



Hear Our Voices
Through Active Learning



Grundtvig
Partnership
Project

2011 - 2013

Hear Our Voices Through Active Learning HOVTAL



Traditional Weaving
Methods in Turkey



HOVTAL

Brief Reference Guide

Project Title: Hear Our Voices through Active Learning	
Partner Country Involved: United Kingdom, Germany, Greece and Turkey	
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Aim of the Project	<ul style="list-style-type: none"> - Promote the benefits of active aging in the 21st Century - Encourage open dialogue - Promote intercultural communication, learning and understanding - Encourage target group into a range of life-long learning opportunities /activities
Best Practice Outcomes	<ul style="list-style-type: none"> - Creation of specific tools - Inclusion of older learners (marginalised groups) - Pooling together expertise and key actors - Expanding on intercultural knowledge - Reinforce the key learning strategies - Respond to educational challenges

HOVTAL stands for **Hear our Voices through Active Learning**, the aim of this handbook is to showcase our best practices in working with our target groups at a local, regional and national level. **Partners involved, United Kingdom, Germany, Turkey, Greece and Poland.**



This handbook was co-produced by the Grundtvig HOTVAL working group, thus this handbook is owned by the team.

The project commenced in October 2011 with a start-up meeting taking place in Krakow (Poland). The project included staff, volunteers and learners from our partner countries coming together to share their knowledge, skills and experience in working and empowering older adults. The final project meeting took place in Thessaloniki (Greece) in July 2013.

HOVTAL was a Grundtvig life-long learning initiative between 5 European Countries United Kingdom, Poland, Germany, Turkey and Greece. The partnership was made of organisations from the voluntary and community sector (NGO's), training schools and learning Institutions. There was a clear need that we all wanted to respond to the educational challenges that many older people face and celebrate the knowledge and intercultural richness they bring to society. The aim of the project was to:-

1. Promote the benefits of active aging in the 21st Century
2. Encourage open dialogue amongst diverse communities
3. Promote intercultural communication, learning and understanding
4. Encourage our target group (women, older learners, and people from disadvantaged and socially excluded backgrounds) into a range of life-long learning activities.

The project used two key forms of learning **non-formal methods** such as story-telling, songs, dance, cultural event and foods in addition to getting a clearer understanding of each country's cultural heritage in addition to promoting activities that encourage active participation.

In addition **formal methods of learning** will be used such as presentations and academic research findings from individual countries and organisations, specific historical events and accounts.

As a partnership we wanted to actively co-operate with other actors across Europe with the purpose of developing best practices to promote lifelong learning, to help and support adult learners to create new learning and development opportunities.

The HOVTAL logo was designed and created by our German partners Frauen Computer Zentrum Berlin (FCZB)

International Partners





Savannah Development Foundation (SDF) - United Kingdom

SDF is a local voluntary sector organisation made of up active volunteers based in an area of deprivation in Bristol. The organisation provides a range of educational, support and interactive activities for older people and people with limited educational achievements mainly from a black and minority ethnic backgrounds including migrants, refugees and asylum seekers.

The organisation offers free, confidential and independent information and advice and has a strong advocacy and support service. In 2012 the organisation received over 200 enquiries an increase of 45% compared to last year with many referrals coming via word of mouth or phone enquiries. Over 60% of enquires contact SDF this way, SDF wants to increase their outreach service by working with the prison system by engaging with prisoners over 50 re-entering the community.

SDF organises a range of interactive activities to engage with older adults (aged 50+) into education, employment and/or volunteering in a variety of ways such as through your culture and tradition, food, music, local history, dance/movement, inter- generational involvement, health and lifestyle and being able to actively contribute to a more stable civic society.

SDF also runs the Young People's Empowerment Initiative specifically for younger people with limited education achievements. The organisation is currently focusing on the development of 2 key projects the "Older Peoples Project" which is the development of a luncheon/meeting club for black and minority ethnic older people to allow them to participate in indoor/outdoor activities, current affairs, share life history, cultural activities, health and wellbeing, motivational speeches, participate in training courses, networking and personal development.

The "Computer Club" is also a crucial part of SDF's work as this project will be using the skills of the members from the Young Peoples Empowerment Initiative to provide additional help and support to participants by using their skills and knowledge in using information technology (IT) to cascade that knowledge down to participants which will help them in understanding basic (IT) functions such as accessing emailing, searching the Internet, word processing, photo-shop, etc.

Bristol is a diverse and multi-culture city with approx. population of 460,000, 16% of the population is from a black and minority ethnic (BME) background and comparing figures from 2001, the population of people aged 50-64 has increased by 11% making a total of 64,000 people. SDF is only one of a few organisations set up specifically to support older



people from BME backgrounds. Statistical evidence show that local public service providers are experiencing considerable pressure in ensuring their services are fully accessible to older people, particularly those with a disability and/or low level English skills. .

Part of the development of the organisation is to set up a Lifelong Education Centre within the framework of the GRUNDTVIG Life Long Learning Programme. SDF has identified through their consultation work with older adults from BME communities that language needs as being the single biggest access issue to key services.(Consultation report December 2012).

Many older people who do not fully understand the UK educational system find it difficult to access the services they need and can experience social and economic disadvantage such as unemployment or employment at low skills levels, intergenerational educational underachievement, high levels of crime, poor health, poor housing and low levels of civic participation.





Salezjański Ruch Troski o Młodzież "SALTROM"

SALTROM" is a local non-governmental organisation working with young people born within pathological or dysfunctional families many suffering from alcoholism, unemployment and lack of interests of their parents. They are in danger of the range of harmful addictive substances. Leaders of SALTROM aim is to help them to find the right path in life through education support thus giving them hope with opportunities for a happy and prosperous future.

A team of trained volunteers support these individuals in a variety of formal and non-formal learning activities. SALTROM organizes after - school activities and provide homework support, help them develop their hobbies, promote the benefits of health and wellbeing and organising summer camps across Poland, Czech Republic and in Slovakia. SALTROM has international links with a range of non-formal educational organizations.

The organisation has undertaken many Youth in Action and EVS Programme, over the last 3 years we have been running intergenerational activities to bring young and older people together to break down communication barriers and open up dialogue. The generation gap is becoming wider and the leaders of SALTROM will be working closely with the University of the Third Age to promote intergenerational activities.

Cracow is the second largest and one of the oldest cities in Poland, located in 1257. It used to be the capital of Poland (1038- 1596). There are approximately over 1 million citizens living on the about 330 square meters of Cracow. It has always been an important centre of Polish culture and science - the city of two Polish Nobel Prize Winners Wisława Szymborska and Czesław Miłosz and the Pope John Paul II. Cracow attracts tourists from all over the world, enchanted by the beauty of the city. Cracow has a large and vibrant retired population engaging in a activities specifically aimed at empowerment and intergration.



DERİK EĞİTİM KÜLTÜR YARDIMLAŞMA VE DAYANIŞMA DERNEĞİ (DERİKDER)

DERİKDER was set up in 2007 in Southeast region of Turkey, in the area of Mardin, Derik. The aim of the organisation is to provide education, culture and solidarity in a disadvantaged area of the town and in the neighbouring villages.

The Mardin region is one of the most underdeveloped parts of Turkey in terms of both economic and educational needs. DERİKDER was founded to help upgrade the level of knowledge and culture understanding amongst people in the town and surrounding villages especially those with limited educational or disadvantaged backgrounds. The majority of these people are older people and women. DERİKDER organises educational and social courses in addition to volunteering activities such as providing scholarship for predominately younger learners.

The organisation wants to enable people to appreciate the learning and reading thus they can keep abreast of with all types of local media news and acquire additional learning opportunities. DERİKDER key aim is to take forward the improvement of our learners and examine the social and educational needs of the other disadvantaged groups in Europe and provide active participation of the all target groups.



Mardin has a population of over 59.960, people aged 50 years and above make up 15% of the Mardin/Derik population, unfortunately there 94% of the population are older people with little or no educational background. Even more shocking is that 69% of the elderly population are illiterate. (ABPRS, 2012).

This low level of education has a negative impact in this and other areas as unemployment, poverty and supporting illegal terrorist attacks in the region are serious problems. DERİKDER works is to promote social, educational, cultural and economic situation of the people and develop local and EU projects. The organisation tries to set up best examples of Lifelong Learning for older people in the town within the framework of the GRUNDTVIG Life Long Learning Programme.

The association organized reading and writing courses and reading competitions for adults and especially for elderly to increase the level of literacy. There has been 60% of increase in the number of participants involving in reading competitions in the last 2 years. In addition to sewing and embroidery courses and computer courses as well as various cultural, artistic and vocational courses for adults, DERİKDER has organized home visits and

Informative seminars in the last 2 years. Compared to last years there has been a great amount of increase in participation to seminars for preventing domestic violence and family education, family and child health and children's education.

Furthermore, to promote participation into active life; adults and older learners are encouraged to participate in voluntary and social activities as a way of offering new learning opportunities; tree-planting campaigns, kermises, organizing cinema and theatre days, out of town trips, giving scholarships to students, to contribute to the education of students.





Alfa. D. ANAPTIXIAKI

Alfa D ANAPTIXIAKI was established in 1996 and is a consultancy and training company based in Thessaloniki Greece. Alfa D ANAPTIXIAKI offers advice and assistance to public and private institutions on vocational training and European project. Currently Alfa D has taken part in numerous projects such as: - Adapt, Retex, Leonardo etc. in cooperation with Greek and European Partners.

We have cooperated with many vocational training centres in Greece, giving assistance in management and training their staff in addition during the above mentioned European Projects, Alfa D provided many surveys and workshops on the field of vocational training in Greece and Europe.



FCZB FrauenComputerZentrumBerlin (FCZB)

FCZB is an educational non-profit organization. It has been developing and implementing innovative training programs for women in ICT since 1984.

FCZB aims to counteract the digital divide and to improve women's employment opportunities, in particular in the ICT sector. It works with women of different cultural and educational backgrounds and with a diversity of needs.





In continuing training and education, FCZB cooperates closely with public and private organisations on the implementation of Gender Equality and Gender Diversity strategies

Overall, Germany like other countries in the EU, is currently confronted with significant demographic changes and an increasingly ageing population. Berlin is severely affected by this development. About 3.3 million are currently living in Berlin. 38% of the population is older than fifty years of age. Among older age groups limited ICT skills and low rates of internet access are still quite prevalent. The most recent non-liner atlas shows that more than 50% of women older than 50 years of age do not use the internet. While ICT is the motor and transmission belt of today's economy and of the information and knowledge society overall, older women are facing increasing threats of being excluded from educational resources, access to the labour market and social participation.

As a response to these developments FCZB has focused its strategies to counteract inequality on the labour market and the widening of the digital divide by developing specific learning environments and support structures that encourage lifelong learning.

On average our learners are 40 to 45 years old, about 20 % of the women participating in our training programs are over the age of fifty. At FCZB they learn in mixed age rather than in homogenous age groups, where each participant contributes her unique perspectives and experiences and adds to the richness and diversity of the larger group.

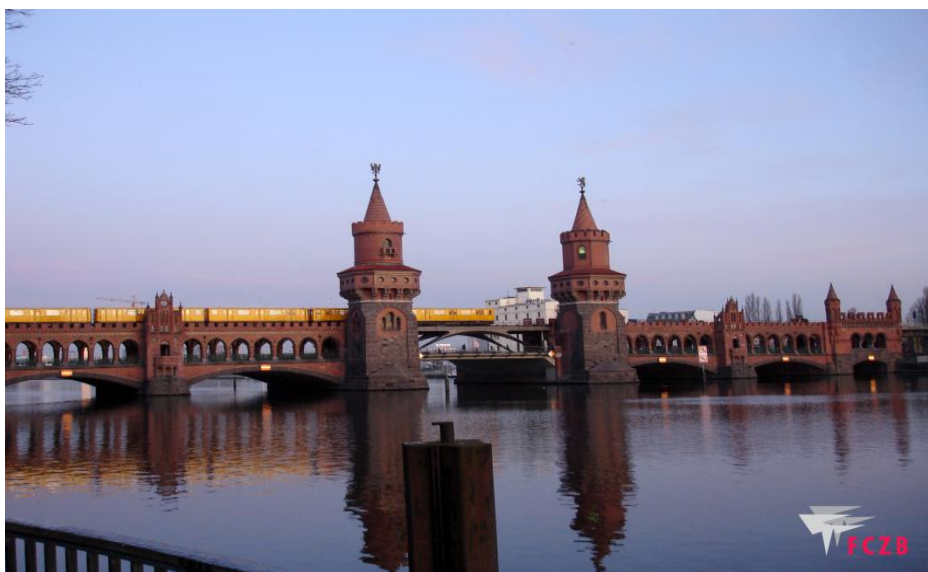
FCZB has developed a didactic approach that takes into consideration that learning experiences and learning needs differ a lot, depending on educational, cultural and social background as much as on gender, age and other factors influencing learning capacities and interests. The development of diversity didactics focusing on gender, age and cultural background is itself and can be utilized in positive actions to improve learning opportunities and participation of female groups who suffer from multiple discrimination - as women, as older persons, as women with immigrant background etc.

Taking into consideration that many women over fifty have gone through life with little or no self-directed learning experience and media skills development, FCZB has devised a diversity oriented ICT didactic that centers on empowerment, positive learning experiences and individual media skills development, facilitating self-directed lifelong learning to enhance the participation of older people, particularly of women, in the information society.

In order to target diverse group relevant learning incentives and environments, we offer trainings for a variety of learners' needs, from basic computer literacy, including internet literacy, to more advanced ICT skills' development. To enable sustainable skills development, we empower our learners to develop individual learning strategies e. g. in managing the digital information overflow, in using the internet for self-directed learning, and also in building up personal learning environments. Through this approach we support



our learners to develop both, digital and learning competences, which the European Parliament has identified as key competences for lifelong learning.

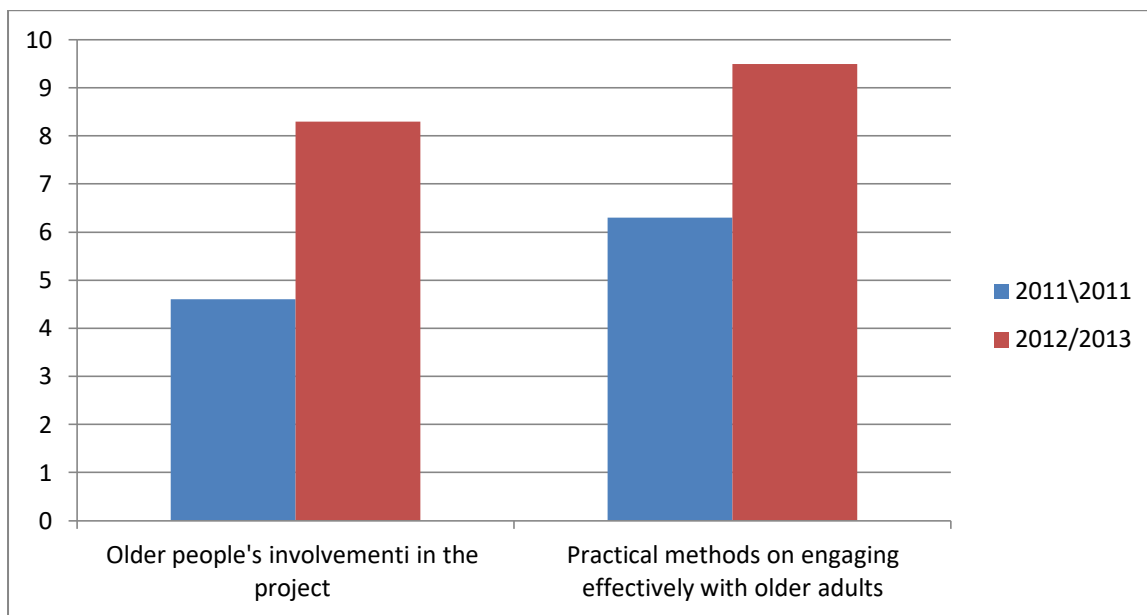


Key Project Outcomes

Addressing cultural diversity, active citizenship and reducing social exclusion was a key part of what the partnership wanted to achieve. We wanted the project to be inclusive so we discussed ways in which we can reduce or eliminate any barriers to participation on the project by older people.

Our objectives were

- Deepen co-operation between the HOVTAL partners
- Learn from best practices from each international organisation
- Collect key learning examples and utilise them within an organisational context
- Explore additional learning and training opportunities
- Support participants development opportunities
- Encourage open and respectful exchange of views and practices
- Encourage intercultural exchanges between different cultural groups thus simulating intercultural dialogue and understanding
- Practical methods on engaging effectively with older adults
- Promote training, volunteering and new employment opportunities



Obstacles and Challenges within the project

Many European communities suffer from social exclusion and disadvantage, many people from these communities such as those from a BME background or the elderly feel that they are not being heard because they lack a strong collective voice to articulate their needs to policy makers and service providers. The challenges we faced as a partnership was to address the many misconceptions, obstacles and challenges that older people faces and focus on the importance of learning in later life.

Communication

Communication is a key challenge to any European partnership and ensuring that the communication channels remained open and where clear was a key to the development of the partnership. Responding promptly to email promptly is very important as a partnership we did not respond as well as we could have. If partners where busy and did open the email a quick response to say that you have read it and will respond in the next day would have helped all partners who were waiting by their computers for a speedy response. This lack of response did present some problems in the meeting as it was mentioned several times and should have been addressed quickly and clearly outlining the importance of replying promptly to emails. This should be clearly addressed at the kick off meeting.

We tried to use a virtual model called MOODLE created by our German partners, however on reflection this was not integrated in the project and was unsuccessful as there were several technical problems with it. However, it was used successfully on a small scale in



Bristol unfortunately it was not utilised to the full. It was discussed that if we did have new information tools that we wanted other partners to use then we should have an induction and if possible at the Kick Off Meeting if not then it should be scheduled in the next partnership meeting so full training can be given to all partners that plan to use it.

Partner Hosting

Due to the serious political situation taking place in Turkey, several partners felt it would be difficult to get visa and feel completely safe to travel to the area of Mardin which was on the border to Syria. This was a very difficult time for our Turkish partners who after careful consultation with their national agency agreed to host the partnership meeting in another area of Turkey.

Hosting partnership meeting is stressful but to host in another area is even more difficult as you will be relying more heavily on your contacts and networks to help deliver a successful partnership meeting. It was also important to show the religious importance of their country and area we were visiting.



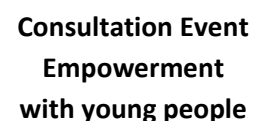
Additional Project Events

Savannah Development Foundation (SDF) organised several events in January 2012, November 2012 and May 2013 which brought together younger and older people with the aim of building trust and understanding between them and key service providers and policy makers through consultation events.



The figure consists of two 3D pie charts. The left chart is divided into three segments: a dark blue segment labeled '60-75' with 29%, a yellow segment labeled '75 and above' with 19%, and a light blue segment labeled '19-24' with 19%. The right chart is divided into three segments: a red segment labeled '40-59' with 23%, a green segment labeled '25-39' with 10%, and a light blue segment labeled '19-24' with 19%.

Age Group	Percentage
60-75	29%
75 and above	19%
19-24	19%
40-59	23%
25-39	10%
19-24	19%



All FCZB activities are based on a diversity didactics focusing on gender, age and cultural background. In 2012 and 2013 FCZB has been running a wide range of trainings targeting



women over fifty like MK - Media Competences and Work-Life-Balance for women with health impairments.

This project aims at empowering women who suffer from health impairments due to chronic illnesses or other reasons to acquire and extend media competencies as a means to prepare themselves to return to work or to better organize their day-to-day lives.

Many of the women who have been taking part in MK were older than fifty years of age. FCZB offers them a flexible learning setting, developed specifically for this target group, who often finds it difficult to fit into the rigid format of traditional vocational training.

Learning settings and didactic are arranged in such a way, that participants can choose individually what, when and at what pace they want to learn. At the same time, the group meets two times in the week at FCZB to work on specific ICT themes together, exchange experiences and build up social strength in the group.

Individual coaching for developing strategies to find and apply for new jobs complete the training offer. Many women have successfully re-entered the labour market after participating in MK. FCZB also gave lectures and workshops on empowering for example unemployed women to gain the necessary skills to re-enter the labour market, these courses have been running very successfully within the organization.

SALTROM: Has been running many intergenerational activities to bring young and older people together to break down the communication barriers and open up dialogue. Every year during the action called "Salesian summer" many camps for children and youth are organized at the seaside, in the Lake District and in the mountains. Sailing camps are the most popular and they are also the most spectacular event of intergenerational involvement.

They need cooperation between young and older participants beginning from the preparatory work for example trainings on first aid and safety regulations, checking the boats etc. The experienced sailors are needed while the sailing summer starts.

The skilled representatives of older generation provide additional help and support to the organizers, leaders and participants of the camps. They work to cascade their knowledge and skills down to the younger generation of participants choosing the ones who will take over their duties of developing the Yacht Club in Saltrom.

At the same time young participants of the sailing camps give a brilliant opportunity of spending a lot of time together to people over 50 expressing their will of learning a lot of them and having fun in their company.

Thus both sides of the cooperation make a great progress in their personal development gaining skills which have got a substantial impact on the quality of Saltrom educational



services. Working closely with the local University of the Third Age is one of the ideas of promoting intergenerational activities in local environment.



International Partnership Meetings

Start Up Meeting:- October 2011- Krakow- (Poland)

Getting to Know each other

This was the first international partnership meeting, which organised by the SALTROM management team. At this meeting we set the agenda for the whole duration of the project, which also highlighted the communication tools to be used, experiences to learn from, quality indicators and learning outcomes, evaluation and dissemination framework, to enable us to achieve our key objectives and how to promote our project at a local, national and Europe level.

The aim of the project was to use photo images as a learning way of bring our project to life and each organisation and their learners had the opportunity to contribute to the development of the HOVTAL International Calendar to showcase their organisations and projects in addition to producing an information leaflet which we can give to people interested in the project and a HOVTAL Handbook.

An excellent and informative presentation was given by the Polish partners on a new and exciting project that focuses on active aging in partnership with the University of the Third Age in addition to new initiatives round working with young disadvantaged people.



Every institution had the opportunity to delivered a 20 minute presentation on their organisation, its aims and objectives, how they deliver their projects and programmes, target groups and how they promote life- long learning as a key development area within their organisation.



The group had the opportunity to undertake historical and poignant memorial sites that have a meaning to people within their country and in many cases across the world.

Addressing Social Exclusion and Celebrating Cultural Diversity - May 2012 –Bristol (United Kingdom)

The meeting continued from the theme of the start-up meeting in October 2011; however the meeting focused on how achieving success through non formal learning methods and approaches and emphasis was placed on achievement of agreed outcomes such as:

1. Undertaking a cooking workshop and tasting session within your host country on traditional foods of your area/country
2. Plan visits around cultural and historical sites within your country/region that are important to your community or country (focus on the impact of older people)



3. Deliver a seminar and have a guest speaker to talk about the history of the region and why it is important or why tourism is important for the area
4. Put on or visit a performance on dance/cultural dress/cultural history/cultural foods
5. Visit training centres/school which promote volunteering, training and or employment for our target group

A key area of this meeting was to examine and develop new 'Learner Thinking' initiatives and to design effective ways of using pedagogical tools which can be used to evaluate and improve the learning of others. Learner Thinking focuses on enabling the learner to develop self-evaluating skills thus shifting emphasis from the teacher/educational provider to direct learning to empowering the learner to 'think creatively for they' thus enabling them to take a firm hold on their own learning. We continued with a session on discussing dissemination tools we can use.

Non formal learning was a key theme throughout this transnational meeting in that the partnership had the opportunity to visit a local cooking school that had a high population of students from different countries and ethnic backgrounds and how the school encourages students to gain employability and life-long learning skills.

Bristol has very highly respected training centres for young and mature students wishing to pursue additional experiences and qualification in catering, food hygiene and hospitality management. The partnership had the opportunity to visit a local catering school that has a high population of international catering students. The group had an in-depth discussion with the catering manager regarding hospitality management for example which

Wine or other alcoholic beverages, complements specific hot and cold dishes and how they encourage the enrolment of older learners back into their catering college.

The group then had the opportunity to visit Bristol Information and Tourist Centre in the Centre of the city and listen to a presentation by the Director of Operations Mr John Hurst regarding the cultural and diverse history of Bristol and how the city encourage older people to act as ambassadors through the guided tour/tourism industry.



Gaining Basic Skills through the Empowerment of Women- November 2012 Berlin- (Germany)

FCZB organized an excellent transnational meeting which was dedicating to raising awareness about the opportunity of women of different age and with different cultural and educational backgrounds within the adult learning sector.

The schedule for the two days in Berlin was very well balanced between work and social activities. The welcome session was hosted by the pr manager of FCZB who discussed the role and responsibilities of the organization and the impact of the organization on the many women learners that have engaged with since FCZB inception.

This model of activities was very empowering and could well be adopted by other agencies specifically working with these target groups.

Tackling Negative Attitudes through Cultural Identity, Traditions, Music and Dance- April 2013- Nevsehir (Turkey)

DERIKDER is one of the only NGO's in the area that specifically aims to increase the work undertaken with the younger and older adults in the area, the promotion of English language development, access to local services and progression to further learning, work and volunteering is a key strategic development for the organisation.



DERIK key aim is to acquire funding to increase its community engagement, work with other community groups, public services, training providers and other additional key agencies to promote European projects and programmes.



The focus on this meeting was on how the organisation at a local and national level tackles negativity associated with cultural identity especially around issues associated cultural dress and traditional family values.

Cultural music, dance and tradition play's an important part in Turkish history, partners had the opportunity to visit historical and important sites and sample traditional cultural cuisine.

Final Project Meeting -Engaging into Active Lives through training, employment and volunteering – July 2013- Thessaloniki (Greece)

The final meeting focused on action planning, agreed outcomes of the HOVTAL project, evaluation, dissemination and future partnership working. Service users of Alfa D where present to discuss the range of activities that the organisation undertakes and how they have participated on their programmes which has helped them progress into further training, gained employment and or undertaken voluntary work experience.

A detailed presentation was delivered by the Chairman of ALFA D which examined key trends within Greece around how the organisation promotes active aging through training, employment and -6+.

In addition there was great emphasisis on how the organisation fits into the political landscape currently taking place within Greece. The remaining sessions focused on the history, cultural and political importance of Greece and the importance of national identity.

The group were also treated to a traditional Greek meal prepared by the adult learner group (English Learners) who explained how the training has helped them develop a better understanding of the language and helped their employment and volunteering



opportunities. The group was also treated to a history lesson of the Greek language and cultural diversity.

Thessaloniki was founded in 315 b.C. by Kassandros to honour his wife, Thessaloniki, Alexander the Great. Since then because of its focal position and its harbour, Thessaloniki has been a crossroad of commerce and culture. It has always been a crossroad of civilizations, a place where the East and West meets, where great cultures and religions have been mixed. Gastronomy, events, world-class heritage sites, shopping are some of the things that visitors can indulge in.

Final Reflection

Responding to the learning opportunities of an aging population across European can be challenging and learning in later life does encounter many obstacles especially for those who have never travelled outside their home country.

Reflecting back on the project ups and down we know that it has worked by the simple fact that it has brought together a range of expertise key actors together with the aim of learning from each other enabled the team to exchange best practice learning methods, enabled participants, adult education providers and volunteers to share knowledge, strengthen practices and experiences.

Within all transnational meetings the inclusion of older learners where paramount, as their input into discussions was valued. We aimed to reinforce the benefits of life-long learning, intercultural communication and empowerment

Migration at any age can bring both challenges and opportunities for the host country as well as for the migrants involved. We need to be an open Europe that welcomes diversity and help reduce the poverty and social exclusion that exists. We need to put learning strategies in place to help support older people within our community, by giving them focus.

By the sharing of these experiences it enabled the HOVTAL partnership to bring together people from different ages, countries and cultural backgrounds and address the challenges that active aging brings in a safe non-threatening environment.



Thank You

HOVTAL

Partner's Questionnaire

The questionnaire formed a crucial part in enabling the partnership to fully understand the impact of the project at a local, national and international level.

Q1. What are the best tools to use in evaluating the HOVTAL Partnership Project?

1. Change in learners and educational providers attitudes
2. Feedback to questionnaires to students and teachers
3. Project product – handbook, Information Leaflet, website attachment
4. Handbook: - keep the handbook focused on the HOVTAL Project,
1. - Internal evaluation (questionnaire)

Additional Information

Q2: What did the HOVTAL project achieve?

1. Excellent networking opportunities
2. Learnt more about other countries and their way of working with their target groups
3. Familiarisation with different cultures
4. Learnt new ways of encouraging adults learning
5. Support target group in the (short/long term)?
6. Raise awareness of life- long learning within the adult education sector?



7. Support engagement and participation (did you organise/link additional HOVTAL activities outside the partnership meeting)?

Professional/Personal

- Creation of a strong collaborative partnership
- Shared expertise and team building
- Shared knowledge and best practices

Educational

- Raising awareness of life-long learning through adult education
- Promotion of formal or non- formal learning which can be used as a “best practice guide” within adult learning
- Quantitative and Qualitative data (used by others) – statistical information in your country

Additional Information

Question 3: Can you identify any positive changes which could have enabled the project to be more successful?

1. Additional days to complete project tasks and undertake visits (for example 3 working days instead of 2 working days)
2. More communication between partners, expand on using social media more
3. Venues, travel arrangements, group work, social activities, divers and
4. More focused meetings with more workshops, seminars or conferences included

Additional Information

Make an EU platform as a solution to communication

Q4: How can we raise the awareness of the HOVTAL project to our beneficiaries?

1. Information about HOVTAL on each institutions website, web pages
2. Design a Universal HOVTAL Blog
3. Seminar for participants in institutions every 6 months
4. Promoting of HOVTAL to other institutions in the area
5. Cooperation with e.g. local radio stations and other media



6. Previous beneficiaries informing new beneficiaries about the benefits of the Grundtvig Life Long Learning opportunities
7. Develop relationships with other institutions

Additional Information

Q5: How will your organization disseminate the lessons/best practices learnt?

1. Seminars for staff, service users, volunteers and other interested parties
2. Web pages (institutions and projects)
3. Press releases
4. Using the learners that have engaged on the project to help promote it
5. Word of mouth
6. Engaging potential students in e-learning platforms of social media
7. Distribution of the HOVTAL International Handbook and Information Leaflet



Dissemination and Exploration of Partnership

As a partnership we aimed to develop an easy framework to ensure dissemination and exploitation of activities

Dissemination and Exploitation of Partnership Project October 2011- July 2013				
Activity	Organisation	Description	Time	Target groups (number of persons Expected)
HOVTAL Calendar and Information Handbook	All partners involved	Via organisational websites	September 2013	300 people
Dissemination inside organisation	All partners involved	-Via newsletter submission - publicity and marketing	Currently undertaking	1000
Public presentations (conferences, other project meetings etc.)	SDF Alpha D Saltrom DERIK	- Promoting the HOTVAL project to wider community networks via presentation to Malcolm X Elders, Age UK and Golden Agers Club - Discussion/presentation with adult learners - Working specifically with older learners to develop their skills and experiences	Trustees and Committee meeting Feb 2012, March 2012, August 2012, November 2012, April 2013 & June 2013	Older adults – over 60 persons reached
Through publications (annual reports, newsletters, etc.)	All partners involved	- Organisational Reports and meetings		Average 2 publications per organisation
Media (print media, TV, radio, e-media etc.)	SDF	- Radio interview on local station (UJIMA FM)	Sept2012 to March 2013	
Planned exploitation of the project results	All partners involved	- Promote the benefits of the HOVTAL project within our local, regional and national networks	September 2013	
Other Activities	SDF / Alpha D	- Future co-operation with current partners	Commence 2011-2013	Over 1000 people



**We would like to thank the Life Long Learning Programme,
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