



Education and Culture DG

Lifelong Learning Programme



LIFELONG LEARNING PROGRAMME

Creativity and Innovation

EUROPEAN SUCCESS STORIES



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Creativity and Innovation through Lifelong Learning

Making lifelong learning a reality and promoting creativity and innovation are two of the major priorities proposed by the European Commission in its strategic vision for education and training until 2020. 2009 has been designated as the European Year of Creativity and Innovation to highlight creativity and innovation in Europe. The Year aims to raise awareness of the importance of creativity and innovation for personal, social and economic development, to promote policy debate, disseminate good practices and stimulate education and research.

Creativity and Innovation are two mutually enriching concepts. Whereas creativity is about imaginative thinking and behaviour that produces original and valuable outcomes, innovation seeks to put these creative ideas into practice for the benefit of our society.

The labour market in today's society demands new skills and knowledge. The Lifelong Learning Programme (LLP) plays an important role in helping participants to acquire skills and competences. Pupils, students, adult learners, teaching staff, trainers and trainees have great potential as drivers of creativity and innovation. By taking part in a transnational activity, they are sharing different views and methods in learning, teaching and training.

Since 2007, the European Awards for Lifelong Learning honour annually the most outstanding projects in education and training funded by European education and training programmes. I am pleased to present in this brochure the prize winning projects for 2009. I hope that these success stories will encourage European citizens to seize learning opportunities in order to improve their skills and that institutions and stakeholders propose innovative and creative projects under the Lifelong Learning Programme which help to modernise education and training systems in Europe.



A stylized, handwritten signature in black ink, consisting of a large 'O' followed by a cursive 'Q' and a final flourish.

Odile Quintin

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

The Lifelong Learning Programme

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Building competences and skills through high quality education and training systems is an essential part of Europe's strategy to meet challenges such as globalisation, technical progress and the ageing of society. Knowledge, skills and competences are essential assets for individuals to succeed in the labour market and for enterprises to boost their competitiveness and innovative capacity. Lifelong learning is the key to personal development and economic success.

The Lifelong Learning Programme (LLP) supports transnational education and training activities in Europe. With a budget of 7 billion EUR for the period 2007–2013 it enables individuals to pursue stimulating learning and training opportunities across Europe at all stages of their lives and helps education and training institutions and systems to modernise.

The European Awards for Lifelong Learning have been honouring, since 2007, outstanding projects in education and training in Europe in order to give visibility to high quality projects and activities supported by European education and training programmes. These examples of good practice are “success stories” and can inspire individuals and organisations to follow their model.

In 2009, the European year of Creativity and Innovation, the LLP awards are given to cooperation and mobility projects and networks in Comenius, Erasmus, Leonardo da Vinci, Grundtvig, Languages and ICT that have achieved particularly creative and innovative results with a significant impact. The eighteen European success stories presented in this brochure received either a gold, silver or bronze prize.



Comenius School Education

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Comenius multilateral projects aim at developing, promoting and disseminating educational best practices at school. Their main results are new teacher training courses, guidance material and new curricula for initial teacher training. Comenius networks encourage the networking of educational establishments and organisations. They are designed to promote innovative practices in thematic areas of particular importance to school education in Europe.



The Learning Teacher

Barn- och ungdomsförvaltningen – Child and youth administration
Karlstad, SWEDEN

Teacher quality is the most important within-school factor affecting students performance. This network focussed on the changing role of European teachers from static “all knowing” teachers to dynamic “lifelong learners”. It developed guidance material, organised conferences, seminars and courses which helped professionals to acquire new knowledge and skills. Its innovative thinking contributes to a successful transformation of education at European level.

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

DAF Südost – Network for German as a foreign language

Ellinogermaniki Agogi – Greek-German language school
Pallini Attikis, GREECE



DAF Südost is an internet-based virtual community for teachers of German as a foreign language in South, South Eastern and Eastern Europe. It gives teachers access to new inspirations and teaching material enabling them to develop their creativity and innovativeness in everyday teaching. The platform continues to evolve, is a valued source for teachers and has enlarged its circle of users and members beyond the original target countries.

<http://www.daf-netzwerk.org/>



THE GOLDEN 5: An educational intervention

Universidad de Sevilla
Seville, SPAIN

Pupils often feel that attending school is imposed on them and has no value. The Golden 5 helps teachers to raise pupils' motivation by creating an inspirational atmosphere in the classroom. It supports them in turning difficult classroom situations into empowerment, addressing diversity, lack of motivation and drawbacks. The project developed working tools and created a lively network in which teachers can exchange experiences and gain new motivation. A training course has been available since 2005.

<http://www.golden5.org/>

Erasmus Higher Education

- 6 | The Erasmus programme is well-known for the opportunities it offers to study and to do work placements in another European country. It caters also for professors, business and university staff who want to teach and be trained abroad. The programme also funds thematic networks and curriculum development projects around common topics of cooperation involving a large number of higher education institutions across Europe that innovate and benefit by learning from each other.



CLIOHnet – Creating Links and Innovative Overviews to Enhance Historical Perspectives in European Culture

**Università di Pisa
Pisa, ITALY**

CLIOHnet is an innovative history network with more than eighty universities and other partners throughout Europe. Stimulating critical awareness of history, the resulting work is extremely useful for academics, learners of all ages and European citizens in general. The project has also given rise to an online research network, CLIOHRES.net, which has produced a library of historical knowledge that provides a new transnational dimension to European history.
<http://www.clioh.net/>

Improving job opportunities with Erasmus

**Università della Calabria
Arcavacata di Rende, ITALY**



The university aims at combating the extremely high youth unemployment in Southern Italy by sending its students on Erasmus placements in particular enterprises. In cooperation with nine other Italian universities, the International Relations office of the university actively promotes Erasmus-funded work placements abroad. The search for traineeships in other European countries is facilitated by the project's database of European enterprises and other intermediaries.
<http://www.unical.it/>



Erasmus mobility and the Youth in Action Programme

**Akdeniz Üniversitesi
Antalya, TURKEY**

Since joining the Erasmus programme in 2003–2004 this university has established 180 bilateral agreements with other higher education institutions in Europe to allow for mobility of students and teachers. It has set up a proactive International Relations office which offers support to exchange students and also draws on the experience of students who have taken part in the European Voluntary Service as part of the EU's Youth in Action programme.
<http://www.akdeniz.edu.tr/>

Grundtvig Adult Education

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The Grundtvig Programme focuses on the teaching and study needs of people engaged in adult learning. Thanks to its multilateral projects and networks, institutions and organisations from participating countries pool knowledge and experience and strengthen the link between various actors involved in adult education throughout Europe. This cross-border cooperation results in innovative products and methods with indisputable European value in the area of adult learning.



Inclusive teaching material for Adults: the Roma

**Dromo Kotar Mestipen – Association of Roma women
Barcelona, SPAIN**

The EducaRom project tries to eradicate inequality in society, in particular, inequality to women and has recognised the value of education in overcoming discrimination and exclusion. The project must be credited for establishing the first ever tailor-made learning materials for Roma women – designed by Roma women from organisations in different EU member states. By providing a space for exchange and dialogue it has helped in giving a stronger voice to these women.

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

e-learning while in Hospital

**Die Berater – Unternehmensberatungs GmbH/The consultants
Wien, AUSTRIA**



The project “e-learning while in Hospital” is addressing adult educators, e-learning facilitators, as well as health managers who want to develop learning activities for patients hospitalised for a long period of time. Computer-assisted learning allows patients to be independent of the time-space factor in conventional face-to-face learning while virtual tools make joint learning activities possible. Such activities can help cope with isolation and ease reintegration into normal life.

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



EMMA – European Network for Motivational Mathematics for Adults

**VOX – Nasjonalt Senter for Læring I Arbeidslivet/National Centre for Learning in Working Life
Oslo, NORWAY**

There are many situations in daily life – and not just at work – where mathematical skills are needed. Many adults in Europe still lack some of these very basic skills in numeracy. The EMMA project has made a valuable contribution to tackling this problem. Besides raising awareness of the issue, it has given researchers, experts and policy makers a platform to meet and discuss and to find the best strategies of improving adult numeracy in Europe.

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

Leonardo da Vinci Vocational education and training

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Leonardo da Vinci multilateral projects support the exchange of people, development and transfer of innovation in vocational education and training (VET). This has a real impact on the quality and transparency of the countries education and training systems and innovations have come into being through the cross-fertilisation and different creative approaches of numerous European partners. These projects also benefit enterprises, social partners and other representatives of working life.



Réseau d'échanges pédagogiques européens de la Fédération européenne des écoles de cirque professionnelles (FEDEC)

École Supérieure des Arts du Cirque
Brussels, BELGIUM

This project organised a series of European-level workshops for circus specialists and their students. Exchanges of good practices resulted in a remarkable training programme of seven modules which are supported by pedagogical films. Each module is dedicated to the technical aspects of circus disciplines as well as safety and rigging. The products of the projects are not only tools for all teachers and trainers of circus art, but also of special interest to sports educators.

<http://www.fedec.net/>

POOLS-Producing Open Online Learning Systems

Sabhal Mòr Ostaig – Scotland's Gaelic College
Slèite, United Kingdom



The Pools project has created an internet-based virtual community for language teachers in VET, which provides them with creative and innovative ICT-based material, especially for less widely used languages such as Lithuanian, Basque and Gaelic. The material on the website is accessible without any copyright restrictions and facilitates cross-fertilisation. It can be tailored to individual needs and inspires teachers to deviate from textbook-based lessons and experiment with new teaching tools.

<http://www.languages.dk/>



Smectra.net – Small and Medium-Sized Enterprises Consulting and Training Network

Overpar Solutions Est. – coordinator
Schaan, LIECHTENSTEIN

The Smectra.net project encourages e-Learning in small and medium sized enterprises (SMEs). The innovation and creativity of the project lies in the usability and practical value of the 6-steps concept – analysis, concept design, planning, implementation, action and evaluation. The project is an excellent example of how simple solutions can create a sustainable impact on strategically important target groups and sectors.

<http://www.smectra.net/>

The daily lives of many Europeans are becoming more international and, hence, more multilingual. Languages multilateral projects seek to raise awareness of the importance of linguistic skills and promote “multilingualism” as a bridge to other people, countries and cultures. They develop innovative language learning materials, including online courses and instruments for language testing. They promote language awareness and access to language learning resources as well.



Barrier-free language learning – an approach designed for adults with learning disabilities

Sverigefinska folkhögskolan – Institute of adult education

Haparanda, SWEDEN

This project has developed a way of teaching English as a foreign language to adults with intellectual disabilities or learning difficulties. “English without Frontiers” works for people who want to learn English for a job, just for fun, or so they can communicate when abroad. It is a very flexible course that takes into account the special educational needs of this group of learners.

<http://www.englishwithoutfrontiers.com/>

EUROMOBIL II

Université Michel de Montaigne Bordeaux 3

Pessac, FRANCE



The project provides interactive multimedia materials for learning Czech, French, Polish, Portuguese and Romanian based on video recordings in these languages. It is adapted to learners with different levels of knowledge of the language and offers exchange students the opportunity to prepare themselves for their time abroad.

<http://www.euro-mobil.org/>



Mission Europe – online immersion in other cultures

Radio France Internationale

Paris, FRANCE

The project offers full immersion in the world of languages through a creative approach to language learning in which the student is invited to identify with a computer player who carries out joint operations in France, Poland and Germany with virtual heroines. “Mission Europe” is an excellent example of how technology can help to foster cultural awareness and linguistic diversity.

<http://www.mission europe.eu/>

Information and Communication technologies

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Information and Communication Technologies (ICT) have the enormous potential to foster the competence of being creative and innovative. ICT develops fresh learning approaches – use of simulations, experiential and discovery learning – enabling and attracting new learners and bridging the “digital divide” between those with access to technologies and relevant skills, and those without.



An educational dimension of conflict resolution through cultural production

**Humak University of Applied Sciences
Helsinki, FINLAND**

The project applied an innovative approach to distance-learning about the theatrical method “Theatre of the Oppressed”, founded by the Brazilian theatre director Augusto Boal. An online learning platform, with video-conferences and teaching material based on theatre performances, acts as a “forum-theater” where the audience interacts directly and changes the plot of the play. The project combined the knowledge of art teachers and ICT experts. The outputs have been produced in nine languages.
<http://www.actandchange.eu/>

EU-HOU – Hands-on Universe, Europe. Bringing frontline interactive astronomy to the classroom

**Université Pierre et Marie Curie
Paris, FRANCE**



EU-HOU project developed hands-on tools for studying the universe to awaken an interest in maths and science. The project managed to make formulas and computations attractive to young pupils. Pupils now have the possibility to experience the thrill of discovery by using webcam systems, radio telescopes and a world-wide network of optical telescopes available through the Internet.

<http://www.euhou.net/>



E-VOCAL – e-Learning for Vocal/Song Education

**Waldig Winterbacher Operasvoice OEG
Wien, AUSTRIA**

The project shows how the effective use of ICT can build bridges between technology and art. The e-learning courses, which can be used at music universities, conservatories, schools and adult education centres, are designed to support trainers and students in classical singing independent of time and place. A video file of an aria can be downloaded and a live rehearsal be simulated, in which the student sings according to the interpretation and the timing of the virtual conductor.

<http://www.e-vocal.com/>

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