"CREATIVE PATHWAYS"

Experiences of the Grundtvig learning partnership

2012-2014

June 2014
Credits page:

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2012-2014

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http://grundtvigcreativepathways.wordpress.com
http://www.creativepathways.eu
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I. INTRODUCTION

“CREATIVE PATHWAYS” is a Grundtvig learning partnership project implemented from August, 2012 to July, 2014. The project was financed by the European Commission within the Life Long Learning program.

The partnership is made up of learning institutions in five European countries:

İzmir Terziler ve Konfeksiyoncular Odası, Izmir, Turkiye
Jazyková Skola Active Language School, Košice, Slovakia
Comparative Research Network e.V., Berlin, Germany
Istituto Regionale Per La Formazione e la Ricerca – I.Re.Forr. soc. coop., Potenza, Italy
Częstochowskie Stowarzyszenie Rozwoju Małej Przedsiębiorczości, Czestochowa, Poland

The project AIMS .....  

The general aim of the project is to find "creative pathways" in adult education institutions for a friendly active aging Europe.
We will discover, create, promote and disseminate new "pathways" through experience exchanges, learners-staff mobilities and awareness campaigns.

The project represent a common work of six European partners from Romania, Germany, Turkey, Poland, Italy and Slovakia.

Our project will promote European Year 2012 (Year of “Active Aging and Solidarity between Generations”) in four different awareness campaigns. Concepts as: "Active aging", "Solidarity between generations", finding "Creative Pathways" for bringing learners back into LLP programmes; synergies from local institutional level to European Strategy for Active and Healthy Aging are our main topics.

In this project we will use methods as : E-network; meeting exchanges, best practices study cases, electronically newsletters "MailChimp", awareness campaigns (local, national and European level).

Results of this project: collection of best practices about active aging through education, E-network of institutions involved into adult education interested in active aging development programmes, new "creative pathways" of how and what we can change regarding active aging approach into adult education institutions, E-newsletters of promoting and dissemination best practices on main topics, four different awareness campaigns (local, national and European level) on topic of "active aging" and a "healthy and independent way of living".

Information about the project has been posted on the project’s webpage, http://www.creativepathways.eu and on the Facebook page, https://www.facebook.com/GrundtvigLearningpartnershipCreativePathways

I. PARTNERS

Izmir Terziler ve Konfeksiyoncular Odası, Izmir, Turkiye

We are Chamber of Izmir Tailors and Outfitters. The Chamber of Izmir Tailors and Outfitters, is a non-profit, semi-official public organization with a legal entity. There are 4500 registered small and medium sized enterprises (sme) in-house. We have nearly 2500 members (40 - 70 age).

Our Education Center, ITKO R&D Fashion Design and Modeling Centre (www.itko.org.tr) entered into service in 1993. Within the establishment, we have initial vocational education courses for the graduates of vocational training centers and universities and the employees of the firms in the sector. ITKO R&D Fashion Design and Modeling Centre, partner institution at the same time The Chamber of Izmir Tailors and Outfitters.

We have experience in a EU Projects regarding adult education, “active aging”, “solidarity through generations” and we will come with our knowledge from entrepreneurship field to fulfill the relation between education and labor market that will be present as a topic into this project.

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2. Jazyková Škola Active Language School, Košice, Slovakia

Jazyková škola ACTIVE, s.r.o. - KOŠICE / SLOVAKIA is a privately funded language training centre founded in 2011. The teaching programme at the Active Language School concentrates on helping learners to develop their ability to use everyday English, German and Slovak /classes designed for foreigners living in Slovakia/ Since 2012 we have been running a special foreign language training programme for senior citizens realising the fact that in most European countries, there are strong demographic trends towards an increasing proportion of older people within the population as a whole. Our senior programme provides the learners with competences they need in order to survive actively in today’s multicultural Europe, fosters their social inclusion and improves their quality of life.

In our pursuit to identify and implement “creative pathways” into our teaching practice we came to the conclusion that adopting Lateral Thinking Techniques would suit our purpose best. Lateral thinking enhances creativity and provides both learners and teachers with a number of concrete ways to learn the power of creativity. The application of this learner-friendly method into formal language training created and deepened the situations where ior learners learned spontaneously, explored and enlarged their experience.

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3. Comparative Research Network e.V.

CRN is actively involved in scientific research, teaching and cultural activities that link the realm of ideas with everyday experience. As our name indicates, we work internationally and cross-culturally. Only through thoughtful comparison can we interpret our local reality, render it more comprehensible and develop strategies to address the issues that affect our everyday lives. CRN performs research both as a partner within international consortia as within the scope of its own projects. CRN publishes a working paper series that communicates the work of its members to a wider audience.

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4. Istituto regionale per la formazione e la ricerca – I.Re.ForR. Soc. Coop.

We contribute every day to the development of skills and the creation of jobs in an European perspective. We are moreover accredited by Regione Basilicata since 2004 and own the UNI EN ISO 9001:2008 – EA 37 Quality Certificate SINCE 2006. Our high qualified staff takes care of planning, administrative and financial managing of training courses on Calls of Proposals, by ESF and interprofessional funds. We plan and manage non-university Masters and High training Courses.

Compared to this project will play a coordinating role in planning activities, shared with the project manager. Compared to the topic the organization has already made other interventions in the same areas with other program such as Leader, EQUAL, DAPHNE.

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5. Czestochowa Small Business Development Association

Czestochowa Small Business Development Association was founded in 1996. We have 36 active members now and more than 1000 people trained and educated during last 6 years. We're local and regional association which mainly work on rural development based on human development. We organize: trainings; workshops; conferences; seminars; international youth exchanges; youth initiatives.

Scope of our activities is real wide and it depends on local communities needs. We have experiences in organizing projects under Human Capital Programme (European Social Funds, more than 60 projects since 2008), Youth and Youth in Action Programme (more than 25 projects for youth) and also projects supported by Ministries and local authorities.
III. LOCAL ACTIVITIES – Best Practices

A. İzmir Terziler ve Konfeksiyoncular Odası, İzmir, Türkiye

ENTERPRENEURSHIP TRAINING;

Short description of good practice

Garments Tailoring and organized by the Chamber of Izmir (İzmir Terziler ve Konfeksiyoncular Odası), Izmir certified and practical entrepreneurship training unemployed persons residing in the province and joined the men and women who want to work. 06.04.2013 - 14.06.2013 between 70 hours of training, four men - 26 women participated in a total of 30 people.

Intergenerational aspects of good practice

Teachers were young people

Which aspects are transferable?

Improve enterprise
A success story of the good practice

The project improved quality of life of the participants, in fact training courses are an opportunity to participate to active social contexts.

Facts of good practice
06.04.2013 - 14.06.2013 between 70 hours of training, four men - 26 women participated in a total of 30 people.

Final summary: what makes it a creative good practice?

Bring together young and old. Entrepreneurial experience to share. Entrepreneurship to share their experiences.

CLASSICAL AND MODERN MOLD;

Short description of good practice

Old people will teach young one, how to use pattern techniques on textile products;

ITKO Education Center, Garments Tailoring and organized by the Chamber of Izmir’s (İzmir Terziler ve Konfeksiyoncular Odası), business and education partner.

The average age of our members is over 45. Some times require a variety support and help. About to, Internet, PC programs, new fashion tecnologies, new pattern technics, new design tecnologies, e.t.c.
Is a consultant for us and our members who need ITKO Education Center.

Intergenerational aspects of good practice
Teachers were young people

Which aspects are transferable?
To Improve Intergenerational solidarity and knowledge transfer.

A success story of the good practice
The project improved quality of life of the participants, in fact training courses are an opportunity to participate to active social contexts.

Facts of good practice
10 participants
Target groups
over 30
30 hours times performed
staff involved
Participants age 30 to 45

Final summary: what makes it a creative good practice?
Older teachers and young learners. To Improve Intergenerational solidarity and knowledge transfer.
COMPUTER-AIDED DESIGN TRAINING;

Short description of good practice
The chamber given to members over 50 training and computer aided textile applications, mold programs... The average age of our members is over 45. Some times require a variety support and help. About to, Internet, PC programs, new fashion tecnologies, new pattern technics, new design tecnologies, e.t.c.

Intergenerational aspects of good practice
Teachers were young people

Which aspects are transferable?
- Methodology of course for better knowledge about computer and Internet

Facts of good practice
Facts of good practice
10 participants
Target groups
over 50
30 hours times performed
staff involved
Participants age 50 to 70

Final summary: what makes it a creative good practice?
The project helped to develop common interests between different generation, creating a bridge between young and elder people. As added value, youngsters were given professional opportunities as teachers.

B. Jazyková Skola Active Language School, Košice, Slovakia

LATERAL THINKING
Jazyková škola ACTIVE, Slovakia

In our pursuit to identify and implement “creative pathways” into our teaching practise we came to the conclusion that adopting Lateral Thinking Techniques would suit our purpose best and it proved to be inspiring for all age group of learners

Lateral thinking:

- enhances creativity

- provides both learners and teachers with a number of concrete ways to learn the power of creativity.

This method has been used in our institution since 2013.

The application of this learner-friendly method into formal language training enriched the „classical story telling method“ by new elements which:

- created and deepened the situations where our learners learned spontaneously,

- explored and enlarged the learners’ experience.

- gave more space to practising question forms connected with the use of a wide range of vocabulary.
allowed learners to work in pairs or small groups to discuss the situation and help each other.

On the other hand it has to be said that introducing this method into classes of adult learners was not easy at the beginning, due to the fact that adult learners tend to avoid risk taking situations and need to be encouraged and prompted by the teacher.

The technique of lateral thinking can be easily transferred into all classrooms, regardless the age of learners, due to the fact that it trains people in thinking and to gives them 'self esteem' in their ability to think which leads to self confidence.

**Facts of good practise:**

Number of participants involved: 32 adult learners / 9 teenage learners

The teaching stuff was involved in choosing and selecting suitable teaching material, like lateral puzzles, lateral thinking stories.

Our experience with applying lateral thinking techniques were shared with the lecturers at the University of 3rd Age in Košice.

**Summary:**

In our search for new creative teaching methods we decided to introduce the technique of Lateral Thinking into our teaching practise. Lateral Thinking is a way of solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic, that is why it can be effectively used in the classroom.
Example of external best practise

Blended Learning

The teaching programme at our language school concentrates on helping adult and senior learners to develop their ability to use everyday English and German respecting their professional as well as their personal needs. In 2011 we introduced blended learning. This approach combines classroom tuition with an extra online material for students to work on outside of the class.

Applying the method of Blended Learning seems to suit best in pursuit of satisfying the learning needs and interests of adult learners, makes learning independent, useful, sustainable and ever growing. Learners and teachers work together to improve the quality of learning and teaching. And at last but not least the online material can be fully adjusted to the learners’ individual pace of learning.

The only disadvantage of this method is that the learner has to have some basic IT skills.

A complementary online teaching material can have a positive effect on all kinds and type of adult learners.
Facts:

Participants: 15 adult learners

Age of participants: from 45 to 70

This method has been an integral part of our teaching practice since 2011.

The use of Blended Learning was consulted with the lecturers at „Inlingua“ language school based in Luxembourg.

Summary

Most language schools concentrate on teaching in the classroom, but there is a growing tendency for schools all over Europe to offer classroom tuition and extra online material for students to work on outside of the class - blended learning.

C. Comparative Research Network e.V., Berlin, Germany

Intercultural Stimulation - training across cultures and generations.

Internal good practice by the Comparative Research Network e.V. Berlin, Germany.

Intercultural Stimulation - working on intercultural skills and digital knowledge

The intercultural Stimulation is the longest ongoing program at CRN. The training is organized with different programs and partners, while its curriculum is universal and easy transferable.

The training is designed for persons working in intercultural context. Generally speaking the course looks and feels for the participants as a training on the use of digital storytelling and audiovisual media in their job. This makeup is used to put them into work in small intercultural groups on a certain project, with deadlines, vague instructions and uncertain knowledge. This leads usually to critical intercultural situations, on which the course reflects on later stages. The final product of every group will be thus not just an audiovisual film and skills, but as well experience in intercultural project work and capabilities to handle similar situations in the future work life.
Since the trainings had not just been performed with around 50 different cultures, but also all age groups, the curriculum was identified as the internal best practice of CRN. The generations work together, exchange knowledge and learn in this courses creatively from each other. The learning process is in both directions, since reflections are done in every generation with its own experiences and shared together in the training.

**Intergenerational aspects of the training**

The exchange between the cultures is the main focus of the training. The intergenerational aspects had not been reflected on before the evaluation.

Intercultural stimulation in brief:

- 102 participants from 52 countries
- 10 times performed since 2011
- 12 staff involved
- Participants age 18 to 76

More Info:

www.comparative-research.net
After discussing and high-lightening those aspects, the organizers could easily see, that the training is working as well in intergenerational context.

The curriculum is based on the so called Kolb Circle, a method commonly used in adult education, to design trainings.

Kolb believed that reflection and experience are the keys for adults to learn. Both - reflection and experience - are quite individual. It is therefore easy to share and compare them. They are connected to generations. The more generations share their experience, the more they can reflect on each other and thus learn from each other. In the design of the training this is a core method. Although it is hidden until the end, when the intercultural impacts are revealed to the participants, it works between cultures but as well between generations.

Since when?

The first training was organized in March 2011. Since than 10 sessions had been carried out. Parts of the curriculum had been as well adapted for conferences, workshops and other trainings.

Target groups, national, international or local focus?

The main target groups are trainers, teachers and experts working in intercultural context. Since the curriculum had been transformed for other context, CRN used it as well for various audiences - starting from researchers to soldiers, entrepreneurs and learners. The focus of the trainings had slowly shifted from purely intercultural to as well intergenerational use. Recently CRN adapted the curriculum towards inclusion.
The trainings are designed for international groups. Thus it is always locally based and use the advantages and communities present at the location. This means that they take Berlin or Szczecin as a stage, reflecting on the local realities.

More Strength than Threads

Strength

During the evaluation of the good practice a number of strength had been identified.

• The curriculum is easy adaptable and transferable to other contexts and target groups.

• Learners are trained in two different skills, intercultural and digital competences.

• Participants gain practical knowledge and experience.

• The method is highly creative.

• The method can be used by any participant in his everyday context (work, life, education).

• The tools can be used as well for ice breaking and team building.

• Every single participants is involved in the training and gains individual knowledge.

Weakness

In the evaluation a few weaknesses had been revealed.

The visibility of the intergenerational and intercultural aspects depends strongly on a skillful debriefing by the trainers.

The group dynamics have to be monitored permanently.

The curriculum needs flexibility, which not every training provider can afford.

Opportunities
If the curriculum is developed, a few opportunities can be met.

The curriculum can be further tailored for specific intergenerational trainings or for inclusion.

A de-briefing guide could be developed to secure the visibility of the intergenerational aspects.

Threads

During the evaluation no relevant threads had been identified. The threads are concerning rather funding and internal management than the tools, methods and curriculum.

**Which aspects are transferable?**

The intercultural stimulation is based on a curriculum, which makes it embedded into other trainings and curricula. Therefore the method is highly transferable. Beside combing it with audiovisual training, other contexts are possible (e.g. Project management trainings, leadership trainings but as well other content).

The intercultural stimulation keeps the intercultural team building and competences in the focus. The training might transformed into an intergenerational stimulation. Both topics deal with reflecting on understanding, exclusion and inclusion. The methods and exercises used, can be de-briefed on both topics.

The intercultural stimulation is designed for trainers. Thus the focus is on easy, hand on approaches, which should be easily transferred and repeated by different partner organizations. The participants are provided with a digital and an intercultural cook books, summarizing the exercises and most important de-briefing questions.

The methodological flexibility of the curriculum and the cookbooks, which provide the practical tools, make the good practice highly transferable.

**A success story of the good practice**

Hosting more than one hundred participants - who each individually created their own reflections - make it difficult to find an outstanding success story. A strong Alumni network is created, out of which new projects, trainings and friendships had been born.
Giuseppa for example is a 67 years old former school inspector from Italy. Before she joined the training she was afraid of all "digital stuff" and did not used the internet. Being invited to one of our trainings, she started to go online and use Facebook. During the training she shared stories and experiences from her life, helping younger to understand the context of migration. She learned how to work with audiovisual media and lost the fear of sharing her stories. Nowadays she is not just active on Facebook sharing her stories, but as well creates wonderful slide shows and films on her garden, hobbies and family.

Much more stories could be told, but this example shows how the intercultural stimulation creates creative pathways in lifelong learning.

**Sprengelhaus - an intergenerational oasis in Berlin**

External good practice by the Comparative Research Network e.V. Berlin, Germany.

**Sprengelhaus, community centre since 2002**

The Sprengelhaus is an intergenerational and intercultural neighborhood community centre in Berlin-Wedding. It is situated in the Sprengelkiez. The area known for its negative socio-economic data but as well for its peaceful multicultural character is recently going through the process of gentrification and mobilization of the inhabitants. The Sprengelhaus is a driver of this mobilization since 2002.

It was established in the frame of the Berlins government neighborhood management initiative. Since then it was transformed into an association, which run the centre. The association understands itself as an umbrella for local initiatives, clubs, NGOs and company in order to help them to work in the Sprengelkiez successfully. The Sprengelhaus offers rooms, use contacts to local and regional administrative bodies and helps to publish and advertise programs and projects taking place in the house.

The Sprengelhaus describe itself as an intergenerational meeting point. By working on health, education, development of civil engagement and sharing experiences, they clearly reach their goal.

For the promotion of the civil society in the Sprengelkiez, the team is publishing brochures and guides to different topics. One of the latest publication was a guide titled "to be old in Sprengelkiez", the guide was edited in cooperation with senior initiatives and the local church parish.
Intergenerational courses concerning movement, healthy food and digital media are organized in the Sprengelhaus.

The "Nachbarschaftsladen" (neighborhood shop) is an integrated part of the centre. Here every month a tale cafe is organized, where local citizens share their stories. They organize another monthly event called: "to have a look inside mamas pot", where famous and less famous amateur chefs share receipts and stories of their life.
What is intergenerational at the Sprengelhaus?

The Sprengelhaus is existing since 2002. It is run with private and public funds, the sources are mainly local and city programs. Since the centre is lacking of manpower and capacity in its organization, European projects and cooperation are lacking. Thus the focus is on the local neighborhood, the audience is international, since people from more than 50 countries live in the Sprengelkiez.

The centre is lively, since not just the Sprengelhaus e.V. Is working here, but the house is sub-rented to other community based organizations and companies.

The Sprengelhaus focus is on health and intercultural life. They cooperate with schools and elderly homes and bring both groups together. Initiatives on common movement trainings exist, just like language cafés, where people from different cultures and generations meet to talk German. Guides are published and other events organized by the elderly home or schools are promoted through the centre.

In offering an easy accessible, permanent and regular programs, the centre became a true meeting point of all generations in the Sprengelkiez.

Strength and Opportunities – A centre that matters

Strength

During the evaluation process a couple of strength had been identified.
The Sprengelhaus has a strong outreach to all age groups, within the Sprengelkiez and into the city of Berlin.

The Centre has a long ongoing experience and work routine in intergenerational context.

A well established and active network of partner organizations help to perform and disseminate intergenerational projects.

The Sprengelhaus has assets, which secure the sustainability of the good practice.

Creative and new projects (like the story cafe or the language cafe) benefit from the "brand" Sprengelhaus. It increases their visibility and credibility.

Weakness

During the evaluation not too many weaknesses had been found.

The missing European dimension is limiting the exchange of experiences and reflection of the intergenerational and intercultural curricula.

Opportunities

The Sprengelhaus is already using most of the opportunities. The evaluation identified just a few other:

By fostering the international dimension of the centre, the quality of the events could be further increased and extra funding could be acquired.

With a stronger digital presence, the visibility of the centre can be increased.

Threads

During the SWOT Analysis not too many threads had been found.

The centre is mostly dependent on local funds. A diversification will help to increase the sustainability of the Sprengelhaus.

The result of the analysis clearly see the strength and opportunities of the Sprengelhaus. It is already a good working community centre, which works with an intergenerational focus. It can be seen as a good practice, since interaction between the generations in the cities is as important and frequent as between cultures.

Which aspects are transferable?

The Sprengelhaus is a unique place in a unique location. Thus the concepts of their intergenerational work is universal and easy adaptable elsewhere.
The projects are all based on methods of sharing and reflecting upon own or other experiences. Ideas like the tell cafe, the cooking events or the language exchange can be performed by other institutions or organizations, which have a certain local outreach.

The connection of intergenerational education and community work are transferable to most places in Europe.

**A success story of the good practice**

In the interview with the head of the Sprengelhaus, it was hard to find just one success story. In the story cafe at that day a 80 year old lady was talking to a younger group, how life changed in the Sprengelkiez in the last 60 years, she lived there.

Good stories had been told about the Turkish grandparents who learned talking German with the younger people together in the bilateral language meetings. But the most liked story for the director is the cooking program "to look in Mamas pot". In this program all nations living in Sprengelkiez come together to share receipts, talk about their lives and cook together. Especially older citizens love to learn new receipts and spending time together with age mixed company. It helps lonesome elderly to have company but increases at the same time the feeling of community in the Sprengelkiez.

**The Living Library School Project**

A unique interactive school program that helps the decrease of stereotypes and prejudices. It strengthens solidarity, empathy and increases respect towards people with social, ethnical, religious and other differences.

**The good practice**

The practice was initiated by the Council of Europe's European Youth Center Budapest in 2002. First, it took place on festivals other youth events, conferences etc. on occasional basis. A couple of civilians decided to join the project and took this practise into schools from the year of 2012.
In this project, people can borrow and read books. Then they take them back safe and sound and choose another one. But in this case the Books are people who belong to a social group that can easily become a victim of discrimination, segregation and prejudices. Students in this school program can “borrow” and “read” Books named eg. as Immigrant, Gypsy, Transgender, Jew, Homeless, Sober alcoholic, Disabled, Feminist, HIV positive etc. The “reading” is an interactive, personal conversation between the Book and the Reader. The Books share their own experiences also regarding what is it like to be discriminated and the Readers can ask the questions they wouldn't dare to ask otherwise.

The Library is open for 90 minutes per occasion, there are 20 minutes for one Book. 2-3 students can read one Book at the same time. They choose the topic/title from a catalogue, so they don't even know how the Books look like. This way they don't even have the opportunity to judge the Book by the cover. :-)

There’s a preparatory discussion one week before and there’s an evaluating discussion one week after the borrowing, in order to help the integration of the knowledge the Readers gained.

Until now they visited approximately 35 schools. The age of the Books varies between 23 and 65. The students are 14-18 years old. But there are also occasions for teachers only (where the age of the participants is approx. from 25 to 68).

The intergenerational aspect of learning comes true on each occasion. As the age of both the participants and the Books varies on a big scale.

Strength, weakness, opportunities and threats of good practice
**Strengths**

- intergenerational, interracial, intercultural
- personal, interactive communication with marginalized members of the society within flexible, but controlled circumstances.
- it's safe for the Books as well as for the Readers, which provides the proper opportunity for both sides to open up
- it tears down prejudices
- strengthens empathy in Readers and make them think from a different angle
- it improves key-competencies in the Readers, especially social competences such as: tolerance, advanced communication, positive attitude, intrapersonal expectations towards themselves, self-confidence
- it shows positive role models to the students belonging to one of the discriminated groups
- prevents bullying and violence in schools

**Weakness**

- there are schools in which certain Books are prohibited, eg. the Gay, Lesbian and Transgender Books
- new positive attitude only comes true towards the social groups and minorities that can be “borrowed”.

**Opportunities**

- recruiting new Books
- starting a conversation with teachers to raise real sensitivity and interest to let all the Books in
- spreading the good practice to reach more people in and outside of Hungary

**Which aspects are transferable?**

The structure of the Library, the frames and also the Books (with the same or different titles) can be put into different workshops and projects.

**Facts of good practice**

Approximately 600 students so far
Approximately 35 times performed
4 organizers involved
20 Books from 5 countries
Participants age 14 to 68
Books age 23 to 65

**Opinions on the good practice**
“I think it's a very good idea, I hope I'll have the opportunity the “borrow” such Books in the future! It means a great deal to me and enjoyed it a lot, listening to the life stories of others.” (16 year old boy from Budapest)

“It was very positive and very illuminating!” (17 year old girl from Szolnok)

“I could get insight into really heavy life stories. Due to that I can revaluate my own problems.” (16 year old girl from Budapest)

„Due to the Library, the students tend to be more tolerant and are really trying to leave their prejudices behind.“ (Sándor, teacher from Szolnok, Hungary)

“It’s the most efficient method for getting to know each other. The sooner you participate, the better!” (Klára, teacher from Nyíregyháza)

“The students of these classes got deeply involved emotionally. Hopefully it helped them dealing with the difficulties of their own lives.” (Zoltán, teacher from Budapest)

**Final summary: what makes it a creative good practice?**

- it improves social sensitivity and is free for the schools
- raises honest interest towards different minorities in short period of time
- one Library can reach out to several groups of minorities at the same time
- the experience is direct and personal
- Readers have the opportunity to ask things they never dared to ask before, directly from the people involved and get a trustworthy and straightforward answer.
D.Istituto Regionale Per La Formazione e la Ricerca – I.Re.For. soc. coop., Potenza, Italy

Internal good practice

“Professional European Contact for Vocational Health student II”

I.RE.FORR - The Institute of Superior Education MONTE CASTELO of Burela

Short description of good practice

This project gave 9 Spanish participants the possibility to increase their professional know-how following an Italian Course for four weeks.

Since when?
02/11/2012

Target group: 21 – 60 years old

International group

Intergenerational aspects of good practice

The participants (21 – 60 years old) have

worked mainly in hospices and spent most of their times in touch with elders creating also friendly relationships.
Facts of good practice

9 participants
Target groups
21 – 60 years old

4 weeks times performed
4 persons staff involved
9 partners from 1 countries

Participants age

21 – 60 years old

Opportunities and threads of good practice

Strength
Intergenerational approach
Weakness
Short duration of the experience
Opportunities
Empowerment of the knowledge
Threads
Difficulties of quick integration

Which aspects are transferable?
The idea – The approach and the comparison within two different systems

A success story of the good practice
The project stimulated their will of knowledge and comparison between different cultures and way of acting, developing intercultural and intergenerational approaches.
Final summary: what makes it a creative good practice?

- The participants have stimulated intercultural approach and intergenerational exchange.

“Old cooking & new generation”

External good practice

Partner Cantina Omarè

Short description of good practice

This project is a typical cooking class to teach to young people culinary old traditions

Intergenerational aspects of good practice

TEACHERS: elders volunteers
LEARNERS: young people who want to learn our cooking traditions

Strength, weakness, opportunities and threads of good practice

Strength
- Foster integration between youngs and elders
Weakness
- Short period of activity
Opportunities
- Foster useful practice activities to senior and young
Which aspects are transferable?

- Foster integration between traditions and culture to new generations

A success story of the good practice

- Lonely elders can hand over traditions and culture to young people
- Foster social integration for lonely elders

Facts of good practice

- 10 participants
- Target groups young people
- 60 hours times performed
- 5 staff involved
- 2 partners from Italy
- Participants age 13 to 25

Final summary: what makes it a creative good practice?

Hand over old culinary traditions to new young generations

“GRAND-PARENTS ON INTERNET”

External good practice

AUSER - ITALY
Short description of good practice
“Grand-father on internet” is a digital alphabetization plan for the over 60 aiming to allow adults and elderly to surf on the web, communicate through e-mail, use the online services provided by public authorities.
Target group: over 60 elderly

Intergenerational aspects of good practice
Teachers were young people

Strength, weakness, opportunities and threads of good practice

Strength
• To reduce social exclusion of the over 60
• To promote digital alphabetization of the over 60

Weakness
The training course lasts 30 hours

Opportunities
To consolidate and strengthen community welfare involving all the elderly interested with no exclusion

Which aspects are transferable?
To improve the overall wellbeing and health of the elderly

A success story of the good practice
The project improved quality of life of the participants, in fact training courses are an opportunity to participate to active social contexts.

Facts of good practice
25 participants
Target groups
Final summary: what makes it a creative good practice?

Young teachers and over 60 learners

To promote the use of PC and internet among the over 60

E. Częstochowskie Stowarzyszenie Rozwoju Małej Przedsiębiorczości, Częstochowa, Poland

Internal good practice

Computer Courses for Young and Old people

Short description of good practice

A youth initiative in the Silesia region developed into internet and computer training provider in rural areas, engaging the youth from those areas to train the elderly in Internet and other IT applications. Started in June 2012, ended in September 2012.

Intergenerational aspects of good practice

The main objective of the project was to increase computer and internet education and skills for inhabitants of the region and increasing their potential. A detailed objective was to stimulate the participation of young people in the project, particularly in teaching elderly people how to use a computer, in order to establish also a link between different generations.
Strength, weakness, opportunities and threads of good practice

**Strength**
- increasing participants knowledge
- increasing chances of finding a better job and new relations

**Weakness**
- lack of opportunities to use their knowledge in practice
- no guarantee of improvement in the labor market

**Opportunities**
- to motivation for further learning
- improvement of situation in the labor market

**Threads**
- lack of involvement of participants
- unprofessional approach
- recruitment of participants

Which aspects are transferable?

- Methodology of course for better knowledge about computer and Internet
- Added value of more opportunities of finding a better job

- creating documents on computer

A success story of the good practice
Sometimes elder people suffer from technophobia with computers. They regard computers as expensive and they worry that they'll damage them or even break the internet. But surfing the internet is always of interest to elder people, they are surprised as to what information is available on the internet.

Our course helped participants on how to use computer and internet based services. Of course the project made creative use of young people’s interest in new technologies.

**Facts of good practice**

60 elder participants  
20 young people  
Target groups  
1) people living in the countryside  
2) 90% over 55 years  
3) 40% of a women  
4 times performed  
15 staff involved  
0 partners from 0 countries  
Participants age 20 to 70

**Final summary: what makes it a creative good practice?**

The project helped to develop common interests between different generation, creating a bridge between young and elder people. As added value, youngsters were given professional opportunities as teachers.

IV. - Vision and results – Marcin  
Conference in Krakow,  

V. Brigita – Vision from Erasmus Plus  
Application

?
### Part I. General information

#### Name of the organization

1. Number of the project (of those chosen for evaluation)

#### Name of the project

2. When did the project start?

4. **How often does the project take place?**
   - More than 10 times
   - From 5 to 10 times
   - From 2 to 4 times
   - Only once

#### Geographical coverage of the project

5. Local
   - Regional
   - National
   - International

#### How many partners are involved?

6. How many countries are involved? Please describe the tasks of each partner

7. **Which kind of institutions are involved in the project?**
   - From the governmental sector
   - From the private sector
   - From the non-governmental sector

8. Goals of the project

9. How many persons are involved in the organisation of the project?

10. **Target group**
    1) 
    2) 
    3) 

11. **Number of participants**

12. **Sector**
    - culture
    - education
    - health sector
    - another (please write) ........................................

13. **Which aspects of the project have been used before/after in other projects?**
    1) Name of project
       - Aspect used
    2) Name of project
       Aspect used

14. **Which kind of methods are/ were used during the project?**

### Part II. Core information

<table>
<thead>
<tr>
<th>Points</th>
<th>1. How creative is the project?</th>
<th>** **</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) Very</td>
<td>3) Quite</td>
<td>2) Just so</td>
</tr>
<tr>
<td>** **</td>
<td>** **</td>
<td>** **</td>
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<tr>
<td>2. Which aspects make your methods creative?</td>
<td>** **</td>
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<tr>
<td>3. How do you involve your participants in the process of lifelong learning?</td>
<td>** **</td>
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<tr>
<td>4. How strong does the project motivate participants for further learning?</td>
<td>** **</td>
<td></td>
</tr>
<tr>
<td>4) Very</td>
<td>3) Quite</td>
<td>2) Just so</td>
</tr>
<tr>
<td>** **</td>
<td>** **</td>
<td>** **</td>
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<tr>
<td>5. How would you describe the motivation of the participants?</td>
<td>** **</td>
<td></td>
</tr>
<tr>
<td>6. To which age range do the participants belong? Please write the number of each group if it is possible.</td>
<td>****</td>
<td></td>
</tr>
<tr>
<td>Under 21 years old</td>
<td>21 – 60</td>
<td>61 – 67</td>
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<tr>
<td>** **</td>
<td>** **</td>
<td>** **</td>
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<tr>
<td>7. Which kind of inter-generational aspects does the project have?</td>
<td>*****</td>
<td></td>
</tr>
<tr>
<td>a) What kind of exchange process between different age groups can you find?</td>
<td>*****</td>
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<tr>
<td>......................</td>
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<td></td>
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<tr>
<td>b) Do you provide learning without barriers?</td>
<td>..............</td>
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<td>......................</td>
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<tr>
<td>8. Active aging (60+) – in which way does the project involve people from this age group in the following aspects:</td>
<td>*****</td>
<td></td>
</tr>
<tr>
<td>a) Participation in society</td>
<td>*****</td>
<td></td>
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<tr>
<td>......................</td>
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<tr>
<td>b) Labor market</td>
<td>......................</td>
<td></td>
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<tr>
<td>c) Living active life</td>
<td>......................</td>
<td></td>
</tr>
<tr>
<td>d) Building potential for well-being (physical &amp; mental)</td>
<td>......................</td>
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<tr>
<td>e) Another</td>
<td>......................</td>
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<tr>
<td>9. How long was the implementation process of the project?</td>
<td>** **</td>
<td></td>
</tr>
<tr>
<td>10. How does the preparation of the project look like? Do you use f. e. SMART criteria or other methods?</td>
<td>** **</td>
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<tr>
<td>11. How does the documentation of the project look like?</td>
<td>** **</td>
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</tbody>
</table>
12. Which effects of the project can you notice?
   A) generally .................................................................
   B) on the participant ..............................................................

13. When are the first results/effects noticeable?

14. Which aspects of the project are transferable?

15. How innovative is the project?
   4) Very
   3) Quite
   2) Just so
   1) Not really
   0) Not at all

16. What is innovative in this project?

17. How does the promotion of the project look like?

18. How important is the dissemination process for the project?
   4) Very
   3) Quite
   2) Just so
   1) Not really
   0) Not at all

19. What kind of dissemination methods do/did you use?

20. SWOT analyze
   | Strengths | Weaknesses | Opportunities | Threats |
   | ** | ** | ** | ** |

   ** Points for SWOT**

21. Describe a success story

   **
   ........
   ........
   ........
   ........
   ........
   ........

   Sum of all points

   Place for notices and observed problems & aspects
   ...............................................................................
   .............................................................................
EVALUATION GUIDELINES

For evaluation please build a team (at least 2 persons are needed for evaluation)

POINTS SYSTEM
* Only question number 4 from the I. part can get points. Number of points - from 3 to 0 (where answer: More than 10 times becomes 3 points, from 5 to 10 times becomes 2 points, From 2 to 4 times becomes 1 point, Only once get no points).

** in PART II. Valid for questions: 2., 3., 5., 10., 9., 10., 11., 13., 14., 17., 16., 19., 20. Award each question from 4 to 0 points, use the following parameters for the evaluation:
  ➢ 4 points (comparable grade “VERY”) - the answer is comprehensive, long and qualitative, the content has a special meaning for the creative pathway.
  ➢ 3 points (comparable grade “QUITE”) - in the answer contents a lot informations important for creative pathway project, but you can not say it is comprehensive.
  ➢ 2 points (comparable grade “QUITE”) - the answer is sufficient but without special meaning for creative pathways.
  ➢ 1 point (comparable grade “NOTE REALLY”) - the answer describe a few aspects which are connected with creative pathways subject, but not enough to give more points.
  ➢ 0 point (comparable grade “NOT AT ALL”) - the answer does not give any response to this question or show any aspect of creative pathways.

*** Part II. - questions number 1, 4, 15, 18. Points awarded questions: Very – 4 points, Quite – 3, Just so – 2, Not really – 1, Not at all – 0.

**** Part II, Question number 6. you award from 3 to 0 points, 3 point if all aged groups are present in the project, 2 if 3 groups are present, 1 if 2 groups are present, none points if only 1 group is present.

***** Part II, Questions number 7. and 12. you award from 4 to 0 points, max. 2 for answer a), max. 2 for answer b).

****** Part II, Question number 8. you award from 5 to 0 points, each answer (a, b, c, d, e) can receive 1 point max.