

E-BOOK

GOOD PRACTICES

UPGRADE
E-ADULTS



Introducción

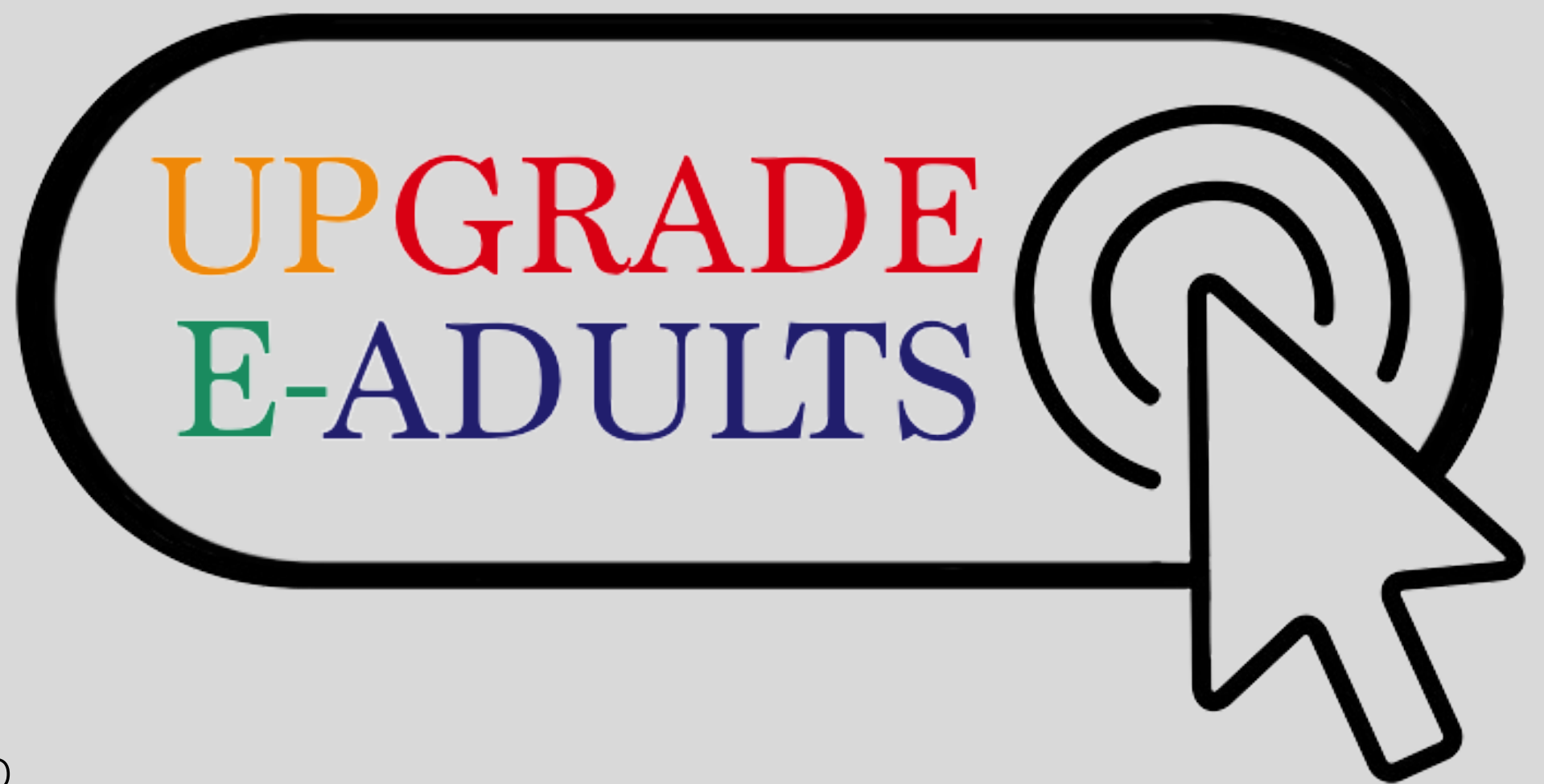
Learning is a process by which a person gains experience, skills and knowledge. This process does not end with formal school attendance, it lasts a lifetime. In today's society, it is desirable that one learns constantly, mainly because the knowledge of science is changing rapidly, the need for flexibility is growing, and thus the ability to work in other fields as well. Further education complements, deepens, renews or expands qualifications and enables further professional development. When learning, a person definitely increases his flexibility in working life, becomes easier to get employed and overall increases the quality of life. He is better able to keep a stable job and adapt to new requirements. One of the key and fastest growing area is the information technology sector. An everyday as well as occasional contact with the digital technology at work and private life creates pressure to acquire computer skills and manage tasks when working with a personal computer, tablet or other devices. Working with the Internet is becoming a routine matter in the daily lives of most of us. With the coming of social networks, the need for digital skills has become more stressed. A social network, as a virtual connection of people, allows you to create a personal or corporate public or semi-public profile, communicate with each other, share information, photos, videos, chat and other activities. Social networks offer a wide range of opportunities from which people, regardless of age, gender or nationality, can benefit. If users learn to take full advantage of the potential that these networks offer, then they can gain all their benefits.

Introducción

The Upgrade E-Adults project focuses on finding and sharing examples of good practice. Trained experts transfer knowledge of working with information technologies, preferably through an effective way of social networks. This learning is aimed mainly at disadvantaged adults and supports their attractiveness in the world of work. Best practices that play an important role in the project include The Research on the best practices using the ICT for adult education and The Research on methods of social inclusion using ICT. The project was created in collaboration with seven organizations: Hodina H (Czech Republic), Petit Pas (Italy), Institute of Entrepreneurship Development (Greece), Asociacion Cultural y Deportiva La Hoya (Spain), Nordic European Mobility (Sweden), Latvijas Disleksijas Biedriba (Latvia) and Casa Corpului Didactic Ilfov (Romania).

SUMMARY

Upgrade E-adults is an international Erasmus + strategic partnership project of cooperation for innovation and the exchange of good practices that aims to disseminate good practices at European level through the training of trainers, who can provide digital skills, particularly in the use of social networks applied to the world of work to disadvantaged adults.



Target Groups

The project's main beneficiaries are:

- staff working with adults, adult educators, disadvantaged adults
- representatives of organisations directly working in the field of adult education
- local authorities, commercial entities, labour market offices and employment centres, professionals linked to the field of adult education through, research, and information counselling
- trainers

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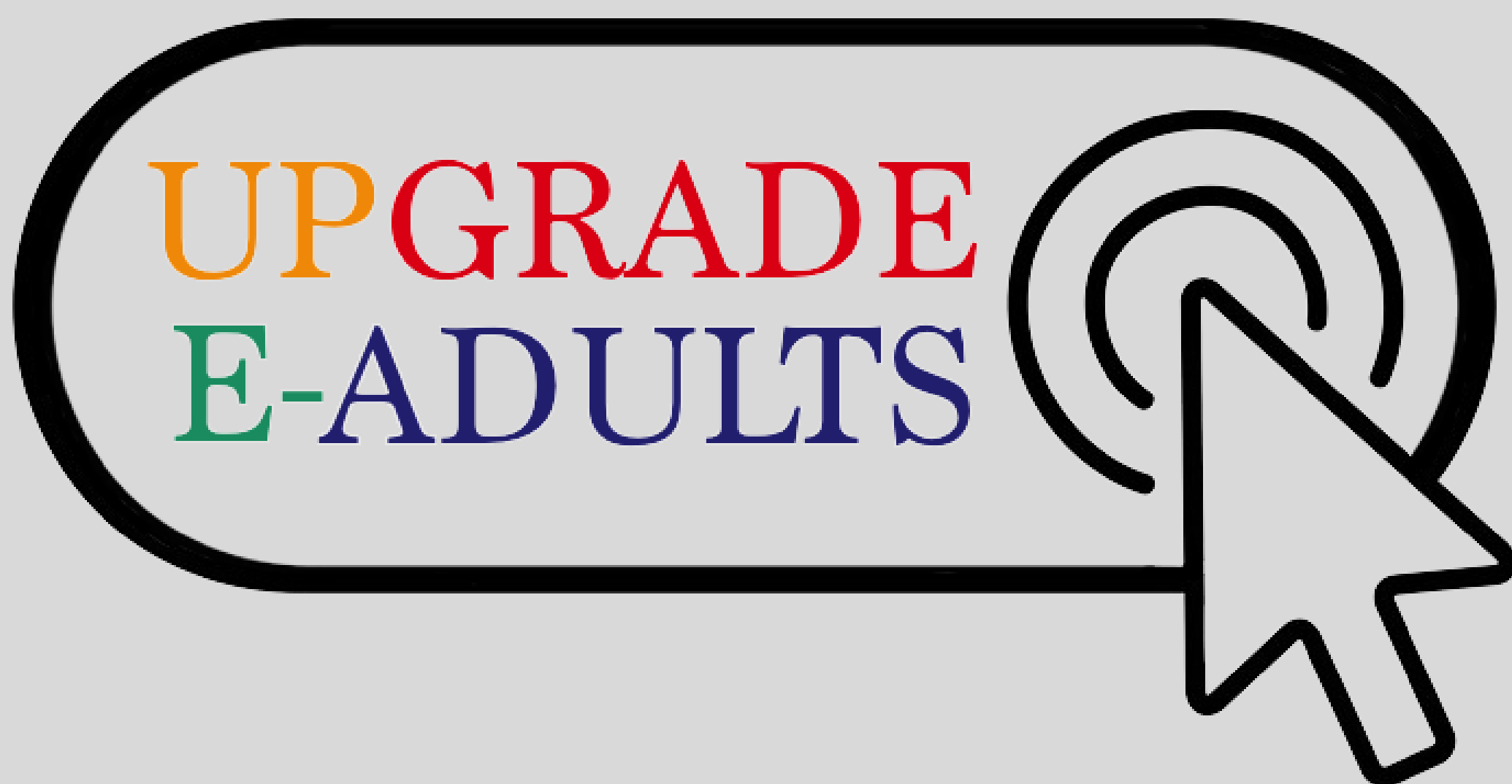
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OBJECTIVES

- To share and collect good practice as a base for training of trainers
- To establish a training structure for trainers and educators
- To develop a manual to develop the ICT and digital skills for adults that the research identifies as needed
- To define a sustainable strategy with on-going effects on the partners, created learning structure and target groups
- To establish network to promote, offer and provide the adult education programmes to reach all potential participants
- To increase life quality for the individual and value creation and flexibility in working life
- To train qualified trainers and educators who will implement the programmes and support the adult learners at the risk or exclusion.



PARTNERS



Hodina H - Czech Republic



Petit Pas - Italy



Institute Of Entrepreneurship Development



ACD LA HOYA - SPAIN

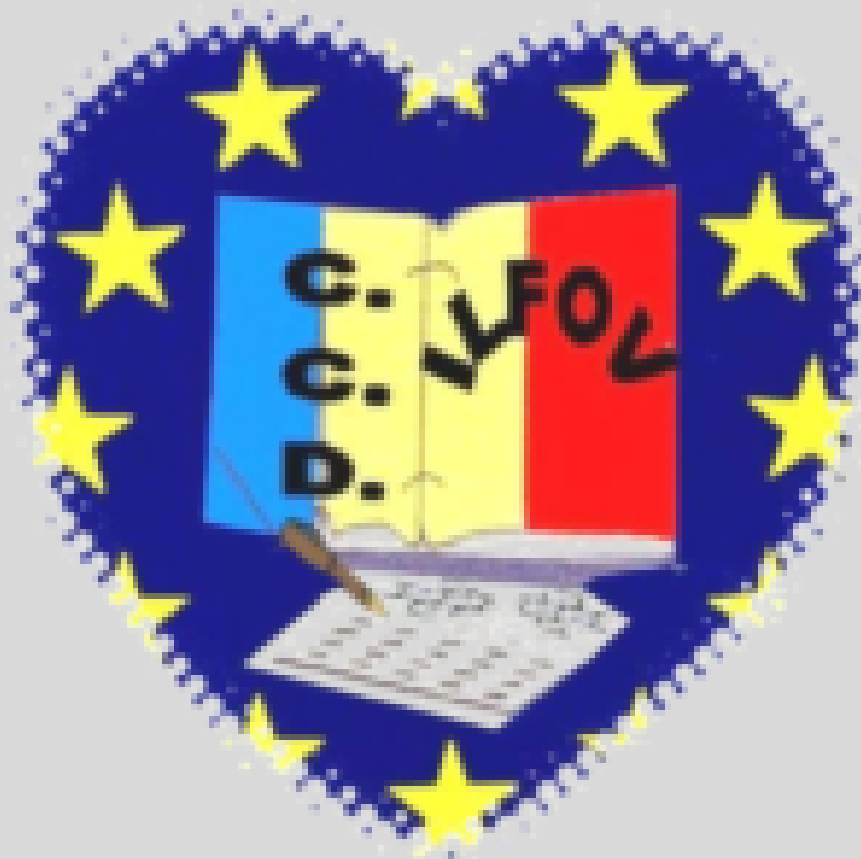
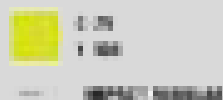
PARTNERS



Nordic European Mobility - Sweden



Latvian Dyslexia Association - Latvia



Casa Corpului Didactic Ilfov - Romania



Literacy@Work -Alpes (France), BFI OÖ (Austria), CDI (France), e Zukunftsbaue (Germany)



www.literacyatwork.eu

Literacy @ Work is a European partnership project which was funded by Lifelong Learning Program of the European Commission. This project aims to provide literacy for illiterate workers. The main objective of Literacy@Work is to develop and improve the quality of literacy training courses on the European workplace for employees first level and the performance of companies.

The project is based on an experiment conducted in New Zealand, which included the development of a methodological guide aimed at adult education providers and a site web aimed at raising awareness among companies. Over the two-year project the partners have worked on the adaptation of the methodological guide and the website for companies, which had been developed by the organization in New Zealand. Training seminars were organized between adult trainers to spread the methodology and approach, and to stimulate new training approaches by following the Literacy@Work approach. Project partners organized awareness-raising campaigns between companies in order to stimulate workplace training according to the Literacy@Work approach. During the project, basic knowledge for the use of ICT is provided through in-company training courses with frontal lessons carried out by experts and trainers who focus on the specific needs of workers. It improve the worker's capacity on entering in the job market and to be more productive and qualified.

This practice could be useful for companies because with this method they could have new qualified workers, and a better education and a better job will improve the social inclusion of these workers.



Literacy for All



“NONNI SU INTERNET” (Grandparents on Internet) -Fondazione “Mondo digitale” (Digital Worlds Foundation) -I.C. “D. Vitrioli – Principe di Piemonte” Reggio Calabria



<https://www.mondodigitale.org/it/cosa-facciamo/aree-intervento/invecchiamento-attivo/nonni-su-internet>

The Digital World Foundation (FMD) works for an inclusive knowledge society by combining innovation, education, inclusion and fundamental values. The mission of the FMD, therefore, is to promote knowledge sharing, social innovation and social inclusion, with particular attention to the categories at risk of exclusion (elderly, immigrants, unemployed young people, etc.). “Nonni suInternet” is a digital literacy plan for the over 60s, on a voluntary basis, created in 2002, to bring the elderly closer to using computers.

The program aims to promote, in particular, the social inclusion of the most disadvantaged categories, with particular attention to the elderly. The course, completely free, structured in 15 lessons of two hours each, which takes place on a weekly basis, The course program, dedicated to real beginners, has the task of teaching the ABC of the computer, from switching on to surfing the internet, from using e-mail to social media network, in addition to the most common messaging programs such as WhatsApp and Skype. Of particular interest is the exploitation of digital services of public administrations and the use of the simplest implementation of the most common daily activities (post offices, home shopping, etc.). There are presentations of the various peripherals that can be connected to the PC, (camera, scanner etc.) is also an occasion for help the elderly to familiarize themselves with the new ones communication technologies (mobile telephony, digital terrestrial television, iPod, Iptv etc.). Each edition is enriched with a multimedia work tutors and grandparents build together to practice with the pc: from the editing of an online dictionary of games of yesteryear on the digital photo album with vintage photos.

The tutors of the over 60 are the grandchildren of the grandparents attending the course. A truly special opportunity for an exchange of experiences and intergenerational knowledge, which facilitate learning, but also a different way of emotional-educational interaction between grandparents and grandchildren.

It can represent a truly special opportunity for an exchange of experiences and intergenerational knowledge, which facilitate learning, but also a different way of emotional-educational interaction between grandparents and grandchildren. This kind of teaching method could be useful to the territorial training events where each of the leading actors (junior tutors and senior trainee) involved in the event could improve their skills in ICT and reflects faithfully the aims of the project.



“Crossing the line”

<http://www.crossingtheline.eu/>



Participants make a film that touches on the themes that concern them. During the recording of the film, the participants are left free to deepen the theme with their companions, to interview key actors (workers engaged in social work, young workers, policemen, teachers etc.) and to draw their own conclusions. The method of teaching used is based on facilitation and practice on learning by doing. A constant review through moments of evaluation allows participants to realize the skills they have acquired after each session recording.

The final beneficiaries would be those excluded from society, not schooled and with few opportunity. It turned out that this good practice meets the needs of students and even adults in terms of an increase of self-confidence, of one's self-sufficiency, of acquisition of ICT and linguistic and social skills, of a more active one participation in society and a stronger awareness of European identity. CESIE tested this example of good practice using young workers and social workers working with disadvantaged young people, migrants and immigrants, women and people from socially and economically disadvantaged areas. The teaching method is based on facilitation and learning through practical application (learning by doing). Constant revision work, through moments of evaluation at the end of each registration phase enables participants to recognize acquired skills. The group was supported during the recording sessions as well as for the development of the interviews, by professional figures like expert technicians in video editing and experienced historians who analyzed recent social changes and their causes

With this technique the participants will be able to develop transversal skills that will facilitate their entry into the world of work. Furthermore will actively increase their awareness of the issues that concern them and who is around him. This good practice could meet needs and interests of the adults and give them one actual evaluation to support learning and development. The beneficiaries were involved in think tanks to develop skills as key as teamwork. In addition, the goal of making a video together or another type of visual / ICT product helped reflection on the one hand social and on the other helped to develop ICT skills.

Research inspired by DEVOTED project



How to use Facebook? Areadne Lifelong Learning Center



<https://www.areadne.eu/>

This project wants to teach to the disadvantaged adults the main technichs to using internet and social media: this tools in adult education can facilitate learning because trainees feel comfortable with a less formal and friendly environment. At the same time active participation, positive behavior, critical thinking and interaction of participants are increasing.

The main educational technics that are used in the programme are the working in groups combined, brainstorming and questions-answers. Lessons take place in the computer rooms of Areadne. The learners are citizens aged 40, who want to learn this new way of communication that young people use so often. The classrooms consist of 6 students of different ages. The course program is structured in a way to complete the lessons in 10 hours.

The lessons begin with a general presentation of the internet: what is internet, how it works and what can we do with internet. Then the instructor, with the help of the projector, makes an introduction to the next part of the program: internet services. At this point the trainer with questions and brainstorming tries to learn about the knowledge each student has about the internet and what they want to do on the internet.

The same method is used for the rest of the lessons regarding the learning of the Facebook. The goal is at the end of the lessons the students can be able to communicate through Facebook and feel comfortable with this web tool. During the course the trainees create a Facebook account with the help of the instructor. They begin to search for friends; initially their classmates and they add each other. Then, they learn how to read, send and respond to messages. At the end of the program the students commented about the method of teaching as effective because it helped them learn quickly and easily. The use of presentations, questions and working in groups kept their interest and it can help them to use Facebook or others social media platforms (like LinkedIn) to place this adults in the labour market again and help them having new chances to get a job.

This ICT method could be also use for Upgrade E-Adults Areadne Lifelong Learning Center wants to find methods and tactics to improve the education of digital adults. The working in groups method proved to be helpful in teaching ICT in adults and help them to create good conditions to find jobs or improve their skills in general. For this reason, for the traditional methods could be used in combination with technological tools. The use of question- answers or working in groups while learning an ICT tool will help the adults to better understand the value of the tool and how to use it.



“2R Reset&Recod” Fondazione “Mondo Digitale”



<https://mondodigitale.org/it/aree-intervento/educazione-per-la-vita-e-cultura-dellinnovazione/2r-resetrecod>

2R - RESET & RECODE is a digital literacy project to bring prisoners closer to computer use, coding and digital manufacturing. In addition to responding to the specific need of IT and technological literacy of young people, it wants to achieve other important objectives, such as the fight against social exclusion and the facilitation of socialization processes among peers in a complex and deprived context such as that of school in prison.

The project offers to prisoners the opportunity to acquire digital skills useful for their path to social reintegration and in the world of work, but also provides them with indispensable tools to facilitate relational processes between peers and educators within prison institutions. Main challenges of the project: -support the path of social and work reintegration of young prisoners through the strengthening of their digital skills; -strengthen opportunities for discussion, socialization and reflection among young prisoners; -to increase cohesion among young prisoners and facilitate relationship and problem solving processes; -to contribute to bringing out the attitudes and passions of each one, promoting the process of redesigning one's life; provide a concrete opportunity to acquire key 21st century skills, useful for reintegration into society and the world of work; -to stimulate creativity, design skills and the know-how culture of prisoners and young prisoners. The project relies on the solid and significant experience of the Digital World Foundation in the field of computer literacy and coding

3 basic computer literacy courses 3 1st level Scratch courses 2 digital making courses 1 digital storytelling course All these courses take place in the prison institutes with interactive lessons with a tutor and the ICT tools

With the teaching of basic computer skills, it also learns the use of social media which will be an excellent tool for social inclusion and subsequently, an entry into the labor market

The purpose of this project is combined with the objectives of our Upgrade E-Adults project because it favors the social and work inclusion of these adults who want to relocate themselves into society. This teaching method is applicable to the project because detainees are a very disadvantaged group of society with need to relocate and preventing them from returning to committing crimes. The possibility of re-inclusion and the possibility to learn a new job (like the computer technician) is a valuable element of the practice, with the courses they start to increase their ability in communication with others, to understand the meaning of being in a community.



Auser Trani

www.ausertrani.it



Auser is a voluntary and social promotion association present throughout Italy with over 300 branches and is involved in promoting active aging of the elderly, developing volunteering, social promotion activities, adult education, international solidarity, with reference to the elderly and intergenerational relations. It supports people, improving their quality of life. The Auser Trani respects the mission and objectives of the national Auser and is divided into three sections: Auser Volunteering, Auser Youngsters and Pink Auser.

Grandma and grandpa learn English Number of people taking part in the project 30 including 28 student volunteers, 1 trainer, 1 project manager. The project is structured in a course with lectures that require active participation between elderly students and tutors. This project started in March 2018. The project was born due to the continuous requests by the older volunteers of the association and the awareness of the associative managers, of the fact that the elderly need to learn at least the basic terms of the English language in order not to feel excluded from the world using ICT tools, doing this they also start to learn how to use computer and all the IT tools. The main goal and challenge of this course was to allow people who had never studied English, mainly seniors, to use their newly acquired computer skills to learn a new language. Moreover, despite expectations, a synergy and an incredible harmony was created between people of different ages. The project had an important impact on adults and on the elderly, in fact today they can do basic discussions, answer basic questions and listen to films in English. The project allowed the local community to have more active and prepared elderly people at least at a basic level of the English language. This guarantees a benefit for the entire community, as they can in turn train other people or can encourage friends and acquaintances to participate in the next courses.

The Auser Trani constantly collects new memberships to allow other people to participate in this interesting initiative and divide the participants according to the starting level. A similar project can be performed within Upgrade E-adults to facilitate the exchange and learning of various languages, not only English but also other European languages and having more possibilities of inclusions in the community.



GOOD PRACTICE TIC. DIGITAL LITERACY IN OLDER



<https://www.mondodigitale.org/en>

<http://revistas.usal.es/index.php/eks/article/viewFile/7508/7539>

They use the technology to help the adult people who don't know about it to cross the barriers, they learn about how to use computers in a different areas and how to get a job where they can use all the things that they learnt for example: - The handling of basic peripherals: mouse, keyboard, screen, printer ... - The virtuality of the new environment: operating systems, storage system by files and folders, etc. - The relationship between both: orders. Input and Output.

This workshop is based so much on the experience of the students, that it may not necessarily be related to computer science; as well as in the progressive construction of knowledge taking into account the following factors: - Previous organizers. Each session must have: o A brief review of the previous session, thus activating the mental schemes of the students, preparing it for the class of the day. o A global summary of what was worked on the day. - Knowledge and previous experiences. It is necessary that the memory be activated in the student and the student. The new knowledge is only built on the pillars that each person possesses, and these are their own life, their previous learning. Simulate the context, reactivate the memory through questions like Do you remember when ...? And in this way the new concept is linked to the previous one in the students' minds, thus facilitating their understanding and retention. Let us see, as an example, pairs of elements that are used as a simile in the adult digital literacy workshop that facilitate the activation, explanation, relationship and construction of mental schemes between the knowledge that students already bring and the new one we want to teach: - Read / write ports: usb.- plug: male / female, only one position is correct, if we force, we break the device. - Window. Close buttons, minimize / maximize, restore. - Binder. Subfolder File: With a simple box, a folder or filing cabinet, archival plastics, and folios the concept is usually clearer than the classic simile of the tree, although it can also be useful: Trunk, branches, leaves. Simile of Russian dolls. - Cut-Paste: Piaget would have a lot to say about it. A child of a certain age is not aware of the disappearance, for example, of the Russian doll inside another. This is our cut and paste. A concept of transfer difficult to explain many times. The best example: the reality of an authentic craft workshop, a collage with magazines and newspapers. Cut with scissors, paste, etc. These elements will serve as a basis for future concepts of simple, multiple selection, text selection, photo retouching images, etc.

We can try to do some similar workshop with their working process with the adult people from our cities, what could be very helpful for them to get more opportunities. We can learn from the way they use different methods for learning and to keep everyone in the same stage of learning



Electronic Education for Adults

<http://franciscofontalba.blogspot.com/>



The students of this center in Alhaurín de La Torre learn about different concepts about electronic devices in order to be able to apply for a job related with this later and share their experience in a blog.

They teach different skill in the use of the computer and electronic stuff to the students, all of them are adults who stopped their studies or never finished them, to get used to the computer they created a blog where the students have to be active every week in order to get comfortable with using the computer and then they start to learn how to work with the main programs of the computer and specific things like graphic design. They also learn to look for a job online depending their electronic area, after that they put all the information in a blog to share with other people. The process of learning in this method is evenly shared between a teacher and a student. They both play an important role while studying and it is a complete opposite to teacher-centered approach. The teacher is like a coach to students. It is important to explain the new material and encourage understanding of it. The teacher is explaining about How to use the computer, How to open and modificate word and excel documents, How to access to internet,etc. After that all the information is pass to the blog created for this purpose, to share to other adult people the results. The social media that is use is the blog that is created by the teacher, to connect the student with the social media and to share all the resources with other people interested.

This project was created in 2008, they kept it active year by year and its still going on this year.

I think that with simplifying this method we could adapt it to our project very easily, as will be good to teach how to create a blog to share with other people the results of the sessions. Everybody could do something similar in their organisations to teach the people to find a job online or to use the main programs from the computer and also for the teacher to create a blog to share what he/she do.



ELCHE ACOGE

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



"Spanish as a Second Language for Adult Immigrants", developed from the beginning of the entity in 1994, promotes the social and labour integration of immigrants arriving in Elche.

This project has been possible thanks to the involvement and collaboration of the volunteer team of the entity, which has given their time, knowledge and empathy to ensure that the thousands of people who during these 24 years have participated in the program managed to master the language. In addition, this work has had the collaboration of the City of Elche, which has assigned to the entity a space in the neighborhood of Carrus, which has allowed more and more people to go and learn Spanish. They created this project due to the increase in the immigrant population in the city, it started in 1994 and they try to help the inclusion of the immigrant people in the community by learning the language. The impact on this immigrant adults is positive due to the possibility that they gain by learning the language and the culture of the country. At local community the impact is really good cause the diversity in the city increase and give more opportunities to the people to find a job or to communicate, they learn Spanish, ICT, how to create a CV, law in Spain, etc. The impact in the community is high as there are also different activities where they share their culture, thanks to the Spanish they integrate in the community more faster and also the opportunity to share space with Spanish people in the lesson enrich the cultural and community activities.

The Elche Acoge Foundation has been honoured with the Unesco-Confucio Literacy Prize for its work in favour of the education of immigrants, thanks to this project.

We can learn from the idea of the community to help the immigrant people to learn the language to get involved in the society and to teach the ICT to get integrated in the society and community more faster.



Integral Program for Inclusion



<http://cepaim.org/wp-content/uploads/2014/01/cat%C3%A1logo-de-buenas-pr%C3%A1cticas.pdf>

It is about working with the population of marginal neighborhoods with the presence of different ethnic groups and cultures (payos, gypsies, immigrants) addressing different problems of these neighborhoods from the involvement of their own neighbors and neighbors in their improvement. It has been working in this sense for 4 years in these neighborhoods. It began with a diagnosis of reality of the same, from the contact with the neighbors and with the entities and organizations present in them, from there, prioritized work lines in which the protagonists of the whole process were the neighbors involved from the analysis and detection of the problem to the planning of activities in order to solve it.

- In this project participate hundred of people from this neighborhoods and volunteers.

- The socio-economic deterioration of the neighbors has a direct translation in the maintenance of the neighborhood, with a huge deterioration also result of abandonment by local authorities: nonexistent or very deteriorated street furniture, leaving responsibilities in cleaning and garbage collection (the neighborhood has a serious problem of garbage), manifest citizen insecurity ... that make the neighbourhood in reality and have a stigma known in the city as a marginal, impoverished and criminal neighborhoods. However, there are population groups interested in overcoming this situation of exclusion and willing to make efforts for personal and group promotion, especially groups of women and youth, and units relatives trying to normalize their situation in the neighbourhood.

- This project has been running already for 4 years.

- There are many positive results obtained, and in general a series of learning is detected by neighbors in terms of conflict resolution in a dialogue, participation and organization to improve their environment, among others. Likewise, the lack of continuity in some lines of work is detected due to the reduction of the budget and the consequent reduction of staff, which has caused that some achievements have not been maintained over time, especially in relation to the progress made with the / the minors. -Changes in people and environments of exclusion are slow and progressive, neighborhoods are still deteriorated and abandoned to a large extent by the administrations but little by little new attitudes are seen in the neighbors, the desire to keep fighting for their neighborhood and not give up and small improvements in buildings, creation of urban gardens, landscaping of deteriorated areas, etc.

There are numerous talks and meetings at different levels: participation in master's and subjects of the University of Almería, talks at IES, meetings with neighbors from other neighborhoods, participation in conferences and conferences national level, etc. From the first project (Pilot Plan) a book was made and in general of each performance there is a graphic and visual record.



English, ICT and Music

<http://englishedrissis.blogspot.com/>



The English @ Edrissis blog is an attempt to integrate the English language, Information and Communication Technologies using music as a pretext. The author of this experience, Jesús Canca Lara, has received several recognitions. His main pretence has been to improve the low levels of motivation of adults in English classes. This "virtual window" allows "self-learning" facilitating the reconciliation of family, work and academic life. The English @ Edrissis blog is an attempt to integrate the English language, Information and Communication Technologies using music as a pretext. The author of this experience, Jesús Canca Lara, has received several recognitions.

There is no doubt that music has a great motivating potential and that it provides real materials of life, close to and accessible to all, facilitating more meaningful and effective learning. If we add to the music the use of ICT, relying on them for the teaching activity and we also consider the basic "learning to learn" competence so that permanent learning occurs throughout life, the existence of this Good Practice It is fully justified. The recipients of this experience, as well as the starting point of it, belong to the field of adult education. One of the most relevant characteristics of this group is the heterogeneity that is determined, by the type of students and their different baggage. The author of the experience is realistic and knows that to this difficulty it is necessary to add that a part of the students has failed in other educational modalities and this is their last option to obtain the desired academic certification. Attention to this diversity of this group, needs channels like the one we are showing here. The blog in addition to having video clips, basically hosted on YouTube, proposes motivating tasks that allow you to enjoy the activity and therefore ensure effectiveness. It began its journey in the second semester of the 2010-2011 academic year.

The structure of the blog has two pillars, inputs and resources. The entries revolve around a music video related to a specific theme of student interest, which is accompanied by a series of tasks related to the development of language skills. The resources are divided into several blocks: Online dictionaries Directories and models for the evaluation of the Final Projects. Examples of Projects prepared by the students. Recommended links for students. Blogs recommended for teachers. Popular posts. Author's notes

We think that this project is a very good example for adult education in the itc field, we can learn from the simple way that they have to make the adult students participate into the project and to connect it with the learning process.



La Carrera del Gancho

"The Race of Gancho"



<http://cepaim.org/wp-content/uploads/2014/01/cat%C3%A1logo-de-buenas-pr%C3%A1cticas.pdf> (page number 98)

Create a community experience of participation, dynamization, coexistence among people, cultures, generations present in the neighbourhood of S. Pablo, which complement those individual educational processes and / or groups that are already underway in schools, training centers, children's leisure centers and youth centers, etc., with a progressive incorporation of all social agents, neighbours / as -organized or not-, merchants, hoteliers, etc., to an open and general participation process of the maximum of agents and resources of the neighbourhood, which is enriched and perfected year after year.

The Race is a process: with a duration of one year, in cycles that repeat and continue year after year. The process ends with the evaluation and is reactivated at the end of the process, after a process of reflection (from the organization and shared with other agents, resources, teams, people from the neighborhood in the Driving Group of the Career and in the Career Commissions) neighborhood meetings are convened, define and schedule the process over time and an initial thematic proposal is made based on the evaluation of the previous edition. Meetings take place in the neighbourhood, with groups, with resources, with artists, etc., and between them, as well as with the administration in its different sections with incidence in the neighbourhood (social action, culture, housing, district board, pitch office) and with the resources that depend on them - School Workshop, Youth Houses, Leisure Center, etc. - and ideas, proposals, and ideas are shared. needs that will have to be solved for its realization. The monthly meeting of the neighbourhood is open and it is summoned by means of signage and communication by email, social networks (facebook, blog, etc.); 4 to 5 meetings take place throughout the process intensifying in the summer, in which a monthly meeting is held, where information is shared on everything that is promoted and proposed by the committees, and which is carried out in the different centers, resources and entities who also present ideas and proposals that provide content and enrich the thematic proposal. The average participation is 35 to 40 people representing their respective colectives. This project was created in 2004 and is still going on every year.

In the Career, the discourse and the message as well as the aesthetics and the format in which they want to tell are important. It is the way to achieve the objectives and to make the discourse understandable and accessible to all cultures, languages, sensibilities. Each year the Race has a different theme, with some common aspects among all the editions whose possibilities are not exhausted in any edition. On the contrary, thematic proposals are very open, versatile and rich in nuances and narrative possibilities.

We can create in our cities an event for local artists(it doesn't matter which kind of art) to share experiences and to keep their creations during this event somewhere so the people can see it during the rest of the year.



KMOP

www.kmop.gr



KMOP is a non-profit organization based in Athens, Greece with more than 40 years of experience in supporting vulnerable people through the provision of social services, implementation of social initiatives, education, research and development of know-how in social policy issues. The organization focuses on building people's resilience, combatting inequalities and supporting inclusive and sustainable growth by developing and implementing a variety of innovative tools, programmes and policies. KMOP as a leading Social Action and Innovation Centre has established presence and partnerships at international level, working with major actors in the public and private sectors, as well as with civil society to drive solution-oriented, knowledge-based interventions that are essential for fostering resilience. Alongside with direct provision of social services, our expertise pertains to design and implementation of impactful programmes in the areas of Education, Migration and Human Rights protection, Employment and Social economy, Health Promotion. As far as education is concerned, KMOP works –among others- on crucial topics such as migration, gender, bullying, discrimination, hate speech and violence, employability. Within this context, we have developed an online platform <https://elearning.coeus.online/>, providing free, online educational courses.

- Medlit45+ Link available: <https://medlit45.eu/about/> The e-learning platform of Medlit45+ aims at upgrading the media literacy and digital skills of low-skilled/low-qualified adults 45+ in order to facilitate their reintegration in labor market. The modules available are: Safety, Problem Solving, Information Processing, Communication and Interaction, Basic Content Creation.
- Medlit “Media literacy for refugee, asylum seeking and migrant women” Link available: <https://medlitproject.eu/elearning/> This e-learning platform is an online training tool aiming at building the media and digital literacy skills of low-skilled/low-qualified refugee, asylum seeking and migrant women.

Coeus as a learning management system can host any kind of teaching methods. Webinars, video lectures and quizzes are the most usual. In the upcoming future social media courses will be available. Regarding, social media for the labor market Medlit45+ uses le and quizzes for the assessment of the participants. The same method is also used to Medlit e-learning platform. The most valuable element of this practice is that everyone can enroll for free in e-learning courses and explore a variety of subject areas, which aims at kindling a better world, as well as increase their media literacy skills.

The Coeus e-learning platform, offers free, online educational courses to anyone interested in subjects regarding social welfare and health, employability and human rights protection. COEUS is a learning management system which can host various teaching methods. In order to create more engaging and memorable learning, the instructional techniques of asynchronous teaching in Coeus are the following:

- Webinars
 - Video lectures
 - Quizzes
- Medlit45+ uses methods such as lectures, videos and quizzes. Medlit uses PowerPoint presentations and quizzes.

8-online-platformes-mathimaton-gia-na-allaxeis-kariera The platform is powered by KMOP. KMOP has developed a pioneering program aiming to deal with the problem of bullying in Greece, the “Live Without Bullying” (LWB) program, which was the incentive for creating the Coeus platform. The aim of KMOP and Coeus platform is to build and enhance resilience by building capacities to cope with hazards and tackling the root causes of vulnerability in order to make the world a better place to live.

- COEUS e-learning platform Link available: <https://elearning.coeus.online/> Coeus e-learning platform offers free, online educational courses to teachers, educators, parents, students, family careers as well as anyone who is interested in subjects regarding social welfare and health, employability and human rights protection. Coeus has been cited from the Greek media portal Ethnos.gr as a leading e-learning platform among Coursera, Udemy. Reference here: https://www.ethnos.gr/tehnologia/94178_menoymespiti-



Game Tree

www.gametree.gr



Experiential online learning on soft/social skills for employees of all hierarchical levels

- Application of Adult Education principles and methods
- Utilization of platforms, apps and online tools that reinforce participants' interactivity
- Implementation of the online training by (at least) two Educators (the first one playing the role of "Facilitator" and the second one playing the role of "Moderator") so that the learning activities are coordinated the best way possible
- Formation of small groups (8-12 people) and short training slots (2-3 hours) so that, on the one hand, each person's participation is valued and, on the other hand, the limited time availability that accompanies adulthood is respected
- Learning toolkits (that include videos, blog posts, job aids, infographics, etc.) distributed to the trainees at the end of each training program.

David Kolb's Experiential Cycle, is implemented through: - the appropriate design and structure of each training program - utilization of experiential learning techniques (such as: work in groups, learning games, role plays, discussion, brainstorming, etc.) - post training assignments that aim to reinforce the learning process and the desired behavioral changes

Indicatively, some of their areas of expertise:

- Stress management
- Effective communication
- Teamwork and collaboration
- Time management
- Task management
- Quality customer service
- Train of trainers
- Emotional intelligence

Game Tree enables adult employees to develop and reinforce soft/hard skills focus on improving work efficiency and professional development.



PANHELLENIC CONFEDERATION OF GREEK ROMA “ELLAN PASSE”



ellanpasse.com

Main representative body of Greek Roma populations. Initiating policies and activities regarding all the main social, economical and societal issues of Roma in Greece, particularly focusing on issues related to housing, education, health access, and employment. Main interlocutor of Roma communities with local, regional, national and transnational stakeholders and policy makers.

Social media play a pivotal role to the information of communities about adult education and adult training. Moreover, they empower and enhance the implementation of projects and initiatives about Roma adult education and training and occasionally act as the main tool of implementing the aforementioned initiatives. Considering the fact that the majority of Roma community (especially those of younger ages 19-44) are very familiar with the use of social media networks, ICT and social media play a substantial role on the Confederation's efforts to disseminate adult education and training through them. In conclusion, social media contribution mainly affects the following practices: - Information about projects events and initiatives about training, education and job market inclusion, - Dissemination of good practices and examples about employment, adult training and adult education, - Empowerment and enhancement of practices concerning adult education as well as social media awareness campaigns to the Roma communities.

The teaching methods that have been adopted using ICT comprise many pivotal job inclusion competencies and skills of diverse needs and interests. In particular, “Ellan Passe” Confederation has frequently used ICT methods that raise the job market competences and skills. Most of these methods include training digital sessions on the following basic fields:

- literacy training,
- numeracy training,
- IT training.

The abovementioned trainings have been implemented on the context of national and transnational projects through the use and the help of online platforms that empowered their classic adult education process. The beneficiaries were able to familiarize themselves with the use of digital technologies as well as to be trained on literacy, numeracy and IT skills (on different levels, depending to their educational level).

As aforementioned, online platforms that provide basic education on the fields of literacy, numeracy and IT skills have been used during projects implementation by “Ellan Passe” confederation. Those skills are considered of utmost importance for the improvement of job market inclusion opportunities, especially for people with low or very low skills and competencies as well as many impoverished members of social vulnerable communities. Through their implementation, ICT teaching methods on these basic skills: - may increase the beneficiaries’ opportunities to job-market inclusion - can work as the first step for their further adult education and labor market inclusion, - offer opportunities on people who have acknowledged their limitations on labor market inclusion due to their low levels of skills and competences.

As it happens with adult education, online learning platforms are often provided by public and private stakeholders and other entities. Unfortunately, most of them are fee-paying and hence big proportion of population is excluded from ICT practices. Despite the benefits that ICT adult education may offer, the provision of ICT education in Greece remains low, especially for those who can’t afford it (the vast proportion of Roma populations are among them). The dissemination and widespread integration of digital technologies to job-market inclusion and adult education initiatives will probably empower the following fields: - Provision of wider access to many people who cannot afford traditional education due to obstacles that their social, family and professional status has created. - Better information for big proportion of IT users, as they are getting better informed about job seeking opportunities, the current market and social state of affairs, public tenders, as well as adult training and education projects that are implemented in local, regional and national level. - Increase on familiarization of low skilled people with new IT and ICT practices. - Creation of new funding opportunities on ICT practices for adult education and job-market skills and competences acquisition (currently focused only on younger ages, schools, universities, etc.).



Greek Google Online Courses



<https://learndigital.withgoogle.com/greektourism/courses>

Google Online Courses provide a wide range of educational content designed to help you start your career or grow your business.

Google Online courses aims to help adults gain knowledge and skills into three categories: Data and Technology, Digital Marketing and Career Development. Indicatively, 19 lessons are provided, as follows:

- Increase your productivity at work
- Effective networking
- Communication in the professional relationships
- Present your idea though storytelling and drawing
- Speech in front of an audience
- What is digital prosperity
- Principles of Digital Marketing
- Make sure your business is online
- Make sure customers can find you online
- Promote your business though online advertising
- Expand your business to other countries
- Connect with your customers via mobile
- Promote your business by creating content
- Understand the needs of customers and their behavior on the internet
- Strengthen your self-confidence though self-promotion
- Find your next job
- Understand the principles of coding

- Improve your online business security Each lesson is consisted of 1 up to 26 sections, and each particular section requires almost one hour of reading. Characteristics of the courses

- Learning materials
- Short Learning video
- Tips that can easily applied
- Evaluation at the end of each topic
- Unlimited access
- Free of charge

Google courses are designed for beginners, in order to help them seek for a new job or grow their own business. Certificate: Only the lesson “Principles of Digital Marketing” provides a certificate after its completion. Adults can:

- gain new skills gap and expand their knowledge easily adopted in the job market
- learn though an easy and interactive way
- evaluate knowledge acquired
- gain a certificate
- smoothly re-enter to the labor market Impact on community:
- enable distant learners and disadvantaged group to get trained online



Labtech Online Courses



<https://www.labtech.gr/epidotoumena.html>

Labtech is an IT center providing free online courses in basics of Computer Science to unemployed and students.

The online courses are specially designed for all unemployed and students who need to acquire computers knowledge in order to seek for job in the modern world of job market. Two online courses are provided, independently of each other. Each course is consisted of three units. The first online course is mandatory, while the second is optional. 1st Online course:

- Word
 - Excel
 - Internet & Outlook
- 2nd Online course:

- Windows
- PowerPoint

- Access Certificate: After the completion of the courses, the participant can obtain an EOPPEP (National Organization for the Certification of Qualifications & Vocational Guidance in Greece) & Ministry of Education certificate, recognized by ASEP (Supreme Council for Civil Personnel Selection) for participation in public sector competitions, which is also necessary for the participants CV directed to private medium & large companies. The certification process is the only paid process which amounts to 175 EUR. Impact on adults: Adults and students can

- gain a certification recognized by ASEP
 - gain knowledge and skills of computer sciences
 - smoothly re-enter to the labor market
- Impact on community:
- reduce the number of disadvantaged groups (e.g unemployed)



PERSON courses - Promoting employability, retraining, social skills of NEETs



<https://www.personeet.org/course/index.php?categoryid=5>

“PERSON courses” is a European Partnership project aiming to develop and reinforce Digital Literacy skills of social excluded individuals in order to enhance their employability process.

PERSON courses are divided into three levels of users: technological illiteracy (basic), technological literacy (intermediate) and advanced.

In particular: Basic level courses are consisted of:

- Job Search on LinkedIn
- Getting to your job
- How to find a job online
- Tips for social media
- How to write professional e-mails
- Basic Office Skills (Word)
- Basic Office Skills (Excel)
- Basic Office Skills (Power Point)
- Preparing CV
- Job Search on LinkedIn
- Formal Petition Writing
- Statement of Purpose / Cover Letter
- Online storage usage (Google Drive and Dropbox)
- Environmental Literacy Duration: approx. 14 hours (1 hour each topic)

Intermediate level courses are consisted of:

- Advanced Google Search
- Effective Team Management
- How to Boost Your Creativity
- Effective Interview Tips
- Online tools for transportation
- Negotiation Techniques
- Time Management
- Basic English Terminology for Business
- Financial Literacy
- Basic Budgeting on Excel
- Video Editing (Powtoon) Duration: approx. 11 hours (1 hour each topic)

Advanced level courses are consisted of:

- Boosting Psychological Well-Being
- Google Analytics
- Stress Management
- Using Social Networks for Business
- Digital Marketing in Shopify and Amazon FBA
- Basic Accounting Knowledge
- Marketing Principles
- Writing professional reports (with formatting etc.)
- Google AdWords
- Personal Website with Weebly and Wix
- Entrepreneurship & Startups
- Funding of Startups
- The business model & the business plan
- Business Ethics
- E-commerce

- Social media in e-commerce Duration: approx. 16 hours (1 hour each topic) Young and adult individuals can access PERSON courses free through the above-mentioned platform. Based on the level of each individual, they can choose which skills gap they need to develop most. Languages: Person courses are available on English, Greek, Turkish, Spanish, Italian, Dutch and Bask. The courses have been available since January 2020, signifying that skills listed emerged after a specified need analysis of NEETs.

Certificate: Due to the fact that the platform is still new, a certification process will be established specially dedicated to each user level. It's estimated to be available by winter 2020, given that first will be piloted with 500 individuals. At the moment, no challenges are encountered. Impact on adults:

Adults can

- identify their level,
 - choose the relevant courses
 - gain new skills gap, expand their knowledge
 - upgrade their level
 - gain a certificate
 - become role-models for other socially-excluded and inactive individuals
 - smoothly re-enter to the labor market
- Impact on community:
- reduce the number of socially excluded individuals
 - may trigger individual's inner capability which has a huge impact on labor market to create new jobs



DIGITAL NATION COMPANY



<https://digitalnation.ro>
<https://digitalnation.ro/digitalizare/>
<https://digitalnation.ro/profesor-online/>

Since 2013, the company runs a learning community (they call it on-line campus, academy) organizing annual intensive on-line learning programs in the field of programming, coding, software development, graphic design, ICT use in different fields, social media marketing and other programs in technical field of organizations making it a real development hub to enhance digitalization in Romania. They started as an Academy for ICT programmers and software developers and expanded with the aim to develop entire society to level up their digital competences in various social and economic fields. Among the main project pillars, they mention: 1. National capabilities- Prepare& train professionals of all ages to work in the digital environment and upgrade their digital skills 2. Venture builders-Supports start-ups and companies in the digitization process 3. Digital arena- Host local innovation hubs and digital projects The vision of the company in the context of the outbreak is to help key sectors to continue online with their help. There are 4 thought levels: Education, Economy (especially SMEs), Medicine and Public Services "

1. Within the main Mentorship programme called Tech Generation, the company has developed 8 tracks/modules. <https://digitalnation.ro/programe-de-mentorat/> Among them one is designed for Social Media Marketing Training Track – The best ways to maximize client reach through on-line courses. The module of Social Media addresses subjects like: Social media promotion, published content management, community coaching and feedback. Business objectives, target market, communication strategies, copy, Advertising campaigns, Facebook, Google, Instagram, Youtube, Linkedin. 2. Through "National Continuity Program", Digital Nation Company has developed a series of tools and strategies to help some critical environments adapt to new times. The first initiative of this program, " Teacher in Online " The best practice that I want to show is this digital training course for teachers that the company runned in 2 flows during the outbreak: " Teacher in On-line". <https://digitalnation.ro/profesor-online> "Teacher in Online" is a national accelerated training program that has a 5-day enrollment stage, followed by a period of boarding and warming (or orientation - onboarding, warm up and orientation). After everyone has reached the final checkpoint in the orientation phase, begins the area we call "capability development", where modules such as video conferencing, the functionalities of a virtual classroom solution, homework creation, grading, virtual catalog and archive are reached. Each module is approached with a live, "teaching" video session, where teachers can ask questions, and with a "practice" period where students receive video conferencing and virtual classroom tools to set up on their own. In addition to the video sessions and the practice part, there is a very important space – community (<https://profesor.digitalnation.ro>) where everyone asks for and offers help. In the more advanced part of the program there is also a team work stage, where an exercise is performed that involves collaboration. At the end, the program ends with an evaluation test, followed by the official Digital Nation recognition of the completion of the program: Teacher in Online Diploma.

On-line training training on Google platform (Google Classroom, Google Meet, Google sites) and using G Suite Google apps Training is realized on Mentoring /community help and assistance. Reading modules organized in the Google Classroom flux (4 modules) and on-line Q&A sessions and presentations. The Training program Teacher in Online has focused heavily on the process and secondary to the content. Teaching methods envisaged issues like that: which platform to use, where to use update communication and where to use q & a, means specialization in online, engagement tactics, in automated onboarding processes - to know how to bring them to the desktop, online, either for learning or for construction a project. Beyond content, learning architecture - when to use video, when to use text, when to introduce practice, how to track progress were important points of the digital learning architecture.

Digital Nation programs have a "Facebook" community platform with a mobile application or facebook groups. There is a collaboration and help from the community that is emotional and impressive, because any question immediately has an answer from colleagues, or a mentor. <https://www.facebook.com/groups/profesoronline/>
https://www.youtube.com/channel/UCFcl68WdHw_L-RpYoL05uRw Learning community - <https://profesor.digitalnation.ro/> Social media is not a channel used in teaching, but in sharing and multiplying information. On social media the promoters upload important messages, documents, proves of activity (on-line meetings) etc.
<https://www.facebook.com/digitalnation.ro/>

The on-line programme was followed by around 15% from all teachers in Romania – around 35.000 professionals in school education The training course Teacher in Online organized in 5 days- 2 flows -30 hours of training gathered most participants in an online course for a week in our country of all times, covering all counties and all types of teachers. This proves the power of digital organization and strategy.

1. Yes, definitely, the Google Suite is an on-line environment which is very suitable to most adult learning, wide used all around, easy to access, complex and simple. It is accessible on the web and mobile. 2. The vibe and the approach of an Academy, or On-line campus is an academic approach that allows a wide range of courses at European level. 3. They have built a method to keep people very united, online, keep them engaged in the learning process, and help them to go through an organized and rigorous path, either learning or project construction. This model built within Digital Nation is suitable for many groups.



Promedica24



<https://www.promedica24.ro/ghidul-ingrijitoarei/lectii-de-limba-germana/>

A company that delivers training and learning for home take carers of elders. It is a company that offers jobs for caregivers and caregivers for seniors throughout the European Union.

The company offers basic learning knowledge at level A2, for acquiring the basic language to low qualification persons.

The company is using the learning platform, website.

<https://www.promedica24.ro/ghidul-ingrijitoarei/lectii-de-limba-germana>

Free 19 lessons, each of it having a test. At the end of the program-- a final test. Each lesson lasts about 15 minutes. A PDF version The content is organized in several short parts, very linked to the real colloquial contexts of the job.

The lack of real pronunciation in order to acquire the correct pronunciation Quite difficult for low self learning skills persons.

The strengths are - The free access to the learning resources allows a wide range of the people enter and benefit - Accessible and simple entering and learning The limits are: - Low of rather no interaction with a tutor either real or in a structured way. (automatic) - Difficult for low self learning and low literate persons- requires a high learning autonomy



Romanian National Association of Deafs



<https://ansr.org.ro/en/homepage/>
<https://www.facebook.com/groups/1490122374594645/>

The Romanian National Association of the Deaf is the continuator of the “Friendly Society of the Deaf-Mute in Romania”, according to the Statute authenticated at the Ilfov Court in 05.01.1920. Founded in 1995 ROMANIAN NATIONAL ASSOCIATION OF THE DEAF is a non-governmental organization, independent, non-profit, politically and religiously unconditioned, with legal personality, of public utility, which defends and promotes the social, professional, cultural and educational rights and interests of the persons with hearing impairment (deaf, deaf-mute) for social inclusion and equalization of opportunities. It receives support in keeping up specific activities from central and local authorities, as well as from individuals and legal entities.

- The Romanian National Association of the Deaf is constituted on the basis of the free accession of the persons with hearing impairment who wish to contribute actively to the achievement of its goals and objectives. The Romanian National Association of the Deaf celebrates 100 years of activity in 2020. The first group of people with hearing impairments in Romania was called the Friendly Association of the Deaf-Mute in Romania, under the patronage of Queen Mary, through the voluntary association of a group of deaf people.

Being a National NGO that has branches in every county, The association carries out a wide range of activities:

- Collaborates in the detection and investigation of children and adults with hearing impairment to create the database, necessary to implement the intervention and recovery plan for the deaf person;
- Supporting deaf members in preparing and submitting files for obtaining the rights they are entitled to, in accordance with the legislation in force;
- Providing assistance and advice in sign language to its members;
- Assistance and support for deaf minors, for enrollment in special schools and vocational training at different levels, in order to adapt them to the educational system;
- Providing specific interpretation services in sign language, in various social situations (police, court, hospital, family, workplace, etc.) through the interpreter in authorized sign language;
- Supports the members of the association in employment and compliance with the legal provisions by employers regarding the creation of specific working conditions;

The best practice that we propose is a Project called Voices through Hands (Voci pentru mâini)

- It is a project of the Romanian National Association of Deafs, started in 1997 until present, as the first platform for real-time interpretation in sign language for deafs.

- The main aim of the project is to stimulate, facilitate social integration by mediating communication between people with hearing impairments and typical ones (any organization / company that comes in contact with a deaf person can use the application. It is an efficient and sustainable solution for the integration of the deaf through remote video interpretation. <https://www.vocipentrumaini.ro>

<https://www.facebook.com/vocipentrumaini> <https://ansr.org.ro/en/homepage/> People in the deaf community have great communication difficulties when they go to the bank, to a lawyer, to a post office or in other interactions with state authorities. Therefore, they frequently need an interpreter in sign language, but the number of interpreters in Romania is very small, unfortunately. Until now, the hearing impaired could request to be accompanied by the interpreter, who mediated this communication on the spot, but the distance, the busy schedule or the unavailability of the interpreter made it difficult to synchronize with the beneficiaries.

- Organizes courses, seminars and various training activities in different fields for the interest of members and civil society;

- Promotes projects regarding the development of social, medical, education, integration, research, prosthesis etc., on its own initiative or in partnership with the Ministries, National Authorities, Central and Local Bodies, with individuals or legal persons, non-governmental organizations, etc.

- Supports the development of the professional retraining courses of its members in partnership with the empowered bodies necessary for employment; • Provides support in providing legal assistance;

- Promotes social, cultural – educational and recreational activities, domestic and international, specific to the deaf person;

- Combating discrimination of its members, in all aspects;

- Organizes and conducts sign language classes according to the legislation in partnership with all the institutions of the profile;

- Promoting cultural / educational activities specific to the deaf people for social inclusion and their access to the life of civil society;

- Advocates for the respect of the rights of its members included in the legislation of the country and in the conventions ratified by Romania, which it promotes, developing programs regarding the special protection of deaf people.

Using modern technical means, through this project, the National Association of the Deaf in Romania created, developed and implemented a remote video interpretation system. The platform includes both a web application and a mobile version for users of iOS and Android systems. After authentication, the application offers a series of predefined situations, through which the deaf person can describe the context in which they are and for which they request support: pharmacy, police, bank, town hall, etc. By selecting one of these options, the hearing impaired person appeals to all LMG interpreters currently available on the platform. The one who is available at that moment takes the call and translates in real time the conversation between the deaf person and his interlocutor

- Number of participants

- In 2020 over 100,000 people (hearing impaired people, their families, health, education and social services specialists working with the deaf / hard of hearing benefited from the services of the platform

- Origin of the practice?

- The real need or the legal need to have a real translator from the sign language in social situations and the lack of specialized persons.

- Duration of the implementation of the practice (How long has it been established)?

- from 2017 to now and continuing as the platform is self sustainable charging a fee from the institutions and bodies that are legally obliged to offer sign interpretation.

- Main challenges of the implementation? Discussing with the manager of the Project, Mr. Bogdan Anicescu, as the access on the platform is free only for the deaf persons, he listed some of the challenges and difficulties:

- The platform is connecting a real deaf person to another real person, an interpreter of the Romanian sign language, connected to the platform. But the challenge is that there are only a few interpreters available 24/7. So, the live voice translator in the Romanian sign language realized by an app or an avatar would be required when a human is not available. A live Romanian voice translator in of the Romanian sign language is not officially implemented yet.

- They have a small team, because the funding support is low. They aim that most of the state institutions to subscribe to the program.

- Impact on adults The Association made an impact study of the program/platform and revealed a great impact both as numbers of users and usefulness helping the deaf persons to better communicate in important occasions where the understanding was vital (hospital, law – by signing contracts of selling houses, work contracts, at the police, etc.)

- Impact on local community The impact is high, not only that the interested persons in institutions can easily communicate with their clients if they are deaf ones, but the whole community notices different ways to offer help and assistance if it is needed and feels more confident.

Net tutorial of the use of net platform and mobile apps:

<https://www.facebook.com/vocipentrumaini/videos/1542875876011993/>

1. A good practice is integrated to many different internet programs and application and promoted by various classical media also (TV, newspapers, social networks)
2. An efficient net, on-line support program integrates a human on the way of client interaction with the platform, application, etc. either when needed or as a pop-up chat (as a technical support, net assistant, counsellor, guide, interpret) on the way of the process.
3. A platform / program that provides on-demand assistance, to be complete, should include both options: a human assistant for certain situations / special requests and a virtual assistant / avatar or program / application to resolve the request, without human intervention, when it is not available or when the situation does not require it.
4. For a platform to be efficient, it must have web versions, but also mobile applications on IOS or Android, to be present and all the social media used at that time and to enter the newly created networks (Tik Tok), and to keep up continuously.



Pro ACT Suport Association



<https://zeroproject.org/practice/romania-pro-act/>

Pro ACT supports people with disabilities who formerly lived in institutions to find and retain employment in the open labour market and to live independently. Founded in 2011, Pro ACT Suport Association is approved by the Romanian Ministry of Labour, Family, Social Protection, and the Elderly to provide social inclusion services. As of June 2016, all 40 clients of Pro ACT were employed.

Romanian employers tend not to hire people with disabilities, and even greater stigma is attached to those who suffer from multiple discrimination – for example, intellectual disability and/or mental health issues, Roma origin, female, coming from public institutions of social assistance (orphanages).

Social inclusion services promote the de-institutionalization of adults with disabilities (many who have lived most of their lives in institutions), in combination with integration in community housing and an individualized approach to recovery. The Pro ACT programme has targeted the employment of 40 people with intellectual disabilities in the open labour market, all of whom have found and kept employment (with the exception of two participants who were later employed in social enterprises).

This approach eliminates the typical steps taken by many organizations in this field, such as training, sheltered employment, or employment with a job coach. Employers soon understood that engagement with people with disabilities does not require a lot of specialized skills, but simply openness and flexibility. Employment included jobs in warehouses, as an assistant tailor, as carpenters, and even farm work. All employees are supported in a person-centred manner to assess their skills, talents, and desired field of work, and are later assisted to engage with employers to find suitable jobs. Employers were educated as to how to make reasonable accommodations at the workplace, and Pro ACT staff remain engaged to help resolve challenges that may arise on both sides.

Pro ACT's supported employment programme costs approximately US\$35,000 per year and is financed by an Open Society Foundation grant. The organization's efforts are focused not only on de-institutionalizing adults with disabilities but they also target social authentic inclusion, including community integration and support activities.



ECDL Romania SA



https://unevoc.unesco.org/fileadmin/user_upload/pubs/Basic%20Skills%20in%20ICT%20-%20Romania.pdf

The digital divide affects a large proportion of the world population. There is a clear need for an appropriate ICT Infrastructure, accessible and affordable Internet access, generalized ability to use IT, and availability of useful content. . Many countries face shortages of eSkills and all types of ICT skills are in great demand. ICT User Skills Gap is directly related to eInclusion objectives. ECDL/ICDL (European/International Computer Driving License) programs are open to anyone who wishes to become fully competent in the use of a computer and common applications. These programs bring people to the improvement of their basic user eSkills but also offer them international recognized certification. ECDL ROMANIA is a successful example of actions and results to spread digital literacy and certify it by a program with international recognition by ECDL/ICDL (www.ecdl.org).

ECDL ROMANIA SA was established in 2002 and within a decade it succeeded in developing a wide network of over 700 test centres throughout Romania. The centres include educational institutions (universities, high-schools, and even secondary schools), training centers within the structures of public administration and centers for vocational training in all the cities of the country. A special emphasis was put on bringing eSkills to communities ('Training Without Boundaries' project) and helping young children, seniors ("Digital Literacy for Seniors"), and people with disabilities. From its inception ECDL ROMANIA's mission was to improve the basic IT knowledge of computer users, to ensure a high level of competence in PC usage and to encourage the use of computers according to the EU recommended standards. Following on from the success of the initial roll-out, ECDL Romania plans to expand its social inclusion remit to provide ICT training and certification to other disadvantaged groups.

The programmes aim to:

- assure the opportunity of obtaining digital competencies for every citizen,
- decrease the number of people that do not possess efficient computer abilities
- ensure that ICT skills are incorporated in national education policies,
- promote digital literacy programs and developing Romanian education system,
- take special measures to ensure that marginalized groups such as the unemployed, older people, people with disabilities, and those in remote locations are empowered to participate in the Information Society,
- develop policies for improving ICT skills,
- use certification as a measureable outcome in the return on investment in digital skills programs.

The 'Training Without Boundaries' project formed part of the 'ECDL Values the Community' campaign through which, ECDL ROMANIA, supports programs for people with disabilities and vulnerable groups. The overarching aim of the project was to provide people with motor disabilities with the opportunity to acquire digital skills and competence to encourage their economic inclusion, by, for example, gaining access to the labor market, and promoting their social inclusion. The general objective of the Digital Literacy for Seniors program is to ensure that marginalized groups such as the unemployed, older people, people with disabilities and those in remote locations are empowered to participate in the Information Society. The specific objective of the project is to train and certificate with no costs seniors through the ECDL EqualSkills program. ECDL EqualSkills is an introduction to computers and the Internet developed for those with no previous experience. It helps to remove the fear of using a computer for complete novices by using a simple, non-threatening approach to educating individuals in the basic skills of using a computer, email and the Internet.

A project targeted on 12,000 civil servants at central and local administrative levels in Romania. It was run in cooperation with Euroaptitudini SA, an existing ECDL Accredited Test Centre and implemented on a national scale, throughout the Romanian territory. The ECDL standard has also been successfully integrated in the educational system in Romania through various projects. Since 2009, the Baccalaureate in Romania includes a digital literacy examination. The ECDL standard was successfully integrated in the educational system in Romania also through another project by which all teachers who already have or are about to obtain the European Computer Driving License will benefit from grantable professional credits. The 'Training Without Boundaries' project targeted to people with motor disabilities in Bucharest, between 24 and 43 years of age. It was implemented in partnership with the Semper Excelsius Association, the General Directorate for Social Security and Children Protection Sector 1, Euroaptitudini and 3 the Nicolae Iorga High School in Bucharest. Achieving internationally recognized certification of high quality and standards was a motivating factor for all participants. The Digital Literacy for Seniors program was launched into the context of the European Year for Active Ageing 2012 in April 2012. It intends to develop so that by the end of December 2012, 10 seniors in each sector of Bucharest to be ECDL EqualSkills trained. That means it aims a total number of 60 candidates.

The cooperation between the involved partners was a critical factor that allowed for the successful roll-out of the projects. The endorsement of the ECDL Program by the Education, Research and Innovation Ministry in Romania further underlined the importance and relevance of ECDL certification for social inclusion as well as education in general. This endorsement was an additional factor contributing to the successful implementation of the project.



CzechITAS

www.czechitas.cz



Czechitas is a non-profit organization that inspires, educates and applies new talents to enhance diversity and competitiveness in IT. It is a community that connects people who want to learn IT and people who want to teach IT. The target group are women and children who are motivated, educated and helped to find their dream job in the IT field and linked to partner companies. So far they have helped thousands of women and hundreds of children.

Czechitas has its main platform on the website. In addition, it uses social networks Facebook (17,899 fans), Instagram (4,238 fans), LinkedIn (7,767 followers), Twitter (2,775 followers) and Youtube (189 fans). The organization provides lectures, workshops and long-term courses focused on programming, website development, data analytics, graphics, testing and digital marketing. For young people up to 18 years they organize events mainly focused on the basics of programming and programming thinking (one-day workshops, Czechitas weekends, camps, summer schools, programming circles). All these activities take place either virtually - online courses and workshops, or live in educational centers in Czech towns. Participants in this training have a great chance of getting a job in the IT field through networking with IT professionals.

Yes.

- no stereotype
- women (and children) can do and understand purely “male disciplines”; no question is stupid
- connection the professional and the amateur IT world (companies willing new employees and people willing to learn)
- online learning, keeping in touch on multiple social networks

The methods are:

- workshops
- lectures
- long-term courses

The methods are:

- online workshops
- online lectures
- short-term courses
- passing contact between motivated amateurs and professionals

The organization was awarded:

- Social Impact Award (2015)
- European Citizen Prize (2016)
- SXSW Community Service Award (2017)



Python community, managed by Pyvec, a non profit organization



www.python.cz

Python.cz is a Czech community of people who learn and share knowledge about the python programming language. It is an active community where people help each other in education, make friends and offer jobs.

Python.cz is an open community of people interested in the python programming language. Their website has informational character. The exchange and sharing of knowledge takes place on Twitter (1, 705 followers) and on Facebook (3, 304 fans). Both professionals and amateurs are welcome. Companies looking for employees with knowledge of this specific programming language offer their jobs in this community. This community also organizes meetings with lectures and workshops that are held live in Czech towns. The community also runs a thematic library, offers education specifically for women, gives a chance to be a speaker or a workshop leader at conferences.

- sharing and exchange of knowledge and experience on social networks
- workshops and lectures live
- discussion and help, advice, sharing knowledge and experience
- presentation of own work
- cooperation with interested companies

The community is Czech but Slovak are also welcome as well as other people communicating in English.

Yes.

- knowledge sharing is voluntary
- everyone can respond to others' contributions
- participants are inspired by others



Data girls



<https://www.facebook.com/datagirls/>

Data girls is a community on Facebook and Twitter especially for women who are interested in data and programming. The community offers an opportunity to share experience and knowledge, education, finding friends, advice and IT event tips.

The Facebook page has 1,581 followers and Twitter 585 followers. People share job offers, education tips and IT events, inspiration and they discuss in posts.

- sharing experience, knowledge
- discussion, advice
- cooperation with IT employers

The Data girls cooperate with more IT organizations

- CzechITas and Django girls.

Yes.

- cooperation in a net: Data girls
- other IT organizations
- motivated participants
- interested companies



Hodina H

Tablets for seniors

www.hodinah.cz



The main goal is active development of children and youth through interesting projects, cooperation with parents, support for active aging, development of the local community.

The activity "Tablets for seniors" takes place once a week and is designed for a small group of participants. It is divided into two parts: 1. a pre-scheduled activity with tablets - camera, photo(taking, saving, editing, deleting), gallery, email (sending, opening, forwarding, sending an email with modified photo) and then other applications - news, memory training, perception games, attention training, sudoku, finding differences, crosswords puzzles, recipes, mushroom atlas, plant atlas, travel apps. 2. Activity adapted to the individual needs of individuals - according to current queries and requirements. The activity started in 2016 and was launched in response to the current demands and needs of older people who wanted to keep up with modern technology. Tablets are easy and intuitive to use, participants enjoy learning, gain a lot of new skills, become familiar with the technological environment and find out what advantages and disadvantages it has. Participants are now able to use e-mail, to search for information from authorities and interest groups, find contacts and opening hours of their favorite stores, doctors, libraries, etc.

- thematic simple lessons
- topics suitable for seniors
- eg plant atlas



Hodina H

ICT Consultation for seniors



www.hodinah.cz

The main goal is active development of children and youth through interesting projects, cooperation with parents, support for active aging, development of the local community.

Consultations take place once a week with 20 participants. They are divided into two groups of 10 people each. The aim is to acquaint seniors with modern technologies and their use in everyday life. Seniors learn to work with smartphones, the Internet, a laptop and get to know the user environment of programs and applications. The elderly also want to use modern information and communication technologies. Thanks to this project they were able to get acquainted with devices, applications and programs. Seniors have gained knowledge that helps them to use ICT for their needs, to find necessary information, to establish and maintain contacts. The project started in 2018.

- small groups with individual approach
- effective teaching of ICT basics through elementary programs



Jiří Mahen's Library Brno

www.kjm.cz



Jiří Mahen's Library in Brno, contributory organization, is the largest public municipal library in Moravia and the second largest in the Czech Republic. It offers an extensive selection of literature, newspapers and magazines, AV media and music, Internet access and electronic databases, and services to blind and partially sighted readers. People can also borrow e-books and e-book readers, board games and themed briefcases, toys and didactic aids.

The library organizes courses for seniors focusing on current information and communication technologies. The topics are: computer literacy, phones and tablets with touch screens, digital photo editing, Facebook and other social networks. Each course is attended by an average of 8 seniors at three different times, the courses are 6 at the same time, i.e. 144 participants in one period. The library has always served to convey information and was a bearer of written culture. It has adapted to current needs and trends and allowed people of all ages to use its services. Courses for seniors have been organized since 2009. The main challenge was the social inclusion of seniors so that they could work with computers, smartphones, the Internet, digital photography, social networks and develop their ICT skills. Participants are able to establish and maintain remote contacts, are able to work with e-mail, smartphone applications, e-shops, etc. Within the community, people find old friends, make connections from their surroundings (requesting and receiving contacts on social networks), taking information from various interest groups, institutions, shops, and keeping track of current events in their area. These people also write their own comments, contribute to discussions and share their opinions.



Gulbene Reģi3n Library



<http://www.gulbenesbiblioteka.lv/>

Gulbene Reģi3n Library runs the regional training center since 2007. It covers several other territorial parts of Latvia – counties of Alūksne, Ape, Madona, Cesvaine, Ērgļi, Lubāna, Varakļāni, Balvi, which ensures that coordinated approach to training librarians and library users. The aim of the training centre is to become a focal point for lifelong learning of library specialists and inhabitants of the Gulbene Town and Region. The regional training centre has a fully equipped computer room for training – there is an interactive White board, a projector and 15 laptops. The training programme is licensed by the municipal commission of informal and adult education. The license proves the quality of the programme and its attendees receive certificates of completion. The regional centre provides several licensed ICT training programmes for any inhabitant of the Gulbene Town and Region – here are two samples:

1. Non-formal adult training programme “E-services and opportunities of e-commerce” Aim of the programme: to inform participants about national electronic services and opportunities of electronic commerce including participants’ hands-on involvement. Objectives of the programme:

- to get acquainted with the possibilities of the consolidated state portal www.latvija.lv;
- to get acquainted with the use of E-health system;
- to get acquainted with banking services;
- to provide practical advice for organising trips using Internet resources;
- to provide knowledge how to safely shop on Internet.

Contents of the programme:

1. State and municipal electronic services: learning about the state management services on portal latvija.lv, how to use electronic health system (receiving e-prescriptions, opening sick leave lists, etc.), State Revenue Service Electronic Declaration System, use of e-signature.

2. Opportunities of e-services - information on using banking services. Overview of ways to purchase insurance policies, tickets to various events, air tickets and other services related to travelling. Introduction to wide offer of Internet shops. Information on safety when buying on Internet.

3. Safety on Internet. Duration: 4h Target audience: any interested person, residents of Gulbene Region and surrounding counties. Instructors: employees of Gulbene Region Library with relevant skills.

2. Skills for computer and Internet use A licenced non-formal adult education programme Aim of the programme: to obtain basic skills and deepen existing skills using pc and Internet. Contents of the programme: 1st step in work with a computer and Internet – very basic skills in use of MS Office, using e-mail, safety on Internet; 2nd step in work with a computer and Internet - data and photo processing, search for information on Internet, use of social media, safety on Internet). Duration: 16 h Target audience: any interested person, residents of Gulbene Region and surrounding counties. Instructors: two specialists of the Regional Training Centre of the Gulbene Region Library.

Non-formal adult education programme “E-services and opportunities of e-commerce” State management services on portal latvija.lv, how to use electronic health system (receiving e-prescriptions, opening sick leave lists, etc.), State Revenue Service Electronic Declaration System, use of e-signature (Duration in hours 1) Bank services (Duration in hours 1) Purchasing insurance policies, tickets to various events, air tickets and other services related to travelling (Duration in hours 1) Internet stores and their offer, safety on Internet (Duration in hours 1).

Both these programmes are delivered after working hours so to make it possible to attend them also by employed people. During two years 74 attended these programmes. Their feedback is that after the training they feel safer on Internet and using e-services, it is easier to make payments for utilities and shop on-line. In general, the training has increased the attendees’ life quality.

1. Lectures
2. Practical tasks/exercises
3. Individual consultations

The Library uses the local newspaper Dzirkstele to attract participants to their courses as most of their potential clients still do not use social media. This practice shows how ICT training is done in small municipalities with very dispersed population – the attendance numbers are not high but still it is very important for the people who take part in the training.



Gulbene Region Library



1. Training for people with special needs

1. What to do if a person has difficulties working with a standard keyboard or mouse? What to do if a person cannot see well enough what is written on the screen? Luckily, computer settings can be adapted to the individual accessibility needs. The aim of this programme is to demonstrate what solutions are available out there for people with special needs.

2. SKYPE as an Internet communication means.

Training programme: Computerised training is a special training type delivered using a specially programmed computer, computer system or computer system network which provides a trainee with all the necessary information, checks his/her knowledge and comes up with recommendations to improve learning.

2. Computer training at one's home

Since 2014 Gulbene Regional Library in cooperation with Gulbene Region Disabled Persons' Association delivers computer training in the place of their residence (at their homes). The employees of the Regional Training Centre visit disabled people at their homes and train them in using a computer and Internet. This service is used by people who have trouble getting out of their homes.

1. Training programme for disabled people

The programme was carried out in the Gulbene Regional Library from 2010 to 2017. The programme included computer skills and using Skype. The participants also learnt how to use video magnifying glass and tele magnifying glass of the Library. These can be used to view photos, read labels, page through magazines, guess crossword puzzles, read printed text and handwriting. In this time span we trained 68 people. A very important aspect to of this training is joy and satisfaction because after it the disabled people could get in touch with their relatives using ICT. For this kind of training it is very important that the trained has good skills to interact with the trainees and give them not only theoretical knowledge but also hands-on practice. The trainees give a lot of valuable feedback after these trainings.

Computer training at one's home Originally this started as a onetime Project where Young people – volunteers – went to people to their homes to train them in basic ICT skills. This chance was given only to those people who could not come to the library for training. On average one time training is 1-2 hours, training is based on the programme “Skills to use a computer and Internet”. 3-5 people are trained this way annually. The trainees use the computers of the Library as very few have their own computers. The number of participants of this programme is not big as these people have big psychological barriers to trust others. But those who have the courage to undergo this training feel very satisfied with the skills learned. This training also decreases social isolation of these people.

There are some target groups that are very difficult to reach – some people need very personalised and private training but the gain for their quality of life is very big. Young people is a great resources for adult ICT training. Some disadvantaged groups (disabled people) need specific software to be able to learn and then later use ICT for their lives. The question is – how easily available/expensive are those extra gadgets/software?



Interest Education Centre of Aizkraukle



<http://www.interesuizglitiba.lv/>

Interest Education Centre of Aizkraukle offers non-formal education programmes to adults which serve individual and needs of people in the changing conditions in the labour market and rapid development of technologies and provide the necessary knowledge, skills and experience with the aim to raise any individual's qualification or even give him/her a possibility to change course of career.

We provide for development of digital skills on various levels for people who are registered as unemployed or job searchers in cooperation with the State Employment Agency. During the Digital Week we provide support for the seniors in use of various digital technologies for everyday needs.

Internet-based training:

- use of Internet space (discs, clouds) to save and share materials;
- Kahoot - a portal that supports on-line tests in real time;
- Portals with on-line surveys – a possibility to show survey results during training;
- Use of digital applications. group work; intergenerational learning; sharing of experience; providing feedback.

I think this content is interesting for its sharing perspective and possibilities which are very important for the current situation that a lot of educational and business interactions are on-line.



Latvian Dyslexia Association



www.disleksija.lv

LDB in general advocates for universal identification of dyslexia and other reading disabilities in population, provision of effective, evidence-based Reading instruction for students with Reading disabilities and promotes provision and use of ICT as the most effective way to compensate for poor Reading and spelling skills. LDB regularly organizes seminars for teachers and parents on use of ICT in Latvian and English for students and people with dyslexia.

We can consider that parents of children with dyslexia and other Reading disabilities are disadvantaged adults as their children do not receive adequate support at school so parents become co-disadvantaged as they have to help their children to do their school homework and other school related tasks regularly and very often with very big time investment - up to 4 hours a day, 1,5 hrs on average (data from Pro Futuro survey, 2015). LDB organised ICT training for parents of children with dyslexia in 2018 sponsored by Swedbank Latvia: - 15 parents participated; - Origin – other European countries, esp. Scandinavian, where ICT is very widely used by schools; - LDB has been doing this since 2007; - The parents came and learn about all good ICT possibilities and resources in Latvian and especially in English, but their children are not allowed to use any of those at school; - Parents feel that they have learnt a lot and that ICT tools can really help their children (as nobody talks to them about these things); - Most probably no impact on local community as these are very few parents who feel a bit more knowledgeable and more able to support their children than before.

The training for parents/teachers include these topics:

- Spell check – standard options of MS Office, more advanced spell checks in English, Grammarly;
- Text-to-speech in Latvian and English (www.tilde.lv; www.hugo.lv) listening to texts instead of reading them;
- Speech-to-text – possibility to speak instead of writing and then edit machine created text;
- Recording classes as a way to minimize the load on need to take notes;
- Mind maps – to organise your thought process on a topic; to create table of contents from your notes (commercial products);
- Use of OCR to create machine readable texts;
- Audio book sites in Latvian and English;
- Other instructional web sites (mostly English for learning English).

There are some software solutions like text-to-speech, speech-to-text, text prediction which are generalizable to approximately 20% of whole population as so many people have some Reading and writing issues.

The same goes for audio books

- textbooks and fiction
- for many people listening will be more accessible than reading (hearing impairments, physical restrictions).



Civic Alliance-Latvia



<https://scope-skills.eu/en-ie/>

The SCOPE project is aimed at third sector staff and volunteers in need of capacity building, skills development and recognition of non-formal learning, particularly those who are socially excluded in such a way that it is difficult for them to access training opportunities. Geographical, financial, accessibility, and time restraints can make it difficult to engage in training and much needed capacity building. Communicating the skills gained through training often does not happen, so skill recognition, job mobility and employability are also affected. The SCOPE project aims to address these challenges.

The SCOPE online course modules offer to get your achievement recognised in the form of an Open Badge. Badges are digital representations of learning experiences and achievements. In practice, a badge is an image containing embedded data about who earned it, how, where and when and who it was issued by. Badges are easy to share with others in social media and job sites. The badges are a tool for validation and contain information that makes the recognition of competencies possible. There are two key concepts that are the basis for validation: EQF and ESCO.

The five short modules cover the topics of Governance, Financial Management, Fundraising, Communications and Risk. Each module takes between 40 and 80 minutes to complete and give the basic knowledge and skills to run small nonprofit organisation. There are the key information, along with case studies and short quizzes to test knowledge. After completing the model, there is a possibility Once you complete a module you can then apply for your unique digital badge, which you can use to demonstrate your learning to other people.

Yes, I think skill/competence recognition is a great thing.



Civic Alliance -Latvia



www.nvo.lv

Civic Alliance-Latvia (CAL) is an umbrella advocacy organization for non-governmental organizations (NGOs) at the national level, representing more than 120 member organizations that join together over 70 000 individuals. The aim is to improve the legal and financial environment for the NGO sector in Latvia and to strengthen the capacity of the NGOs for efficient public advocacy performance.

For now, we are testing the tool, and it will be open this summer. In the testing phase we are cooperating also with different people with the different needs, to collect the feedback and try to satisfy their needs. The main goal is to give opportunity for adults to learn more about the NGO sector.



ABF (Workers' Educational Association)



<http://www.abfstockholm.se/>

“Computers for horrified” The priority of this activity is to bridge over the gap between old people and technologies.

One of the priorities for the state grants to study associations is to bridge over the digital gap between those people, mostly elderly, who have not yet entered our digital world and all others. One reason is of course that public service in Sweden, like in many other countries, more and more require computers and computer skills. So, what do elder people do if they do not have grandchildren nearby to learn from? They join a study circle, for example at ABF. Of course, one study circle at ABF is called” Computers for horrified”. There are also around a dozen study circles about computers and various applications for people who already have the basic knowledge. By learning how to use different social networks and sites this adults are able to apply for a job with special digital requirements.

They use a study circle where the people can join to learn how to use the technologies of the computers, at ABF is called” Computers for horrified”. There are also around a dozen study circles about computers and various applications for people who already have the basic knowledge.

Nowadays a lot of job offers ask for some knowledge on the use of social media and computers, so in ABF what they do is to teach at different levels how to deal with this with their study circles.

Nowadays a lot of job offers ask for some knowledge on the use of social media and computers, so in ABF what they do is to teach at different levels how to deal with this with their study circles.

Like other study associations ABF has local branches all over Sweden and also in Stockholm, the capital of Sweden. In Stockholm county, including all suburbs of Stockholm, the population is more than two million and in that area there are eight local branches of ABF. In Stockholm city, the population is a little less than 900.000 and there is the largest local branch of ABF. It has quite a big building in the centre of the city, where most of the study circles, other courses and lectures take place. It also has several smaller places in other parts of the city where ABF has study circles. In the main building, on the top floor, ABF also has a folk high school, where people study at full time courses. However, most of the studies in the building are various kinds of study circles. Most of them are for people in general and take place during evenings. There are also a number of study circles for senior citizen, which take place during afternoons. ABF in Stockholm is also a popular centre for lectures and most evenings a week there are at least half a dozen of lectures, besides all the study circles.

We think that is a very simple method so would be really easy to take on something like this at local/national level, cause is simply to give lessons to adult people about technologies that could even be taken on by volunteers or workers from our organizations. The most valuable is the idea of dividing the adults by levels of knowledge to keep a certain control in the variety of difficulty We can learn from this about how to organize and start a course of ICT for adult people who never tried technologies before.



Swedish non-formal adult education on ICT



<https://studieforbunden.se/>

This activity aims to teach adult people with ICT in a non-formal way.

Folkbildning. Folk means people and bildning means learning. Put them together and you get the word folkbildning, the Swedish form of non-formal adult education. In our study associations we define bildning as the opportunity to learn for its own sake. What matters is the desire to learn rather than demands set by the outside world. Learning is a lifelong process on your own responsibility and on your own initiative. And it encompasses so much more than learning in the formal education system, which only covers certain periods of our lives. With this together with the ICT the idea is to develop skills on adult about technologies in a non-formal way so could be easier for them to understand.

In our study associations we define bildning as the opportunity to learn for its own sake. What matters is the desire to learn rather than demands set by the outside world. Learning is a lifelong process on your own responsibility and on your own initiative. And it encompasses so much more than learning in the formal education system, which only covers certain periods of our lives. With this together with the ICT the idea is to develop skills on adult about technologies in a non-formal way so could be easier for them to understand.

Learning is a lifelong process on your own responsibility and on your own initiative. The idea is to develop skills on adult about technologies in a non-formal way so could be easier for them to understand.

The Swedish Adult Education Association is the interest organization of the study associations and its task is to strengthen the position of the study associations in our society through communication, cooperation, and analysis of the surrounding world.

We think that is a very simple idea that could be taken by every kind of our organizations. The idea of selflearning is the one that is most valuable for us. What we can learn from this example is the fact of the use of non-formal education through ICT to introduce adult people into the technologies and the e-learning process.



MOOCS in Sweden



Massive open online courses (MOOC) have been conducted in Sweden since 2013. However, the precursors of MOOCs were first offered in 2003, mainly at Swedish universities and colleges.

An example of an early MOOC is the KTH Royal Technical University and Stockholm University joint preparatory course Sommar Matte (summer maths) (12), which has been held since 2003 with an intake per course of 10,000 participants.

The course is based on a combination of automatic correction and group assignments that students solve together.

Another early pioneer of MOOCs was Jönköping University College, which offered two courses, Digital Imaging and Photography - Visual Communication, both of which were taken by 25,000 students between 2007 and 2012. The courses included a large amount of video-based instruction that was tutored largely by former participants.

However, although Sweden had a head start in e-learning, the development of MOOCs has been slow compared with other countries because of the lack of interest from government agencies and educational organizations. In spring 2015, the government commissioned the UKÄ to analyze the opportunities and the obstacles to the introduction of web-based open courses (i.e., MOOCs) in Swedish colleges. UKÄ also explored ways that the educational programs, including open online education, could be broadened. UKÄ's mission included developing proposals for ways in which MOOCs could be accommodated within Swedish universities and the consequences of their inclusion in the post-secondary curriculum. The investigation was completed in 2016. UKÄ stated that Swedish universities and colleges as well as universities in other countries should be given the opportunity to organize open online education in the form of MOOCs. UKÄ also said that the courses should include new opportunities to provide knowledge to large groups in society and that such courses could help to tackle major societal challenges. An example is the current challenge of integrating people fleeing their countries and seeking refuge in Sweden. Other rationales are marketing of universities more internationally, for student recruitment and research collaboration. Per UKÄ, MOOCs have several advantages for technology and pedagogy in regular programs, especially in combination with local seminars and local examinations. Investment in MOOCs will boost online education. UKÄ also found that digital pedagogy and open access, including OER, might need support to develop.

Some of our partners could be able to take this as example for their organizations The most relevant part i show they make the students solve the problems together. We can learn from this how they work to make the students learn in a active way to create something for us.



SFI - Lärcenter Falköping



<https://www.falkoping.se/larcenter>

Swedish Tuition for immigrants (SFI - svenska för invandrare) is a part of municipal Adult Education School Lärcenter located in Falköping, Sweden.

Swedish Tuition for immigrants (SFI - svenska för invandrare) is a part of municipal Adult Education School Lärcenter located in Falköping, Sweden. We are interested to apply for a KA1 Erasmus+program and we are looking for a European school with similar training in order to do job shadowing and exchange ideas and best practice. We provide language courses in Swedish for immigrants (SFI), for adults and young people over 16 years old, from basic to middle secondary school (about A1-B1 levels). We've started recently with distance/flexible courses. -During the last year we got a total of 22.000 immigrant students. -Our organization was created in charge to help the inclusion of immigrants into the country -It's been established since the creation of the organization in 2013. -The main challenge of this implementation was to make the immigrants come to the organization to take part of this activity -The impact on the adults is very good cause they can take part better into the town and the culture. -The impact on the local community is the improve of the number of immigrant people who is able to speak the local language and to see how they take part better into the community.

Swedish Tuition for immigrants (SFI - svenska för invandrare) is located in Falköping, Sweden.

How they created this activities for immigrant people to be able to be more inclusive into the local community.



Swedish Ministry of Integration



<https://www.resettlement.eu/good-practice/labour-market-training-programme-and-swedish-immigrants-swedish-ministry-labour>

'Swedish for Immigrants' (SFI) is the national language learning course offered for a minimum of two years to all immigrants in Sweden. The programme is compulsory for resettled refugees and their financial benefits can depend on attendance. In 2009, SFI added a vocational training component to the language training. The programme is the first of its kind in Sweden and is currently carried out in ten municipalities across Gävleborg. The Labour Market Training courses amount to 25 hours per week and are taken in addition to the required 15 hours of Swedish. Labour Market Training courses last from 20 to 60 weeks, depending on the profession. Courses include welding, bus driving, personal assistance/care, gardening and cleaning. A language teacher is present during vocational training to provide work-related language instruction and classroom communication skills. Unemployed refugees who have been in Sweden for less than three years and are registered at the employment office may apply for the Labour Market Training Programme. Generally, refugees participating in the vocational training component have an intermediate to advanced level of Swedish; however, two new training groups (cleaning and gardening) have been added for refugees with beginner's level Swedish and low literacy skills. Upon completion of vocational training, refugees receive an official certificate of their professional, accredited training. The employment office liaises with employers in order to introduce both the programme and the refugees looking for vocational placements.

In 2011, approximately 200 places (10 different training groups) were made available. Companies and training centres alike have been very satisfied with refugee participants due to their strong motivation to work and learn. A government-sponsored study completed several years ago in Sweden expressed concern that some refugees were only finding steady work after seven or eight years in the country. This project was initiated to address the dual challenge of integration into the job market and language acquisition. Connecting language and vocational training was proposed as a way to focus language training and speed up labour market integration. By adding a 'realworld' employment focus to language training, the programme aimed to help refugees both avoid isolation and develop their skills. Refugees may have to travel long distances to attend classes; some travel up to 200 km per day on public transport. This reflects the fact that some small towns in Sweden take in significant numbers of refugees but do not have enough vocational training or job opportunities. Consequently, refugees must be willing to travel in order to train or work. Maintaining effective communication and cooperation amongst the various partners throughout the country is also a constant challenge.

The organization of this idea and how they made it possible could be something that we can apply to our project



Stockholms City



<https://www.esf.se/sidhuvud/the-swedish-esf-council/articles-about-our-projects/vocational-training-with-integrated-language-training-for-immigrants--a-faster-path-to-a-job/>

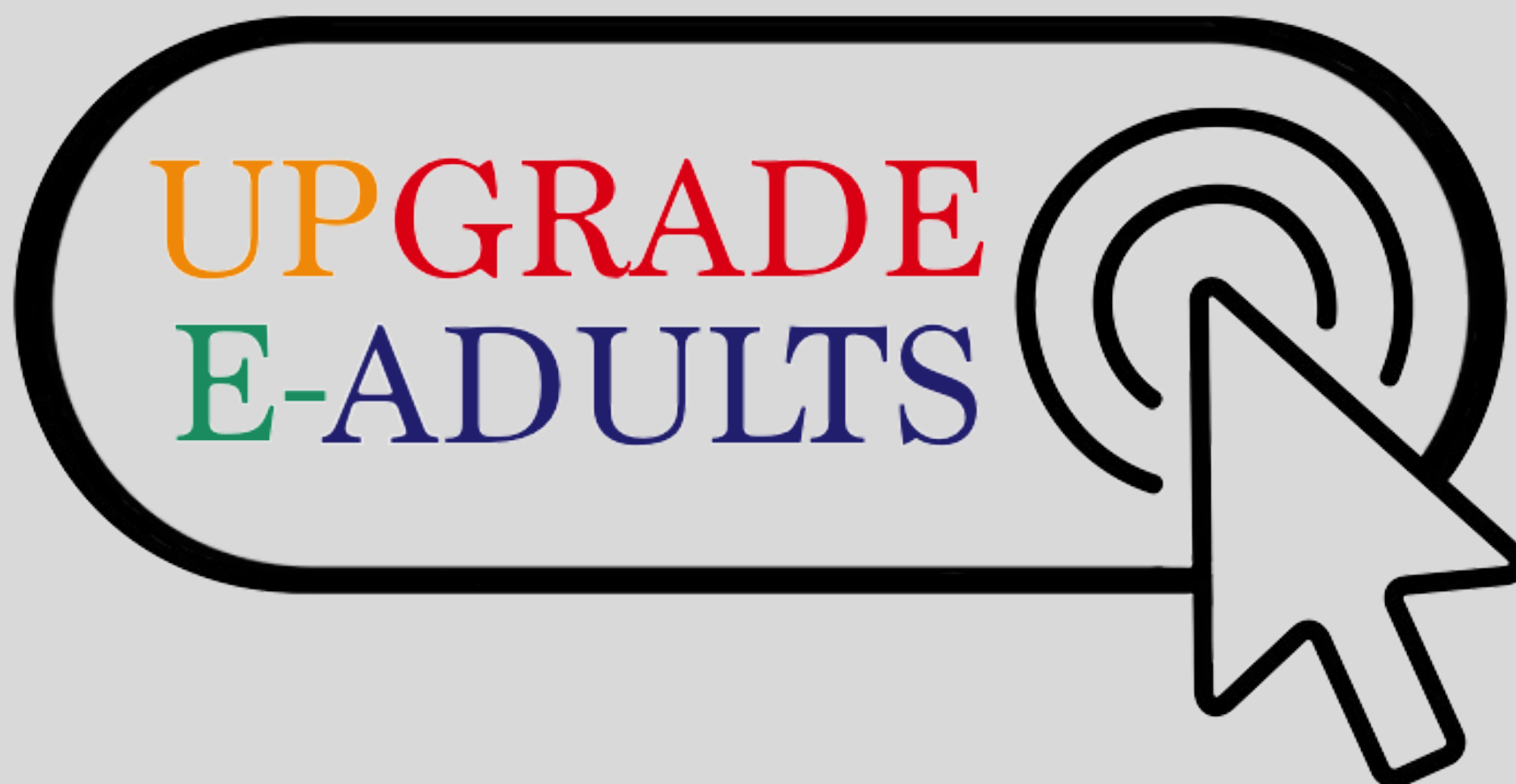
YFI is a collaborative project among adult education schools, SFI (Swedish for Immigrants) and several vocational secondary schools in Stockholm. The project aims to develop integrated language and vocational training targeted to adults who are foreign born. Within the framework of the project, an interlinked educational chain has been created that integrates language training and vocational training end to end, from the beginner level through to the final goal: a vocational secondary education and a job. The project's approach can halve the time it takes to progress from SFI to sustainable employment.

The target group for the project is students on study path 2 at SFI who need vocational training to more quickly obtain employment and become self-supporting. The students have some form of educational background, usually elementary school, but some have a few years of secondary school as well. Many lack the professional skills currently in demand on the Swedish labour market. This group is heterogeneous and consists mainly of new arrivals, immigrants and long-term unemployed individuals aged 20 50. The background of the project is that it takes too long for adult students without professional training to enter the workforce. First they need to complete all the SFI courses, and then take Swedish as a second language and adult education classes before becoming eligible for vocational courses. This process usually takes 5 7 years. Participants first undergo introductory training for 5-6 months, studying SFI Swedish and vocational Swedish, together with other students who want to work in the same profession. The participant then gets to try taking vocational classes in secondary school and doing brief internships. This provides a clear vision of their future work that increases motivation in their language studies. Next, the participant studies toward a certificate in their chosen profession at a vocational secondary school for up to 18 months. The SFI teacher goes to the vocational school and works alongside the vocational teacher so that the participant can learn even more Swedish while studying for his or her profession. This stage of the study programme consists of much on-the-job training. The participant can take SFI tests during both the induction training and the vocational training.

When the entire programme is completed, participants receive a secondary school certificate. By integrating language and vocational courses in a cohesive training programme, YFI intends to streamline and shorten the process. "Targeting the SFI experience to better capture a student's future employment goals early on creates the conditions for more effective study programmes. Studying Swedish as early as possible, combined with training or other activities that are relevant for an individual's future job, increases students' motivation to learn and the likelihood that they will complete their studies," says Björn Hjukström, deputy project manager and strategic developer in the project. Within YFI, students can choose vocational training in three areas: kitchen and restaurant, construction and nurse assistant training. The goal is for students who have already completed basic SFI to develop their language skills while taking vocational courses. An important part of the project is getting the different categories of teachers to develop a close cooperation. This furthers the project's goals of providing truly integrated courses and not merely parallel courses. "We've got to get away from the territorial thinking that can prevail among language teachers and vocational secondary school teachers. We are trying to find a zone where teachers can welcome each other in their different professional fields and break down the territorial boundaries to jointly take responsibility for students' development," says Hjukström.

YFI has been up and running for slightly over six months, and the first students have just transitioned out of the induction training. "We can already see that this training model results in fewer drop-outs, and we have higher attendance among students than SFI courses alone usually have. When our first flock of students continued on from SFI to vocational secondary education within the kitchen and restaurant programme, the cooking instructors said that the students were better prepared than ever before," says training manager Anne-Charlotte Lindhult. "We're an educational development project, so the methodology is to a certain extent developed over the course of the project. We have several ideas we'd like to test out in the project, and by the end of the project we hope to be able to present a model that works," she continues.

The idea of making young people cooperate to find a solution to improve social inclusion.



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