

**HANDBOOK**

**EUROPEAN BEST PRACTICE  
IN OUTREACH EDUCATIONAL  
COUNSELLING AND LOW-THRESHOLD  
LEARNING OPPORTUNITIES  
FOR DISADVANTAGED LEARNERS**



Co-funded by the  
Erasmus+ Programme  
of the European Union

**ON THE  
MOVE**  


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## I Introduction

In this handbook, the main result of the EU-funded Erasmus+ project “On the Move”, you can learn about outreach activities in Lifelong Learning, and learning opportunities for people on the verge of being left out of the system of the adult education system. ON THE MOVE aims at reaching target groups who have hitherto no connection to continuing education. Therefore we as professionals go mobile and provide these educationally remote target groups with educational guidance and with low-threshold learning opportunities in their communities.



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We consider this method as a way to establish learning models and settings which follow a target-group centred approach, and which foster motivation, self-confidence and socialising amongst its users.

Outreach for guidance and learning offers in general is a new field of work for professionals in adult education. These approaches therefore are a field of cutting edge innovation; professionals and institutions that are already in service with these approaches are pioneers and still rare. To disseminate this pioneering work, ON THE MOVE collected and selected best practice examples of outreach educational guidance and low-threshold learning opportunities. We present these best practice examples in this handbook, and short video portraits provided are on the website → [www.onthemove-project.eu](http://www.onthemove-project.eu)

Our partnership consists of professionals from adult education providers in

- Austria ([www.bfi.aut](http://www.bfi.aut))
  - Germany ([www.team-training.de](http://www.team-training.de))
  - Italy ([www.promidea.it](http://www.promidea.it))
  - the Netherlands ([www.deregenboog.org](http://www.deregenboog.org))
  - United Kingdom ([www.superact.org.uk](http://www.superact.org.uk))
- who bring expertise and different approaches in working with vulnerable groups.

→ Vytautas Magnus University from Kaunas in Lithuania ([www.vdu.lt](http://www.vdu.lt)) led the European best practice research. To provide a perspective for outreach learning in a context of public cultural life the → Stadsmuseum of Norrköping in Sweden ([www.norrkopingsstadsmuseum.se](http://www.norrkopingsstadsmuseum.se)) is also part of our partnership.

ON THE  
MOVE

In the first part of the handbook we share our perspective on how to include learners from vulnerable groups in the process of Lifelong Learning in general. Due to our experiences in designing outreach educational offers and successfully addressing learning needs of target groups who face being left out of Lifelong Learning, we share some thoughts on principles for successful offers.

In the main part of this handbook we present concrete inspiring and remarkable projects for different target groups. These projects were selected after carefully reviewing the concepts and execution. We believe that these projects have the potential to inspire organisations and professionals in adult and further education and can be transferred not only to other countries but to other learning goals and target groups as well. Local experts from adult education, politics, cultural institutions and science reviewed more than one hundred projects and approaches to reach people far from Lifelong Learning and selected the 32 best of them. We have divided these best practice examples according to their target groups – general public, migrants, low-skilled workers and persons from vulnerable groups e.g. with mental health issues. Please consider that the best practices can be transferred to other target groups and topics.

The last part of the handbook is a conclusion, a short reflection on two years of work on gathering innovations to reach people on the brink of being left out of Lifelong Learning.

Please enjoy this handbook as a way to (re-)think your own work and find inspiration to create new ways, ideas and projects on how to make Lifelong Learning and development a constructive and satisfying experience for all European people regardless of their origin and level of education.

## II Lifelong Learning – how to include learners from vulnerable groups

**Lifelong Learning is for everyone – as a necessity in the constant changing world in the 21st century and as an opportunity for each individual to develop and shape one's life. In this chapter we would like to share some thoughts on Lifelong Learning for people from vulnerable groups and in a second part we substantiate these thoughts in the shape of some basic principles in the design of outreach educational offers.**

### 1 LIFELONG LEARNING

The need to develop the capacity for citizens' reactions to the continuous changes to the socio-economic and cultural development by the European Union and the Member States, led to the need to promote a policy of Lifelong Learning in order to:

- promote active citizenship and personal emancipation;
- impact in the fight against social exclusion;
- promote equal opportunities, social integration and employability.

Lifelong Learning refers to several degrees of learning: formal, informal, and only if provided, of a certain degree of purpose. Therefore, continuous learning can be realised in special institutions, at work (during or after the work schedule) and in a community.

Lifelong Learning is a key factor for competitiveness, economic growth, social cohesion, active citizenship, the realization of the of individuals' aspiration. Therefore, Lifelong Learning is framed as authentic social practice which encourages an intrapersonal change through the subject's participation in interpersonal relationships within the group and a change in society as a complex system.

To develop a positive learning pathway and to create condition of social equality is not enough to affirm the prominence of learning in several ages. There is a need to create real opportunities to adapt and update the cultural repertory of the whole population. Exclusion from Lifelong Learning is a substantial deficit which separates individuals from the civil society. Therefore the first individuals to be excluded from the Labour Market are the ones with a low level of preparation.

Lifelong Learning should enable everyone to actively shape their lives and to participate consciously with others in taking decisions that could change their existence. It is important that models of educational programming and the principles of the theory of social learning take into account that Lifelong Learning is an effective response to a pedagogical project that sees the teaching as a resource along with other resources such as the educational setting or the involvement and activation of the educational project itself. Lifelong Learning about particular categories of social issues is favoured by the pursuit of specific objectives within a given educational "project":

- concrete goals, measurable and realistic;
- continuing mediation between objectives identified and transferable knowledge;
- teaching methods aimed at encouraging participation, diversity, collaborative spirit, the comparison, sharing of resources and content;
- The presence of educators, professionally and authentically motivated, can stimulate and nurture the motivation of the adult who is weak and the socially "fragile" bearer of a discomfort that education/training of a formal nature only partially succeeds in helping.

However, Lifelong Learning, through both educational practices of formal and informal, is indicative of a process of identification and acquisition of knowledge and experience, capacities and skills, techniques and methods for personal and professional growth. It is also a guide to a process of reconditioning, behaviour change, and of escaping from a particular condition of vulnerability and fragility.

Lifelong Learning is therefore a possible answer to the values of equality in education and training, as an action to eliminate the incidence of all the factors which limit the possibilities of adult education, determining choices and opportunities, such as the presence of social, cultural and economic restriction.

Lifelong Learning should not be thought of as a form of adapting to the needs of the labour market. It would be simplistic thinking of learning as a preparatory function and training for labour. Surely, Lifelong Learning is designed to provide tools of knowledge essential to success in a changing life, even before the labour market. Therefore, the main aim of Lifelong Learning is to promote a method that promotes learning, and learning differently in different age groups. Recognising the dignity and value of the mission of learning to learn – taking into account differences in age, provenance, and condition – you would need to wonder about the possible ways of teaching and the use of the most effective tools of management, monitoring and verification of the quality relative to the methods used. Before that, among other things, it would require questioning the functional learning environment. Features and characteristics that change depending on the type of disadvantage: forced or self-determined;



cultural, social, geographic; presence of organic or functional deficits; economic insecurity etc. For each type of disadvantage or "fragility", fostering Lifelong Learning means ensuring instrumental acquisitions related to specific contexts of cultural and experiential growth and cognitive conscious development.

In regard to the process of teaching and learning in general, many organisations that should address efficient and effective quality standards of teaching, end up confusing competition with cooperation, confusing the flexibility and adaptation of the teaching style with the need and the urgency of having to transfer content and knowledge. The needs and issues that can be addressed with Lifelong Learning are being met by the outreach within educational practices which can identify roads and paths which are always different. Reformulating models and strategies many of which have already been tried, and redeveloping the current educational relationship is complex and plural. For this reason, the motivation to provide Lifelong Learning opportunities is the key to the involvement and the richness of the proposed education/training.



## 2 PRINCIPLES OF EDUCATIONAL OUTREACH IN THE FIELD OF ADULT LEARNING

There are many reasons why people are remote from education and learning. The most common denominator is social exclusion, based on barriers such as low educational and social status, a lack of social contacts and physical or psychological problems. Disadvantaged groups are under-represented in adult learning in all European Member States. They often feel excluded from existing learning offers, are unaware of existing learning opportunities and do not know how to participate.

Studies have shown as well that educational institutions lack tailored approaches to reach those who are remote from education. They don't know how to develop and implement adult learning offers fitting the needs of disadvantaged groups. It is a key need therefore to develop and implement new approaches, which take into account the diversity of target groups and complement existing adult learning programmes with outreaching and empowering elements.

**Educational outreach is a way to reach disadvantaged groups and to develop – preferably in cooperation with these groups – tailored adult learning approaches. A number of key principles will help adult learning providers to develop an effective and inclusive learning offer:**

### **Be aware of the diversity and the specific problems and needs of disadvantaged groups**

Reaching out to disadvantaged groups implies that adult learning providers know which groups are under-represented in their learning offer. This is not always the case. There is a variety of people, who are currently not participating in learning offers, such as migrants, illiterate, low-skilled people, (long-term) unemployed, (ex-)offenders, drug users and people with mental health problems. All these groups do have specific problems and needs.

Being aware of the diversity of the target group and their specific problems and needs will help to reach out to these groups. Adult learning providers will better understand where to find them, how to reach them and how to involve them in their learning programmes.

### **Include the voices of disadvantaged and under-represented groups**

The development of outreaching strategies is irrevocably linked with the active involvement of the target group. Including the target group voice, their knowledge and their understanding in the development of alternative approaches will not only contribute to the effectiveness and the quality of new learning offers, but will also increase the credibility of the learning providers and the willingness of the target group to participate. There are numerous examples of outreach strategies, in which the target groups function as peer, mediator or outreach worker. Target group involvement helps to reach under-represented groups and empowers learners at the same time.

### **Analyse and remove barriers**

Knowing which specific target groups need to be addressed does not automatically lead to tailored learning approaches. Adult learning providers need to know and analyse the specific barriers, which keep people from participating in adult learning. This can be legal frameworks, lacking financial resources, social denominators and physical or psychological barriers. Knowing what exactly creates exclusion will support the development and/or transfer of strategies, which can remove these barriers.

### **Make use of easy language**

A key for providing customised learning offers is to create, design and execute these offers in the most understandable way possible. The need for, and use of easy language is substantial for accessibility and successful learning. Easy language helps different target groups, e.g. people with learning disabilities, non-native language speakers, persons with limited reading skills or people who suffer from dementia. The following basic rules for all communication and written material for learners helps to ensure comprehension:

- Make use of simple words and avoid the use of foreign words.
- Try to find verbs instead of nouns.
- Write and speak in short sentences.
- Do not use abbreviations and/or figures of speech.
- Write concretely. Avoid abstract language.
- Avoid high figures and percentage values. Use comparisons.

- Create options for multi-channel perceptions, for example by using pictures, pictograms etc.
- Make use of paragraphs and headings.
- There should be sufficient contrast between background and illustrations. Coloured backgrounds and typefaces should be used carefully. The typeface should be clear and fairly large.
- Test the material with actual target groups before publishing it. Only they can say if it is easy to understand or not.

### **Build a network of cooperation**

Adult learning providers should build up a network of cooperation, which includes other organisations and institutions, which are currently not automatically involved in the field of education. This might be community centres, mental health institutions, grass-root organisations and social services. These services are in direct contact with disadvantaged groups, know about their specific problems and needs, and can help to reach out.

### **Make adult education more attractive**

Mainstream learning offers are not automatically attractive for those who are remote from education. They might feel uncomfortable due to social exclusion and individuals may be unaware of potential benefits. It is important to understand what exactly is needed to make education more attractive for under-represented groups. This can be a certificate, but it can also be the opportunity to meet others, who are in a similar situation. Knowing their problems and needs will help to create learning offers, which are accepted and appreciated by the target group.

## III European Best Practice in outreach guidance and low-threshold learning opportunities for educationally disadvantaged persons

In the main chapter of this handbook we present 33 European best practice examples on how to include persons from vulnerable groups in the world of Lifelong Learning. An extensive research directed by Vytautas Magnus University led to the selection. National experts from universities, adult education and politics carefully reviewed more than one hundred projects and chose the ones with the most transfer potential

and which are the most suitable to reach our target group. We hope you will get inspired to design your own future best practice offers in outreach educational guidance or low-threshold learning opportunities for persons on the brink of being left out of continuous learning and development – and maybe for all other learners, too.

## 1 BEST PRACTICE EXAMPLES FOR THE GENERAL PUBLIC

In our first subchapter you can find general offers and projects to raise awareness for Lifelong Learning among all people but with a special focus on adults who are remote from education. Beside broadly based approaches for the general public we found very interesting projects for special target groups like young people, persons working with illiterates or men in rural areas who are at risk of social exclusion. The projects stand out because of their high transferability to other countries, target groups and topics.

# Learning Festival

PUBLIC NATIONWIDE INFORMATION EVENT ON LEARNING OPPORTUNITIES SWITZERLAND



1 Best practice examples for the general public

## ABOUT THE PROJECT

The Lernfestival (Learning Festival) is a national awareness campaign for Lifelong Learning and aims to bring a new learning experience to people in Switzerland. It takes place for 24 hours once a year and wants to creatively motivate people to participate in further education and to think about Lifelong Learning. Therefore, locally organised Lernfestivals take place all over Switzerland. In 2014 it were 448 events at 36 different places. The SVEB (Swiss

Federation of Adult Education) is the national coordinator of the Lernfestival and prepares material (e.g. poster, flyer, programmes) that can be used for free by the local organisers. The events offer low-threshold learning opportunities for the participants. To support the local organisers, the SVEB offers workshops on topics like communication, project management, media and networking. All events during the festival are for free.

## IMPLEMENTATION/TRANSFERABILITY

The idea of the Lernfestival can be easily transferred to other countries or other target groups. Online there are various materials on the project, checklists, as well as practical tools. It is always great if not only further education institutions but also companies, museums and libraries can participate in the Lernfestival, in order to present a wide range of learning opportunities to the public.

## WHY IS IT SPECIAL?

The Lernfestival is a flexible concept with low-threshold implementation, which can be utilised in various educational settings. It is also a cost-effective way to bring attention to Lifelong Learning. Furthermore it tries to integrate learners creatively with varying events involving prize competitions and through outreaching activities provided by the "BeratungsMobil".

## TARGET GROUP

At the Lernfestivals they want to reach the broad public and especially adults who are remote from education. The festival shall bring together further education providers, labour market officials, politicians, regional stakeholders, and of course the general public with special focus on adults who are remote from education.

## AIM

The Lernfestival aims at creatively motivating people to participate in further education and to think about Lifelong Learning. The events offer low-threshold learning opportunities for the visitors so that they can enjoy informal as well as formal further education. Another useful aspect of the Lernfestival are the many networking opportunities for various stakeholders in the educational sector.

## METHOD/APPROACH

Adding to the general method described above, they actively try to involve the target group by offering very low-threshold learning opportunities at the Lernfestival. In order to involve people in the events they have various prize competitions as for example "Superbrain", "Educational Landscape" or "Star Walk". As an innovative outreaching method they have implemented the "BeratungsMobil" into their concept. They take a bus to different cities where Lernfestivals will take place and try to reach people on the street. The bus is a red London bus and attracts people's attention. There, they offer low-threshold further educational guidance and people can actively try to do something with their hands and learn at a very low level. Circus artists are there as well to attract people's attention.

## CONTACT AND FURTHER INFORMATION

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## Men's Shed Association

SHARING SKILLS AND KNOWLEDGE FOR MEN

IRELAND



### ABOUT THE PROJECT

Meath Partnership, through their community based activities, became aware that community groups were predominantly comprised of women and that there was a significant lack of social outlets in which older men could engage, particularly those men living alone in rural areas. In 2006 the partnership looked to the Australian model of Men's Sheds. According to Professor Barry Golding, a patron of Men's Sheds from Australia, men talk shoulder to shoulder rather than face to face, finding it easier to interact and disclose their experiences, issues and needs through a shared activity. This is a free programme to which local men can join at any time. It is a programme for sharing skills, ideas, and engaging in common activity. It is aimed at creating a support group for men who may find themselves isolated within their communities. Activities include things such as game playing - cards, chess, classes - computer skills, Pilates, activities - restoring old farm machinery, furniture making, and field trips. The Irish Men's Sheds Association was set up in January 2011 with the purpose of supporting the

development and sustainability of Men's Sheds on the Island of Ireland.

### IMPLEMENTATION/TRANSFERABILITY

This model was originally developed in Australia and transferred very successfully to Ireland. The model has great potential in any rural and village areas of any country where there is a need to bring people together. It has recently been transferred to the UK where there are now 16 sheds. Both the Irish and UK Men's Shed associations provide guidance on how to set up a shed through area advocates (Ireland) and a guide on the website (UK).

The sheds can be resourced through membership charges and/or fundraising. What's needed will depend on the set-up and activities, for example a group may or may not need to pay rent on a facility.

### WHY IS IT SPECIAL?

Men's Sheds are established around some common shared interest, often activities relating to arts, crafts and technical skills, the kind of things done in the backyard shed. However, rather than working on those interests alone, they are worked on in a community shed thereby introducing social interaction among the participants that is an important part of their health and well being. In a time of austerity sheds have given unemployed men a purpose and a support network they might not otherwise have. Sharing skills gives the men a sense of achievement and also makes them feel like they can contribute to something. Sheds also supply a place to go to socialise which doesn't cost as much as a pub visit would.

### CONTACT AND FURTHER INFORMATION

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## chill – action – counsel

INFORMATION EVENT ON LEARNING OPPORTUNITIES IN THE PARK

AUSTRIA

### ABOUT THE PROJECT

»chillen – action – beraten« (en., »chill – action – counsel«) takes place in the parks of Vienna during the summer months. The target group comprises young adults (with educational disadvantages) and their social environment (family, friends, acquaintances). The events offer a chill area that invites you to stay and browse through informational material, an action area where skills and competences can be made visible, and a counselling area. At the counter, individual questions concerning orientation, education, training, work, (financial) support, etc. are answered.

Besides the cosy seating area, the action area is the main attraction; this area offers, for example, a mobile bike repair shop, a mobile graffiti wall, and a slackline to train one's balance and other skills. Of course there is also a sound system, which can be used by participants to play "their" music – and the music that is being played is just as diverse as the people that participate in the event.

### IMPLEMENTATION/TRANSFERABILITY

The concept aims at finding places where young people like to spend their time and then addressing them in "their language", taking their interests and skills into consideration. Through close collaboration with the people in charge of the parks (open youth work), the right places can be selected and the events can be advertised efficiently and effectively. At the same time, flyers and informational material is being distributed during these events, actively addressing the target group. This "actively entering the public space", and the active establishment of contact, reduces scepticism and reticence. Great emphasis is laid on networking as well as the utilisation of synergies, which means that a lot of dissemination work is done.

### WHY IS IT SPECIAL?

Over the years, the target group in the park has been expanded. The events now address all groups of park visitors: people with supervision jobs, people with migration backgrounds, elderly



people, etc. The activities and materials offered were also expanded accordingly. With the aid of various "door openers", the wish for further developing one's personal and vocational perspective and a drive for learning and for (higher) qualification, should be inspired. The organisation of events in collaboration with regional youth workers has proven to be especially advantageous. The youth workers keep the younger children busy with games, painting activities and similar treats, so that the young adults can make "more undisturbed" use of the educational and vocational counselling offers.

The project is funded by the European Social Funds, the Federal Ministry of Education, Women and the City of Vienna.

### CONTACT AND FURTHER INFORMATION

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# MoBiL

LEARNING SHOP AND OUTREACH EDUCATIONAL GUIDANCE AND COUNSELLING GERMANY



1 Best practice examples for the general public

## ABOUT THE PROJECT

**MoBiL – Mobile Bildungsberatung in Tuebingen** - is a project funded by the Ministry of Culture, Education and Sports in Baden-Wuerttemberg/Germany. The main idea of MoBiL is to increase the number of people who take part in Lifelong Learning and especially to reach those ones who don't participate in any further education yet. MoBiL offers the chances to find new ways to get connected with people, to meet the target group, and to find the target group's needs.

## TARGET GROUP

MoBiL wants to reach people who are remote from further education – for very individual reasons. This includes low achievers, people with low educational background and people who need government-funded aid, as well as any other person who might be interested in further education.

## AIM

The aim of MoBiL is to increase the number of participants in further education and to raise the number of elderly learners. Participants shall be supported and encouraged in Lifelong Learning. MoBiL also wants to improve new ways of getting connected to low-educated people, and to increase their curiosity and interest in continuing education.

## METHOD/APPROACH

MoBiL wants to reach people in their individual environment which means educational opportunities and counselling come to the target group – not vice versa. MoBiL is based on different components:

1. The MoBiL-Lernladen (learning shop), which is a fixed contact point and a low-threshold place for learning and guidance. During the opening hours everybody can come in without an appointment and is getting information about further education. Computers are also available and can be used by the visitors for individual research.
2. Mobile guidance in the target groups environment which means: welfare & social work places, schools, train stations, market squares, soccer tournaments, districts, advisory centres etc.
3. Low-threshold, target group oriented workshops, e.g. intercultural meetings, how to use the Internet and Social Media, German as a foreign language, application documents etc.

MoBiL also offers to assume the costs of an education course to help to motivate people to get involved in further education.

## IMPLEMENTATION/TRANSFERABILITY

To meet the target groups in their individual environment is the main character of the project "Mo-Bil" and an approach which is transferable to any other vulnerable group and helpful for any kind of education. The learning shops are an important aspect of the project since they offer an easy access. Additionally it is crucial to inform staff from as many aid organisations (or similar institutions where the target groups might be available) as possible about the project and its offer.

## WHY IS IT SPECIAL?

Education comes to the target group and not vice versa. The main approach of MoBiL is to "arrange relations via relations" which means to get connected with the target group and offer them a way to education through already existing relations and connections.

## CONTACT AND FURTHER INFORMATION

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# Touring Exhibition on Literacy

TEACHING LITERACY AND LANGUAGE SKILLS

SWITZERLAND



1 Best practice examples for the general public

## ABOUT THE PROJECT

The touring exhibition about literacy developed out of the 4 ½ year project “Raising awareness for literacy difficulties – for people who come in contact or work with weak performers in literacy”, which aimed to sensitise the public to the phenomenon of functional illiteracy (ended in Oct 2014). It took place in all of the three language regions in Switzerland and was delivered by the Association for Reading and Writing in German-speaking Switzerland (Verein Lesen und Schreiben Deutsche Schweiz). The touring exhibition is an outcome of this project and is now an ongoing offer.

Touring exhibitions have already taken place at such locations as job information centres, libraries, multigenerational houses, or just on the street for the general public. It was also part of the yearly conference on literacy in Switzerland.

## TARGET GROUP

The touring exhibition is designed to inform people who come in contact and work with weak performers in literacy about the relevant issues of literacy, such as social workers, job centre staff, doctors, etc. and the general public. It indirectly aims at weak performers in literacy themselves. By enhancing the awareness of literacy difficulties in their environment, they will benefit from the touring exhibition as well.

## AIM

The aim of the touring exhibition is to reduce barriers, taboos and prejudices in regard to poor literacy and to inform a wide range of different people about the topic. It arouses interest on the topic and the vital importance of literacy becomes visible.

Another aim is to show that writing and reading are highly complex skills which are hard to achieve and that the demand for writing and reading is much higher in today's society than it was some decades ago.

## METHOD/APPROACH

The touring exhibition is designed for indoor workshops and presentations. Interested persons or organisations can order it for free and can then inform people about literacy difficulties. The Association for Reading and Writing in German-speaking Switzerland offers the touring exhibition, postcards and brochures and a handbook to inform people about literacy difficulties.

The touring exhibition is an integral part of events where the Association for Reading and Writing in German-speaking Switzerland is raising awareness of difficulties in literacy. There, an expert presents issues concerning poor literacy using an accompanying PowerPoint presentation and the film “Boggsen” (<http://www.boggsen.ch/>) that informs about daily literacy difficulties many people encounter.

## IMPLEMENTATION/TRANSFERABILITY

The touring exhibition is an ongoing project as the costs for it are low once it is designed and produced. The idea can be easily transferred to other target groups and topics. As every interested person or organisation can order it and use it for events, it is designed to quickly and effectively inform a wide range of different people about the relevant issues.



## WHY IS IT SPECIAL?

The touring exhibition is a flexible concept with low-threshold implementation, which can be utilised in various educational settings. It is a cost-effective way to raise the awareness of literacy difficulties.

## CONTACT AND FURTHER INFORMATION

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## 2 BEST PRACTICE EXAMPLES FOR LOW-SKILLED WORKERS

The reasons why adults are remote from education can be, among others, low educational or professional/occupational qualifications, illiteracy, unemployment or tenuous employment, coming from a family with a low social status or from a disadvantaged district. Studies show that only about 10% of the low-qualified participate in further education – among graduates of universities, the participation quote is four times as high. Therefore we focused our research also on low-skilled workers in order to increase their participation in further training and found successful and transferable projects.

### Project GO

PROMOTING BASIC SKILLS FOR ADULTS

SWITZERLAND



2 Best practice examples for low-skilled workers

#### ABOUT THE PROJECT

The project GO wants to develop further the basic skills for adults and especially for employees. As two-thirds of the people who would benefit from improving their basic skills are employed, the project reaches out to these people and delivers in-company trainings. GO can be split in two phases: GO1 took place from 2009 to 2011 and has been piloted in big companies. In a second phase from 2012 to 2015, GO2 focused on small and mid-sized enterprises. It was organised by the SVEB (Swiss Federation for Adult Learning) and Interkantonale Konferenz fuer Weiterbildung IKW.

#### TARGET GROUP

GO aims at low-skilled employees by providing in-company trainings in Switzerland.

#### AIM

The aim of GO is to identify and develop basic skills for low-skilled employees. Through in-house trainings the threshold to participate in further education is reduced and employees can take part in further education during their working hours. As the trainings are concise and individualised by considering the actual needs of the staff, it helps to improve their basic skills e.g. IT skills, language skills, or maths.

A personal as well as professional development can be observed, and the participants gain more confidence in their competences. Companies that participate and invest in the further education of their staff achieve many positive results for both their company and staff, among which are a higher motivation and higher flexibility, etc.

#### METHOD/APPROACH

GO looks at the needs and challenges in different companies and adapts the trainings to this. Through a five step method they guarantee effective trainings, and offer low-threshold learning opportunities while using an outreaching concept, implementing the workshops directly in the companies.

The implementation of in-company trainings is carried out in five steps:

1. Profile of requirements: Identifying the competences required in the specific workplace.
2. Needs assessment: Identifying the further educational needs of employees in companies.
3. Training programme: Carrying out the training programme.
4. Transfer: Implementing what has been learned in the workplace.
5. Training evaluation

#### IMPLEMENTATION/TRANSFERABILITY

The methods of GO can be easily transferred to other countries. A website for companies provides information and checklists where their staff's need for further education in basic skills can be tested ([www.weiterbildung-in-kmu.ch](http://www.weiterbildung-in-kmu.ch)).



The project has lots of helpful outcomes such as a GO Toolkit to determine the need for improving basic skills, Case Studies from the GO piloting, a GO online guideline "In-Company promotion of basic skills of adults", a GO document database, workshops for further educating trainers on how to use the GO material, and an implementation plan with a package of practical measures.

#### WHY IS IT SPECIAL?

GO offers a toolkit for training providers to identify the skill-level of the companies' employees and potential training needs, and has an outreach approach, providing in-house training. The concept of bringing concise and well adapted courses to companies is a new approach in Switzerland. The evaluations of GO1 and GO2 show good results.

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Video illustrating the impact of GO:

→ [www.weiterbildung-in-kmu.ch/default.aspx?code=0403](http://www.weiterbildung-in-kmu.ch/default.aspx?code=0403)



## ABAG Cologne

ON THE JOB LANGUAGE LEARNING OPPORTUNITIES FOR LOW-SKILLED WORKERS GERMANY



2 Best practice examples for low-skilled workers

### ABOUT THE PROJECT

ABAG Koeln is a project funded by the national Ministry of Education and Research in Germany. It's realized by "Lernende Region-Netzwerk Koeln e.V." and the City of Cologne. The project develops job-oriented basic education and literacy courses for low-skilled and illiterate employees in companies located in Cologne. A sustainable implementation into the companies is the ambition.

ABAG Koeln identifies these people and their specific needs to create well-adapted workshops and training courses. Possible topics are reading, writing, arithmetic, IT, communication, health care, cultural education etc.

### TARGET GROUP

The target group of ABAG Koeln are low-skilled and illiterate employees in small, medium and big-sized companies of Cologne. Special workshops, trainings, or other kinds of learning platforms shall be implemented to support the employees in their individual working life. The types of training and education can be variable and diverse – adapted to the target group's needs.

### AIM

The aim of ABAG Koeln is to lower the high rate of illiterate and low-skilled employees and to offer those people the chance to catch up in their knowledge with that of their colleagues. Illiterates or low-educated people face various difficulties in their average working-life e.g. they can't understand forms, read duty-rosters or emails etc. Therefore people with those impairments face big difficulties in keeping up with others, staying in their jobs, and doing it properly.

### METHOD/APPROACH

To find out the needs and requirements of the target group, the project coordinators spoke to supervisors of the companies to find out what kind of requests low-skilled workers face in their everyday work, and what might be necessary to learn and know. According to that, they invited the target group to add their ideas of what they need to learn and what might be helpful for them. Very often new topics and requests appeared during the courses.

### IMPLEMENTATION/TRANSFERABILITY

The idea of the project "ABAG Koeln" can be transferred to other target groups, as well as to other cities and countries. The main plot is to get connected to places where you can find the target group (e.g. at places of work). The offering of courses, workshops and education itself has to be very flexible and learner-centred, so it might be helpful to have connections with a number of flexible trainers for various trainings. It also takes time to get connected with those people, so time and patience is required.

### WHY IS IT SPECIAL?

ABAG Koeln is special, because it was planned for a very specific target group, which is disadvantaged. The implementation is very flexible and learner-centred. The achievements for the learners and their companies are remarkable and sustainable. Furthermore, the exploring character is special – ABAG Koeln reaches people in their working places by getting connected to the companies those people work in.



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## ABC+

ONLINE LEARNING OPPORTUNITIES FOR LOW-SKILLED WORKERS

GERMANY



### ABOUT THE PROJECT

The ABC+ project is about developing a virtual learning platform to promote work-related written language skills in people with reading and writing difficulties. The learning platform is available online for free at [www.abc-lernwerkstatt.de](http://www.abc-lernwerkstatt.de). Its purpose is to help people with reading and writing difficulties to improve their work-related reading and writing skills by themselves. The learning platform was developed by specialists with long years of experience in working with the target group.

### TARGET GROUP

The target group of ABC+ includes people whose native language is German and who work in the cleaning, catering or gardening sectors. In Germany, these are the sectors in which the percentage of people with reading and writing difficulties is particularly high.

### AIM

The aim of ABC+ is to develop an online platform containing loads of interesting information and exercises and to motivate people to study autonomously. Thus, the project managers hope to reach people with poor literacy skills all across Germany. The materials can be used for literacy classes, workshops for adults with learning difficulties and migrants with advanced language skills and for promoting the skills of weaker vocational schools students.

### METHOD/APPROACH

Due to the experience from a previous project called ABC the target group was well-known, a fact which simplified the task of creating the platform.

The work-related contents are conveyed through easy-to-read texts, all of which have been recorded to audio files and can be listened to. Most of the texts are complemented by exercises. Furthermore, work-related vocabulary can be trained by playing learning games. To look up words learners can consult professional dictionaries. Short videos provide explanations of relevant devices used at work and there are a lot more things to be discovered. All materials have been checked by professional experts and tested with learners from the target group. **To get the target group to use the platform different steps were taken:** 1. The learning platform was presented to a great number of learners at lectures and workshops at conferences and in working groups. 2. Information was spread across the world of work (cleaning companies, restaurants employing low-skilled workers, garden centres etc.). 3. Through getting in contact with different umbrella organisations relevant for the target group (Volkshochschulverband – German association of adult education centres, Bundesverband Alphabetisierung – German association dealing with the promotion of literacy), and employers.

### IMPLEMENTATION/TRANSFERABILITY

The idea of the ABC+ project is innovative and well-adapted to the target group, e.g. it is planned to adapt the platform for use on smartphones as well. Unfortunately, the project is quite expensive and developing, testing and implementing such a platform takes a lot of time. On the other hand, its effects are very sustainable and a great number of people can be reached easily!

### WHY IS IT SPECIAL?

ABC+ develops a sustainable possibility for illiterate workers to self-determine their learning – in their own time and way. It is free of charge and after its implementation it is available everywhere you have Internet access. Only few projects reach such a high number of people in the target group!

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## Mobile Learning workshop for low-skilled women in rural areas

AUSTRIA

### ABOUT THE PROJECT

The Mobile Learning Workshop is a mobile and flexible learning offer that is offered on-site in rural communities. The aim is to enable educationally disadvantaged women to build up basic skills in the ICT sector, language and communication competences, and self-directed learning competences.

### IMPLEMENTATION/TRANSFERABILITY

The Mobile Learning Workshop expresses a didactic view that places the learners at the centre of the learning process: The learning process facilitators develop an individual learning schedule and set learning goals together with each participant. In the course of the Mobile Learning Workshop participants are guided gradually towards self-directed learning. The high applicability of the contents is central to the programme. In terms of content the offer is structured by means of so-called “educational shares” and encompasses 200 teaching units. Each unit focuses on a specific topic and is manageable in terms of time; the units are adapted to the participants’ interests, competences, and possibilities. **They include the following contents:**

- Getting to know each other and team development
- Educational diagnosis; reading-writing-speaking
- Communicative competence – listening and speaking
- Information and communications technologies and e-government applications
- Learning competence – learning how to learn
- Autonomous Learning Meeting – self-organised study group

The collaboration with the respective community in which the mobile offer is realised forms one of the crucial prerequisites for this project. The communities are sensitised for the topic of “holistic educational strategies in rural areas”, and they actively contribute to the realisation of the offers. The collaboration with mayors, other local government officials and multipliers, ranges from contacting the target group and supplying a suitable space for the courses, to using the media



channels of the community and the final presentation of the certificate of participation by the mayor.

### WHY IS IT SPECIAL?

The successful project shows that women in rural areas can in fact be reached given that they are addressed in the right way and that the offer is adapted to their needs and possibilities. The communities also profit from the educational offers and a higher quality of life. The communities’ self-perception undergoes a change as they take on the role of co-designers and active supporters of educational offers.

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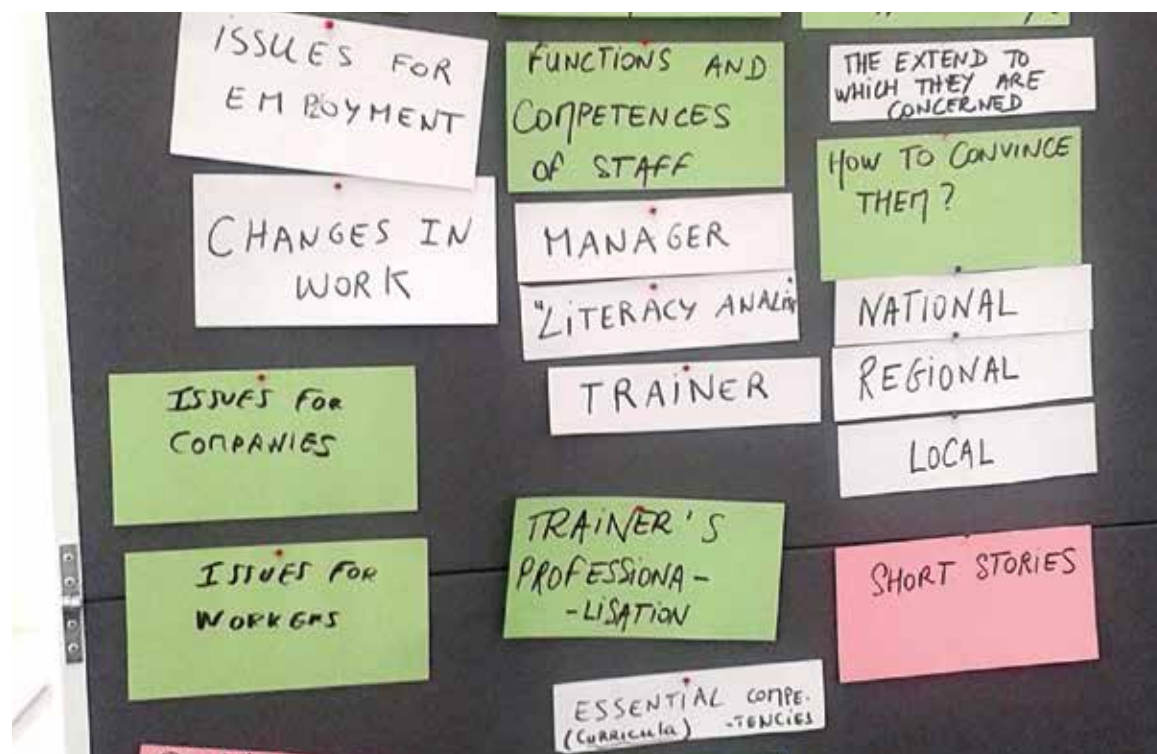
Expertinnennetzwerk „learn forever“

→ [www.learnforever.at](http://www.learnforever.at)

# Literacy@Work

PROVIDING LITERACY FOR ILLITERATE WORKERS

FRANCE



2 Best practice examples for low-skilled workers

## BACKGROUND

Literacy@Work is a European partnership project, which has been financed by the Lifelong Learning Programme of the European Commission. Workplace literacy refers to the skills needed for effective performance in today's businesses, including literacy, language, numeracy and ICT skills. Workplace literacy is all the more challenging given that almost 80 million adults in Europe – a third of the workforce – have only low or basic skills, and estimates show the percentage of low-skilled jobs in the EU is expected to decrease by nearly 30 % between 2010 and 2020.

This means that today's jobs require better skills and more education and that in the future the workplace will become even more literacy-dependent. Thus improving workplace literacy level is the foundation of companies and workforce development.

The project is implemented by a transnational partnership made of ALPES (France), BFI OÖe (Austria), CDI (France), and Zukunftsbau (Germany).

## TARGET GROUP AND OBJECTIVES

The main goal of the project Literacy@Work is to develop and improve the quality of workplace literacy trainings in Europe in favour of first-level employees and business the performance of companies.

The target groups of the project are illiterate people, who are employed; companies which employ illiterate people and adult trainers, who work with illiterate and employed people.

## METHODOLOGY/APPROACH

The struggle against illiteracy is strongly linked to the workplace. Companies have discovered this phenomenon quite recently due to economic changes (quality procedures which impact on the whole production chain including lowly qualified workers), use of ITC, etc. The current literacy training in companies is most often not linked to the needs of the companies and the illiterate workers.

## IMPLEMENTATION

The starting point of the project is based on an experiment conducted in New Zealand, which included the development of a methodological guide aimed at adult training providers and a website aimed at raising company awareness.

During the two year project the partners worked on the adaptation of the methodological guide and the website for companies, which had been developed by the organisation in New Zealand. In the second step the adapted tools were tested and validated in 6 companies with at least 30 employees in Austria, France and Germany. Training workshops were organised among adult trainers to disseminate the methodology and the approach, and to stimulate new training approaches accordingly to the literacy@work approach.

Last, but not least the project partners organised awareness raising campaigns among companies, in order to stimulate workplace-base literacy training according to the literacy@work approach.

## TRANSFERABILITY

The tools are developed specifically for illiterate people at work. The tools have been validated in 3 countries and can therefore be implemented in other countries as well.



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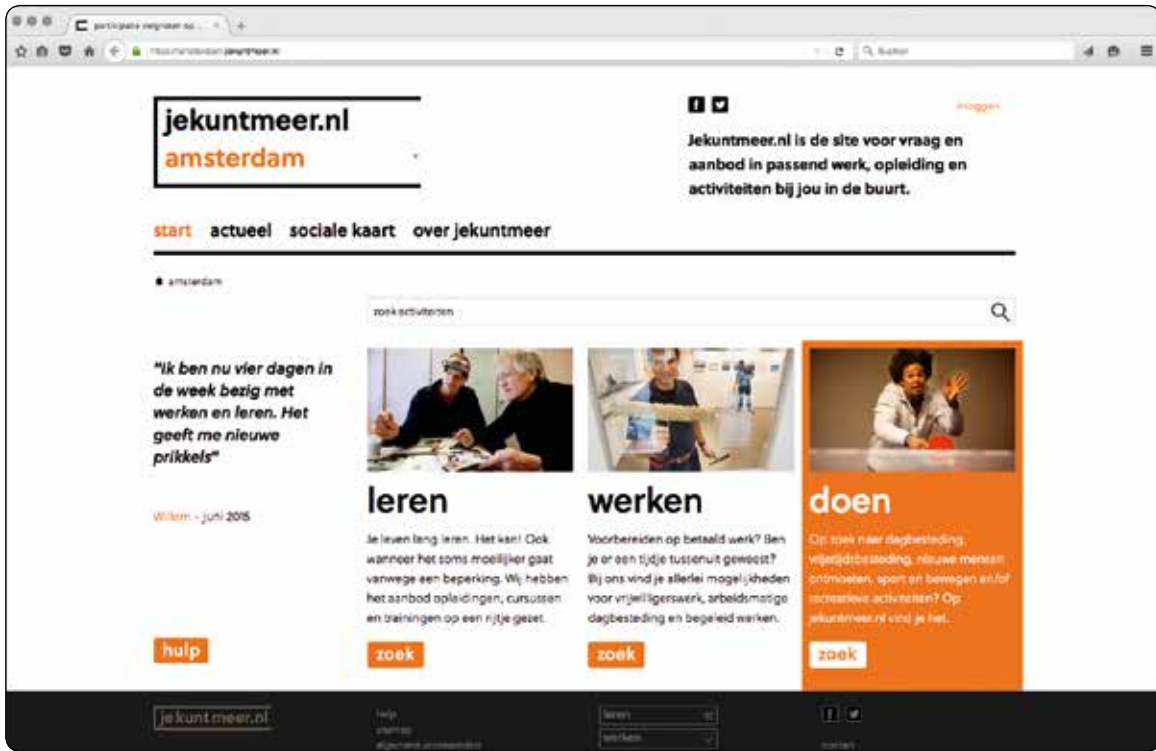
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# Je Kunt Meer – search engine and database

PROVIDING JOBS AND WORK FOR LOW-SKILLED PEOPLE

NETHERLANDS



2 Best practice examples for low-skilled workers

## BACKGROUND

Jekuntmeer.nl (youcandomore) is an initiative of De Omslag, an independent, visionary project and network organisation for issues in the field of participation and employment. De Omslag is the axis for several organisations in following industries: health and welfare, social rehabilitation, addiction, disability-specific support services, well-being and education. By supporting as well as linking these organisations to each other, De Omslag can achieve social participation and the integration of disadvantaged people.

## TARGET GROUP AND OBJECTIVES

The website jekuntmeer.nl gives a complete online overview of the possibilities for learning, working and doing in Amsterdam, Utrecht and Leiden. The website matches supply and demand in the field of work, learning and doing, which particularly fits to the needs of disadvantaged groups. Jekuntmeer.nl is a digital social map that provides a clear overview to disadvantaged groups and social organisations on all available activities, work and

learning opportunities. The public part of the site is available to everyone but naturally is intended especially for those who are disadvantaged in one way or the other and want to participate actively in society. In specific this includes the following target groups: people with autism, people with a chronic disease, homeless people, people with dementia, handicapped people, people with learning disabilities, people with acquired brain injury, people with mental health problems, people who use alcohol or drugs, people with an intellectual disability, people with a visual or auditive disability, migrants, young people at risk and other disadvantaged groups. All of them have difficulties in finding employment, training and education opportunities and need specific support structures to be included in a learning and working environment.

The providers of the work, activity and learning opportunities, are mostly social service providers, social firms and volunteer initiatives.

## METHODOLOGY/APPROACH

Jekuntmeer.nl is developed in close cooperation with the support agencies of the local governments in Amsterdam, Utrecht and Leiden. Furthermore, social service providers in all cities and affiliated regions are actively being involved in the development and content of the website. This means that the website is build on the overall principle of cooperation and networking.

The website gives the opportunity to disadvantaged groups to look for appropriate work, activities and learning opportunities. The website is user-friendly and enables the user to search and filter, and to match the supply with the individual interests and needs. This can be done individually – without any interference of a mediating service – or with the support of a referring organisation.

## IMPLEMENTATION

Each region has a specific website administrator who, in close cooperation with the different organisations in the field of welfare and care, is responsible for the content of the website. Suppliers of work, activity and learning opportunities are being trained and supported by the administrator, which enables them to upload their 'offer' directly to the website. By doing so, they will increase the access to their offer and promote their activities more broadly. Suppliers are also actively involved in the further development of the website to make it more effective. Their input has been used to update a version of the website with improved usability, which will be released in the summer of 2015. As most of the suppliers do have their own websites a special feature has been developed, which directly links the content of the organisations website with jekuntmeer.nl. By doing so, the content on both websites is always up to date. Referring support agencies receive a unique login code, which enables them to match the needs of the 'client' with the supply. The website will display an overview of 'matches' and indicates directly whether the selected match is appropriate and available. Supplier can be directly contacted by email or phone to discuss further details and prerequisites.

## TRANSFERABILITY

Jekuntmeer.nl has already been developed for a broad target group. Specific target group selections can be made. The concept is easy and can be adapted to the needs in different countries. However, a good network and a strong coordinating organisation are needed to organise and administer the website.

## WHY IS IT SPECIAL?

Jekuntmeer.nl is a perfect online tool to match supply and demand in the field of work, activities and education. It takes into account the specific needs of disadvantaged groups and is built on the principle of cooperation and networking.

## CONTACT AND FURTHER INFORMATION

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### 3 BEST PRACTICE PROJECTS FOR MIGRANTS

Supporting migrants and refugees during their integration into the receiving countries and societies is a major task all over Europe. Their participation in continuing education is often lower than that of the local population. During our research we found some extraordinary approaches and projects for a better support of people with a migration background.

## Quali-Fair

AUSTRIA



3 Best practice projects for migrants

### ABOUT THE PROJECT

Quali-Fair addresses people whose first language is not German, who live in Austria, and who would like access to further training and education opportunities (medium and high level), but are confronted with various barriers (information deficits, linguistic barriers, apparently impassable entrance exams, etc.). In the framework of Quali-Fair people from the target group can work towards acquiring competences and reaching their educational goals together with expert educational trainers. Together, they design a detailed educational plan for the gradual attainment of the educational

goal, and clarify or create the necessary external conditions for the realisation of the educational plan. In the realisation process of the educational plan, participants receive intensive support from the educational trainers and the Open Learning Centre.

### IMPLEMENTATION/TRANSFERABILITY

The aim of Quali-Fair is to place participants in courses/training and opportunities/jobs, based on their competences rather than assigning them to courses/jobs that happen to be offered at the time. In order to achieve this, the Quali-Fair "Description of Competences" is vital as a tool that offers a holistic view of the individual competences of each participant and thus forms the basis for each individual's ideal training or further education. It is essential to consider all of the participant's formally and informally acquired skills and competences, as well as his/her wishes, expectations and aims. After embarking on an educational path, participants are not left alone; they are accompanied until the successful completion of the training/course. The Open Learning Centre offers easy access to PC-workstations, various learning materials, e-learning possibilities and active consideration with existing training and educational offers. The contents of the tutorials regarding knowledge transfer and the learning material are tailored to the participants' needs.

### WHY IS IT SPECIAL?

Quali-Fair is unique due to its holistic approach that comprises both training and education. It offers support to its participants from the decision on a specific educational path, to the successful completion of the respective training or educational programme. The project is flexible and specifically target group oriented. By engaging intensively with their competences and aims, participants are able to reduce educational barriers and to access educational resources. Due to the free and open access to the Open



Learning Centre and the highly individualised possibilities of using it, education is opened up also to people who cannot profit from other, more formalised types of education because they have differing or limited time resources, cannot afford to pay for a course, or simply do not have the space and quiet that is necessary for studying and making progress at home.

The Quali-Fair project was conducted from BFI Tirol in cooperation with Diakonie Fluchtlingsdienst Wien, Caritas der Diözese Graz-Seckau, innovia - Service und Beratung zur Chancengleichheit and funded by the Federal Ministry of Education and Woman and the European Social Fund.

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## We decide the future!

SWEDEN



3 Best practice projects for migrants

Sweden, like Holland, is known for its many different associations and society's where many issues in the society are handled. The official Sweden, governments on stately, regional and local levels also use associations as a counterpart when changes are discussed. Therefore the official goal towards new immigration groups in Sweden has been to promote them to start associations, organised on local, regional and stately levels.

### TARGET GROUP AND GOAL

In 2013 the regional Association against Discrimination in Oestergoetland started a study circle for women from different cultural backgrounds, to encourage them to participate in the world of associations in Sweden as a way into the Swedish society, to gain influence and power. Research has shown that mainly men are involved in new associations for immigrant groups and the Association against Discrimination in Oestergoetland wanted to prevent the unbalanced gender power by offering something for women.

### THE METHOD

The group worked for a year, using the study circle method where everybody's involvement is crucial. The study circle method is very popular within the informal adult education system in Sweden and has eight principles:

1. Equality and democracy principle; the work is based on equality among the circle members.
2. Liberation principle; the work in the study circle should proceed from the members experiences and knowledge, and liberate their assets and resources.
3. Co-operation and companionship principle; working together towards mutually shared end resolved objectives, to help each other instead of competing.
4. The principle of freedom; the objectives of the study circle are determined by the members needs and wishes.
5. The principle of continuity and planning; the studies in a study circle shall create and maintain an interest in further studies. The members set up a plan for the studies, for example how often they should meet etc.
6. Active participation principle; everybody has a duty to participate and be active.
7. The principle of study material; many study circles create their own material.
8. The principle of change and action; the members don't only learn for their own sake but the study circle strives for change and action. For individuals this can result in personal enrichment and an improvement of their own environment.



### IMPLEMENTATION

20 women participated in the study circle for a year and studied human rights, how to work against discrimination and racism, how to identify bullying methods in associations, functions and responsibilities of the board, how to apply for financing, rhetoric and how to express themselves in front of a big group. The group also produced a book as an inspiration for women with foreign background in the word of associations that can be used in future study circles.

### WHY IS IT SPECIAL?

The study circle ended in November 2014. 7 of the 20 participants started different women's associations and the rest felt ready to participate in various tasks as members of a board. This was a successful and innovative way to strengthen immigrant women's influence in the Swedish society.

### CONTACT AND FURTHER INFORMATION

→ [www.diskriminering.se](http://www.diskriminering.se)



## S.P.R.A.R. System

PROTECTION SYSTEM FOR ASYLUM SEEKERS

ITALY



3 Best practice projects for migrants

In Italy the Protection System for Asylum Seekers (SPRAR), established by Law no. 189/2002, is a network of local authorities (Municipalities and Provinces) that perform projects for asylum seekers and refugees accessing the National Fund for asylum policies and services run by the Ministry of Interior. The SPRAR Coordination is guaranteed by the Central Service with tasks of information, promotion, advice and technical assistance to local authorities, as well as monitoring of the project activities for seekers and beneficiaries of international protection in Italy.

### TARGET GROUP

The target group are asylum seekers and refugees who arrive in Italy by sea or by land frontiers, often in conditions that pose a serious risk to their lives, to seek protection. Their application for protection is examined by committees in which asylum seekers explain the reason for their escape. Those who receive a "positive response" can obtain refugee status or becoming beneficiaries of international protection.

The south coast, but also the land borders of north-east Italy, have for years been coming under increasing pressure for the constant arrivals of migrants seeking asylum in the country. They are men, women and children forced to flee their country because of persecution, war, human rights violations. They had to abandon their home, work, family, friends, loved ones, their homes, habits, normality of daily life. Many of them will never see the most loved ones. Many of them have been subjected to torture, extreme violence and have lived through the dramatic experience of the shipwreck.

To seek protection in Europe has made long trips. In inhuman conditions they have crossed continents, states, deserts, seas and risk losing everything. Even life.

### PURPOSE

The purpose of the Protection System for Asylum Seekers (SPRAR) is to guarantee integrated reception of second level to asylum seekers and refugees. For this reason, starting from the experience of hospitality and decentralised network, built between 1999 and 2000 by municipalities, associations and NGOs, in 2001 the Ministry of the Interior Department for Civil Liberties and Immigration, the National Association of Italian Municipalities (ANCI) and the United Nations High Commissioner for Refugees (UNHCR) signed a Memorandum of Understanding for the creation of a "National Programme for asylum" (PNA). This was the birth of the first trial of a public system for the reception of asylum seekers and refugees, spread throughout the Italian territory, with the involvement of central and local institutions, according to a sharing of responsibility between the Ministry of Interior and local authorities. The law n.189/2002 subsequently institutionalised these measures reception organised, providing for the establishment of the SPRAR system.

### METHOD/APPROACH

The target group of reference is achieved by signalling to the Servizio Centrale the presence on the territory of asylum seekers and refugees

and the request for inclusion in projects of the host network. Reports can be made by:

- Local authorities in the network SPRAR;
- Managing bodies (associations and social cooperatives) of local projects SPRAR;
- Protection agencies;
- Social cooperatives, religious institutions, local associations and or national;
- Prefectures (for which there is a specific procedure);
- Identification centres or reception centres for asylum seekers;
- Police stations.

The reception centres system SPRAR has a role in this sense of privileged observatory on the territory. The method to which reference may be made is the definition of the signalling patterns that can be used by this Welfare. Regional local authorities, with the support of the third sector, provide interventions of "integrated reception" that exceed the mere distribution of board and lodging, providing a complement of measures like information, support, assistance and guidance through the construction of individual pathways of socio-economic development.

### IMPLEMENTATION

We speak here of forced migrants who often bring with them great trauma and suffering, in the host countries, a culture shock not indifferent. Taking care of these people it is meant to recover their autonomy through a series of services that start from the welcome material (refreshments and a safe place) to the orientation and access to local services, to Italian language teaching, training and retraining, guidance and accompaniment at providing employment, housing and social, legal protection and psycho-social health. Also as part of the reception of applicants and beneficiaries of international protection, as well as more generally in the area of social services, it refers to the concept of empowerment, it understood as an individual process and organised, through which individuals can (re)build their capacity to choose and design and (re)acquire the perception of its value, of their potential and opportunities.

### WHY IS IT SPECIAL?

The system is special because it has an innovative approach and this innovation consists precisely in having a data system to address the phenomenon of migration linked to the right to asylum in Italy by establishing guidelines, quality standards legitimized by a ministerial decree. In fact, compared to initial piecemeal, assessed as positive, the state wanted to take responsibility more towards the phenomenon by creating, in 2002, with the Bossi/Finì, a more organic host based and structured network and decentralised reception centres which are funded by a National Asylum Fund and linked to local public responsibilities and to territorial characteristics. **The main features of this system are to be:**

1. Multi-level as it is a co-management between the national level (Ministry of Interior/Servizio Centrale), local authorities (Municipalities, Union of Municipalities and Provinces) and organisations of third sector.
2. With a decentralised management and sustainable as the welcome centres are located in the municipalities.
3. Aimed at strengthening the territorial network and the boost to the consolidation of the welfare in the territories in view of equal opportunities, facilitating access to rights/services and civil intercultural coexistence.

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ON THE  
MOVE



## MELETE

SUCCESSFUL AND TARGET-GROUP ORIENTED WORK WITH AND FOR MIGRANTS AUSTRIA



3 Best practice projects for migrants

### ABOUT THE PROJECT

The aim of Melete is to identify barriers concerning education for educationally disadvantaged people with a migration background, and to find and test ways of reducing these barriers, and disadvantages for the target group. The project offers easy access to starting further education and everyday learning by means of various approaches and methods (participation, mentoring, peer to peer approaches, etc.).

### IMPLEMENTATION/TRANSFERABILITY

At Melete, migrants who have been living in Austria for a long time are offered training as "educational guides". Speakers from Salzburg's educational and counselling institutions convey everything about (further) education. The trained guides then conduct valuable informational and motivational work in their respective communities, and potential participants receive information about the free offers of Melete. These offers range from low-threshold opportunities like cooking together with an "integrated German course", to parental education and educational offers such as basics in computer literacy or mathematics for everyday life. In addition, learning mentors are trained in order to accompany participants according to their individual learning needs.

A significant success factor of Melete is the broad networking and collaboration with educational and counselling institutions, migrant organisations, and advocacy groups. Through this, Melete and its offers are present in various institutions and at various events (e.g., brief educational inputs at intercultural breakfasts, offers at residence services, etc.).

### WHY IS IT SPECIAL?

Melete uses a wealth of different methods and approaches to reach as many people as possible.

**Examples:** In all of Melete's offers, there are trainers and/or co-trainers with a migration background. They are better suited to grasping and dealing with the individual problems of the target group, and they can also serve as role models. In order to decide on the contents of the various educational offers participation workshops were held with educational guides and the participants of basic educational courses. Easy access and participant-orientation are achieved, for example, by offering courses for free, choosing familiar learning locations, not requiring previous knowledge (such as a certain language proficiency), or adapting course contents to the everyday lives of the participants (using authentic material such as bus timetables or package inserts).

Targeted PR for sensitisation and broad networking with various institutions and advocacy groups of the target group has led to the fact that Melete is now perceived as a regional brand that stands for successful and target-group oriented work with and for migrants.



The Melete project was conducted from BFI Salzburg in cooperation with Frau & Arbeit gGmbH, Plattform für Menschenrechte and Zentrum für Zukunftsstudien of the FH Salzburg and funded by the Federal Ministry of Education and Woman and the European Social Fund.

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## TEPROM

STREET WORKERS PROJECT FOR ROMA PEOPLE

CZECH REPUBLIC



### BACKGROUND

The TEPROM project is targeting jobseekers living in disadvantaged socio-economic and cultural environments in Ostrava, Havířov, Olomouc, Přerov, and Prostějov—mostly Roma registered in the Labour Office for more than 5 months, and/or those who are caring for a child under 15 years of age. The implementing organisation and its partners (Silesian Diocese, People in Need) work with the target group over a long term period, and focus on addressing activities that contribute towards the degradation, and the major handicaps within the labour market. Some examples include: Roma ethnicity, providing misinformation, "bad" address, having low or no education or skill qualification level, history of long-term unemployment and poor motivation for job search activities. The target group is approached in several ways:

- Directly by social/street outreach workers (in area);
- By labour department offices;
- By cooperating NGOs working in the region;
- In cooperation with social service departments of municipal authorities of the cities.

The use of graduates of previous projects that successfully addressed potential barriers in their place of residence (in socially excluded area) are utilised as role models.

### EVALUATION

The project and its related activities were continuously evaluated by participants through self-reporting evaluation questionnaires. Upon completion of the project there was a final fulfilment evaluation conducted focusing on objectives and outcomes. Promotion of the project was conducted through various channels including leaflets and posters distributed to non-profit organisations, labour offices, and social services departments in municipalities etc. Further information about the project and its results were published on the website [www.esfcr.cz](http://www.esfcr.cz)

### IMPLEMENTATION/TRANSFERABILITY

The project concept is, with minor changes reflecting the specifics of the particular region, seamlessly transferable to other regions. (The proof is in an almost identical project implementation with similar results in Liberec town). In regards to other countries, it is our opinion, that with some modifications and specific tailoring to the needs of the neighbouring countries, which have similar socio-cultural characteristics (such as Slovakia, Poland), the project can be successfully replicated.

### WHY IS IT SPECIAL?

"Participants acquired new skills to work in social services" "Nearly half received a job in related work experience and skills"

### CONTINUATION

The implementing organisation and its partners continue to work with the target group through other related projects within different areas in Moravia and the Olomouc region.

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## Innovative methods and practices to facilitate social inclusion

FOR MIGRANTS AND JOB SEEKERS

LITHUANIA

### ABOUT THE PROJECT

The project "Innovative methods and practices to facilitate social inclusion" talks about social exclusion, which is still very high in European Union countries, and offers to strengthen the bottom-up approach to increase capacity and the willingness of socially excluded people to be fully integrated into society. The project introduces a Social Mobility Model – the new learning pathways for increasing social mobility to overcome social exclusion. The project was implemented by eight organisations from six European countries: Czech Republic, Germany, Lithuania, Spain, The Netherlands and United Kingdom.

### TARGET GROUP

The project addresses unemployed people with a special emphasis on women, senior citizens and migrants.

### AIM

The project aims to increase the level of social inclusion of the target groups, equip them with knowledge and competences in order to be active in society and the labour market.

### METHOD/APPROACH

**Social Mobility Model is composed of 3 parts:**

1. The method "Group social mentoring" that uses a group-based methodology to ensure the optimal use of the mentor's experience by working with small groups of socially excluded persons with similar problems.
2. The role model of social inclusion as an educational tool for learners to strengthen self-confidence by learning from personal experience of people who have overcome social exclusion and successfully moved to social inclusion.
3. Providing training material for visual workshops on equal opportunities and non-discrimination.

### IMPLEMENTATION/TRANSFERABILITY

The Social Mobility Model can easily be transferred to other countries. Available on-line are various materials of the project, i.e. presentations,



video sets, e-workbooks, guidelines. All material is available in English and part of the material is also available in Czech, Dutch, German, Lithuanian and Spanish.

### WHY IS IT SPECIAL?

The project outcome "Social Mobility Model (SMM)" is introduced with the combining of the three interlinked educational pathways indicated above, and is a great tool for organisations (adult educators, adult education organisations, NGOs, community centres), that work in the field of social inclusion, helping socially disadvantaged persons to move from social exclusion into social inclusion.

### CONTACT AND FURTHER INFORMATION

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## Gendalos

IQ ROMA SERVICES

CZECH REPUBLIC



3 Best practice projects for migrants

### BACKGROUND

The educational programme Gendalos is an on-going project coordinated by IQ Roma servis, o.s. in Brno, Czech Republic since September 2013. Gendalos is a comprehensive programme that supports young Roma to increase their chances in the job market. The programme services are free and accessible to everyone within the target group.

Due to poor social and learning skills Roma students have less chances to find a job on a level they are actually capable of. With the project's support, young Roma receive a better chance to achieve the educational level they are truly capable of, and therefore have a much better chance to gain employment.

### TARGET GROUP AND OBJECTIVES

The main goal of project Gendalos is to develop and improve the social skills, as well as the cognitive skills with regard to achieving a higher level of education.

**Target group members of the project are:**

1. Roma students in high schools, colleges or universities in ages between 15 and 26 years.
2. Pupils from grade eight and nine are approximately 13 or 14 years old. This is crucial period when many have to come to a decision on which particular secondary school they will attend.

### METHODOLOGY/APPROACH

Gendalos cooperates with teachers, school psychologists, etc. from each of the elementary and high schools we work with, and offers the programme to schools with Roma students. Roma students will take an active part whereby bringing their interests and requirements into Gendalos. Also parents and volunteers, who support students in regard to problematic subjects, are incorporated into the programme.

### IMPLEMENTATION

The starting point of the project was based on a try out period, and in September 2013 it officially began. To date, the students are more than just clients, they involved themselves in all aspects of the programme. Students actively take part, bringing their interests and needs into Gendalos. Children from grade eight and nine receive help with studies to increase their opportunities to obtain a higher level of secondary school. During a three meeting process at school, the pros and cons of the various secondary schools are explained. Gendalos also offers support in learning. The programme helps students to pass the critical first year of high school. The first year is usually the most challenging year because it is a transition period. Good social and learning skills determine how students manage to adjust. New school, new classmates, and information overload, and a difficult curriculum, are many of the challenges for all the students at this time. Gendalos focuses more on the training aspect for social competence and for learning techniques during the first year of secondary school.

Gendalos has a fund that offers financial support to students for school supplies, tickets for public transport, educational courses and assistance in applying for other kind of scholarships or grants. Due to word of mouth among many in the Roma community, Gendalos became very popular. Presently the publicity works mostly through social media (Facebook) and the internet ([www.gendalos.cz](http://www.gendalos.cz))

Furthermore, IQ Roma services organise conferences and presentations for several public organisations such as e.g. the government and authorities. The fund-raising is combined with events.

### TRANSFER OPTIONS

The foundation of the programme is the integrated cooperation with motivated Roma students and the involvement of parents and schools. This programme is replicable anywhere. Working with motivated students is very meaningful, because students have their own visions for their lives and we play more of a supportive role in their process.

### WHY IS IT SPECIAL?

With 'Gendalos' Roma students aged between 13 and 26 get a better chance on the employment market by support for them during education.

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ON THE  
MOVE

#### 4 BEST PRACTICE PROJECTS FOR PEOPLE FROM VULNERABLE GROUPS

In our last subchapter we present projects and approaches for vulnerable groups. This includes people with mental health problems, ex-offenders, rehabilitants, drug users, homeless persons or people with learning disabilities. Furthermore we decided to present one project for people with dementia. Even if this target group is normally not described as “disadvantaged learners” we see the necessity of providing high quality pedagogical offers for the increasing number of people suffering from dementia and the project approach as outstanding. Like the other projects it is transferable to and for other target groups. The following projects are also characterised in particular by their high reference to the living environment of our target groups, their customised approach and help towards their integration into the society and further education.

## De Waterheuvel

REHABILITANTS LEARNING AND WORKING TOGETHER

NETHERLANDS



4 Best practice projects for people from vulnerable groups

#### BACKGROUND

De Waterheuvel is based on the Clubhouse Model (an evidence based approach registered in SAMSAH Register of Evidence Based Practices in the USA). Sometimes it is called “Fountain House Model” after the name of the first clubhouse in the world (Fountain House New York). The model had its origin in New York in 1948.

A group of people, released from a psychiatric hospital came together as a self-help group, got a building from a wealthy and involved lady and developed the Fountain House Clubhouse. Later staff was introduced and an organisation structure was set up. Members are still part of the board.

#### TARGET GROUP AND OBJECTIVES

The Waterheuvel is a clubhouse in Amsterdam, serving as a meeting-place and safe place for people with a psychiatric background. It offers an opportunity to meet people, to enjoy friendships and to do meaningful work. By becoming a member, one makes a commitment to the clubhouse. The starting point is a solid confidence in the healthy parts and capacities of each member and the fact that everyone can be a productive worker. The surprising effect of the clubhouse model is the explicit non-therapeutical approach, which has therapeutic consequences. Clubhouse members gain self-confidence, mainly because they are consistently treated as an equal person and not as a patient.

The clubhouse philosophy implies that valuable relations with others are instrumental in regaining self-confidence and respect for oneself. In De Waterheuvel there are countless opportunities to form relationships with other members or staff; for example when co-working on a task, but also during the informal lunches, or the social and educational activities.

#### METHODOLOGY/APPROACH

The Clubhouse Model is a comprehensive and dynamic programme of support and provides opportunities for people with severe and persistent mental illness. Each individual is welcomed, wanted, needed, and expected each day and is considered a critical part of a community engaged in important work. A core component of the programme is the “work-ordered day,” the structure around which daily activity is organised. The day-to-day operation of the Clubhouse is the responsibility of members and staff, who work side by side in a rehabilitative environment. Other core components include transitional, supported, and independent employment through which members can secure jobs at prevailing wages in the wider community; access to community support, such as housing and medical services; assistance in accessing educational resources; “reach-out” to maintain contact with all active members; participation in programme decision-making and governance; and evening, weekend, and holiday social programmes. Clubhouse participants are called “members” and not “patients” or “clients” and all activities focus on their strengths and abilities and not on their illness. The Clubhouse is unique in this approach, as there are no clinical aspects involved in the programme. All members participate on voluntary basis and the clubhouse offers a life-long membership.

#### PRACTICAL IMPLEMENTATION

De Waterheuvel is a clubhouse, in which all activities are organised and carried out by its members working side-by-side with staff. The daily attendance is on average 37 individuals (who stay on average 4 hours). The clubhouse has an active membership of 120 persons per month. The house is organised in 2 units in which all the activities are organised: administration, kitchen, reception, cleaning and maintenance, decision making, communication, gardening and the meeting place. These units have their own educational courses, focusing on administrative work, computer courses, communication, development and maintenance of websites and the social media as well as cooking and catering. Furthermore De Waterheuvel offers courses aimed at social skills and provide vocational education (with official diplomas and certificates) in cooperation with the Regional Community College of Amsterdam (50 students per year).

#### TRANSFERABILITY

There are no empirical studies from the Netherlands available which prove that the clubhouse model is effective for other target groups as well, but the model itself can be used as inspiration and overall principle for other disadvantaged target groups. The clubhouse model has been implemented in many different countries and nowadays there are more than 300 clubhouses worldwide (80 in Europe). Clubhouse International and Clubhouse Europe are providing support and guidance.

#### WHY IS IT SPECIAL?

The clubhouse model is a client-driven initiative, truly based on the abilities and the needs of the target group.

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## Health Cultural

CULTURAL ACTIVITIES – A TOOL FOR PEOPLE WITH HEALTH ISSUES

SWEDEN



**With a salutogenetic perspective of the patient and a focus on patient empowerment, the regional health care system, in cooperation with cultural institutions and cultural professionals, offers patients a complementary method for better health. The project is implemented by the unit for Health Analysis, Centre for Health-care development, Region Östergötland. It started 2012 and is ongoing.**

### TARGET GROUPS

The target groups are patients within the health care system diagnosed with stress, anxiety and depression, an increasing population who urgently needs new methods for wellbeing. The activities are voluntary and prestige-less. It is important to point out that the activities are not therapy, as the cultural institutions are no medical experts.

### METHODS AND IMPLEMENTATION

The participants in the project have been informed and offered a chance to participate through the health care system. Each year a rich variety of cultural activities are offered; choir singing, dancing,

garden work, art work, literature etc. The activities take place as group activities and are based on a set numbers of meetings. The programmes have varied through the years, depending on which cultural professionals or institutions are involved at the moment. The cultural providers are funded by the Region Östergötland for their engagement and a small fee, a couple of Euros, are also paid by the participants, mainly for coffee at the also important coffee break during the meetings. It's important for the participants to be in their own creative process without requirements, and that the creating is pleasurable, experimental and reflective without performance requirements. This favours the individual's well-being, and strengthens their self-confidence. The social aspect of meeting others is equally important. The leader's role is to be encouraging, supportive and responsive.

### WHY IS IT SPECIAL?

Evaluation has shown that all involved, both patients, health care professionals and cultural providers are very pleased with the activities and the outcome is clearly visible. The patients report the positive significance of the content itself, the creativity and joy the activity brings but also stress positive outcomes as social inclusion, finding new tools for change in behaviour and patient empowerment. The project gives patients the opportunity to improve their psychological health with small means and the opportunity for cultural institutions to expand and develop their activities. Some of the participants have even started to work after a long absence from work.

### CONTACT AND FURTHER INFORMATION

→ [www.regionostergotland.se/kulturhalsa](http://www.regionostergotland.se/kulturhalsa)

## Skåne for a rear view

SWEDEN

ENHANCE PARTICIPATION OF PEOPLE WITH MENTAL ISSUES IN CULTURAL ACTIVITIES

### IDEA OF THE PROJECT

The study organisation Bilda and the cultural centre Sofia Kulturmoetesplats have created a project to enhance the participation of people with mental health issues in cultural activities related to local communities, history and folklore, together with local folklore societies, community centres and local arts- and crafts- and homestead museums in the southern part of Sweden. The project is funded by the Swedish Inheritance Fund. Bilda Study organisation is built on Christian values and offers a wide range of courses within informal adult education but with the emphasis on vital questions. The organisation is open to people of different cultural background, faith and circumstances. One part of Bilda's work is the meeting place Sofia Kulturmoetesplats situated in Malmö, the third biggest city in Sweden, in the very south of the country.

### TARGET GROUP AND GOALS

Sofia Kulturmoetesplats offers meaningful occupation for people with mental health issues. The goal is to help isolated people to be able to take part in society on their own terms but with the prospect of finding education or job in the future. The meeting place, Sofia, also promotes participation in the local cultural life and offers possibilities to go to the cinema, the theatre, concerts and exhibitions with a reduced prize.

### IMPLEMENTATION AND WHY IT IS SPECIAL

In the project Skåne from a rear view contacts were made with folklore societies and small local museums, all run by volunteers, in the region of Skåne. The participants were going on study visits, to lectures, and were also able to look into the archives and collections to learn more about their personal past as well as the history of the society. Sweden has a long history of offering work positions for people with physical and psychological disorders in museums and archives, but this project focused more on the needs of the partici-



pants, (although one goal was to find positions as trainees in the local communities), and on helping the volunteers in their work to save the cultural heritage.

### METHODS

Participants in the project Skåne from a rear view were mostly recommended by staff from the health department in Skåne region, but to participate was always on voluntary basis and free of charge. Skills developed by the participants were cognitive, interaction and social skills, as well as improving self-confidence. The participants in the project have, together with professional trainers, written a book about the history of Skåne. It was published in April 2015, but only in Swedish.

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## Amici per la strada – friends on the street

INTEGRATION OF HOMELESS PERSONS AND DRUG USERS

ITALY



4 Best practice projects for people from vulnerable groups

### ABOUT THE PROJECT

The project has been in operation since 1980. It has been activated by the community of Saint Egidio, a no profit company that in Italy and in other countries in the world, has for many years carried out interventions of reception, assistance and reintegration of people with social problems. Amici per la strada, specifically, is a project that moves in two main directions: accompaniment of a person into a gradual pathway of reintegration, and support and protection to a better quality of life.

### TARGET GROUP

The target group is represented by individuals that are alone, without family or other kinds of relationships. That condition is common with all the homeless people who suffer as well from many other problems such as mental illness, alcohol and drug issues. Many of them are ex-offenders and almost all of them come from families with serious social, cultural, and economic problems. Most of them are foreign and there is an increase in the number of Italians. The foreign are represented by irregular immigrants, new immigrants, or regular immigrants, but unemployed and without any other kind of sustaining factor. The target group is heterogeneous, composed of people who are alone and homeless: older aged people, disaffected youth, depressed immigrants, the new poor.

### AIM

The main aim of the project is to take care of persons marginalised that don't know, in most cases, what, and how many rights they have.

The public institutions are not always prepared and available to answer to the needs of those people. The aim is to fill a lack and deficit of support and supply focused interventions.

### METHOD/APPROACH

The approach used is that of mutual help that moves people from being marginalised and excluded to a place in the centre, and modifies the passive condition of the users with new opportunities and resources.

Amici per la strada provides in a transversal way distribution of food and clothes and health assistance, but also information and listening services about specific needs and requests. Thereafter, the project tries, in a focused way, to give help in finding accommodation and work. This type of intervention that needs planning for the medium/long term and a better knowledge of the users, is aimed at enhancing their personal skills.

### IMPLEMENTATION

Even if the project methodology is not really innovative, it is able to implement solutions and services more specific and focused to the different groups that compose the heterogeneous category of homeless people. The regeneration capacity of the project – related also to the support of the overall organisation that is able to achieve several important milestones during the years – is even showed by the diffusion of results into the national territory (in Liguria, Campania and Veneto Regions) and in many poor countries of Africa.

### WHY IS IT SPECIAL?

Meanwhile the project is special because in recent years it has helped a lot of people considered alone and poor, producing good results enabling social reintegration and the overcoming of addiction and exploitation situations. This project is also special because it has been able to solve a lot of uncomfortable situations related to carelessness, lack of assistance and comprehension. In this way, the first level services (food, clothes, medical care) creates a virtuous circuit based on listening and comprehension that breaks through material and mental obstacles, and makes it easier to get out from the isolation and loneliness conditions.

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## The House of Memory

SUPPORTING ELDERLY PERSONS WITH DEMENTIA

DENMARK



4 Best practice projects for people from vulnerable groups



Since 2004 Den Gamle By Open Air Museum in Århus in Denmark has worked with and developed memory retrieval programmes for elderly people with senile dementia.

### IMPLEMENTATION AND METHODS

In small groups people with senile dementia are invited into the "House of Memory" a home with an interior of the 1950s. The "guests" are invited to help in the kitchen with the gas stove and other typical objects from the period, or sit in the living room with a lot of things they can see and touch, things they remember from their childhood and youth. They all are served coffee with cakes popular in the period. The atmosphere is warm and homely, memories are exchanged and the spirits are high.

In this context the visitors who suffer from more or less severe senile dementia recollect memories, they are able to communicate with the others and they participate actively in a social event. The whole visit is an aesthetic experience with high impact on the visitors' senses and emotions which enables them to use skills and remember things that were forgotten.

### AIMS AND WHY IT IS SPECIAL

During the last two years Den Gamle By has also focused on relatives to people suffering from dementia and on care centre staff and has started developing special courses for these groups.

The aim of the project is that memory retrieval should give fragile elderly people a possibility to keep or regain control over their own life, to hold on to their identity and self-worth, to master their lives for a period. The two main elements of the project are 1: To use the museum settings in order to give experiences and substance to elderly people suffering from senile dementia. 2: To contribute to educating the staff as well as private persons, who take care of elderly people suffering from senile dementia.

Since 2004 they have had a steady growth in users, and they also have a growing network (local, national and international) which is inspired by their work and with whom they develop new courses. The response to the project has been good. In 2014 they had in seven months over 90 courses in the House of Memory.

For several years Den Gamle By had contact with other open air museums that have been inspired by the project and have adapted it to their museum. From 2012 to 2014 Den Gamle By have been involved in the EU Grundtvig project Re-active where museums from Hungary, Norway, Sweden, Belgium and England have been introduced to the project and they have discussed best practice experiences and shared ideas.

From 2014 and until 2016 Den Gamle By is involved in the Erasmus + programme "Active ageing and Heritage in Adult learning" together with Jamtli in Sweden, Beamish Museum in England, Szabadtéri Néprajzi Múzeum in Hungary, Lillehammer museum in Norway, LINNEUNIVERSITETET in Sweden and UNIVERSITY OF NEWCASTLE UPON TYNE in England. The aim of the project is to create a methodology with guidelines for how this kind of reminiscence work can be carried out in a heritage setting. Den Gamle By was founded in 1909 as the world's first open-air museum of urban history and culture.



### CONTACT AND FURTHER INFORMATION

→ [www.dengamleby.dk](http://www.dengamleby.dk)

ON THE  
MOVE

## Crescere a cores

SUPPORTING COMMUNITIES IN MARGINAL URBAN AREAS

PORTUGAL



4 Best practice projects for people from vulnerable groups

### THE PROJECT

The association “Crescere a cores”, founded in 2007, is an institution of social solidarity. The association works in the areas of psychology, education and health in a community prospective. It performs a community and participatory activity, a kind of intervention linked with the concept of proximity to the community, which respects and promotes locally the real meaning of human differences.

### TARGET GROUP

The principal target group is represented by children, teenagers, and parents of the Bairro Padre Cruz Community, a suburban area near Lisbon. More accurately the main target group is represented by all the poor and needy families living in the suburban area.

### AIM

The main aim of the project is to promote education in a context of pedagogic quality which gives the opportunity to all families to share experiences, to strengthen and to stimulate their own skills and abilities among parental roles and functions, but also the roles of educators and citizens of the community.

### METHOD/APPROACH

The approach used is to work on an educational process. A method formed by several levels of work: from the social relation to the active participation of the parents and educators, to the consolidation and promotion of different activities for the improvement of skills and abilities among the parents and having an active citizen role in the local community. After having prepared a diagnosis, an essential intervention is established with the local parents, specifically to create a support service that could sustain and help parents in their educational role and in the prevention of potential problems for the adolescents.

### IMPLEMENTATION

The project “Crescer a Core” was founded in 2013 by the triple collaboration between Crescer a Core, Junta de Freguesia de Carnide and the foundation “Montepio” to improve the education of children and pre-adolescents in danger, but especially to reinforce parents’ educational capacities, developing their abilities in real and effective parental role. The project work is performed in a socio-economic context for the poor and needy.

### WHY IS IT SPECIAL?

The project “Crescer a cores” is special as it is a fundamental and social answer for the Bairro Padre Cruz, the major and poorest municipal area in the Iberian Peninsula. It is also special as it uses participating pedagogic training, it offers an essential support to a community strategy of cooperative work for the entire population. It is a project that neither supports families materially, nor substitutes itself to parents’ responsibilities, but involves them actively and effectively, making them able to choose consciously a method of education involving first a self-evaluation as a principal model of life for their own children. For those reasons “Crescer a cores”, which means “growing colourfully”, highlights and supports the idea that we are different from each other, such as the different shades of colours.

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# Hierbabuena

INTEGRATION OF PERSONS WITH MENTAL ISSUES

SPAIN



4 Best practice projects for people from vulnerable groups

## ABOUT THE PROJECT

Hierbabuena is the principal association in Asturias for all the interventions delivered in favour of people who suffer from mental instability problems. It is an association which offers social-sanitary services. It has operated since 2000 and delivers several activities in relation to particular needs of people with fragile states of mind, and with rare pathologies and states of behavioural, relational and working stresses.

## TARGET GROUP

The number of people affected by psychological problems is increasing even in Asturias. Mental disorders often cause isolation and social exclusion. One of the most problematic aspects for individuals affected by mental instability is represented by the lack of working opportunities and regular learning. The target group is composed by both individuals with psychological problems and those who succeeded in treating the disorder.

## AIM

The main purpose of the project is to develop actions and activities in order to promote integration, improving knowledge, socialisation for people with mental problems or for people who have suffered with mental problems. The activities are realised by highly qualified, professional members of staff, who are able to provide services for all with a particular attention dedicated to the issues of each beneficiary, keeping a coherent pathway of activities according to the specific characteristics, particular pathologies and issues of every patient.

## METHOD/APPROACH

The approach of promoting the social participation is used, assessing needs starting with the social ones, followed by the clinic ones. The interdisciplinary and participatory planning working method is based on the necessity of solving social problems, which often tend to remain unsolved. The method keeps the perception of problems in a level of priority for users, as well as for social-sanitary operators.

For this reason, the project methodological approach links the importance of the total psycho-physical recovery of the individuals with mental problems to a series of support actions: information, guidance and transfer of competencies and skills, the integration of the beneficiaries, and highlights mental health problems to increase awareness and respect to the so called "outside world".

## IMPLEMENTATION

Over a few years the association activities were able to assure their services in different cities of the Asturias's region, namely in Aviles, into the Social Centre of Arbolon, in Oviedo into the Santullano Association and in Gijon into the same social-health association.



## WHY IS IT SPECIAL?

The project is special because it assures an empathic, specific and focused attention to people with mental illness, more than simply and strictly health assistance. It's special, moreover, because it takes care of people beyond just mental pathology, providing services that stimulate cognitive and learning abilities in beneficiaries, giving them a meeting place, share of experiences and relations, learning of technical competencies and awareness of having specific abilities and skills. And last, the project is special as a significant experience against stereotypes and clichés of people with mental diseases.

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## RADE Ltd. – Recovery through Art, Drama and Education

COUNSELLING, THEATRE AND ART FOR PEOPLE WITH MENTAL ISSUES,  
ESPECIALLY FORMER DRUG USERS

IRELAND



### ABOUT THE PROJECT

RADE's purpose is to help to improve drug users' quality of life and address their sense of isolation and boredom through the use of cultural activities that are plausible and attainable. These activities afford RADE participants the space to demonstrate their capacity to contribute to society, and challenges the stereotypical impression that society has of drug users.

The project provides a service for mainly 'low threshold' service users to engage with drug recovery initiatives including counselling and relapse prevention workshops. Most of the service users of RADE have been early school leavers. RADE uses theatre and art activity to improve well being and life outcomes. Core life skills such as: literacy, self-confidence and team work are all outcomes that are evident in the participants who engage on a daily basis with the programme. The ensemble approach to all of their workshops allows for peer support. RADE facilitates numerous contemporary artists to provide training for service users. Outcomes include annual public art exhibitions, creative writing publications, and specially

commissioned theatre plays/films/dance for participants to perform.

### IMPLEMENTATION/TRANSFERABILITY

Elements of the RADE model have been adopted by a number of services in Dublin and Ireland. They have also had a number of visits from individuals and agencies from Europe including Portugal, Greece, Finland, UK, France and USA. This model is dependent on funding through granting agencies, local government, and/or a fee paying system for agencies referring clients.

### WHY IS IT SPECIAL?

The teamwork and interdependent nature of public productions competes with the passive stimulation experienced by drug-taking and helps to promote self-education, -confidence and self-esteem. This helps to ensure a whole range of learning and gained experience that comes with the territory, whether it is development of literacy skills through playwriting/reading or technical skills achieved through realising productions in theatre, film and art. Positive life style changes and decision making is relevant and beneficial to any target group particularly those deemed disadvantaged or excluded. Participants exploring and undertaking changes which result in improved opportunities in education and employment are to be encouraged. The increase in self-confidence, self-esteem and the development of communication and assertiveness skills allow participants to consider making changes to their drug using which can result in better health, improved family relationships and often the opportunity to move away from criminal behaviour and settle into more stable accommodation. RADE has advocated on behalf of service users to access drug detox, accommodation, courts appearances, accessing medical cards and further training and work experience placements.

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## Jackdrum: Reach your Potential

UNITED KINGDOM

ADULT AND COMMUNITY LEARNING PROJECT FOR PEOPLE WITH LEARNING DISABILITIES

### ABOUT THE PROJECT

Jack Drum Arts seeks to engage individuals and communities in creative explorations using a wide range of performing arts and media. The idea is that creativity works on lots of different levels, offering people of all ages and abilities the opportunity to discover new things about themselves and their place in the world.

The Adult and Community Learning Programme has been devised to fit the needs of adults with learning disabilities and all the courses work towards a festival about Dignity. The courses are music and songwriting, film-making and digital storytelling. The sessions are empowering and learner centred ensuring that everyone feels ownership and can work at a pace that is suitable for their own ability. The target groups include people suffering from mental health problems, adults with learning or physical disabilities, and the long term unemployed. In addition they work with a blind and partially sighted group of learners to help them tell their stories to make a film which looks at the challenges of living with sight loss. Although the learners themselves can't physically make the film they are able to drive the content and are in control of the final edit, what the story was actually about, and how it was told.

### IMPLEMENTATION/TRANSFERABILITY

This type of work could be easily transferred to another country if artists were available and interested in working with this client group. Some training in working for this client group would need to be provided for the artists. The programme could be added to existing provision for adults with learning disabilities.

Jack Drum Arts is resourced through both grant funding and local government contracts. Ideally someone starting this type of programme would look at local government funding and contracts as a starting point, or join forces with an organisation already delivering to this client group.



### WHY IS IT SPECIAL?

The successes of the projects are the enjoyment that learners get in achieving artistic outcomes above and beyond what is normally expected of them. The organisers strive for high quality in all their work and ensure that their learners are placed with highly skilled artists who support them in achieving to the best of their ability. The project is empowering and improves the health and emotional wellbeing of all those who take part. Creating together gives the participants much more confidence in themselves and a great sense of achievement which they take forward into their day to day lives.

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## Making Connections

LEARNING EXPERIENCES FOR ADULTS WITH SUBSTANCE RELATED MENTAL HEALTH DIFFICULTIES, HOMELESS PERSONS IRELAND



4 Best practice projects for people from vulnerable groups

### ABOUT THE PROJECT

MCST has been in operation for 5 years in Clonmel, Co.Tipperary, Ireland and is aimed at those who have become disconnected from mainstream services. It is a stepping stone back into education by offering small group classes and 1:1 when required to those who are not ready for mainstream education. This programme offers the learner a re-introduction to adult education where they receive valid certification for their efforts.

The programme works with adults with experience of substance misuse/alcohol and/or homelessness and/or substance related mental health difficulties. The programme originated in Waterford City over 10 years ago as a response to the educational needs of people who were homeless, originally 1:1 training once a week, with a focus on life skills, cooking skills. Now the funding requirements require more focused outcomes, namely QQI (Quality and Qualifications Ireland) certification and progression to either further education or training.

The project operates from a community centre and town that is well resourced with drug counsellors, community based drugs workers, probation services, women's refuge, homeless services, mental health services, etc. The learners are referred from these services that offer back-up and support while the learner is engaged on the programme.

### IMPLEMENTATION/TRANSFERABILITY

Currently "Making Connections" operates in 3 counties in Ireland (South Tipperary/Waterford/Carlow). The project has the potential to be rolled out in other countries once it was based in a community setting, in a well resourced training centre with the right tutors and management structure. This type of service could tie into local government contracts or potentially set up within a partner organisation from where referrals can be made.

### WHY IS IT SPECIAL?

Operating under the same roof as other agencies means the learner has a high level of support. MCST endeavours to source additional support for learners to assist with their substance misuse related issues and have developed a working relationship with a wide range of services.

MCST has a high level of engagement and has seen learners grow as individuals and beginning to believe in themselves. All who continue to engage with the programme receive certification upon completion of each module (must complete 7 modules for a Major Award) and some have progressed to further education and the workforce. All of the above aid in recovery by building confidence and well being of individuals. MCST has many success stories, such as a learner who wanted to become a hairdresser and is now working in a local salon on an internship.



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**Funder:** Waterford and Wexford ETB



## Biblioteca la Conca

SUPPORT FOR PEOPLE WITH MENTAL ISSUES IN A LIBRARY CONTEXT

ITALY



4 Best practice projects for people from vulnerable groups

### THE PROJECT

The project was started in 2002 in the field of rehabilitation by the department of mental health of the San Paolo Hospital of Milan, from an idea of an educator and one user of that service. Through the years the “Biblioteca la Conca” has been enhanced with project making facilities, commitments and resources. The project is now based on a precious network of entities, associations, universities, but above all, public libraries in the municipality of Milan. Briefly, it consists of a little therapeutic activity addressing to the users of the Day Centre.

### TARGET GROUP

The target group consists of adult individuals, hospitalised in the centre of mental health in the San Paolo Hospital of Milan, who need care and rehabilitation related to different forms of mental illness. In the first stage of the project, the target group was composed of patients with mental diseases that, if not properly assisted, would compromise more and more of their autonomy with a high risk of illness chronification and social exclusion.

### AIM

In Milan, the meeting points for socialising and caring for individuals with such illness, or for learning possibilities for adult people living in the situation of fragility and mental illness, are closed and protected places, without the presence persons from outside. The most important aim of the project is working on mental discomforts through moments of socialisation, sharing time, the reading of books beyond the relationship patient-doctor. The aim is to activate productive relationships with the patients and on the whole welcome the challenge of connecting illness and rehabilitation pathway.

### METHOD/APPROACH

The methodology used in the project activities is strictly related to the education relationship. Through this kind of formal and informal education, as watching movies and reading books, suitable welcome, care and listening processes can be realised. The attitude of the health/educational operator is not simply that to receive the complexity of this discomfort, but also and above all to stimulate and reactivate relationship, emotional and cognitive abilities of the patient.

### IMPLEMENTATION

To support and increase the project allowing this development, the cultural association “Alziamo il Volume” was created to have the aim of promoting projects, of consolidate and upgrade services already available. The aim is to strengthen the role of the Library in the municipality of Milan, and have a deeper exchange with the territory.

### WHY IS IT SPECIAL?

This project is special because through all the activities carried out, the patients have learnt abilities and skills useful to have successful relationships with the library users, to loan books, to catalogue books and provide all the secretarial duties and tasks. The project is special because it represents a successful new pilot methodology in the field of prevention, care and rehabilitation. Still today the patients benefit from the rehabilitation pathways, observation traineeships or empowerment courses, to achieve a good level of personal autonomy, social and professional integration.

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# Young in Prison

INTEGRATION OF YOUNG OFFENDERS

SWEDEN

4 Best practice projects for people from vulnerable groups



Photos: Peter Holgersson

## BACKGROUND

About 200 people, aged 18-21 years and mostly young men, are admitted to Swedish prisons each year. The everyday news tells us some info about their crimes, court hearings and the judges but rarely write anything about the human behind the headlines. Early school leavers, bullying, unemployment, social exclusion and financial difficulties are common among persons who fall into crime. Many have or get an ADHD diagnosis while in prison.

## TARGET GROUP

The Museum of Work, Agency correctional treatment in Sweden, and the National Association Attention for ex criminals decided to let young inmates talk about their lives and turn their stories into a travelling exhibition. The project was made possible through funding from the Swedish Inheritance Fund. For the museum this was a new focus group to work with. Arbetets museum- The Museum of Work- is a meeting place for all senses. It opened 1991 in an old cotton mill in the former industrial area in Norrkoeping, Sweden. The museum depicts working life and working conditions through exhibitions, seminars and pedagogical programme activities. The goal of the museum is to be an innovative meeting place, which promotes discussion on peoples work, lives and conditions and have been renewed for its work with various focus groups.

## IMPLEMENTATION

In January 2014 young inmates at the prison in Luleå, in the north of Sweden, started to discuss how they can make an exhibition with staff from the Museum of Work. They shared their stories about their lives and about feelings of being locked in. Other young inmates at other prisons and detention centres also participated by sending in their life stories, guided by their own teachers in the wards. In total 25 young inmates participated in the work of creating a travel exhibition. Why is it special?

The exhibition opened in January 2015 at the Museum of Work and will go on tour to six different places in Sweden, the estimated public attending is about 100 000 visitors. At each place a young ex-criminal will be offered a working position as a guide in the exhibition for four months. In this way the project partners hope to help counter prejudices and promote greater openness for people being convicted and also raise awareness about people with neuro-psychiatric disabilities as well, as on a personal level, help ex cons to start all over again.

## METHODS AND GOALS

Skills developed by the participants where both cognitive, interaction and social skills, physical and learning skills, as well as better self-confidence. Hopefully the exhibition also will be seen as a tool to work with greater competence in treatment of young adult criminals and help them start on a path towards education and jobs.

Along with the exhibition the museum will also produce a book (2016-17) explaining the methods used with a collection of not only the inmates life stories but also stories of the staff working in prisons. The book will be in Swedish.



Photo: Peter Holgersson

## CONTACT AND FURTHER INFORMATION

- [www.arbetetsmuseum.se](http://www.arbetetsmuseum.se)
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## Inspire-Adult Programme

EDUCATIONAL, THERAPEUTIC AND LEISURE SERVICES FOR DISABLED PERSONS MALTA



### ABOUT THE PROJECT

"Inspire" believes that everyone has a right to equality and inclusion. The mission is to try to help everyone with a disability achieve this. They do this by providing individuals and their families with educational, therapeutic and leisure services all under one roof. Through COMMUNITY INVOLVEMENT and INDEPENDENT LIVING SKILLS TRAINING the programme aims at providing persons with disabilities opportunities for integration into the community and better quality of life through age appropriate physiological, social, recreational, domestic and self care activities.

This is an ongoing programme of independent living training, combined with employability skills training and job coaching. These skills are always relevant. Employability skills training supports the social and professional inclusion of people who have difficulty accessing the labour market, by providing the necessary vocational training. Inspire acts as a strategic partner for employers, families, and other social actors, promoting the quality of life at work. Clients start their training by following general courses aimed at enhancing their skills and increasing their effectiveness at ca-

reer exploration, whilst assisting them in making realistic vocational choices. Inspire also advocates for inclusion, educates the general public, raises awareness among peers, and holds the best knowledge base on disability in Malta.

### IMPLEMENTATION/TRANSFERABILITY

The key to the success of this model is its holistic nature. To transfer this model you would need to have access to all aspects of disability service in one location. By creating this sort of model chances are increased of securing local government contract funding for services to the disabled. Inspire receives 50% funding as government contracts and other service agreements, 34% from fundraising and donations (including commercial activities), 16% from other sources - including EU funds, and fees. A similar mix would likely be needed if starting up elsewhere.

### WHY IS IT SPECIAL?

The very holistic approach that "Inspire" uses allows its clients to develop in many ways combining life skills and improved well being with employment and education outcomes.

The Inspire Foundation is the result of the Merger between the Eden Foundation and Razzett Tal-Hbiberija – two leading charities that worked in the field of disability. The two organisations transferred all their resources and employees over to the new foundation, which now provides all the services in a one-stop-shop model avoiding duplication, enhancing service delivery with a holistic, person centred approach. It is more cost effective, leading to long term sustainability and added value.

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## Ability not Disability in workplace

GUIDANCE FOR EMPLOYERS IN HIRING PERSONS WITH SPECIAL NEEDS LATVIA

### ABOUT THE PROJECT

The Project "Ability not Disability in workplace (AnDiW)" contributes to the development of a very important issue – employment of people with disabilities. The project addresses not only reducing unemployment and fighting against social exclusion, about practical implementation of the United Convention on the rights of Disabled People, but also about an important barrier – the opinion of employers on disabilities and abilities, their lack of experience, information and motivation, and the existing view: "Why I must hire disabled if I can hire non-disabled?" The project was implemented by five institutions in four countries: Germany, Italy, Latvia and Lithuania. The first original project was worked out within the framework of the Leonardo da Vinci project "Ability not Disability in Employment" (2003-2005, AnDE), which was presented with a quality prize and further developed and adapted within two Leonardo da Vinci transfer of innovation projects: "Increasing Employability of Disabled People" (2008-2010).

### TARGET GROUP

The project addresses people with disabilities.

### AIM

The main aim of the project is to decrease the discrimination of people with disabilities in employment, and to develop employers' (managers' and trainers') competences and skills offering them a modern and useful distance education course and methodical materials.

### METHOD/APPROACH

The distance education course was created to be a contribution for existing entrepreneurs and managers in different sectors of the economy, as well as for students of study programmes in Business Administration and Human resources management, who directly or indirectly participate in the recruitment and employment of people with disabilities.



### IMPLEMENTATION/TRANSFERABILITY

The project can easily be transferred to another region/country and adapted by another institution and implemented as a transfer of innovation into new projects. Available on-line are various materials of the project, i.e. distance education course, trainers' notes. All material is available in English, German, Italian, Latvian, and Lithuanian.

### WHY IS IT SPECIAL?

Distance Education course is flexible and may be of use to staff, the specialists of state and municipal institutions, mass media and for those working in the field of social inclusion. Project material gives a comprehensive insight into employment and the integration of people with disability in the workplace, and includes analytical reviews, survey results on managers' perception of the integration, and employment of disabled people which was carried out in Germany, Italy, Latvia and Lithuania and cases from other European Union countries.

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## IV Project Conclusion

Our Erasmus+ partnership “On the Move”, conducted from 2014 until 2016, has produced a variety of results. During the lifespan of the project the consortium has met four times all over Europe and worked intensively between the meetings. On the content level this project led to the product you have in your hands now – a best practice handbook which we are very satisfied with.

All partners had the opportunity to share their perspectives and approaches in creating positive learning environments, especially for people who don’t usually take part in Lifelong Learning. We all benefited from the experience and creativity of the other partners. The researched and presented best practice examples in outreach educational offers and low-threshold learning opportunities in particular, have given us new impulses and will enrich our work. With this handbook we would like to share the substantial European variety of pedagogical work and hope to ensure the sustainability of our project due to the high transferability of the projects presented.

The transfer possibilities vary; some of the projects (e.g. the touring exhibition, Men’s Shed) can be transferred one-to-one. Other projects like the approaches to include people from the Roma minority in the Czech Republic cannot be simply transferred to other countries because they obviously deal with specific ethnic and cultural communities. Nevertheless the basic idea to empower persons from minorities, giving them the means to be self-efficient, leading and supporting by example, is an exciting idea which can be adapted in other countries and to other vulnerable groups. Our project contributed to the development of our professional skills as well as creating new impulses for our and other organisations to create new learning opportunities for disadvantaged persons. The common work in the project showed us once more that we as Lifelong Learning organisations need to be more flexible and reach our target groups where they are, e.g. at the workplace, in rural areas, in their living districts etc.

Furthermore we now consider the adaptation of our approaches and methods to learner’s needs as paramount. One crucial result from our research is the involvement of our target groups from the beginning; starting with the development of a project and also trying to engage them as mentors, peer guides or even trainers.

Besides these content-based effects, the project created spaces for meeting professionals from the area of Lifelong Learning to encounter similarities and differences in our work. Our individual horizons were broadened and the experience of positive cooperation and reaching a common goal was a very satisfying experience.

**We would appreciate it if you have been inspired by the projects and methods presented in this handbook, that you contribute to Lifelong Learning for all individuals!**

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