their experiences of what works and what does not and present new approaches to teaching. It also serves as a forum for discussion on what recommendations to give policy makers.

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At the heart of the project is the EMMA web portal – its virtual space for meetings and discussions. The portal also contains extensive materials on adult numeracy for experts, educators and policy makers.

From the outset EMMA has been about setting up a vital and lasting network that would continue to exist beyond the formal project phase. The network has now opened up possibilities for exchange of information and future collaboration on many levels, and will be an invaluable source of both help and exchange for future activity in favour of adult numeracy in Europe.

der Mathematik (AT), FiaTest (RO), Andragoški center Slovenije (SI), Nationellt Centrum för Matematikutbildning (SE), London Life Long Learning Unit – London South Bank University (UK), Nasjonalt Senter for Matematikk i Opplæringen (NO)

WEBSITE
<http://www.statvoks.no/emma/>

PROJECT DURATION
2005–2007



INTEGRATION – Intercultural Dialogue for a Multicultural Society in Europe

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The cultural and demographic fabric of our societies is changing fast. With the emergence of multicultural societies in mind it has become essential to help people accept these changes and to prevent xenophobia and racism through offering intercultural education.

The INTEGRATION project seeks to improve the intercultural competence of pedagogical staff and teachers in different institutional environments in Europe as well as that of their target groups. Its ‘train the trainer’ course offers a number of innovative approaches, methodologies and tools of intercultural education, such as the analysis of critical incidents, role-play based on intercultural experiences and short online videos on ‘intercultural micro-communications’. Training material was developed in cooperation with migrants and is now partially available on the project’s e-learning platform.

The idea behind the project is that intercultural activities can alleviate possible isolation and help migrants get in contact with people both from their host country and of other ethnic origins. Nine institutions from six European countries, all active in the social and healthcare sector but with different target audiences, formed the partnership for the INTEGRATION project. Additional contributions came from academic experts, training staff, teachers and representatives of different ethnic groups.



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WEBSITE

<http://www.integration-eu.org/>

PROJECT DURATION

2004–2006

Growing with compost

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This very topical project combines mobilising local communities and providing an environmentally friendly solution to their waste disposal. The management of organic waste in Europe is a current problem across Europe. European Member States have a number of targets to meet for the diversion of organic waste away from landfill. The question is: How to reach these targets?

The project, “Growing with compost”, promotes home composting, localised collection and the processing of organic waste. Recycling companies, environment organisations, training institutions and European networks are all among the members of this innovative and dynamic partnership which has developed a number of much needed social economy concepts in the field of composting. Training for adults and educational support is offered to both organisations and individuals that wish to develop local community composting initiatives.

The idea is to link organic waste management and horticultural services with social employment and education and training for adults at community level. Do you also want to contribute to a better management of organic waste in your community? The project partners have developed a toolkit of resources which anyone can use to develop training programmes and seminars. The project also created a network (CCN) of demonstration sites all over Europe showing innovative practices.



PROJECT COORDINATOR

Community Composting network

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Friends Of The Earth –
Spz (SK)

WEBSITE

[http://www.
communitycompost.org](http://www.communitycompost.org)

PROJECT DURATION

2005–2008



RoSAE – Road Safety in Adult Education

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Road safety is one of the most important public health issues in Europe. The World Health Organisation estimates that every year 1.2 million people die in road accidents. RoSAE contributes to better road safety for everyone by developing information about risks, by improving education for responsible behaviour and by promoting the effectiveness of emergency services.

Among the countries in the RoSAE partnership, some have already improved road safety through good practices (UK, Germany and Sweden), while others are keen to improve their situation (the Czech Republic, Greece and Spain). Each participating partner focused on different target groups: police and safety services, policy-makers, driving instructors or associations representing the families of road victims.

All partners produced a report on road safety in their respective countries and contributed to defining a set of educational curricula on responsible driving and road safety policies. The project also developed the proposal for a curriculum and a classroom course entitled “Road Safety Education for Adults”, a guide addressed to adults and young adults learners and a CD-ROM looking at road safety education in six European countries. For those who are not convinced, try the Teach-yourself material, available in Pocket CD format and containing an interactive multimedia programme of four teach-yourself units. Bonne route!



PROJECT COORDINATOR

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EMMERCE EEIG (SE),
Royal Society for the Prevention of Accidents (UK)

WEBSITE

<http://www.faea.es>
<http://www.rosae-eu.com>

PROJECT DURATION

2005–2007



SOCCKER – SOcial Citizenship Competence Recognition

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Promoting learning by doing, the SOCCER project encourages disadvantaged groups to take an active role in society. The project is all about democracy, which is understood not as an everlasting achievement, but a set of knowledge, attitudes and skills that need to be taught and learned again and again.

Twelve project partners from ten countries put the accent on teaching and learning for and with so-called deprived groups - young people who fail at school, disadvantaged ethnic groups or people living in isolated rural areas. These groups often face a wide range of barriers to being part of society and, wrongly, see themselves in opposition to it. Many of them dislike the words 'teaching' and 'learning', which is why teachers, coaches and social workers need to be extremely creative to reach out to them, both to

youngsters and to adults. The SOCCER project tries to find out what citizenship means in practice and how it can be taught as an attitude and a skill. In the course of the project partners exchanged teaching modules, games and other tools. Find out more, and let us know what citizenship means to you, by visiting the project's "White Book": <http://www.citizenshipin.eu/white-book>.



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WEBSITE

<http://www.citizenshipin.eu>

PROJECT DURATION

2005–2007



Forward Trainer

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International surveys on reading literacy of adults have been an eye-opener to many, showing that even in the best-scoring European countries about a third of adults do not read and write well enough to cope with all complexities of modern society. The Forward Trainer project wants to raise awareness amongst those who in the course of their work are likely to meet adults with such reading and writing difficulties.

The project developed and tested a training course targeted at such professionals as social workers, job centre employees, workers' representatives and teachers. This course tries to give participants the specific knowledge, pedagogical skills and approaches they need to support adults with reading and writing difficulties. It takes participants through typical behavioural features, notably by asking them to put themselves into the shoes

of people with literacy difficulties. A training manual was produced in eight European languages (Danish, English, Estonian, German Greek, Norwegian, Romanian and Slovenian) and was tested in both national and international training courses.



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WEBSITE

[http://www.statvoks.no/
forward/trainer/](http://www.statvoks.no/forward/trainer/)

PROJECT DURATION

2004–2006

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