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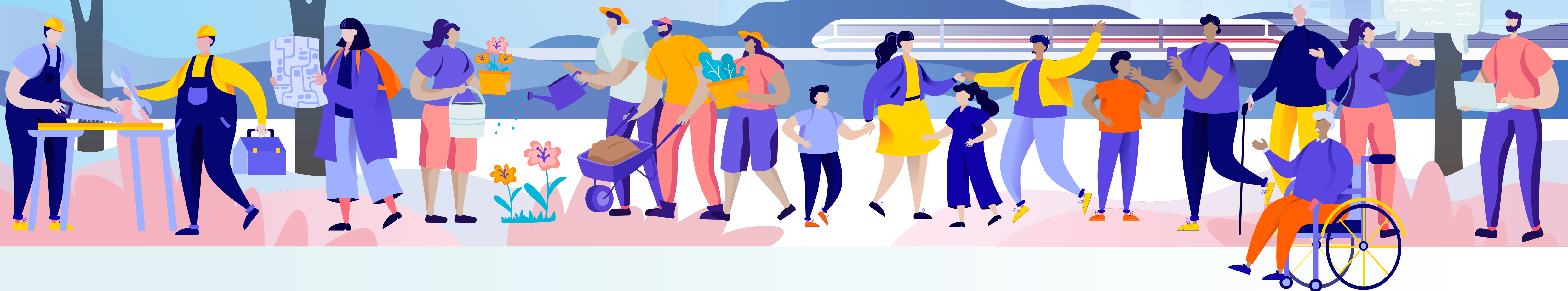
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# ENGLISH

# OPEN LEARNING VENUES IN LOCAL COMMUNITIES

## EUROPEAN GOOD PRACTICES



The publication was prepared as a part of the project “Open Learning Venues for Intercultural and Intergenerational Community” with the support of the Erasmus+ Programme of the European Union.

Co-funded by the Erasmus+ Programme  
of the European Union



Erasmus+

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THE PUBLICATION IS FREE

The publication was written by a project team made up of the representatives of all partner organizations. All pictures come from the archives of the organizations implementing the project.

**Bialystok, Arendal, Brunswick, Pamplona, Ponte de Sor 2020**







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# INTRODUCTION

## Open Learning Venues – promising contribution to social inclusion

Social inclusion in a wide range is the priority implemented within the project “Open Learning Venues for Intercultural and Intergenerational Community” co-funded by the Erasmus+ Programme of the European Union. The rationale for this choice is that the project tries to implement measures to counter the marginalization of disadvantaged groups – in this case especially people with migration background (refugees, newly arrived migrants, asylum seekers) and elderly people.

Our goal of developing suitable open learning venues is to build intercultural and intergenerational communities by using public spaces as main areas and to create activities which attract and involve various representatives in local communities.

By creating a digital e-book, we aim to share good practices, ideas, approaches, and methodologies – coming from and based on the experiences of engaged colleagues and volunteers from the partner organizations, implementing the project from five different countries.

## The background: Bigger challenges for European societies

Ongoing armed conflicts, wars, environmental problems and intensifying migration processes affect the increase in the inflow of refugees and migrants to European countries. In recent years, especially since 2015, we have been dealing with an unprecedented inflow of people looking for safety on such a large scale (also amongst migrants). These processes directly affect the growing diversity in Europe, also on a local scale, and we know hosting societies are not always prepared for meeting “strangers”.

Another very serious challenge of modern Europe is an ageing society. This creates serious challenges for local communities. Many people are lonely and isolated, because their children and/or grandchildren had to move to big urban areas or other countries. Such a situation requires an increase of the activities for including older people in the community,

preventing their exclusion and creating opportunities for their full participation in the life of local communities.

We are aware that these two target groups are highly at risk of social exclusion. It results from their low competences and skills, low motivation to undertake educational activities, difficulties in entering the local community and frequent distance of the local community towards these groups of people. This is due to the lack of mutual knowledge and the opportunity to learn about each other and develop skills and competences in a friendly, encouraging and motivating environment.



# OPEN LEARNING VENUE

## WHAT DO WE MEAN?



### Open Learning Venue

is a created open space (outside or inside), where process of learning takes place, to strengthen the community in different ways, based on the cooperation of different actors engaged for adult education in intercultural and intergenerational contexts.

## OPEN LEARNING VENUES

### Open

where learners and participants meet other people mainly of their neighbourhood, and all of them become learners one way or another.

### Learning

in open and versatile ways: from each other and/or accompanied by tutors, teachers or engaged volunteers. Speaking in official European education policy: in a lot of varieties of informal and non-formal learning

### Venues

mainly outside the typical adult education institutions, combined with other local stakeholders and initiatives, dealing with a wide range of topics and themes. Using the normal local places of common interest and encounter. Or inside the institutions, but open to people from outside the regular program and the neighbourhood.

Due to the specificity of these two groups – people with migration background and the elderly – it is necessary to create opportunities and spaces to learn and develop their competences which suit their needs.

It is important that these processes take place in the social space, outside the closed walls of schools, so that an access to these educational activities is easy, and their formula is as inclusive as possible. This is primarily due to low social and language competences and motivation to undertake educational activities of people from these two target groups.

We believe one solution might be to extend the cooperation of various entities from local communities, such as non-governmental organizations, adult education centres, cultural institutions, local policy makers, etc. We also believe it is important to develop the competences of educators implementing such activities.





# Project and product

The project has been prepared and implemented by a partnership of 5 organizations from five different European countries: Caminhar– A.C.A.S. (Portugal), Volkshochschule Braunschweig (Germany), Arendal Voksenopplæring (Norway), Piparrika Elkartea (Spain) and Osrodek Wspierania Organizacji Pozarzadowych (Poland).

During the project, we gathered experiences and good practices in creating open learning venues for building intercultural and intergenerational local communities. We met five times in the participating institutions’ headquarters, shared and discussed our/their experiences and began to prepare contribution for an e-book to disseminate existing approaches of open learning venues and the methods of non-formal education of adults.

The transnational value of the project is the opportunity to learn about different approaches to adult education in intercultural and intergenerational

contexts. Each country has its unique specificity and only the transnational dimension of the project gives you the opportunity to become familiar with it, confront your own activities and look for the most effective solutions.

In this e-book, you will find various examples of best practices, ideas and methodologies of open learning venues for intercultural and integrational communities from the countries of the partnership. The publication is divided into five chapters and each of them describes practices from a different country. To make the book more transparent, examples of good practices were assigned to seven different categories and marked with the colour assigned to the category (the legend explaining this division is on the next page / below). Each of the described practices can be combined with more than one category.

We hope our work will inspire people to create inclusive activities in their local communities, and strengthen them by



increasing cooperation between different local education centres, NGOs, cultural institutions, etc. Use it and enjoy! We are curious of your feedback and comments!

The project team



# CATEGORIES ASSIGNED TO DESCRIPTIONS OF GOOD PRACTICES



IGA  
INTERGENERATIONAL  
ACTIVITIES  
YELLOW



ICA  
INTERCULTURAL  
ACTIVITIES  
BLUE



CUL  
CULTURE  
RED



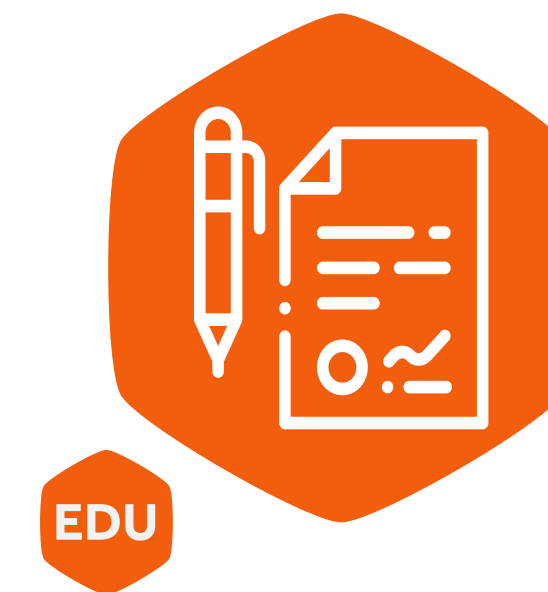
ENV  
ENVIRONMENT  
GREEN



LOC  
LOCAL  
COMMUNITY  
BLACK



LAN  
LANGUAGE  
COMPETENCE  
PINK



EDU  
BASIC  
EDUCATION  
ORANGE

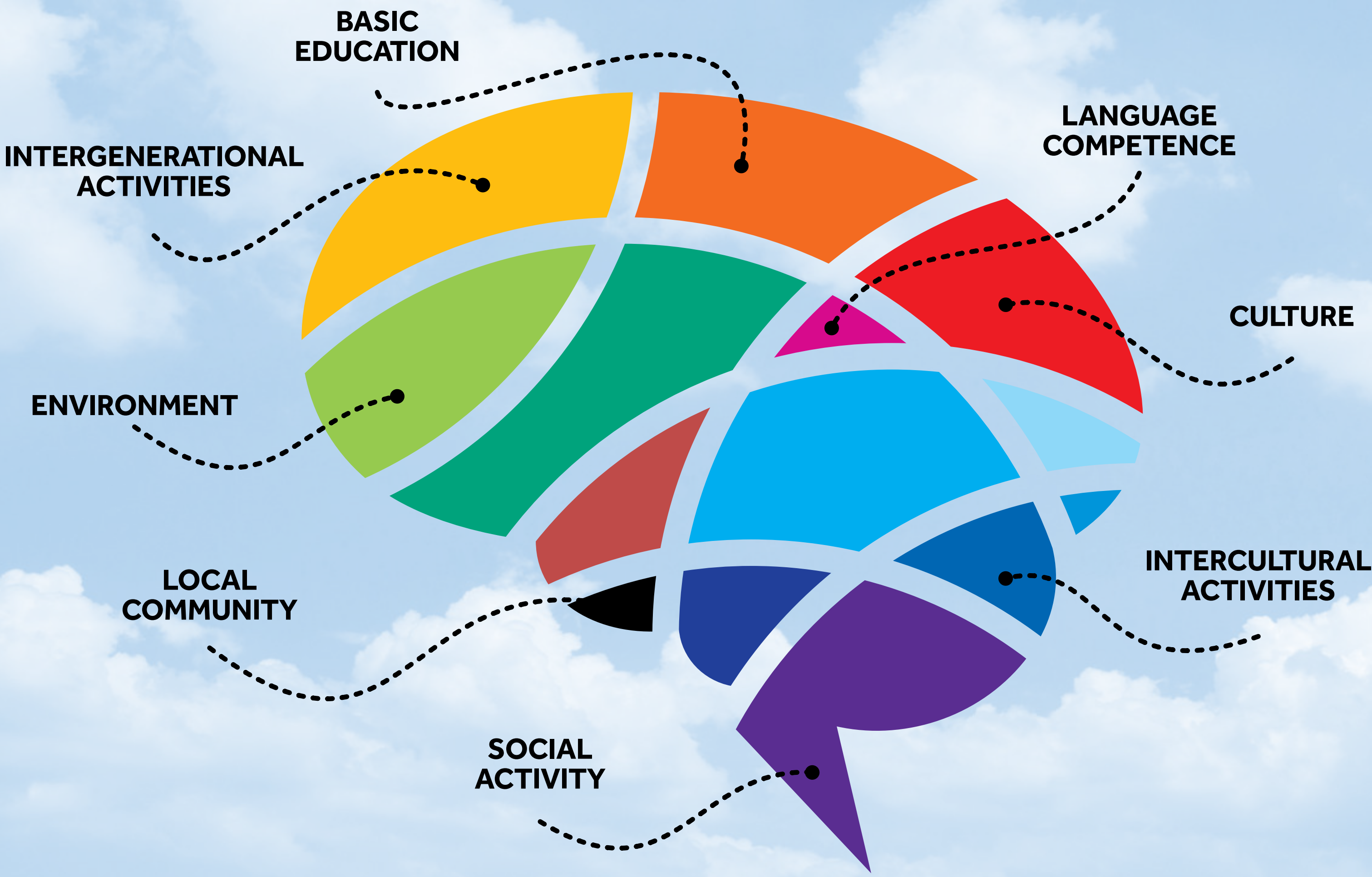


SOC  
SOCIAL  
ACTIVITY  
VIOLET



# OPEN LEARNING VENUES

- GERMANY
- NORWAY
- POLAND
- PORTUGAL
- SPAIN



EUROPEAN GOOD  
PRACTICES IN  
CREATING OPEN  
LEARNING VENUES  
FROM PROJECT  
PARTNER COUNTRIES



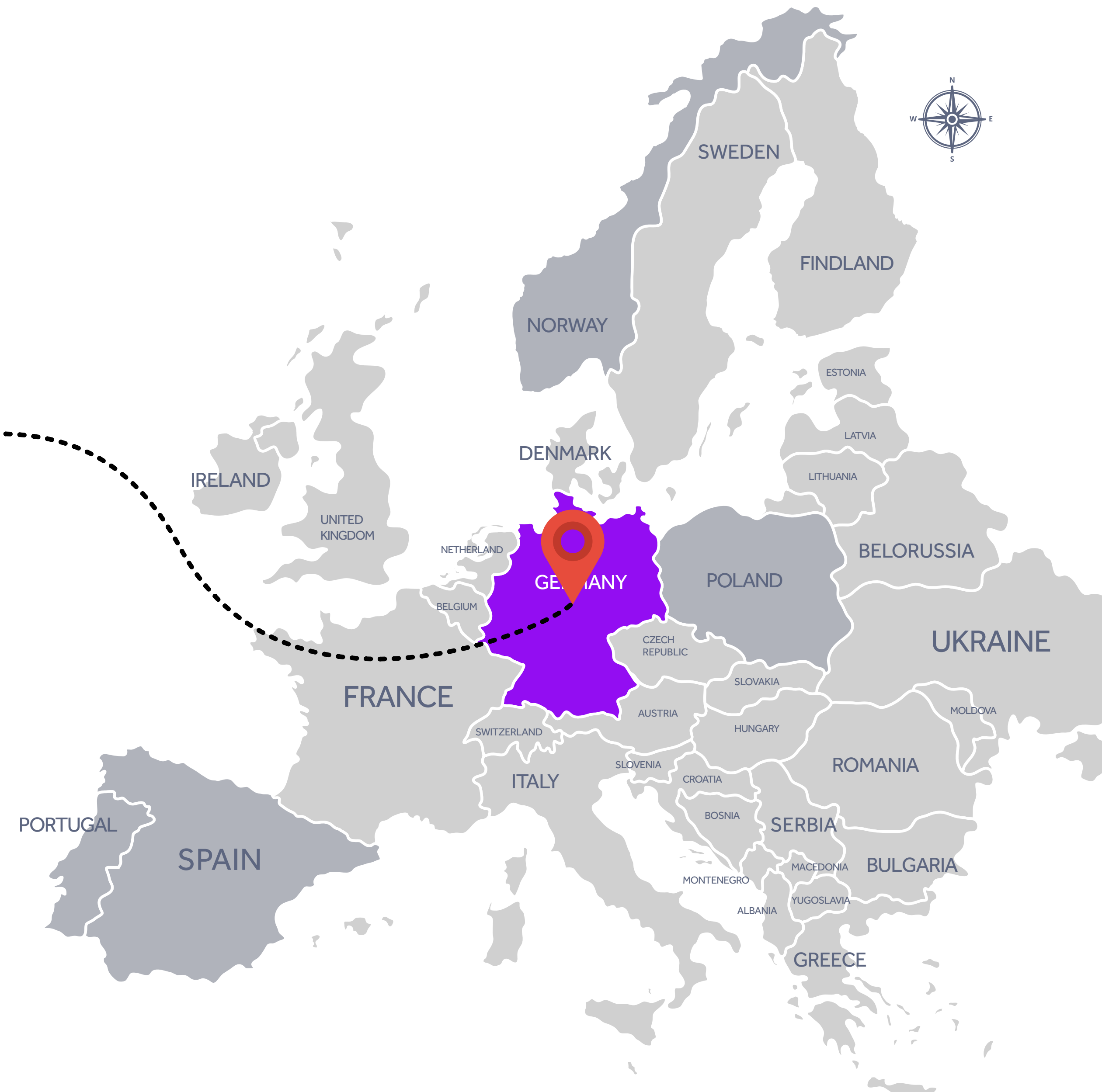
# GERMANY

## Brunswick

EXPLORING LOCAL VENUES – BASIC  
EDUCATION ON HISTORICAL AND  
CULTURAL TRACKS

COMBINING BASIC EDUCATION AND  
HANDCRAFT WORKSHOPS FOR  
REFUGEES

LEARNING VENUE:  
URBAN GARDENING PROJECT  
STADTGARTEN BEBELHOF





# EXPLORING LOCAL VENUES – BASIC EDUCATION ON HISTORICAL AND CULTURAL TRACKS

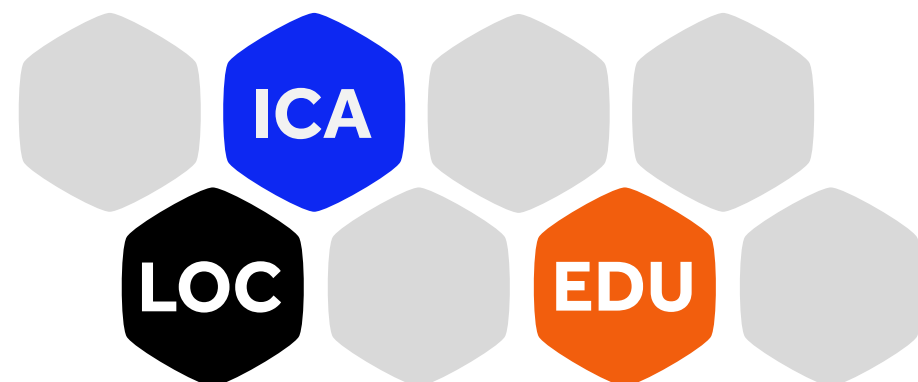
## What

- Exploring and organizing local learning venues and opportunities in the fields of basic education relevant for historical, political and cultural topics
- Different projects with a lot of appropriate activities, always linked to the specific perceptible local and regional stories, respectively - the personal experiences of learners and contact persons
- Cooperation of the Regional Basic Education Center at the VHS (RGZ) with different stakeholders in the town such as museums, memorials, theatre, NGOs, etc.

## Why

- To extend fields of basic education beyond the core elements of literacy, numeracy and ICT towards historical, political and cultural topics
- To connect and to develop basic competences in these fields proceeding from perceptible learning venues in the learners' concrete local and regional context
- To offer inspiring learning opportunities by coming together and communicating with different authentic dialogue partners (mainly) from institutions, organizations and initiatives

- To guide basic education learners to self-directed learning activities concerning aspects and topics like these described, focusing e.g. on ICT-related research or preparing and exploiting interviews
- To open ways and to encourage low-skilled basic education learners to appropriate historical, political and cultural venues in their (home)town and to enable them to gain more experience in participation in their local community





## Who

- Various target groups of basic education such as learners in literacy courses, second chance school qualifications, etc. – German mother tongue learners as well as migrants and refugees
- Partners from different local and regional institutions, organizations and initiatives (like above)

## How

- Identifying of interesting and inspiring local or regional venues with historical, political or cultural aspects and contexts
- Searching for and approaching potential partners – “winning” them for cooperation
- Analyzing possible concrete (learning) activities at the venue
- Looking for existing materials to use and/or to modify appropriately to the foreseen target group(s)
- Collaborative planning of (learning) activities before, during and after the time at the venue
- Designing possible tasks for self-directed learning and research
- Documentation of (learning) activities, process, progression and feedback by all involved participants





## STEP-BY-STEP GUIDE

E.g. activity in historical basic education with low level learners at the Schillstraße Memorial in Braunschweig – memorizing forced labourers from European countries in Braunschweig’s industry during the fascism time (<http://schillstrasse.de/>)

### Preparation

1. Refreshing and assorting learners’ pre-knowledge about the Nazi time
2. Working on the lexical field regarding “Lager” (camp)
3. Using the town map to look at the location of the memorial – searching for and speaking about known venues around

### At the Memorial

1. Exploring the outdoor area: different parts of the memorial
2. Welcoming by the memorial’s staff and short introduction
3. Refreshing and assorting learners’ pre-knowledge about Nazism, WW II and forced labourers
4. Comparison of old maps and photos with the recent situation
5. Using video documents of former forced workers (from Poland, France, etc.) telling their stories
6. Open question round and discussion
7. In partner and working groups: Looking at individual stories and the “Open Archive – Braunschweig remembers...” (cf. above)
8. Presenting interesting facts and aspects to the final plenary session; roundup and feedback

### Afterwards

1. Lexical reprocessing of things seen during the visit
2. Self-directed research by learners along with their own interests
3. Summary of all in adequate ways for their own and as appropriate other learners’ groups

### Contacts

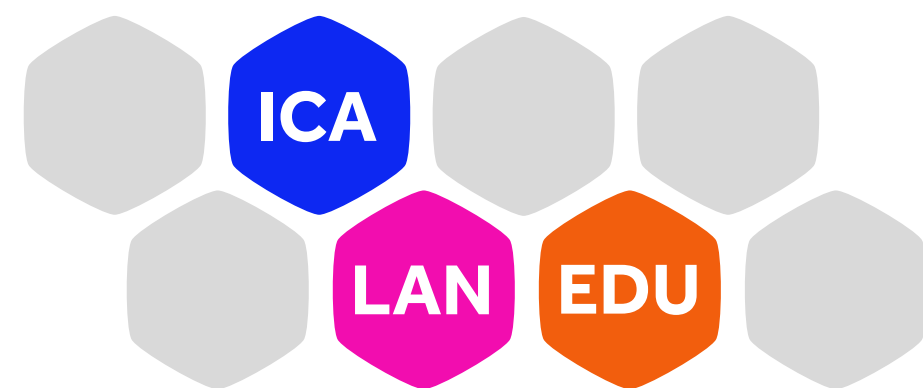
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# SAMMELSURIUM\*

## COMBINING BASIC EDUCATION AND HANDCRAFT WORKSHOPS FOR REFUGEES



### What

- The aim is to build a creative storage in a former construction trailer by working with the students in different practical areas and to offer it later as a place to present and display inspiring materials for creative tinker lessons in kindergartens.\*\*
- Therefore, the students are becoming qualified in the classroom within a basic education course while working in different practical workshops (e.g. wood, metal, bicycle, sewing). This combination of practical and theoretical learning gives a chance to develop different and useful working skills and techniques, to improve and

apply language to communicate with the team at the workplace.

### Why

- To integrate refugees in our social community and offer them good language, educational and practical trainings and skills for later steps in further education courses or working fields
- To explore working together in the practical workshop as an open learning venue and to connect it with theoretical learning
- To contribute to the local challenges of sustainability

### Remarks

\* The German word „Sammelsurium“ – often ironically used – means a mishmash of unsorted things; coming from an old Low-German expression for a meal compounded by food rests.

\*\* The project idea is based on approaches and experiences from “REMIDA”, a cultural project focused on sustainability, creativity, and research on waste materials in Reggio Emilia (Italy), cf. <https://remida.reggiochildrenfoundation.org/>

One of the only partially solved challenges of the project was to convince participants to notice the sense and the positive effects of combining learning and working in the workshops – instead of pure grammar-orientated language learning to which many of them were used to (from their own learning culture and biography in their home countries).





## Who

- Refugees and migrants – intercultural, intergenerational, with low previous school experience
- Regional cultural and educational institutions, kindergartens, companies and shops

## How

- Basic education class (3 hours a day, 5 days a week) includes reading and writing on A1-level and literacy, basic numeracy, handling with computers (ICT) and additional workshops in other fields and topics of basic education
- One practical “project week” per month where students work practically in workshops (wood, metal, bicycle, sewing) in teams to get in touch with the working world and get to know how to work with tools and different techniques; working with machines and materials, learning new vocabulary

- Things produced in the workshops (furniture, shelves, boxes, decoration, etc.) are built in the storage (construction trailer)
- Searching for regional cooperation partners (production factories, companies, shops) which are interested in giving away their left-over material for the purpose of creative re-use and upcycling
- Present the material collection in an aesthetic and interesting way in the storage and cooperate with kindergartens to offer it in their curriculum





## STEP-BY-STEP GUIDE

### An example of one day of a practical working week:

1. Meeting in classroom, forming of work groups according to workshops which students want to work in (sewing, wood, bicycle, metal)
2. Preparing for each groups different items from each 'field' and cards with new vocabulary (e.g. sewing machine, needle, fabrics, different tools, screwdriver, materials, pictures of machines, etc.). The task is to match vocabulary with the right items und make posters and present it to the other groups
3. Discussion in each work group on what exactly are the steps afterwards while working practically in the workshop and write sentences with new vocabulary (sewing, screwing, hammering, etc.). Eventually, also calculating the size of shelves or boxes, fitting it in the storage
4. Groups working in the workshops with a trainer, practicing new skills and learning new vocabulary
5. Reflecting about what has been done and learnt and what are the next steps to do in the workshops

## Contacts

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[www.vhs-braunschweig.de](http://www.vhs-braunschweig.de)





# LEARNING VENUE: URBAN GARDENING PROJECT STADTGARTEN BEBELHOF

## What

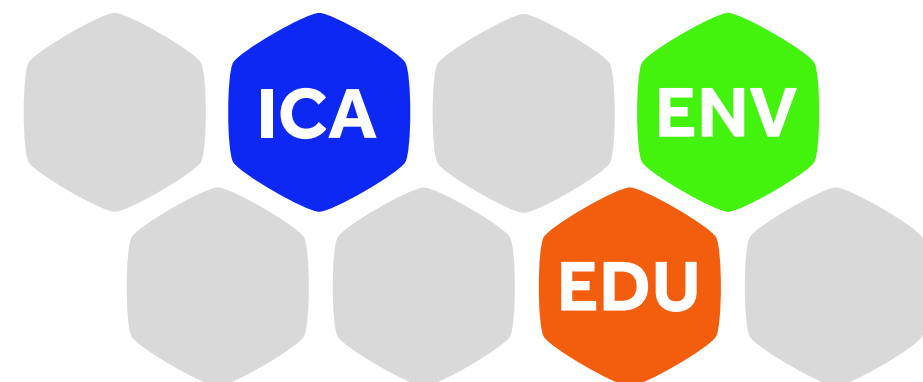
- We organize learning opportunities with practical and theoretical contribution to sustainability topics, such as healthy and sustainable nutrition, getting to know fruit and vegetable plants, environmental education workshops, information about alternative mobility and energy concepts, sustainable consumption. All offers take place in our garden as an open learning venue instead of a typical classroom.

- The open atmosphere of the garden is ideal for informal learning as opposed to formal learning in closed classrooms.

## Why

- The garden offers the ideal conditions to develop and implement learning opportunities around the topic of sustainability for different target groups and with different methodological approaches
- In the last years, it has become more difficult to reach adults with low formal

school education for activities in traditional adult education institutions. Those people very often are (or feel) socially excluded, therefore offers for such a target group must be low-threshold in terms of an access. Our courses take place in a familiar social environment (district of the city) and in a free open space (the garden), where they can join the courses without having to sign up in advance, both officially and formally





## Who

- Adults with low formal school education
- Migrants and refugees
- Families
- Young adults in classes for second chance qualifications
- Partners from different local institutions – especially located in the district where the garden is located

## How

- Open offer is a cooking class for mothers with children in the outdoor kitchen built in the garden
- Families come to the garden with their children right after school or kindergarten (an important factor is the time: mothers come to us, because they would cook at home anyway. They wouldn't come at weekends or in the evening!)

## Topics may be:

1. Why "Bio"?
2. What does "Fair Trade" mean?
3. Plastic waste, meat consumption, food waste, regional and seasonal foods, fast- and convenience food, healthy nutrition for children





## STEP-BY-STEP GUIDE

The recipe ideas are discussed together. It's important that they always use seasonal fruits and vegetables that grow in the garden

1. Everyone gathers together the fruits and vegetables needed for the meal from the garden
2. The teacher is responsible for purchasing other food stuff that is important for the preparation of the meal
3. Instead of theoretical lectures or presentations, the teacher integrates small inputs, during the harvesting, cooking and eating, about sustainable and healthy nutrition, in order to encourage the participants to think

about their own consumption behaviour and – hopefully – feed out the alternatives in their daily life of consumption

4. At the end of each meeting, all participants receive the recipes of the dishes cooked on that day along with some information on the other topics mentioned in the course (e.g. seasonal fruit and vegetable calendar, shopping tips, list of organic and fair trade brands)

## Remarks

- Important for the learning process is on the one hand the action-oriented learning, and on the other hand the way of conveying the crucial information
- In particular, it is important to ensure that the teacher does not act as a “moral instructor”
- It is also important that all recipes and information are written in the simple language. Moreover, it is important that in the recipes mention only a few different ingredients and everything should be easily available in every supermarket

## Contacts

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# NORWAY

## Arendal

BICYCKLE  
TRAINING

THE CHURCH  
CITY MISSION  
SKATTKAMMERET

NATIVE LANGUAGE  
PEER SUPPORT



OPEN  
LEARNING  
VENUES



GERMANY

NORWAY

POLAND

PORTUGAL

SPAIN



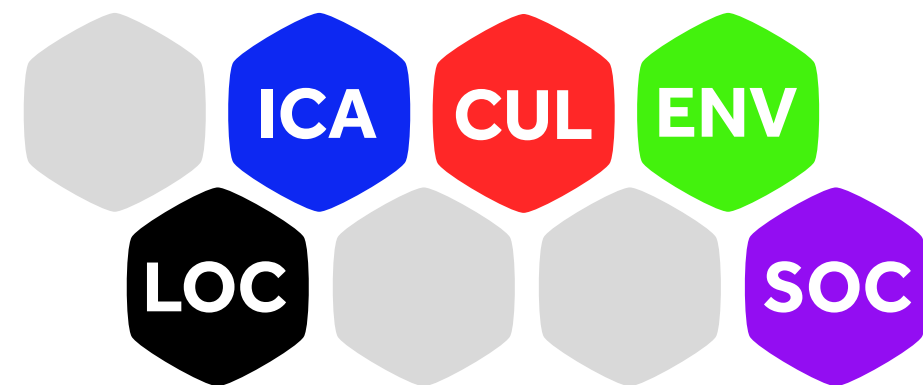
# BICYCKLE TRAINING

## What

- Offering bicycle courses once a week for all participants at Arendal Voksenopplæring (AVO), especially for beginners.

## Why

- Bicycling is a low cost transport means and promotes a healthy lifestyle
- In certain cultures, girls have been denied the possibility to have a bicycle, and thus have limited access to transportation
- Bicycling offers people a chance to move freely and empowers the feeling of freedom.
- Arendal Municipality urges its citizens to use environmental transport. Therefore, bicycling is strongly encouraged
- The inspiration behind our project is the Syrian movement Jalla Jalla Let's bike!





## Who

- Students at AVO, both female and male
- Volunteers who support the teacher in instructing the students
- Volunteers are comprised of other students and volunteers with bicycling skills
- Local volunteers provide language training and strengthen the contact between locals and newcomers.

## How

- Bicycles and helmets are borrowed from a local NGO (Skattkammeret City Church Mission)
- The courses take place in nearby bicycling-friendly environments
- Students can register for the course by text messages sent to the organising teacher or by a list in the school library
- The course is integrated in the course syllabus
- The course has limited capacity and is based on a first come first serve principle
- The capacity is based on having the sufficient support for each course participant





## STEP-BY-STEP GUIDE

1. Fundraising money to buy bicycles or borrow bicycles from local NGOs
2. Finding a suitable teacher
3. Recruiting volunteers
4. Recruiting participants
5. We recommend the bicycle course to be integrated in the syllabus. This enables all students to participate, because it is run in the school hours
6. Finding a suitable location for the training

### Contacts

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# THE CHURCH CITY MISSION SKATTKAMMERET

## What

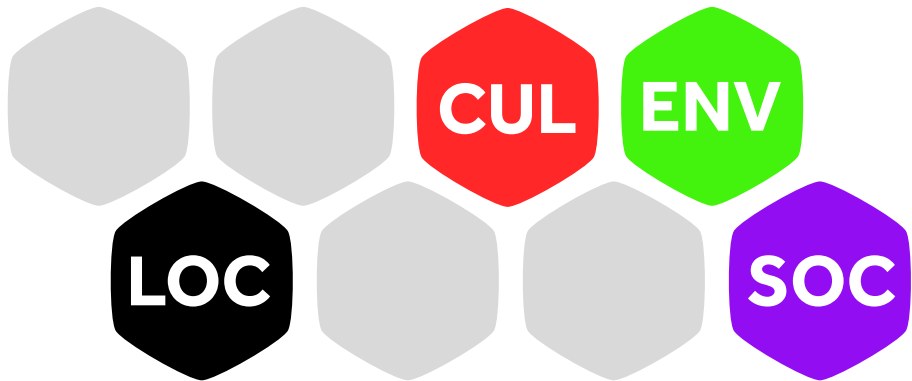
The Church City Mission is an inclusive, non-profit organization, which works in towns and cities across Norway, among people who face challenges in life for various reasons. Their vision is that all people in the city shall experience respect, justice and care.

Skattkammeret is a shop run by The Church City Mission where citizens of Arendal can borrow bicycles, skis, boots, tents, kayaks, sleeping bags, football shoes, skates and more for free.

The majority of the staff are comprised of people who have had challenges in life, and provides an opportunity to take part in the society again. There is also a second hand shop in Skattekammeret, used as a place for internship for students from AVO.

## Why

- To ensure that all children and youth in Arendal have access to sports and hiking equipment irrespectively of their parents income
- Providing an opportunity for the vulnerable and social outcasts by offering them jobs, and taking part in the local society
- The shop encourages locals to support a sustainable environment by borrowing equipment instead of buying new
- The Church City Mission gives people a chance to be more active and live a healthier life





## Who

- The Church City Mission in Arendal. Skattkammeret is open to the public in general, focusing on the 10 000 kids and youth living in Arendal.

## How

- The shop is open daily and is located in the city centre
- Users must provide an ID and register as a customer, signing an agreement with The Church City Mission
- Staff will assist you finding the right gear and register it in the database
- You may borrow the equipment according to the agreement with the shop
- Damaged or lost goods are normally not charged for. However, if there repetition of misuse or strong suspicion of vandalism occurs, the user may be denied the further use
- Funding is provided by fundraising and own means. Arendal Municipality supported Skattkammeret with a start-up fund
- The shop rents the location for a reasonable under-market value rent





# STEP-BY-STEP GUIDE

- 1. Fundraising money and getting support from the local municipality
- 2. Finding a suitable location, preferably in the centre of the community
- 3. Employing a manager with relevant skills
- 4. Recruiting staff, preferably people who have been facing challenges and difficulties with getting jobs
- 5. Mapping the needs, outlining a strategy and procuring goods accordingly to the strategy
- 6. Training of staff
- 7. Marketing

## Contacts

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# NATIVE LANGUAGE PEER SUPPORT

## What

Teaching refugees a new language by recruiting volunteers and students with higher language skills as support in the training. These native language supporters are matched with students having the same native language in common.

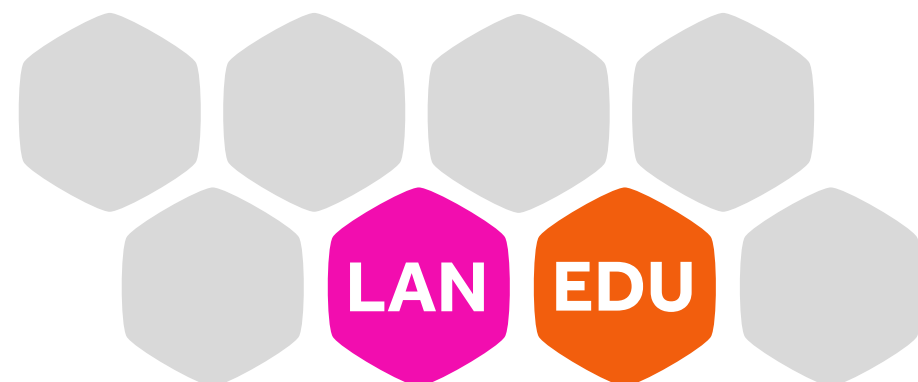
The Adult Learning Centre admits a significant number of refugees and immigrants with little or no educational background, and many of them are illiterate. This is a challenge for the classroom, and the learning process is demanding. Using native language peer support enables the teachers and students to communicate better, and makes it more easy to engage in learning the Norwegian language. The leaning outcome is significant on many levels, the teachers and students can communicate more effectively, the peer supporters gain valuable job experiences.

## Why

- The teacher/instructor will be acquainted with the learners and their need faster and more effectively
- The teacher/instructor becomes aware of challenges and possibilities in the

classroom more effectively

- The teacher/instructor will gain the benefits of having a colleague, with the previous experience of being a student, in the classroom
- Participants will increase their activity in the classroom or learning venue due to a higher understanding of what is going on
- Reduce the frustration connected with not comprehending the information passed on in the classroom, and the challenges attached to not understanding different systems, frameworks, methodology, cultural aspects, bureaucracy, etc.
- Participants have more teacher resources available, and thus can have assistance in an easier reach
- The native language peer supporter will benefit by getting job training experience plus a course in teaching methodology. In addition, they will receive a diploma and a reference letter that can be used career-wise later
- The native language peer supporter improves their second language skills
- Some groups might benefit with combining native language peer support and technical devices such as language apps





## Who

- People in need of learning a new language
- Often refugees and immigrants who need to learn the language of their new residence country. Many of them also need to learn the English language

## How

- Supporting teachers and instructors in the classroom or other learning venues disseminating knowledge and/or a syllabus
- Supporting students and learners to understand and communicate with the teacher and instructor by explaining and passing on information in their native language
- Help to explain words, tasks and information
- Help to use any technical devices normally used in the classroom
- The native language peer supporters can assist in communicating the students' own needs; this is often recognized in small talks
- Avoid misunderstandings in the classroom and/or in the learning environment





## STEP-BY-STEP GUIDE

1. Identifying classes with needs of support and clarifying what language support is most relevant for the class
2. Recruiting native language supporters among students and volunteers. They must be required to have an advanced second language level and be highly motivated, with the required personal skills
3. Mandatory courses for the selected native language peer supporters
4. Signing an agreement with the learning institution and the native language peer supporters. The contract should include a clear understanding on the workload and number of hours they have signed up to. The native language peer supporters should sign a confidentiality form
5. The teacher should follow up the native language supporters throughout the course for debriefing and support
6. Evaluating the students who received language support



### Contacts

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# POLAND

## BIAŁYSTOK

CENTRAL  
HAJNOWKA

LOCAL ACTIVITY  
PROGRAMS

THE ANIMATION AND  
FUTURE WORKSHOP



**OPEN  
LEARNING  
VENUES**



GERMANY

NORWAY

POLAND

PORTUGAL

SPAIN



# CENTRAL HAJNOWKA

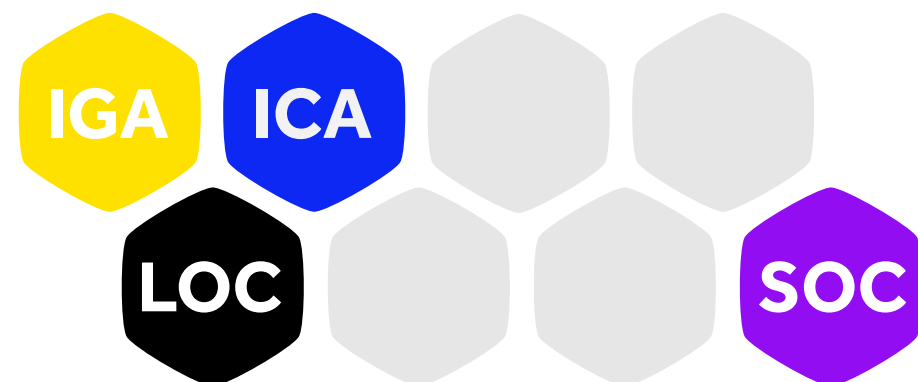
## What

The devastated and damaged station building is under the transformation into a centre of social and cultural services. Ultimately, it will hold theatre performances, exhibitions, artistic and social workshops, activities for the elderly, children, and people with disabilities. The station's functions, i.e. a small waiting room and ticket offices, are to be preserved. The City Hall donated the building for use of a local NGO – the Pocztówka Cultural Association.

## Why

- Creating a friendly and accessible place for all age and social groups of the city
- Convincing local NGOs and their leaders that cooperation is a better strategy than competition
- Involving residents to plan social and cultural activities
- Encouraging the implementation of public tasks by consortia of non-governmental organisations and not by individual entities

- Increasing the educational offer for city residents
- Promotion of local culture addressed to tourists by using the station





## Who

- The place is run by the Pocztówka Cultural Association
- The partners of the project are the Hajnówka City Hall, consortium of organisations and La Polveriera from Reggio Emilia (Italy)
- Target groups are local NGOs and the local community

## How

- Creating an Initiative Group consisting of representatives of the Office, local government institutions and non-governmental organisations
- Consultation meetings (for example research walks) with the inhabitants of Hajnówka
- Changes in the program of local government's cooperation with non-

- governmental organisations, allowing preference for outsourcing tasks to consortia rather than to individual organisations
- Activating local NGOs, encouraging them to think strategically about social activities happening in the city





## STEP-BY-STEP GUIDE

1. Choosing a place (building) that can be transferred by the city for social and cultural services (within the revitalization program)
2. Animation work with NGOs that could jointly run such a center
3. Conducting an in-depth social and urban analysis of the building and its surroundings
4. Development of the social concept of the facility's functioning
5. Acquiring funds for necessary modernizations, renovations and finishing works
6. Outsourcing of public tasks by the City Hall of Hajnówka to consortia of NGOs



### More information

<https://publicystyka.ngo.pl/hajnowka-odnowa-rewitalizacja-to-nie-tylko-inwestycje-w-budynki>

### Contacts

The Pocztówka Cultural Association  
(Stowarzyszenie Kulturalne Pocztówka)

Policzna 40, 17-250 Kleszczele, Poland

[www.pocztowka.eu](http://www.pocztowka.eu)

✉ [biuro@pocztowka.eu](mailto:biuro@pocztowka.eu)

NGOs Support Centre (Ośrodek Wspierania  
Organizacji Pozarządowych)

Modlińska 6/U3, 15-066 Białystok, Poland

[www.owop.org.pl](http://www.owop.org.pl)

✉ [biuro@owop.org.pl](mailto:biuro@owop.org.pl)

### Remarks

- The building is still in the early stages of renovation, but various events are already taking place in it, and some of the tasks of the local government are carried out by the consortia of the organizations.



# LOCAL ACTIVITY PROGRAMS

## What

Activation of people at risk of social exclusion in the local community using the following instruments: education, social activation, professional activation and health-related actions focused on addiction prevention and mental sanity.

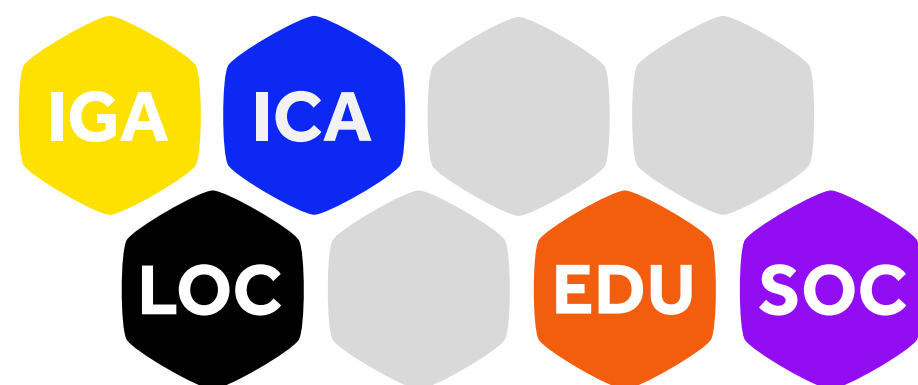
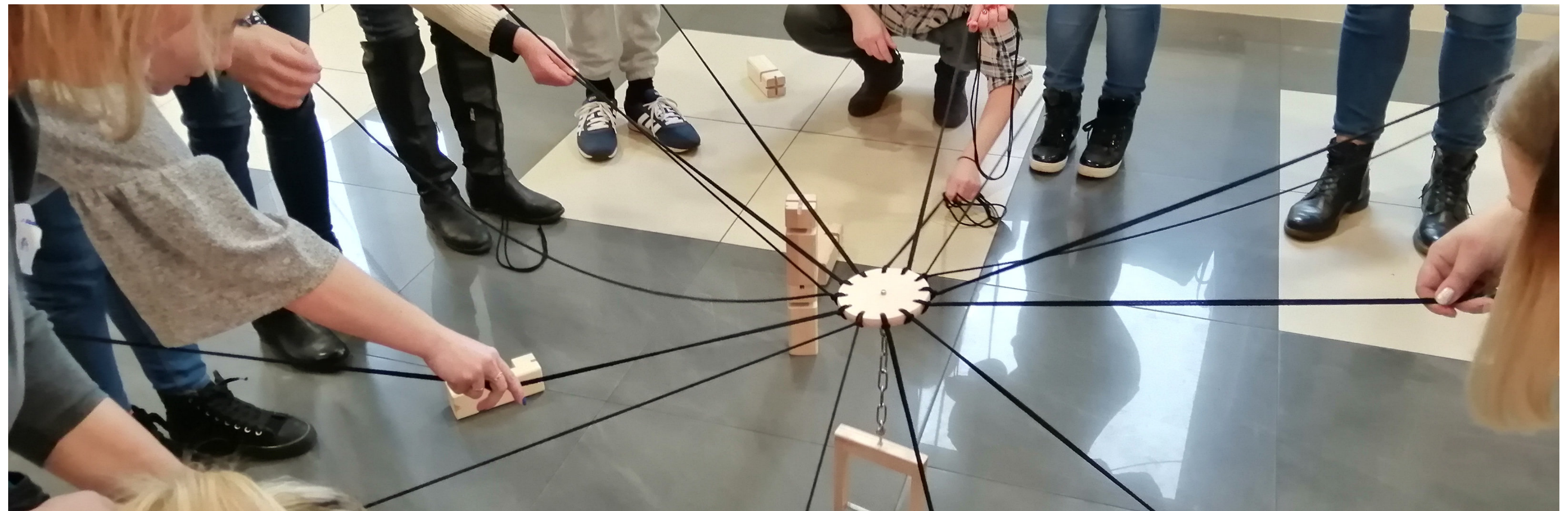
The implementation of Local Activity Programs at the municipal level reflects the principle of subsidiarity. People at risk of social exclusion receive help and are activated in the specific local community which they live in.

## Why

- Activation of a person at risk of social exclusion in many aspects at the same time, including: increasing social skills, acquiring a profession through a vocational course, focusing on the local labour market, the possibility of completing or supplementing formal education, preventive medicine, including addiction and family therapy, and preventive examinations
- Involvement of local institutions from the sphere of social welfare, education,

local development (NGO), and local entrepreneurs in supporting the person threatened by the social exclusion

- Assistance in completing an internship and finding employment on the local labour market
- Increasing social involvement by implementing a local initiative or starting a volunteering activity



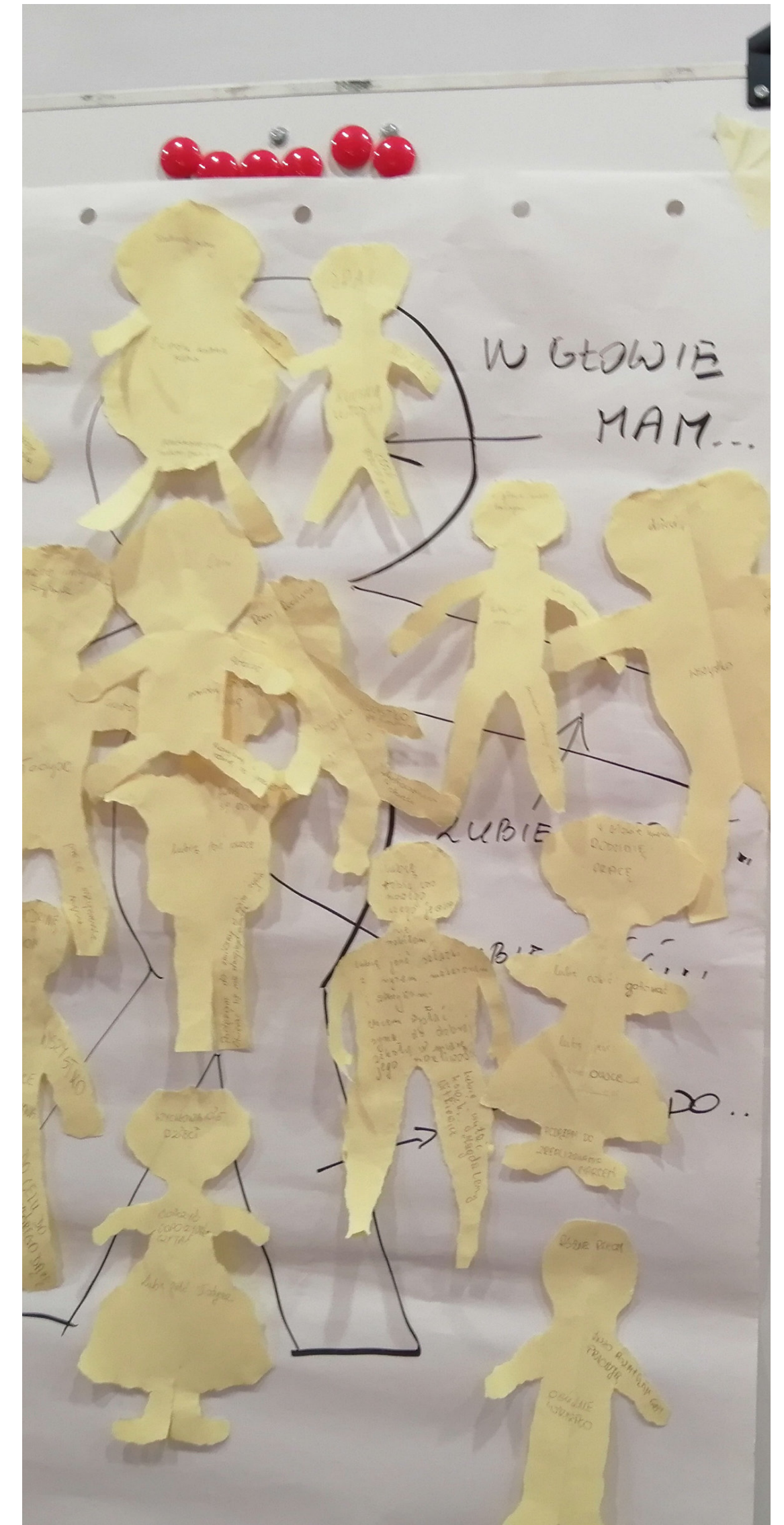


## Who

- Local Activity Programs are implemented in a partnership between a non-governmental organization and a municipality on behalf of which the project is then realized by a social welfare centre or a culture centre
- So far, the Non-Governmental Organizations Support Centre (OWOP) has implemented Local Activity Programs in partnerships with the following municipalities: Grajewo, Suchowola, Jaświły, Jasionówka, Rajgród, Lipsk, and Gródek
- The target group consists of people at risk of social exclusion encompassed by social welfare and living in the area of a given municipality

## How

- Building a team of experts: social worker, mentor, labour market broker, career counsellor, psychologist, lawyer
- Defining an individual support path for each participant
- Social, educational, and professional support including courses, trainings, counselling, internship at the employer
- Help in finding and maintaining employment
- Involvement of the local community in the social activation of a given person





## STEP-BY-STEP GUIDE

1. Recruiting a group of people at risk of social exclusion willing to take up work and some activities for the benefit of the local community
2. Conducting an individual diagnosis of a person's social, professional, educational, and health situation by a mentor
3. Defining an individual support path for each participant
4. Conducting social skills trainings, professional courses, and professional internships for a selected group of participants
5. Support of a psychologist, therapist, lawyer
6. Help of a broker in finding employment on the local labour market or starting a business activity
7. Implementing local initiatives for the local community or starting a volunteering activity

### Remarks

- Half of the participants encompassed by professional activation find employment up to 30 days after completing their participation in the project
- Social efficiency increases in almost 100% of the project participants.

### Contacts

NGOs Support Centre (Ośrodek Wspierania Organizacji Pozarządowych)

Modlińska 6/U3, 15-066 Białystok, Poland

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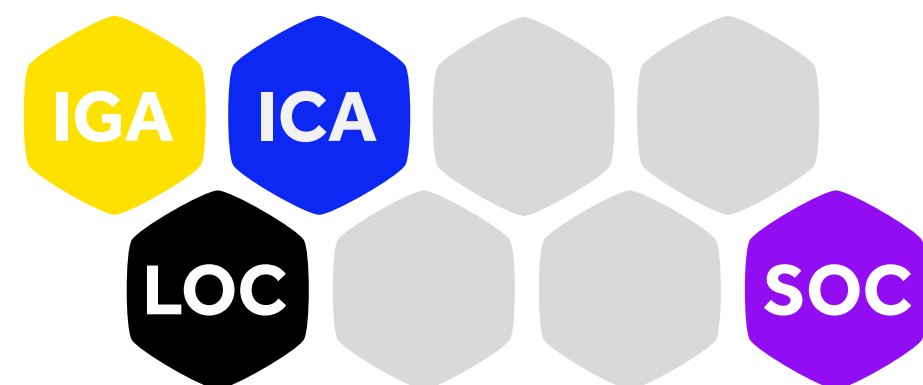
# THE ANIMATION AND FUTURE WORKSHOP

## What

The aim of the animation and future workshop is to involve the local community (inhabitants, representatives of non-governmental organizations, employees of institutions such as culture centre, social welfare centre, library, etc.) to generate ideas for the future and to resolve local problems. During the meetings, specific spatial or functional solutions are being developed.

## Why

- Low community involvement often results from the fact that people do not feel included in the planning process. Workshops are a remedy for this situation
- A tool that allows to involve various groups and is used for making a change in the local community
- Common work on designing a solution – it is connected with the assumption that only the activity of members of a community can bring a real change, and that this change is only possible on the basis of resources
- This tool allows people to find a solution to the challenges facing their environment
- The workshop is one of the methods of involving citizens in the community management process
- Such workshops build the identity of a place, a sense of belonging, a desire to identify with the place





## Who

- The workshop can be organized by a non-governmental organization which works with a local community, with the support of local leaders and local authorities
- It is worth inviting the employees of institutions such as community centre, social welfare centre, library

## How

- The workshop is a game. It is divided into stages that help to create ideas: unconventional, but responding to the needs of the local community
- Participants in turn go through diagnosis, solution designing, field consultations and the best idea's competition
- In the first phase of the workshop, we use work with a map of resources

- The value of the workshop increases significantly when there are people representing various experiences, ordinary inhabitants of the place, but also specialists in various disciplines (e.g. artists, architects, social workers, sociologists or psychologists)
- The workshop ends with a meeting with the inhabitants where all concepts are presented and the one that will be implemented is chosen together
- Thanks to it, members of a group integrate, take part in a group process that requires communication, cooperation, and negotiations. Participants deepen their knowledge about their community, look for ideas for a change
- It is also a tool that allows people to find solutions to the challenges facing their immediate environment and one of the methods of including citizens in the community management process





## STEP-BY-STEP GUIDE

1. Identify leaders willing to conduct workshops in their environments
2. Invite 15-25 people representing the local community to participate in the workshop, it is worth using the network of contacts and the cooperation with local institutions
3. Prepare a technical and organizational aspects of the workshop (a room in a place that will allow you to go out during the workshop and organize a mini research walk to verify the developed idea within a community and among people; stationery; a map of the place)
4. Invite inhabitants to the last part of the workshop for voting for the best idea to be implemented
5. Conduct the workshop in stages – working in groups: diagnosis, using maps (diagnosis also based on potentials, marking on the map places that are important and those that we do not like), generating ideas, going out and the verification of ideas (consider inviting some experts who could support you with information about technical issues/ possibilities of implementation of your ideas), choosing one idea by each group, preparing its presentation, presenting ideas, voting and choosing the most interesting one
6. Implementation of the idea that won – it is the most important point. At this time, the cooperation with local stakeholders who undertake the implementation or co-implementation of a given solution is very important

### Contacts

NGOs Support Centre (Ośrodek Wspierania Organizacji Pozarządowych)

Modlińska 6/U3, 15-066 Białystok, Poland

[www.owop.org.pl](http://www.owop.org.pl)

✉ [biuro@owop.org.pl](mailto:biuro@owop.org.pl)





# PORTUGAL

## PONTE DE SOR

VOLUNTEERING  
EXPERIMENTAL DAYS

INTERGENERATIONAL  
DANCE

TECHSHOPS



**OPEN  
LEARNING  
VENUES**



GERMANY

NORWAY

POLAND

PORTUGAL

SPAIN



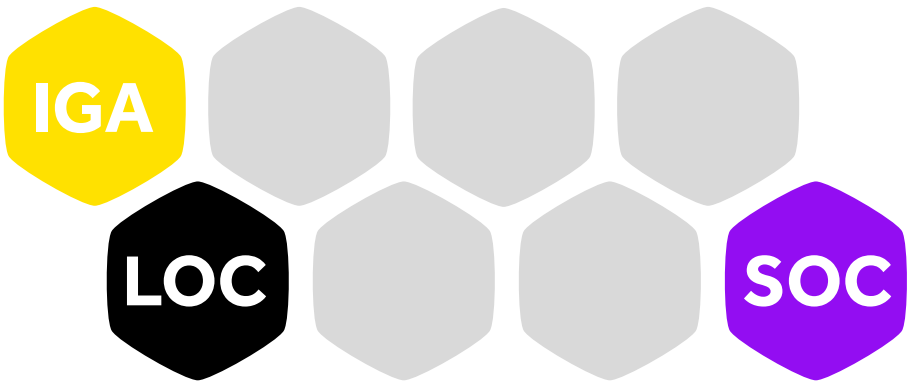
# VOLUNTEERING EXPERIMENTAL DAYS

## What

A full week of assorted activities to inspire people of all ages to become regular volunteers for the common good.

## Why

- To give the local community an opportunity to experience volunteering for one day
- To recruit new volunteers for the existing projects within the community





## Who

- The activity involves the local volunteering network (Bs3) of partner organizations where the activities take place (schools, nursing homes, day care centres, school/home for people with disabilities, social centre, community centre, health centre, cultural centre and municipal library)
- The clients of the organizations
- The participating volunteers

## How

- The partner organizations suggest an activity they would like to include in the initiative
- The groups should always include both experienced and inexperienced volunteers





## STEP-BY-STEP GUIDE

1. Setting up the date and time, activity and the number of volunteers needed
2. Writing the schedule with the complete map of activities and sharing it with the volunteers
3. Having volunteers to enrol themselves to the activities they wish to do
4. Briefing the volunteers on the tasks, giving them information about the institution and setting up the work
5. Taking photos of the activities and asking for feedback both from volunteers and clients

### Contacts

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Rua Movimento das Forças Armadas, 17

7400-246 Ponte de Sor, Portugal

Elisabete Oliveira

✉ [lisa@caminhar.org](mailto:lisa@caminhar.org)





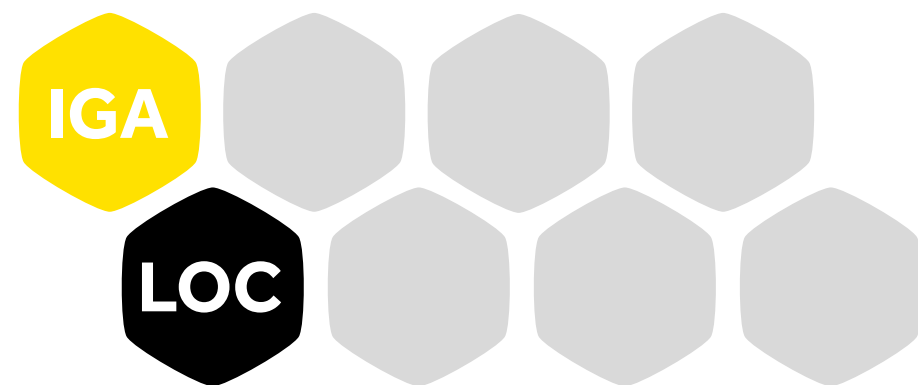
# INTER- GENERATIONAL DANCE

## What

Dancing for fun across generations to re-discover the pleasure of being together and learning from each other. Intergenerational Dance aims to bring together two generations – children and seniors – with dance being itself the means that allows interaction between them.

## Why

- To provide moments of healthy interaction between two generations
- To develop motor, psychomotor, cognitive and social aptitude
- To promote socio-affective wellbeing and autonomy in the environment of interaction and mutual help





## Who

- Senior students (aged 50 to 80 and over) attending the Senior Dance classes at the University of the Third Age
- The group of children (4- to 10-year olds) attending the institution's summer recreation centre

## How

- Round dances and pair dances are performed, the pairs are composed of a senior and a child
- Folk music and ballroom music from different parts of the world are used (themes usually used in Senior Dance classes)
- Simple dances (choreography / set of movements) adapted to the senior population are used, which also helps the children to perform them easily





## STEP-BY-STEP GUIDE

1. Setting up the date, time, venue, duration, necessary materials and exchanging information about the characteristics of both groups
2. (On the day) Ice-breaker – personal greeting amongst the participants
3. The dance teacher explains the movements, the steps and positions and then all group dance to the sound of the music. Between the dances, there is a short pause in which seniors and children are free to chat for a while
4. Several dances are performed according to the feedback given by the participants (not too few, not too many)
5. Time to thank each other and say goodbye



## Contacts

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Tânia Lopes ✉ [tanielopes@caminhar.org](mailto:tanielopes@caminhar.org)



# TECHSHOPS

## What

Workshops in which teens share with seniors their skills in dealing with technology. The example activity within this set of Techshops is a workshop on how to use Smartphones / group messaging apps, in which teens are the teachers and seniors are the students.

## Why

- To give young people an opportunity to experience a different role from what they are used to (play the teacher)
- To create moments of intergenerational sharing
- To show that all of us have something to teach and something to learn, no matter what our age is





## Who

- Seniors
- Teens
- Facilitator of the activity

## How

- Sitting in pairs, seniors and teens explore the uses of a smartphone
- The pairs follow a pre-arranged set of tasks

## Remarks

- It might be necessary to check if all smartphones have the same idiom settings
- Have the wi-fi password available in case it is necessary to connect smartphones to it for the first time
- To save time, create a messaging group before the activity that includes all the participants





## STEP-BY-STEP GUIDE

1. Setting up the date, time and the number of participants (preferably, not a very large group)
2. Getting an equal number of senior students and teen teachers
3. Teens arrive 30 minutes earlier to prepare the activity
4. On the day, meeting with the group of volunteers, presenting them a (general) guide of the tasks to be executed on the smartphone and going through all the tasks with them. Discuss with them any possible suggestions to improve the plan in order to have a final version of the guide of tasks to be implemented shortly after that. Sign the presence list and hand out the identification badges
5. Having teens and seniors sitting in pairs (finding a creative way of matching them)
6. Teen teachers check if each smartphone is connected to the wi-fi network
7. Teen teachers ask their senior students to do their tasks one by one. The facilitator controls time and guides the teachers so that the groups perform the tasks more or less at the same time
8. Feedback is asked at the end, both from teen volunteers and senior participants

### Contacts

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# SPAIN

## PAMPLONA

URBAN COMMUNITY GARDEN –  
AUZOLAN ACTIVITY

URBAN COMMUNITY GARDEN -  
OPEN WORKSHOPS: KNOWLEDGE  
EXCHANGE

ETXARPE PROJECT:  
URBAN GREEN TERRACES





# URBAN COMMUNITY GARDEN – *Auzolan* ACTIVITY

## What

This is one of our most important activities. Auzolan\* is a Basque word that means working together for a common goal and the benefit of all, thus we are building a stronger community. We organise one Auzolan every month in order to maintain and develop our community garden. We usually make them on Saturday mornings. Thanks to this collective effort, we have transformed a degraded public space into a beautiful and charming square with

raised garden beds full of vegetables and flowers. The agricultural work provides a dynamic environment for people of different age, origin and educational background to interact, share their knowledge and acquire new competences.

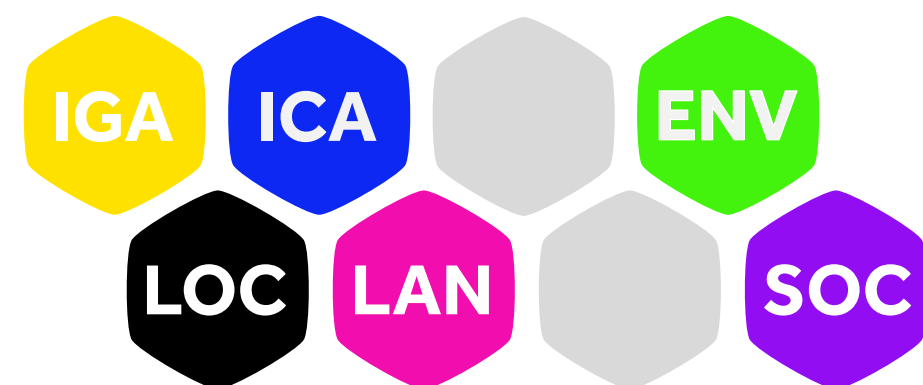
\* *Auzo* = neighbourhood, *Lan* = work

## Why

- Helps promoting neighbourhood participation
- Encourages intergenerational

relationships

- Facilitates social inclusion
- Sustains gender perspective
- Facilitates interculturality
- Cooperation among diverse people and associations
- Suitable for environmental education
- Pleasant environment to learn local languages
- Training on teamwork





## Who

### ORGANISER:

- Piparrika Association

### COLLABORATORS:

- Associations from the neighbourhood
- Local organizations working on social inclusion and education

### TARGET GROUPS:

- Any citizen who aims to collaborate in the project
- Neighbours (families, women, youth, for instance)
- People at risk of social exclusion
- Foreigners recently arrived in the city

## How

- Value tasks to be done before the Auzolan
- Organise material to be used
- Distribute responsibility for each task
- Dissemination of the activity
- Specific invitations to certain associations each month





## STEP-BY-STEP GUIDE

### BEFORE THE ACTIVITY

1. Deciding on the date. Usually we make them on Saturday mornings once a month
2. Identifying tasks to be done during the Auzolan workshop
3. Determining which materials (tools, soil, seeds, plants, etc.) will be needed
4. Preparing and acquiring of materials
5. Dissemination of the activity (via social media and posters on the neighbourhood streets)

### DURING THE ACTIVITY

1. Gathering and welcoming of people
2. Organizing people in different work teams depending on tasks, their needs and interests
3. Handing out materials
4. Starting to work and enjoying the environment!
5. We always finish the activity sharing a meal together, using vegetables from the garden if possible

### Contacts

Asociación Piparrika Elkarte,  
Aldapa kalea 3-5, Iruñea-Pamplona, Nafarroa  
✉ huertoaldezaharra@gmail.com



[facebook.com/Piparrika/](https://facebook.com/Piparrika/)



[#piparikaherribaratza](https://www.instagram.com/piparikaherribaratza)





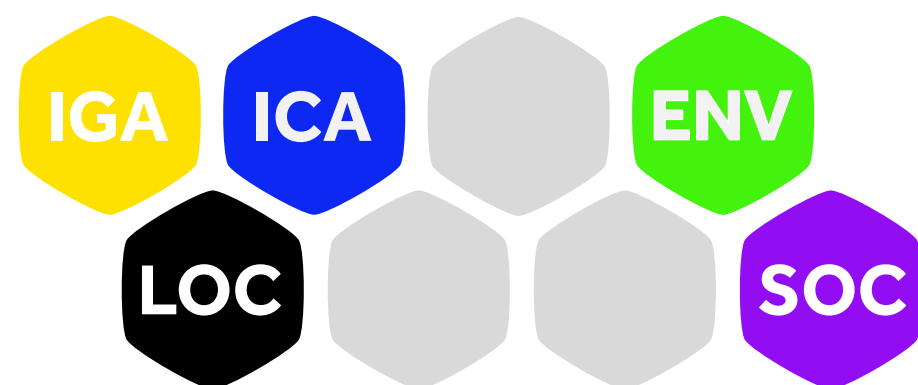
# URBAN COMMUNITY GARDEN - OPEN WORKSHOPS: KNOWLEDGE EXCHANGE

## What

These workshops address various topics which are aligned to the philosophy of the project. It is to share knowledge what we do through these activities. We believe that collective knowledge is much more than the addition of individuals' knowledge or skills. People who want to offer specific knowledge propose a theoretical and practical workshop that is open to anyone. They are usually done in the garden itself or in a community centre near the garden (depending on the weather condition). Some examples of the topics carried out there are: medicinal plants, cooking, agricultural techniques, natural cosmetics, composting, etc. Mostly, they aim to bring to the citizens useful knowledge related to the care of our lives and our environment.

## Why

- Helps promoting people's participation
- Facilitates intergenerational and intercultural relationships
- Promotes the transmission of local knowledge
- Encourages the sharing of ideas, knowledge and learning amongst people
- Reflection on significant issues, such as environment, organic farming, health, consumption, etc.
- Generates cooperation amongst diverse people and associations
- Offers a significant activity to develop language skills
- Accessible to anyone (it is not necessary to pay or enrol)





## Who

### ORGANISER:

- Piparrika Association

### COLLABORATORS:

- Any citizen who wants to share/exchange knowledge
- Local organizations working on social inclusion, education, environment, etc.

### TARGET GROUPS:

- Any citizen who aims to participate in the workshop
- Neighbours (e.g. families, women, youth)
- People at risk of social exclusion
- Foreigners recently arrived in the city

## How

- Proposal is received
- Agreement on the date and format of the workshop
- Dissemination of the activity
- Specific invitation to certain associations





# STEP-BY-STEP GUIDE

## BEFORE THE ACTIVITY

- 1. Reception of the workshop proposal
- 2. Deciding the date, contents, format, etc.
- 3. Determining what materials are needed and choosing the location of the workshop
- 4. Dissemination of the activity (social media and posters on the streets)

## DURING THE ACTIVITY

- 1. Gathering and welcoming people
- 2. The start of the workshop. Learn and enjoy!

## Contacts

Asociación Piparrika Elkartea  
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# ETXARPE PROJECT: URBAN GREEN TERRACES

## What

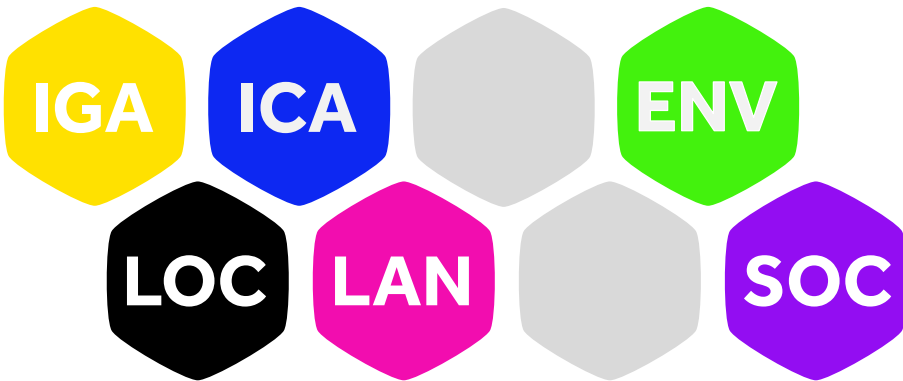
This is a project that seeks the recovery of an abandoned piece of land. We have created a place for social encounters, leisure and learning: a landscaped viewpoint with an ecological garden for the public use. This project is based on the service-learning methodology.

## Why

- The old town of Berrioazar lacked a public place of leisure
- Unused degraded municipal land field existed
- Possibility of using this piece of land for our students' training
- Different works will be developed during the school year (carpentry,

masonry, maintenance, gardening and agriculture)

- Student's self-satisfaction due to provision of positive actions for the people in particular and the society in general
- Complement of our formal education programs





## Who

### ORGANISER:

- Lantxotegi Association

### COLLABORATORS:

- Educo foundation
- Berriozar City Council
- Government of Navarra

### TARGET GROUPS:

- 60 people 15-21 years old (every school year)
- Neighbours from Berriozar
- Neighbours from the surrounding towns

## How

- Lantxotegi Association detects a degraded space in the old village
- Proposes its rehabilitation to the city council
- Opens a participatory process
- Finds funding
- Trains students for different tasks





## STEP-BY-STEP GUIDE

1. Participatory process: Planning and collecting proposals among the students of Lantxotegi Association.
2. Make a proposal to the city council.
3. Involvement of different groups, institutions, people and associations:
  - Berriozar City Council. It contributes with the cession of the place, materials and premises and economically.
  - Neighbours of Berriozar. First with a participatory survey. Next the

neighbours participate in maintaining the organic garden in Exchange for the fruits during holiday periods empowering the intergenerational learning.

- Department of Education of the Government of Navarra. Contributes financially personal and profesional skills and empowering intercultural education

5. Active search for funding. With another associations, fundations,

NGOs.

6. Inclusion of Jobs, subjects and modules within the educational program of the association.
7. Carryng out, where appropriate, the necessary training to carry out the different tasks.
8. Celebrate and enjoy every year the process and the new place.

### Contacts

Lantxotegi Elkartea: Association for Personal, Labour and Social Promotion

San Esteban Street, 76. Berriozar, Navarra, Spain

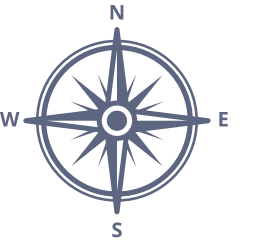
✉ [lantxotegi@lantxotegi.org](mailto:lantxotegi@lantxotegi.org)

[www.lantxotegi.org](http://www.lantxotegi.org)

Google: Write " proyecto bancales Lantxotegi"







# PARTNER ORGANIZATIONS

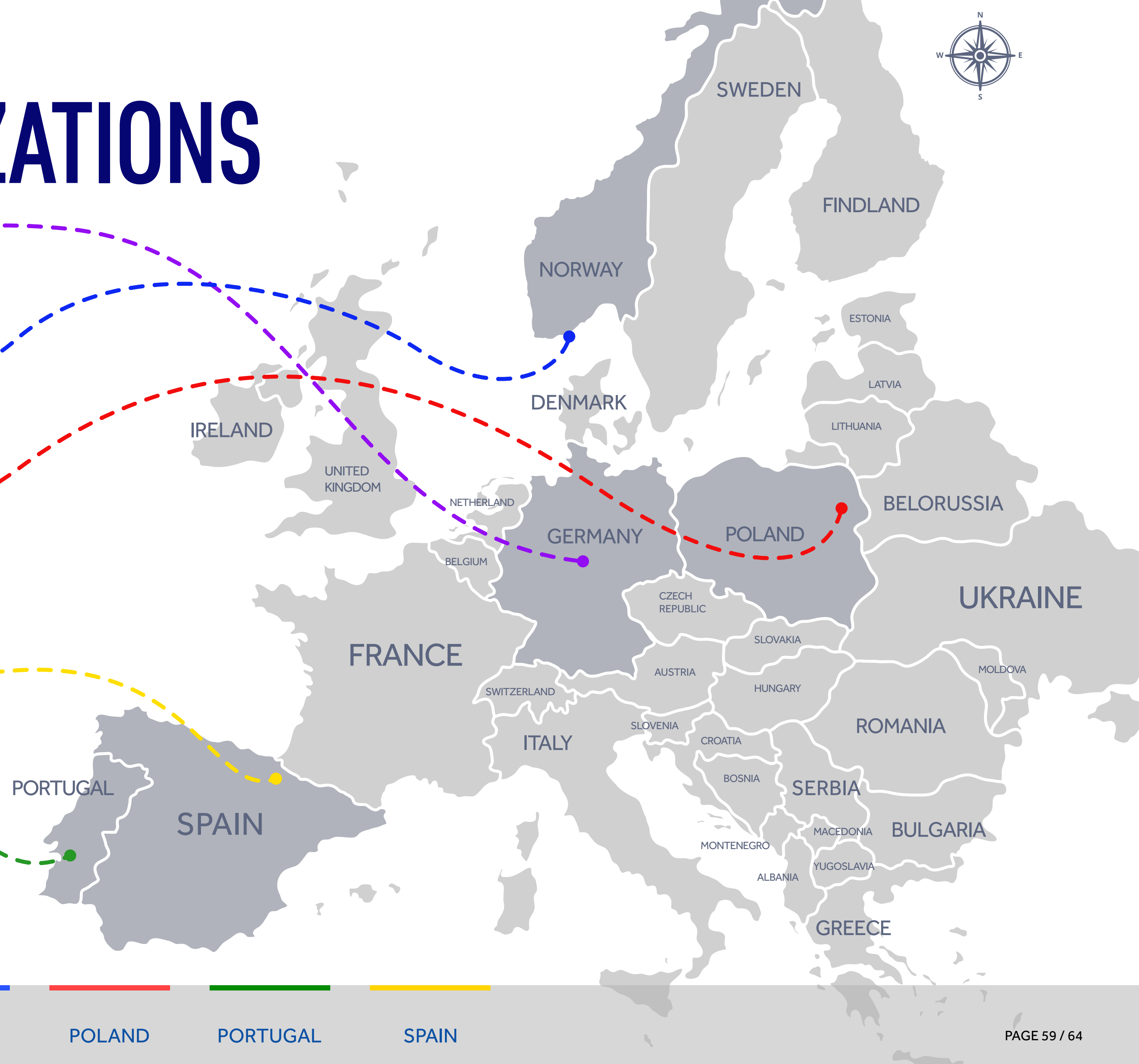
**GERMANY**  
Volkshochschule Braunschweig GmbH

**NORWAY**  
Arendal Adult Learning Center  
(Arendal Voksenopplæring)

**POLAND**  
NGO's Support Center (OWOP)

**PORTUGAL**  
Caminhar – A.C.A.S.

**SPAIN**  
Asociación Piparrika Elkarte  
Lantxotegi Elkarte







## Volkshochschule Braunschweig GmbH

The Volkshochschule (VHS) is the local public education centre of Braunschweig (250 000 inhabitants), situated in the centre of the town. Main working areas beside the wide range of adult education courses are German as a second and as a foreign language, language trainings in 21 different languages, literacy and basic education, off-the-job-trainings, graduation trainings for younger adults, courses for the unemployed.

On behalf of the town, the VHS coordinates the programs for permanently unemployed persons.

In January 2020, the VHS comprises a staff of 200 employees and 400 freelancing teachers and course instructors.

Since 2012, the Volkshochschule is one of the eight regional centres for basic education (Regionale Grundbildungszentren, RGZ) in the state of Lower Saxony, focusing on the cooperation with enterprises and local partners in order to establish innovative forms of basic skills courses at the workplace and with various local partners, including cultural institutions like theatre and library; exploiting the

experiences of such cooperation in former years.

Every year, the RGZ is organizing cultural and political-historical projects, where basic education courses are cooperating with different partners, including topics like tracks of local authors and artists, history from primitive times up to modern times.

In 2016 and 2017, the RGZ VHS Braunschweig had an emphasis of establishing urban quarter projects for basic education. In this context, the VHS has cooperated with a number of partners to reach the target groups in the urban quarter.

As one of central venues for different learning and socialising activities, the VHS is arranging an urban gardening project in two parts of the town with a number of groups and events.



Volkshochschule Braunschweig GmbH  
Alte Waage 15, 38100 Braunschweig,  
Germany  
[www.vhs-braunschweig.de](http://www.vhs-braunschweig.de)



## Arendal Adult Learning Center (Arendal Voksenopplæring)

Arendal Voksenopplæring (Arendal Adult Learning Centre) is located on the south coast of Norway, in Arendal municipality. The town has 44 000 inhabitants and the school has a staff consisting of 65 employees. The school is a part of Sørlandet Kunnskapshavn i.e. a cluster of local, regional and national companies operating there in addition to a science centre and our learning centre. It is an area of 27 000 m<sup>2</sup> where inhabitants, businesses, public stakeholders and educational institutions meet.

We are an innovative resource center for adult learning, targeting different user groups by using a variety of teaching methods. Approximately 400-500 learners between 16 and 70 years old are enrolled in our school each academic year, 95 % of them with Norwegian as a second language. We always facilitate and encourage our learners to participate in different democratic processes in our community. One of our goals is to enable immigrants to take part in active citizenship and prepare them for work, life or future studies by improving their skills and competences. All this is done in

school, but also through extensive cooperation with the voluntary sector. Another goal of ours is to serve people who already are in the working force to strengthen them in their occupations or prevent them from losing out in the labour market because of the lack of basic skills.



Arendal Voksenopplæring  
Kystveien 2b, 4841 Arendal, Norway  
<https://www.arendal.kommune.no/tjenester/skole/voksenopplaringen/>





## NGOs Support Center (OWOP)

OWOP's mission is to support the social activity of citizens and their organizations. For over 20 years, we have supported non-governmental organizations and local leaders through training, consulting and animation. We support initiative groups that are planning to set up NGOs. We carry out a number of projects for the benefit of the local NGOs. Our aim is to strengthen the capacity of organizations, prepare leaders and local communities. We train board members, organization leaders, financiers, project coordinators, local leaders and volunteers. We animate the creation of local and regional networks and federations of NGOs.

An important part of our activity is also the area of sector's cooperation. We build partnerships with local self-government units, thus increasing the participation of organizations in participatory processes. We introduce new forms of participatory activities, including public consultations. We strive to be the partner for local self-government units. We participate in the planning and implementation of public policies.



Ośrodek Wspierania Organizacji  
Pozarządowych (NGOs Support Center)  
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## Caminhar – A.C.A.S.

Caminhar is a non-profit private institution of social solidarity founded in 2002 in Ponte de Sor, Portugal, by a group of volunteers from the local community. Its mission is to provide social and educational support in order to transform the local community into a more aware, active, supportive and knowledgeable one, mainly through the implementation of services and projects that contribute to improve people's quality of life and promote the development of the local community, with emphasis on local partnerships and the power of sharing skills and resources, on the one hand, and the development of intergenerational dialogue, on the other hand.

The local community is our target group. Thus, we work with children, youth, families and seniors with a major purpose of contributing to their wellbeing and the sense of belonging to the local, national and European community.

### Our adult education and training projects aim at promoting:

- healthy lifestyles,
- active citizenship,
- active ageing,
- arts and crafts,
- personal and social development through intergenerational relationships,
- practice of volunteering,
- development of parental skills.

### Our main adult education services are:

- University of the Third Age, a non-academic education programme for adults over the age of 50;
- Local volunteering network, which provides regular training and personal development opportunities to volunteers within the network and the community at large;

- Educational project "ABC", which provides both support to primary education pupils and training in education / parental skills to parents / families and other community members involved in education;
- Ponte de Sor Gospel Choir, a community interfaith choir with an aim to promote social cohesion through the practice of music and singing.



Caminhar – A.C.A.S.

Rua Movimento das Forças Armadas, 17,  
7400-246 Ponte de Sor, Portugal

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





## Asociación Piparrika Elkarte

Piparrika is a non-profit association founded by people from Pamplona's old town neighbourhood. The general idea for it emerged in June 2013 as a citizen initiative and the construction of the urban community garden started in February 2017, after getting the cession of a public space in 2016. It is a self-managed project run by volunteers organised in assemblies and working groups, mostly with a self-supporting management. The neighbourhood participation and the cooperation with diverse associations are the key factors for the construction and growing of the project.

The main goal is to contribute to the strengthening of the community by making it more proactive and cohesive with a social, educational and environmental perspective. It also pursues the promotion of sustainability, gender perspective, social inclusion, interculturality, intergenerational

relationships and the recovery of degraded public spaces.

In short words, the garden works as a meeting place and is a means to achieve our various objectives.

Piparrika was a partner of the project, but throughout its implementation, the association was supported by Lantxotegi as a cooperating organization.

## Lantxotegi Elkarte

Lantxotegi is a non-profit association, declared of public utility, which was established in Berriozar in 1983, due to the concern of a group of neighbours of the town by the situation of deschooling and unemployment of some young people in the locality, many of them at risk of social exclusion.

The association aims to provide the people with whom it works with all the necessary resources, personal, relational, labour, cultural, etc., that allow the person to grow and be the protagonist of their processes of normalization, adaptation and

integration, so that we manage to prevent the social exclusion.

At this moment, in our entity we work with young people in vulnerable socio-economic situations, through three formal education programs:

- PCA Adapted Curricular Program for children under 14 and 15 – it is a part of compulsory education;
- FPB Basic Professional Training in Agrogardening and Floral Compositions for children from 15 to 17 years old without the ESO degree;
- TP Building Maintenance Professional Workshop for young people from 17 to 21 years old.

In addition, Lantxotegi has a School of Leisure and Free Time for young people which offers courses in collaboration with ENAJ. And during the summer, there is a camp with scholarships, also for young people in serious socio-economic difficulties in the locality.

### Asociación Piparrika Elkarte

Aldapakalea 3-5, Iruñea-Pamplona, Nafarroa, Spain

Facebook: @Piparrika, Instagram: @PiparrikaHerriBaratza



### Lantxotegi Elkarte:

Association for Personal, Labour and Social Promotion

San Esteban Street, 76. Berriozar, Navarra, Spain

[www.lantxotegi.org](http://www.lantxotegi.org)



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