

Key Action: Learning Mobility of Individuals  
Action Type: Adult education staff mobility

Project Title

# (Trans)Forming Adults

Good practice example



## Project Coordinator

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## Project Information

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**Project Web Site** <https://www.aeoh.pt/atividades/empreendedorismoaeoh-2/ka-104-aeoh.html>  
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**Topics** New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Intercultural/intergenerational education and (lifelong)learning

## Project Summary

### Background

By participating in the ERASMUS+ KA1 programme, the AEOH sought to enhance the training of the management and teachers of our Adult Education Centre. We identified the need for a strategic change in the way we tackled adult education that should lead to a steady increase in the qualifications of our target audience. To meet this end, it was essential to create a strategic plan of action based on innovative, flexible and proactive leadership skills and soft skills. On the other hand, we also felt that the methodologies used by the teachers to approach the contents were too rigid and not very functional, especially as regards the process of disclosing and validating lifelong learning competences through an autobiographical approach. Most adults struggled with literacy difficulties and lack of digital skills, which made it difficult to make sustained progress in their learning. Demotivation and dropout were frequent and that is why we felt the urgent need to open horizons and set out in search of new approaches and work methodologies.

### Objectives

It was our aim to increase the participation rate of the adult population in the various qualification systems available; at the same time we intended to improve the center's capacity to respond effectively in all social issues regarding our adults, especially those socially disadvantaged and less qualified.

Leadership should be more effective and efficient by setting new guidelines and encouraging teachers to actively take part in the strategic change plan that would involve networking and making the most of the time spent in the learning process. We also wanted to learn from the vast experience of our European partners in adult education: for example, as regards the use of new technologies to make collaborative work more effective or the use of strategies that facilitate the inclusion of minorities (immigrants, refugees and ethnicities) or the long-term unemployed. Exchanging knowledge and good practices would certainly result in an enriching learning experience as it would enable us to gain new work skills centered on "e-learning", namely digital collaborative project work resources and platforms, among other examples that hopefully would enhance the adult students' engagement.

### Implementation

We contacted several European partner organisations in order to find the right host for our two "job shadowing" activities (in Finland and in Italy) and two structured courses (in Holland and Ireland). All activities and host organisations were selected in order to meet the needs that we diagnosed; however, in our final choice we also kept in mind the possibility of establishing partnerships with these same entities in the future in another type of project (KA2).

By attending the structured courses, it was expected that the Qualifica Center coordinator and the staff would acquire entrepreneurial and strategic communication skills that would facilitate the desired change of deep-rooted habits still closely linked to a traditional and rigid teaching methodology. It would also be important to boost and improve collaborative work, by creating internal (digital or non-digital) communication channels, thus facilitating teamwork and the exchange of information. If all went well, the work response in the center would become more fruitful.

With the Job Shadowing mobilities we intended to share knowledge and collect examples of good practices in countries that have a lot of experience in inclusive formal and non-formal education.

## Achievements

Participants have already begun to share information within the Qualifica center's team and, more broadly, with elements of the educational community who have signed up for the training promoted by participants that had taken part in the structured courses.

The results can also be seen in the way in which the participants (coordinator, technicians and teachers) absorbed the experiences and have been applying them slowly in the day-to-day life of the Qualifica centre, thus giving their contribution to the path of change.

New group dynamics were created, by using Google Drive, Blendspace and building flowcharts; more effective inclusion-promoting strategies were used. As regards inclusion, our organisation created courses of Portuguese as a foreign language, to meet the needs of many immigrants who have arrived in our county. In an attempt to boost lifelong learning, we now promote short courses related to different subjects. The coordinator established a collaboration protocol with the municipality and a partnership with the network of municipal libraries.

The quality of the service provided at our Qualifica center has improved, but certain dynamics were lost in the wake of two lockdowns, so there is still much to catch up on.

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them