



EUROPEAN
ASSOCIATION FOR
THE EDUCATION
OF ADULTS

GRUNDTVIG AWARD 2012

INNOVATIVE APPROACHES IN ADULT EDUCATION AND
LEARNING - KEY COMPETENCES FOR SOCIAL INCLUSION



Lifelong
Learning
Programme



European Association for the Education of Adults (EAEA)

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10th EAEA GRUNDTVIG AWARD 2012 – AN INTRODUCTION

Active ageing can give the baby-boom generation and tomorrow's older adults the opportunity to stay in the workforce and share their experience, keep playing an active role in society and live as healthy and fulfilling lives as possible. Active ageing is also a key to maintaining solidarity between generations in societies with rapidly increasing numbers of older people.

The challenge for politicians and stakeholders is to improve opportunities for active ageing in general and for living independently, acting in areas as diverse as employment, health care, social services, adult learning, volunteering, housing, IT services or transport¹.

EAEA sees the work with older learners as crucial - the older Europeans get, the more we need to provide learning opportunities for everyone to participate in lifelong learning. We would also like to promote a stronger political recognition of the importance to help finance the participation of older (and especially very old) people in adult learning.

¹ See <http://ec.europa.eu/social/ey2012main.jsp?catId=971&langId=en> for more information.



EAEA Board Member Per Paludan Hansen, President Sue Waddington and Board Member Catarina Popovic.

THE 2012 CALL FOR SUBMISSION

For the 2012 Grundtvig Award EAEA was especially looking for projects that promote the active participation of older learners in society. Eligible projects could include aspects of intergenerational learning and innovative partnerships. They could also promote policy changes that recognize the importance of learning for older people. We were looking for excellent adult education and learning projects with the theme 'Activating Older Learners' in two categories:

1. European projects

- EU + candidate countries needed to be transnational (a minimum of 3 countries involved)
- All other European countries needed to be either transnational or have a strong national partnership with a diverse range of stakeholders

2. Projects from outside of Europe

- Projects could but needed not be supported by the European Commission (and could but needed not be Grundtvig projects)

CRITERIA

- The project had to clearly demonstrate the promotion of the learning and/or the teaching of older people and/or learning and/or material and/or the promotion of the participation of older learners;
- It had to have evidence of outcomes, such as a report, DVD, or any form of verification;
- It was desirable that the project was transferable and/or useful for others;
- The project or the initiative had to have some results available – EAEA was not looking for new projects that had just started.

WHAT DID WE EXPECT?

A description of the project:

- The main goals of the project and the role volunteering played in it;
- How was the learning achieved through volunteering;
- What was actually done and how was it done;
- Target group(s);
- What processes or partnerships were important;
- How did the organiser get people involved?

Some explanation about the impact:

- The impact on the participants / volunteers;
- How the success was recognised and tracked;
- What was learned – what would the organiser do again or differently next time?

On 2 May 2012 two projects were awarded during the EAEA General Assembly in Vienna, Austria:

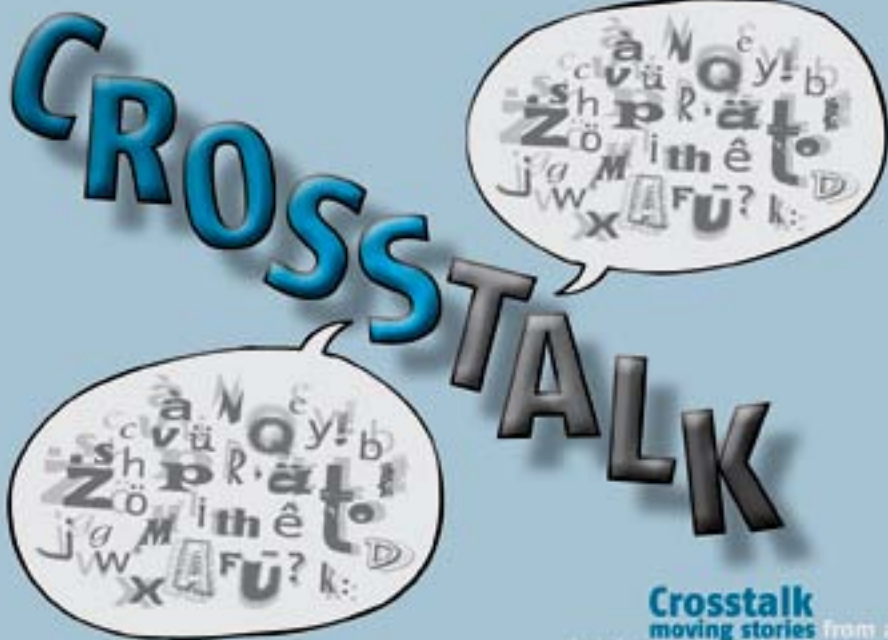
**MOVING STORIES AND GENERATION - A sub-project of Crosstalk
(Moving stories from across borders, cultures and generations),
University of Education Freiburg, Germany,**

and

**POTTER'S WHEEL
Central Asian Gerontology Center (CAGC), Tajikistan.**



Gulru Azamova from the Tajikistan office of DVV international (left), the EAEA President Sue Waddington, the former education minister in Austria Hilde Hawlicek, and Elisabeth Trudel from the University of Education in Freiburg.



Crosstalk
moving stories from across
borders, cultures and generations
crosstalk-online.de

2012 WINNER IN THE EUROPEAN CATEGORY

MOVING STORIES AND GENERATION –

A sub-project of Crosstalk

(Moving stories from across borders, cultures and generations)

The Crosstalk project aimed at giving seniors, schoolchildren, young people and migrants the skills and confidence to communicate effectively at local media and thus to make an active contribution to their own-community. The project was designed and carried out by a team of 9 European partners in 7 countries which included community media practitioners, adult education specialists and university researchers.

“Moving stories and Generations” sub-project promoted and sustained genuine cooperation between old and young via media production. It targeted senior citizens; children and young people who live together closely but often rarely communicate with each other, and allowed them to come into contact and exchange stories about their youth.

The first phase of the project consisted of a media education course which provided different generations with the desire, self-confidence, and necessary expertise to be involved in the local media production and to tell stories about the games they played or play today.

In its second phase, participants put in practice the skills they had learned. Senior citizens and children/young adults visited their favourite places, interviewed each other in turn and produced an audio guide, which takes the listener directly to the actual venues.

The results of the project are on the one hand the products: the 3 audio-guides, the interactive maps (available online and on CD) and the manual with course materials. A handbook gives examples and course schedules which can be used by youth centres, by school teacher or by assistants to elderly people. On the other hand, concrete and enriching outcomes were achieved thanks to the project:

- Relationship between the generations - Inhibitions and distances that stand in the way of communication between the old and the young were overcome through interviewing and questioning techniques. Instrumental to this was the replacement of traditional roles by functional roles, since the decision of the roles was made by an interest based on commonly agreed contents. The direct intergenerational communication on equal footing extends

the perspectives and revises established self- and others' awareness. Furthermore, as the participants got to know each other through working together, they were able to create a sustainable and trust-based relationship;

- Increase in media competence - None of the participants had ever done interviews. After a practice phase, everyone was capable of doing interviews independently and with self-confidence, and increasingly they moved away from prepared questions. Recording technologies did not pose a problem after a short period, especially the children and young people dealt with them very independently. Everyone learned how to use the microphones confidently and rapidly showed a lot of creativity in developing texts for the radio programme;
- Knowledge acquisition - Participants developed a local historical and current knowledge thanks to a reflection on the conditions of living and playing in the past, the examination of the changes happened during two generations and the analysis of the importance of contemporary witnesses.

Project coordinator

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Project Partners

Crosstalk was designed and carried out by a team of 9 European partners which included community media practitioners, adult education specialists and university researchers:

- University of Education - DE
- Association Free Radio Freudensstadt e.V. - DE
- Media Centre of the Scientific Advisory Institute of the Youth Aid Organisation, Freiburg - DE
- University of Lodz - PL
- University of Sunderland - UK
- Radio Robin Hood, Turku - FI
- Radio Orange 94.0, Wien - AT
- Mediapolis-Europa, Roma - IT
- Civil Radio Budapest - HU

Project's website: www.crosstalk-online.de



2012 WINNER IN THE OUTSIDE
EUROPE CATEGORY

POTTER'S WHEEL

The project aimed at improving the social environment and economic conditions of lonely aged people of Dushanbe City through non-formal learning in ceramic handcrafting and communication with younger generations. It was launched by Central Asian Gerontology Center (CAGC) as a pilot project for Dushanbe city active ageing people based on the existing social and economic programs implemented by the CAGC in Tajikistan.

Project methodology included establishment of a pottery studio with relevant facilities for making diverse ceramic handicrafts and small pots; trainings especially tailored for older learners which have been developed by professional tutors and pottery practitioners; workshops and discussion clubs. Annual exhibitions and regular sales served as a source of income and enabled the project to be sustainable.

Currently the project involved over 60 persons among lonely aged and young people. Project's outcomes are available training materials and technical basis for ceramics studio operation and production of competitive handicrafts, which will rebirth the Tajik school of ceramics.

The training and promotional materials are disseminated among the members of the national network "The World of Older Generation" represented by 16 local NGOs for replication.

The project provided important opportunities for self-realization and income-generation for active older learners: indeed, by sharing their experience and the newly obtained pottery skills the trained aged people feel more confident and expand their social networking. Besides, the new pottery club allowed participants to understand the importance of communicating with younger generations by facilitating informal discussions. Furthermore, sharing their gained knowledge and practices was instrumental to revitalize the Tajik pottery tradition.

Project coordinator

Tajikistan office of DVV international, contact person: Gulru Azamova, azamova@dvv-international.tj

Project Partners

Central Asian Gerontology Centre – A public organization that for many years has contributed to life quality improvements of socially vulnerable aged people in Tajikistan. Contact person: Saodat Kamalova, rt-gerontology@mail.ru

Dushanbe Training Centre, Ministry of Labour and Social Protection of RT – A state institution which has a strong experience in holding seminars, lectures and practical classes. Thanks to the centre, the project performs its activity and has a room for ceramics studio.



PROJECTS SUBMITTED IN THE EUROPEAN CATEGORY



1. NEW HORIZONS AND KNOW-HOW FOR ACTIVE SENIORS

The project intended to activate older learners at local and transnational level, to give them the opportunity to play an active part in society through volunteering and to share their experience and expertise in a wider range. The project was structured in two parts: the transnational part of the project was supported within the EU life-long learning programme, the local activity by the Bavarian State government.

On a local level, the programme ran for a year. A training course on relevant topics about volunteering projects (project- and time-management, PR, fundraising, con-

flict management, team building, and networking) was provided to the participants, who used the skills acquired to ideate and implement a joint project. This consisted in a volunteer fair in the city of Passau, where over 30 NGOs presented themselves to interested new volunteers. Additionally the seniors were supported in their own volunteer work or projects by receiving counselling, contacts, feedback or help in finding the right volunteer position.

On international level the responsible NGO organised additionally an exchange programme for elder volunteers among Germany and Czech Republic in order to enhance the transfer of individual and organisational ideas, know-how, professional skills, methods, and good practice in the voluntary sector of both countries. The seniors shared knowledge with their host nation abroad and they were enabled to transfer to their home country what they had learnt. Before the exchange, volunteers had 4 month of language course, intercultural training and information sessions in order to be prepared to the international part of the project. This consisted in working 3 weeks as volunteers in the host country. After returning they had review meetings to evaluate the exchange and planning sessions for further development of cross-border activities. This exchange opened new horizons for the involved elder volunteers as well as the involved organisations. Indeed, on one hand this experience straightened the volunteers' self esteem, built their self confidence and opened new possibilities for their life. Volunteers became more qualified, got more knowledge and information and were inserted in a wide and enriching network. As a result they felt the need to continue learning and to be active. Besides, they managed to develop new ideas on volunteering.

On the other hand, through the transfer of know-how by senior volunteers, the participating organisations gained ideas for new projects, obtained practical support in introducing working processes, received concrete improvements of the organisation's working arrangements and had the opportunity to make transnational contacts. They benefited by the development of new educational material, by the promotion of knowledge and by a better use of existing facilities.

A successful added-value of the project was that the long-term stereotypes and prejudices in Czech-German relationship were overcome. This result was achieved by giving people the opportunity to meet neighbours from the other country with different background and life conditions, to talk to them and to be part of their local community. The local community itself gained from the project's activities: tolerance was increased, prejudices were removed and a new perspective from incoming volunteers was gained. Besides, the society and the organisations involved realised how much elder volunteers are an important source of information, lifelong and professional experiences.

Project coordinator

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Project's partners

- HESTIA, o.s., Prague - CZ
- GLL, Passau - DE

The project involved mainly two countries, as the exchange of seniors was bilateral. Nevertheless, "New Horizons and Know-How for Active Seniors" shared the experiences and results of the project in two Grundtvig learning partnerships: "Volunteer to learn" and "Social web skills for elder people". These included countries such as UK, Romania, Italy, Czech Republic, Austria and Slovenia and benefited from the participation of some senior volunteers of the abovementioned project.



2. DANUBE-NETWORKERS LECTURES (DALEC)

DALEC Project run from January to July 2012 and aimed at building bridges both between the countries of the Danube region and between the people of different generations in order to bring them closer. This was achieved by providing participants with knowledge and skills through 5 online lectures and mini-projects, and by fostering the discussion among them thanks to an Internet platform.

The five lectures were held on the “Values and the departure paths along the Danube” and were developed around various aspects such as values, historical matters, environmental issues, democracy and identity. They were prepared by researchers for lay people, held live to an audience in the respective locations and transmitted over the Internet. Lectures were not only of educative purpose but had a significant human component which tried to bring back necessary motivation to old people and to help them find their inner enthusiasm.

The provision of an internet platform in which the lectures were presented and stored as video podcasts together with relevant materials gave the opportunity to translate the lecture into the project partners' native languages and thus to discuss the topics nationally and trans-nationally.

After the lectures, in-depth intergenerational and cross-national discussions were held via an Internet forum and were instrumental to stimulate a genuine intercultural dialogue. Indeed, as the understanding of the lectures' topics and values was expected to be different not only between the participants from the Danube countries but also between generations, the discussions contributed to a better understanding between the old and young people, to foster citizens' participation and increase the overall democratic potential of the Danube Region. In two locations, an intergenerational study group of students, pupils and seniors has been built: its members met and took part in the virtual learning project and in small mini-projects. The active use of new media in the implementation of the project supported a cross-generational learning process, whereby the older generation benefited from the younger ones and the process of social inclusion of older generations was effectively tackled.

The project is of a particular importance to avoid the trend of many old people losing their motivation and self-confidence and becoming more introverted. The resulting findings should be used in the field of implementation of the new media in heterogeneous groups at national and transnational level in the context of new concepts of lifelong learning.

Project coordinator

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Project partners

DALEC is a cooperation project with the Donaubüro Ulm/Neu-Ulm as coordinator, the Centre for General Scientific Continuing (ZAWiW) of Ulm University and nine international partners:

- Christian University College of Teacher Education, Wien/Krems - AT
- Andrassy-University Budapest - HU
- University Belgrad - SR
- University Craiova - RO
- University Ruse – BG
- Danube youth citizen network
- Cultural and adult education institutions
- German Gymnasiums in Hungary, Romania, Serbia
- Gymnasiums in Germany and Austria

Project's website: donaubuero.de/dalec



3. INTERNATIONAL, INTERGENERATIONAL MENTORING (INTERGEN)

InterGen is a two-year project, which began on the 1st October 2010 and was funded through the European Union's Leonardo programme. The project aims at facilitating the active involvement of older people in society, with the added focus of mentoring children. In doing this, the project responds to two identified needs: it provides significant support for older people who often suffer from feelings of low esteem, low confidence and restricted value to their community and ensures support and encouragement to disadvantaged children by helping them to develop and grow. Concerning older people, most of them were initially engaged through community contacts or senior groups, then by community meetings and briefings, with some being contacted through project partners' networks and agencies. As regards children, they were engaged through direct contacts with schools, child-care settings or care facilities.

InterGen creates and tests new training resources to support, organise and deliver a highly professional level of Intergenerational Mentoring. This consists in one-to-one sessions for an average duration of three months where older people spend time with children who need support. In the framework of the project, a pan-European training Handbook with adaptations across the partner countries has been drafted

and made available to future users. Thanks to this product the concept and practice sustainability are assured beyond the project.

Furthermore, seniors were provided with a further opportunity to continue their experience by delivering their training and mentoring experience to a following cohort of older people willing to become mentors. The project carried out active pilot-testing in 5 European countries, each taking 5 older people for the first phase of the training and a further five for the second phase: training sessions were delivered over a period of sessions to suit the learning groups.

This experience was catalogued and discussed through evaluation processes which were put in place at all stages of project development; with regular feedback sessions with the older participants and trainers, aimed at providing opportunities to evidence and share 'success stories'. Case studies were recorded amongst partners, and positive outcomes and benefits were shared at the final events of both the pairings of mentor and mentees and of the project as a whole.

Two groups of seniors participating in the project can be distinguished:

- Seniors who still work and who wanted to qualify themselves in courses gained educational benefits: this group enjoys the formal learning in the training units and acquired knowledge about mentoring, training delivery and organizing a project;
- Retired seniors who were looking for a voluntary occupation gained social benefits: they enjoyed mentoring and the one-to-one sessions in which they passed on their experiences in an informal way and they also learnt from the children. Besides, they have the opportunity to meet with other seniors and discuss their mentoring roles in a social situation.

Furthermore, thanks to the project, participants have seen that the pairing of older people with younger children helps break down the ageism barriers, and have noticed an increase of respect and understanding concerning each other's situations after sharing of time and experiences.

Project coordinator

Point Europa, The Manse, Garrett St, Cawsand

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Project partners

- Volkshilfe - AT
- Malmo University - SE
- Inveslan - ES
- Pro-kompetenz - DE
- Forum - SK

In each country there were developed collaborations between project partners and:

- Seniors' groups and agencies
- Childcare facilities or schools
- Local communities
- Professionals in the sectors

Project's website: www.intergen-project.eu



4. UNDERSTANDING THE NEEDS OF OLDER PEOPLE (UNIC)

The project aimed at increasing older people's engagement into lifelong learning, progressing trainers' skills and teaching practice, reducing learning barriers and involving inactive older people in all dimensions of learning. In order to achieve these objectives, from 2009 to 2011, adult education providers from 7 countries worked together on an international basis.

The project brought together about 350 participants, who were differently involved according to their respective expertise. The first project's target group was older people who were already involved in organised education opportunities («active») and those who are not involved («non active»). The second was managerial and teaching staff, plus trainers and learners of the partner institutions.

As an initial step, partners' best practices were shared and exchanged between pedagogical staff, teachers and older people during the project meetings and within the partners' organisations. Afterwards, individually designed surveys on older learners' needs and investigations on existing barriers were conducted, thanks to which events and ideas to approach the issue of involving inactive older people were developed. In doing this, the partners took into account research outcomes from other European, national and regional projects. Then, a space for dialoguing between active and inactive older people was enabled in the partners' organisations and further implemented in the 7 meetings organised in the framework of the project.

These latter were held in Vienna, Budapest, Rome, Bristol, Helsinki, Bonn and Bucharest and turned out to be a stimulating and rewarding experience. Not only staff and teachers of the host organisations but also many learners had the chance to be deeply involved in organising and carrying out these meetings on a local level. Besides meetings abroad should be considered as study visits, in which participants had the possibility to deal with the different countries' approaches on the subject. Moreover, good practice's examples provided partners with ideas and impetus for innovation which could be adapted and transferred to other own region and institution. Intense information on cultural and historical issues of the host's city and country, in some cases visits to associated local institutions, traditional meals and a concluding evaluation-session were essential elements of all project meetings. The abovementioned exchange opportunities were rooted in a good mixture of tradition and progress: the methodology of storytelling of older people and the use of information society technology were combined. The exchange of experiences between teachers and older people in the area of methodologies showed the meaning of the cultural and historical backgrounds and also the heterogeneity in the older people's biographies.

The project focused on the diversity of target groups and tackled the risk of financial and social exclusion. Involving older people in mobility and using methods to pursue self-learning, either individually or in groups, is a way to reach and stimulate older learners. A new understanding of views was formed, with national stereotypes being cast aside in the realisation of what common hopes, fears and aspirations unite them. Plus, the awareness for the benefits of learning was increased, not only for the

lives of older learners in terms of wellbeing, health and inclusion but also for social cohesion. Besides, the project contributed in increasing awareness for the importance of learning spaces: indeed it built spaces for cooperating internationally which gave the opportunity to broad networking among adult education providers and allowed many learners and teachers to deepen their insights and their personal contacts. Furthermore, thanks to the provision of a large exchange of cultural, historical and socio-cultural knowledge, learners and teachers had the chance to improve their intercultural competences through their discussions.

Project coordinator

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Project Partners

- Adult Education Centre of the City of Helsinki - FI
- Volkshochschule Bonn – DE
- Volkshochschule Vaterstetten e.V. – DE
- Budapest Cultural Centre – HU
- Ce.S.F.Or, Italy, Rome – IT
- Euroed' Association – RO
- Adult Learning Service Bristol – UK

Website: unic.learning-partnership.eu



5. LET'S MIX UP CREATIVITY AND INNOVATION IN ADULT EDUCATION

The purpose of this two-year project was to share knowledge and to exchange experiences about how to teach and learn in attractive and creative ways. In particular, the project intended to promote innovative practices in adult education, to motivate people to learn, to exchange experiences and creative ideas in various areas of knowledge, to develop and transfer entrepreneurial skills and to improve local and international approaches to adult education. The project also contributed to the European Year of Creativity and Innovation in 2009 by putting emphasis on the importance to foster creative and innovative talents in the European society.

Activities undertaken in the frame of the project included lectures, presentations, exhibitions, historical performances and simulation games. In order to reach the project objectives, during project meetings different ways of education in each participating country were presented. Furthermore, each partner has contributed to promote innovative and creative behaviours and thinking in people with numerous activities. The main process was the method of learning good practices in adult education thanks to innovative approaches: these include an interactive and multimedia exposition in education of older people (Poland – Gdańsk), an e-learning platform containing online lessons on adult education and methods on how to certify non formal and informal learning competencies and a simulation game which contained skills, chances, strategies to stimulate learners.

The target group was diversified depending on the country involved: in Poland the project's participants were older learners (55+), whose 14 of them were from Third Age Universities and 4 took part in international meetings in Rome and Vilnius.

Staff and older learners got the opportunity to take an active part in the project on a European level; to experience different cultures in other parts of Europe; to get personal self-education and to improve their knowledge on specific subjects. Moreover, they had the possibility to learn in an enjoyable way; to get motivation to learn by using attractive ways of education; and to get interested in lifelong learning and in different European ways of education.

The participating organisations got knowledge on education methods from different European countries, exchanged innovative practices, improved their know-how about creativity and innovation from a wider pool of ideas, constituted a wider network of partner institutions, gained experience in intercultural creative thinking and communication, experienced in European cooperation, involved new learners and acquired know-how in organizing international meetings.

As a concrete outcome of the project, a European Creativity e-Handbook was produced. This comprised contributions elaborated during the partnership from learners, tutors and managers who study or work in different educational contexts. This product was disseminated through the utilisation of existing professional networks and the exploitation of web-based technology. Furthermore, a DVD which contained European educational examples of creative and innovative ways of teaching/learning from each participating institutions was created and broadly distributed throughout the EU. Thanks to these products the project became transferable and sustainable.

By demonstrating innovative practices, the project showed different ideas about new pedagogical approaches that may be implemented anywhere in Europe in order to facilitate the adults' learning. The partners received many input from different ongoing activities and learned how to develop their own institution, in particular in dealing with different target groups. They started to think about further cooperation in the frame of international projects involving older people.

Project coordinator

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Project's partners

- Culture Circle - AT
- E.RI.FO - Ente per la Ricercae la Formazione - IT
- Lithuanian Society of Young Researchers - LT
- Cultural Park of City Fortification "Gdańsk Fortress" - PL
- Escuela Oficial De Idiomas María Moliner – ES

Websites: www.candia.webs.com

www.hewelianum.pl/index.php/about_us,meeting_in_gdansk



6. TRANSNATIONAL MOBILITY OF OLDER PEOPLE (TRAMP)

“We do not understand each other’s language, but working together runs smoothly nevertheless.” This is how Helmut Beyerlein, one of the participating seniors, commented on the TRAMP project and, in particular, the exchange in Hamm/Westfalen, which focused on manual work-oriented, intergenerational voluntary work. “It was fun,” said Öger, one of the participating pupils. “Working this way was a pleasure”. This was the plan - and it worked.

In the light of recent demographic changes, the EU aims at fostering the potential of older people through active ageing and at promoting an elderly exchange within Europe. Furthermore, in 2007 the planning process for the 2012 European Year for Active Ageing and Intergenerational Solidarity was already underway. This was the context of TRAnsnational Mobility of older People (TRAMP), a two-year project founded by the European Commission’s programme ENEA - Preparatory Action on Active Aging and Mobility of Elderly People.

The aim of the project was to facilitate the access to Europe for elderly people with limited foreign language skills and to increase mobility within Europe by making lower barriers for transnational exchanges.

Collectively about 115 seniors participated in the project: they were older workers aged between 55 and 85, early retired people and senior citizens from France, the Czech Republic and Germany. The elderly had already been socially committed prior to the exchange, however, only on a local level and not across European borders. At the heart of the TRAMP project, there have been cross-national teams involved in craft-oriented work projects. The central idea was to choose learning activities in the labour-focused and product-oriented where participants could be involved. Via the practical work carried out on a common task, getting to know each other was simplified and language imbalances between participants were evened out through complementary non-verbal possibilities of understanding. In addition, the participation of younger people, who often became interpreters for older participants without or with only low foreign linguistic knowledge, created an intergenerational added-value.

The project's concrete results included a video documentary, recommended action (for exchange programmes and for the role of a possible agency), methods and strategy set for transnational exchange programmes with the elderly and a databank with intergenerational European Projects.

As key outcomes of the project, new target groups were detected for transnational mobility and new cooperation activities were developed between adult education providers, seniors and youth institutions, schools and volunteer associations on local

level as well as on European level. This contributed to the creation of new fields of work in the market segments of transnational mobility for older people, volunteering and intergenerational European projects.

Besides, based on the experiences from a multiplier seminar held in Paris, there has been a great demand for information and further training regarding the scope of transnational exchanges with elderly citizens. A remarkable feature of the conceptualised, tested and established training concept of TRAMP is that it can be easily transferred to European organisations who would like to take over a similar interesting and rewarding challenge.

Project coordinator

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Project partners

- ASCR - Asociace Samaritánu České republiky, Prague - CZ
- BAGSO - Bundesarbeitsgemeinschaft der Senioren Organisationen - DE
- Culture et Liberté International, Paris - FR
- Czech University of Life Sciences - CZ
- Ruhr-Universität Bochum - DE
- GEFAS, Graz - AT

Project website: www.tramp.aulnrw.de



7. LIFELONG LEARNING FOR ACTIVE CITIZENSHIP AND CAPACITY BUILDING (LLLAB)

The project aims at developing a culture of learning by promoting access to lifelong learning (LLL), by increasing participation in adult education and by obtaining a rise in skill levels, employability, social inclusion, active citizenship and personal development in the European population.

In order to achieve these purposes, the project consortium organised activities which on the one hand broadened access to LLL opportunities for older learners and on the other hand, supported mobility of adults. Project activities, which mainly centred on training and education in different forms, involved young and old people, with different socio-economic levels and backgrounds. The heterogeneous teams composed regardless of gender, ethnic group, religion, belief, disability or sexual orientation were an enriching occasion to strengthen intergenerational co-operation.

Furthermore, each partner dealt with a diverse group of participants such as citizens, government workers and NGOs members.

Some activities' topics were selected by the help of surveys and/or verbal requests partner organizations have submitted to their staff and clientele, while others were related to social and civic competences. Trainings, seminars and conferences were organised at a national and international level according to the needs of the participants and in respect of the different groups involved. As a result of this choice, the project provided the participants with the ownership in their own learning which have led to facilitate their personal growth. Therefore, the project increased the social cohesion.

Through the project activities the participants also learned about LLL aims and outcomes and provided with an introduction to non-formal education methods which helped them to see learning in a different light, as something which can be done at any age, anywhere and on any topic.

Thanks to transnational meetings and online discussions the project created a multinational and intercultural environment which supported mobility of adults and promoting intercultural dialogue. Although learning of English expressions was encouraged and words from the destination countries were taught before transnational meetings, the necessity of the capacity to communicate and to read materials in other languages was an incentive for many individuals to enrol in language courses or buy language learning materials and guides of the participating countries.

As a concrete result of the project, an innovative ICT-based educational content which included services and practices was developed. The project enabled older people to have an access to e-courses, e-workshops and social software and allowed participants to better respond to the new challenges of the EU standards in a developing intercultural knowledge-based society. It also provided with opportunities to foster creativity and innovation in order to give the partners a chance to cope with the demands of the modern economy.

The project participants experienced the “learning to learn” process, understood the importance of a transformation of the traditional educational systems into a more inclusive and flexible one, suitable to their needs and interests.

One of the most significant achievements of the project was the willingness of older learners to stay active learners after ending LLLab: those who took part in the project were more self-confident and open-minded for intergenerational and international cooperation. Some of them declared that they wanted to play a role of teachers for newcomers.

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- Avalon, Iniciatives per a les associacions – SP
- Karpatská nadácia Slovensko- Carpathian Foundation – SK
- Inova Consultancy Ltd/WiTEC - UK

Project website: www.lilelab.com



8. TRAINING AS TRANSITION EXPERT IN EARLY CHILDHOOD EDUCATION (TRANSITION)

Very often transition processes of children from family to kindergarten/school are stretching parents (especially of children with special needs and migrant children) too far. This two-year project reacted to this by enhancing the recognition for early childhood education and by developing training for trainers (multipliers) in order to enable them to support parents in coping with transitions. Moreover, the project has the purpose to improve the support of parents for the musical-cultural and scientific education of their children.

The term “parents” includes all persons responsible for the upbringing of children e. g. grandparents, aunts and uncles, neighbours and others interested in early childhood education. The African saying ‘it takes a village to raise a child’ mirrors the project approach: parents, grandparents as well as other relatives and friends should be included.

The project’s main activity was the development and testing of the training course TRANSITION. The project partners conducted a needs analysis to explore the demands of the stakeholders serving as basis for the curriculum and the teaching material of the training course. The course has been designed for staff with pedagogical background such as teacher trainers (also in the field of special needs pedagogy), practitioners in day care institutions, primary teachers and retired senior citizens with pedagogical background in order to profit from their potential. The course lasted 40 hours and had 8 modules: transition approach; parent participation in educational processes in an international comparison; development psychological aspects in the transition from child care to school; guidance for educational pathways; teaching values in a European context; different aspects how to apply music and general cultural education as instrument for transition activities; possibilities of scientific education; networking.

The training of transition experts supported all stakeholders in transition processes and strengthened the cooperation between them. Training course’s participants were introduced to the topic thanks to the project’s website which contained useful learning material. During the training, strong emphasis was put on the exchange of experiences between the participants in order to allow everybody to learn from each other. The training started with mainly theoretical input given by presentations, discussions, workshops but also with some practical exercises. All participants had been in touch with the project coordinator in order to organise the practical part of the training – the national test training. After having completed the theoretical part of the training the participants returned to their home towns and applied their newly acquired knowledge in one national training course. During this time, guidance was guaranteed via the project website where a special forum was opened for the partici-

pants in order to communicate with trainers from the course. The report about the teaching experiences lead to the certification.

The project was very successful in bringing all the different actors together, educators and families, and in establishing a culture of encounter between families, kindergarten and schools (cooperation, coordination and communication). Indeed, networks have been formed to strength the cooperation between stakeholders and to raise the awareness for transitions of parents, grandparents, educators, teachers and other responsible staff in education and training. The consortium found it also necessary to involve local and regional partners in the implementation of the project.

Apart from the relevant training course, the main product of the project was a manual for multipliers enabling them to train transition experts. Furthermore, a final conference was organised in Berlin with 227 participants from a wide variety of backgrounds. Other events were also organized in different countries, while publications were drafted in a good number of media and information of European and national organizations were spread towards ministries, education providers, etc.

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- North East Wales Institute of Higher Education - UK
- Slovenskárada Rodičovských Združení - SK
- Pedagogijas Akademija Liepaja - LV
- Älta Skola - SE
- Presovská Univerzita V Prešov - SK

Project website: www.project-transition.eu



9. EDUCATING SENIOR MENTORS FOR YOUTH AT RISK (HEAR ME!)

Hear Me is a two-year project funded by the Grundtvig programme with the purpose to foster innovative experiences and practices to improve adult education. In particular, the project tackled two different issues regarding education and learning in Europe: first of all, the need to train a growing population of healthy, generative senior citizens in order to increase effectiveness in their post-retirement, social participation and contribution; secondly, the early school leavers, which is detrimental for the current labour market that requires increasing qualifications in the workforce and committing youth to a lifelong learning approach.

Consequently, the project aimed at educating retirees, stimulating voluntary work and helping young people at risk for early school leaving. In order to achieve its objectives, Hear Me developed a training course for senior citizens wishing to act as mentors of youth at risk. The project involved universities, universities of applied science and organizations dealing with adult education, community work and volunteering.

The mentor course was piloted with up to twenty senior citizens in each of the five participating countries (DK, UK, FI, NL, and ES). It provided elders with the knowledge and skills required for performing their role towards disadvantaged youth; and it was designed with a particular attention to the senior mentors who need to become a quality guide for young students in socially and economically deprived area. It enabled participants to effectively facilitate the development of young people and thus increase the chance of study success amongst them.

The elders involved in the project were happy to be enabled to have such a key role in helping young people. Besides, they found the social setting with peer-mentors and trainers very meaningful. Through the course, the partners trained seniors who wanted to participate in voluntary social work in their countries. As the courses were organized differently according to the local contexts, the project yielded valuable information regarding requirements that should be met and obstacles that should be overcome for widespread implementation of intergenerational mentoring programs in diverse environments.

In all courses the methodology was experience-based and action learning was used as a method. Narratives played a role in different ways: some partners used life stories; others used storytelling as an approach to collect experiences from the mentor's relationships with the mentees. The courses were also characterized by a playful approach where socialising was an important component. Nevertheless, at the same time, serious coaching and supervising were used as methods to reflect on experiences.

The project was innovative because it took advantage of the wisdom and ability that elderly people have developed over time to direct their lives and cope with problems, so as to use it for the benefit of disengaged youth in need of guidance to clarify their goals in life. The project demonstrated that intergenerational mentoring can be a supplement to the welfare services and it effectively contributes to social cohesion and well-being in the EU. Moreover, the project's concept is transferable because the consortium has

succeeded in drafting a Guide for developing senior mentor courses and Mentor Course Packages containing the concrete courses carried out in the five countries.

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- Turku University of Applied Science - FI
- Turun Kaupunkilähetys (Turku City Mission) - FI
- Turku Vocational Institute (Vocational secondary school) - FI
- Utrecht University of Applied Science - NL
- School's Cool, Utrecht - NL
- HOVO (Adult education provider), Amersfoort - NL
- Vader Rijn College (prep. vocational sec. edc.), Utrecht - NL
- University of Valencia - ES
- Town Council of Gandia - ES
- The Valencian council of Social Educators - ES
- The Valencian council of Social Workers - ES
- The University of East London – UK
- Bonny Downs Community Association – UK

Project website: www.viauc.com/hearme



10. TRADITIONAL EUROPEAN SONGS SINGING TOGETHER (TESST)

TESST is a Grundtvig Learning Partnership 2011-2013, funded by European Commission which intends to contribute to the personal development of adult learners via informal/ non-formal learning activities. In particular, the project provides adult learners with the possibility to achieve key competences such as cultural awareness and expression, digital competencies, communication in foreign languages.

The project consists in helping elders' to participate in European choirs and in exchanging traditional songs and good practice among the partners. Furthermore, the project's improves the participants' artistic skills by enriching the repertoire of local choirs with songs related to key moments of the countries' social life or representing national symbols. As a result, the project also supports elders to get involved in the cultural life of their community. As the project is primarily targeted at seniors living in disfavoured areas, it contributes to the reduction of the risk of social exclusion.

The Learning Process was realized by:

A. Transnational meetings

- In each visit the conductor and four members of each partner choir learned four songs from the host choir's repertoire and one song from each guest choir's repertoire. During each meeting there was a seminar dedicated to Host's Traditional Choral Songs and a cultural visit. Each visit was concluded by a concert of host choir including visiting members which was conducted by the proposer of the song. After normal programme for rehearsals (9-17 hrs) participants usually stayed together to sing other traditional songs, different by those included in compulsory program as for them it was a real pleasure to sing together. Since due to finance constraints it has been possible to bring the adult learners abroad only once but participants enjoyed the friendly atmosphere and the project's interesting activities, some of them have even decided to participate to the following meetings at their expenses. Therefore, the number of visiting participants has been increasing from meeting to meeting (1st - 31; 2nd - 39; 3rd - 52).

B. Local activities of each partner

- Sharing of the transnational meeting's experience by the conductor and by the visiting members to the local choir;
- Rehearsals of Local Choirs thanks to artistic materials posted on Project's website;
- Use of the Project's website in order to improve communication ability;
- IT and English lectures to facilitate international meetings.

Due to an easier exchange of Artistic Material on Project's website Moodle e-Learning Platform the local preparation improved very much and Conductors/ Adult Learners needed a shorter time to reach a quality performance in concerts. Furthermore,

the development of better communication skills helped the adult learners to stay in touch after the project's completion, contributing to the sustainability of the project's results.

Project's main results included:

- Concerts – they represented the peak of each meeting of TESST. There, people from the participating countries sang together nine songs in total, in six different European languages: four traditional songs of the host country and one traditional song of each of the countries represented by the guest groups.
- The project website which included an internet platform instrumental to foster the exchange of ideas and materials or the sharing of experiences, such as rehearsals and performances.
- DVDs containing the concerts and meetings.

The activities organized for adult learners and communities were based mainly on volunteering, as a tribute to the 2011 European Year of Volunteering.

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- Euridea Firenze - Diapason Montemurlo- Tuscany- IT

- MadrigalChor Weimar- Thuringia - DE

- AFCSNM - Sierra Norte de Madrid- SP

- CF Sertanense- Serta- PT

Project's website: www.euridea.com/tesst/



11. EDUCATION TO KNOWLEDGE (ETOK)

This project aimed at improving the management tools and services related to adult education; at implementing new practice and know-how from partner institutions into different systems of work and at attracting more adults to the learning process. In order to achieve these goals, the project exchanged knowledge and information on adult education between partner organizations via visits of staff and through different digital adult learning systems (Moodle, Google docs, virtual classrooms and adult training based on Web 2.0), for which the organisations' staff also received trainings. Secondly, six seminars were organised with the purpose to present experience and good practice of each partner institution and discuss the possibilities of using new information into each partner's own work system. The target groups were mainly vulnerable categories such as unemployed, seniors and parents of autistic children.

The involved institutions have different role and scope but they all actively participate in lifelong education. They applied acquired knowledge in practice, efficiently improved their services of education for adults and effectively improved the social inclusion for the target groups through education. Significant discussions were also conducted on topics such as the services for the disabled, adult training based on Web 2.0, management of educational services, University of the 3rd Age for seniors, lifelong learning activities in public libraries etc. Although the cooperation was established mainly with national NGOs from various European countries, partnerships were developed also at a local level with local institutions. This helped to better identify the needs of the target groups and to adapt the learning services to their requests, namely classes for IT learning, improving skills for better self presentations, and online tools for different pedagogical approaches.

The project's products were its website and its blog, a collection of good practices, e-books and PowerPoint presentations. Most of the outcomes and acquired knowledge were useful both for local partners and other organizations interested. Indeed, as products were in English they can be used by other similar institutions and NGOs in their practices dealing with adult education and the experience with vulnerable social categories are an example for their integration in society.

The project had concrete benefits for all the target groups: thanks to the educational guidance, the unemployed individuals were able to successfully apply for a job; the seniors acquired new skills and knowledge about e-commerce and online communication tools; and parents of autistic children were helped to deal with their children needs. In general, target groups' self-confidence, social skills and motivation for attending the lifelong learning activities was increased. Moreover, the local society attention was drawn to these categories and to their problems. As regards staff, the project offered a great motivation for them to practice their pedagogical skills; gave them the opportunity to work with other European experts; and allowed them to exchange ideas and best practices. Besides, the cooperation among them improved

in a very significant way as a result of the team working.

Integral part of the project was the development of a genuine intercultural dialogue. Indeed, the mobility helped to learn about other countries' cultures and to be aware of similarities and differences between their educational systems for adults. Furthermore, the project's stakeholders had an opportunity to improve their linguistic skills and to have a larger vision about what IT can bring to adult education. Thanks to the mobility, adult learning strategies became more interesting and systematic. Information sessions and interviews raised the local community awareness and support for the target groups' education and social integration. In particular, through the project, the importance of socialisation activities as tools for non-formal learning was understood and promoted. Alternating with trainings workshops, the ways to teach and learn through e-tools led to excellent results also in terms of better involvement of seniors in the project's activities.

Project coordinator

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Project partners

- Knihovna Kroměřížska (Kromeriz Library) – CZ
- INSTYTUT INNOWACJI (Warsaw NGO) – PL
- PROINOV (Madeira NGO) - PT
- EURO-NET (Potenza NGO) – IT
- Krajská knižnica v Žiline (Zilina Library) – SK

Project website: www.etok.eu

Project blog: grundtvigvlbiblioteca.blogspot.com



12. VOLUNTEER SENIORS IN SCHOOLS (VSIS)

The principle of “Seniors in Schools” allows seniors to work voluntarily in schools as mentors, role models and guides, in order to support teachers in their job, without substituting for them. It has been developed by a formal project (SIS) between Denmark, Latvia and Sweden and explained in the Handbook to implement Seniors in Schools (HSIS).

Volunteer seniors in Schools (VSIS) project used this principle, tested the outcomes of the above-mentioned project and benefited from experiences in the partner countries by gathering seniors from two countries (Latvia and Denmark) and letting them working together.

The main goals of the project are to keep seniors in active contact with people from all age groups (teachers, students and fellow seniors) and to create solidarity between people from different generations. Moreover, the project has also the purpose to maintain them mentally enriched by learning new areas of knowledge and experience from the interaction with other people.

The project's target group was seniors, preferably with varied social and educational backgrounds, who had energy and motivation to work with the younger generation and to cooperate with other seniors from their home country and from a foreign one.

Thanks to "Seniors in Schools" elders helped teachers voluntarily in a school in their countries, and then they benefited from a 3 weeks exchange between the two countries. In each other's social environment seniors were useful to put different ideas and perspectives into context and to promote discussion. In the international meetings the cultural and social differences in the school environments were deeply discussed and thus the dimension of different countries with diverse cultures was added.

Apart from some traditional introductory courses, the project mainly used the "learning by doing" method. Indeed, informal learning was fundamental in the interaction with other persons with different knowledge, experience and opinions especially while helping in the classroom or having discussions in another country. Moreover, participants had frequent meetings with other fellow seniors and teachers with the aim to share their experiences in classrooms.

As a concrete product of the project, the consortium, in collaboration of 3 partner countries (Denmark Latvia and Sweden), developed a handbook useful for transferring the SIS project to other European countries.

Both the seniors and the schoolchildren benefited from the project. Volunteers have expressed satisfaction about the project's outcomes as they all declared that meetings with the young students have made them more vital and improved their self-confidence. Furthermore, they increased their knowledge of the host country and its culture and they widened their knowledge of English. Most of the seniors continued helping in the schools after the end of the project and many of them still have contact to their counterpart in the other country. In general terms, the two target groups got a better quality of life and were enabled to build a trust-relationship which allowed them to feel at ease during any intergenerational situation.

Moreover, this exchange enriched the "Seniors in schools" concept with new views on educational processes and methods. A remarkable outcome of the project was that it managed to attract more seniors to participate in the SIS activities and to be contacted by new schools and local school authorities who wanted to start such a successful practice.

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- Folkeuniversitet i Sverige - SE
- Internationalt Forum i Lejre - DK
- Pårup Skole - DK
- Neretas Jāņa Jaunsudrabiņa vidusskola - LV



13. SUSTAINABLE LEARNING IN THE COMMUNITY (SLIC II)

The SLIC II project “Valuing older people’s skills and experience: Training peer facilitators” is a European project funded within the GRUNDTVIG-programme of the European Commission. It started in January 2011 and addresses the issue of increasingly ageing societies and the promotion of active ageing.

The SLIC II project builds on the previous SLIC I project (Sustainable Learning in the Community) where an innovative workshop model and a handbook on how to run these workshops were developed. The aim of the SLIC I project was to help older adults to review their past experience and personal skills and to explore new opportunities for learning and volunteering. The SLIC II project aims at broadening the previously developed SLIC-workshops and developing a training programme for older peer facilitators to run SLIC-workshops. The project looks specifically into how to adapt workshops to the needs of certain target groups. The final purpose is to

motivate and empower a wide range of older people to take on an active role in the community with the help of peer facilitators, but also to raise their self-esteem and their interest in personal development.

In the first phase of the project research crucial points were explored in depth: looking at the specific needs of older migrants, creating a stronger focus on community involvement, networking and cooperation with other organisations, exploring how the workshops can be embedded in organisational policy on older volunteers, improving the process of accompanying participants after the workshop and using the workshops to prepare older volunteers going abroad. Country reports on these issues are available on the project's website. Based on these reports, the peer facilitator training was prepared, including modules on the individual steps of the workshops as well as modules on facilitation, communication and the role of peer facilitator. One peer facilitator training course was run in each partner country and 69 older people were trained as peer facilitators. Within the six day training they had the opportunity to get to know different tools and methods. As a practical part of the training, peer facilitators actually ran trial workshops themselves in groups of 2-4 persons. In total nine trial workshops in 5 countries were carried out. In conclusion a transnational peer facilitator workshop was organised in Budapest in June 2012 where 25 peer facilitators from the partner countries exchanged the experience of their training and of trial workshops and elicited what needed to be improved within the tool-kit, which will be available as a CD-Rom at the end of 2012.

The project opens a specific liberal adult education centred approach to validating informal and non-formal learning. It contributes to an open learning environment through supporting older people to assess the experience and know-how they have acquired over the course of their life. Furthermore the concept of 'peer education' aims at increasing acceptance of messages through avoiding hierarchy or socio-cultural traps between trained trainers and those participating. An especially fruitful combination has proved to be the cooperation of voluntary organisations with a focus on volunteers and adult learning and cultural institutions. Within the organisations plans are already being made to implement the workshops as a permanent

offer and a host of partnerships have been launched on national and local levels. The trained peer facilitators are currently planning their further engagement and ideas for running future workshops.

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- Social Services Department of Helsinki City - FI
- Budapest Cultural Centre - HU
- ISIS - Institut für Soziale Infrastruktur - DE
- Lunaria - IT
- The Senior Studies Institute - UK
- INTEVAL (Evaluation partner) - UK
- Ariadne (Silent partner) - CH

Project's website: www.slic-project.eu

PROJECTS SUBMITTED IN THE OUTSIDE EUROPE CATEGORY



AUSTRALIAN MEN'S SHEDS ASSOCIATION (AMSA)

The Australian Men's Sheds Association is a not for profit, member-based organisation representing the Australian men's shed movement. It was formed in 2007 on the founding belief of freely sharing information between communities on the establishment, management and promotion of men's sheds. Men's sheds are one way of actively involving and socially including older, less formally educated men who would otherwise not have access to or seek essential help, learning, services or community support.

As a basis of the project there is the acknowledgement that many older men from disadvantaged backgrounds have limited formal literacy skills and an aversion to formal learning and that the multiple benefits of informal learning go well beyond the individual older men, and include partners, children and grandchildren as well as communities.

The target groups range from the men themselves, to their families, including partners, children and grandchildren, and the communities in which they live. Special needs groups that are targeted in Australia include Indigenous men, men in rural and remote areas, with a disability or mental illness, migrants and socially disadvantaged men, men with dementia as well as war veterans. A high proportion of shed participants are unemployed, withdrawn early from the paid workforce or are retired. While most sheds comprise mainly older men as participants, sheds are also actively supported by women as community workers, volunteers and professional service providers.

The main stakeholders are men who participate, self-manage, volunteer and fund-raise. The stakeholder organisations are typically small, flat, highly inclusive, community-owned and managed organisations. The state organisations being closer to the local communities of practice are also important stakeholders in the national movement. Currently other nations such as Ireland, UK and New Zealand are also involved.

Shed-based organisations based on the Australian model enhance older men's informal learning by engaging, involving and empowering men as active learners in a flexible and encouraging informal, hands-on practice.

Community men's sheds give an opportunity to learn, practice skills and mentor others in community settings. Older men have been found from research to need 'a third place', aside from work and home, where they can learn without being patronized: as students, clients, customers or patients. This learning is most powerful when it is undertaken informally in communities of practice and in community settings that are accommodating of men's seldom recognized but diverse masculinities. At the same time, the learning is respectful of women as partners in family and society, and is accommodating of men's age and cultural diversity.

The learning provided in men's sheds is generally focused on hands-on activity: men learn effectively and informally through doing things together in a safe and relational context rather than learning about things individually in an abstracted context.

Men's sheds have had a huge and demonstrable impact across Australia on men who participate in them, their families, towns and cities as well as local communities. Aside from their influence in adult education, they have affected thinking, professional practice and research about the widely gendered nature of services for older adults in adult learning, aged care, health and wellbeing providers and organisations. They have refuted some of the negative, hegemonic, ageist and deficit stereotypes about older men.

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