



**Grundtvig Learning Partnership- Creating Spaces of Experience
Transnational Event - 20-23 June 2012**

**EUPEN – BELGIUM / BRUSSELS - BELGIUM
HOST: EU WAREHOUSE**

Venues:

- 21/6/2012: Ministerium der Deutschsprachigen Gemeinschaft, Agentur für Europäische Bildungsprogramme VoG, Europasaal, Gospertstraße 1, Eupen
- 22/6/2012: [Boulevard Charlemagne 28, Brussels](#) (click for directions)

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PROGRAMME

Wednesday, the 20th of June

Afternoon	arrival of partners
19:30 h	Dinner Quartier Libre (modern Belgian cuisine), rue Lesbroussart, 16, 1050 Brussel (click here for directions)

Thursday, the 21st of June

8.30 h	Meeting at “Gare Central / Centraal Station” in Brussels Platform 3
9.02 h – 10.45 h	<i>Train Ride to Eupen</i> DRIVE BY LEARNING
11:15 – 13:00 h	VALORISATION AND DISSIMINATION MEETING Welcome(s) and introduction (s) The tasks of the National Agency in Eupen / Grundtvig-programme (Johanna Schröder, director) Overview: CSE project idea and results (EU WAREHOUSE and team training, project partners) Eupen-EU-Cafè – „Creating Spaces“ Aspects of adult education in Belgium (Carmen Xhonneux)
ca. 13.00 – 14.00h	Lunch (soup and sandwiches at the venue)



14.00 – 16.30h	EU-workshop and exchange of best practice: Integration of and dealing with learning outcomes in the field of non-formal / informal adult education / National Qualification Framework(s) / national and European discussions with relevance for our project topic/ aspects of learning outcomes related curricula development
17.00 – 18:59 h	<i>Train ride back to Brussels</i> Exchanging / discussing / relaxing / experiencing / project managing (part I)
19.30 h	Dinner in Brussels Le Grand Café (classic Belgian cuisine), 78 Boulevard Anspach, 1000 Bruxelles, http://www.legrandcafe.be/legrandcafe/

Friday, the 22nd of June

9.00 h	Meeting at the venue in Brussels : welcome and introduction to the programme
9.30 -10.15 h	cadavre exquis creating / spaces / experience... <i>getting visual</i>
	Coffee Break
10.30-12.30	Creativity slamming (part I: preparation, partII: on stage)
ca. 12.00 – 13.30h	Naked Lunch
13.30-14.00	... Creativity slamming (...partII: on stage)
14.00-15.00	CSE-EU-Adult Education contest (gender sensitive!)
	Coffee Break
ca. 15.30 h	...are you experienced: project management issues, finalizing our project (project managers) Space...to discover Brussels...
19.00 h	Belgian food trail, part II: the real deal : fritten + pintjes, fries + beer, Fritten + Bier...football needs and requests will be considered

Saturday, the 23rd of June

	Departure
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...are you experienced – innovative methods emphasising and stimulating awareness and creativity

In order to create a material or immaterial “space” to initiate a learning process, not only the right method is needed, but also the right atmosphere, which can produce a readiness to get involved in it. The following method suggestions very much use elements of attentiveness and emotional awareness, fantasy and imagination, tension, suspense and relaxation, and ... most certainly, leaving one owns comfort zone. The engaging in the following three learning approaches can be used to enhance a changing of perspectives (on various levels in the broadest sense) through adding different aspects and/or opposite aspects.

cadavre exquis

“Getting visual and creative” describes best the using of the well known playful method “cadavre exquis”. It was invented by Surrealists and is connected to famous names like André Breton, Man Ray or Henry Miller, just to name a few. The name is derived from a phrase that resulted when Surrealists first played the game, "Le cadavre exquis boira le vin nouveau."

Photo:

<https://picasaweb.google.com/110442449705086534226/GrundtvigSpacesEupenAndBrusselsJune2012?authkey=Gv1sRgCJyLhuDz1pKvpgE#5759911878228949858>

The general idea is to collect words or images in an assembled way. Each participant adds to a composition in sequence, either by following a rule or by being allowed to see the end of what the previous person contributed.

The method could be seen as an “ice breaker” in AE group settings, but has much more to offer, being playful and eventually enriching to the learners. Many variations can be added to the set up.

The setting allows making diverse groups work together, using playfulness and imagination to open their minds for new experiences. The “rules” of the methods don't



limit the expression of the participants, but creates a trustful and fantasy-enhancing atmosphere.

The picture in our group example was composed of four “body parts”, which were show-cased on the wall, after name, age, size of shoes, profession and the person’s motto had been added. So different stages of collaboration can be used by the facilitator, opening the minds of the participants, challenge their comfort zones in a friendly way and make their imagination and fantasy ready for more.

This method can be applied at almost any place. The target group is almost limitless; the method can be perfectly adapted to vulnerable groups. Facilitators need to bring paper and crayons in different colours.

DRIVE BY LEARNING¹

“DRIVE BY LEARNING” is a method very much taking the aspects of “spaces” and “experience” into consideration. It was inspired by the Grundtvig programme.

The method contains two steps and can be used in non-official learning times, for example in the train or bus, in a waiting room, in any situation, an AE learner group is not in the targeted learning process.

In the first step (in our situation in the train) each learner gets a sheet of paper. They are asked to let their thoughts flow, have a look out of the window, have a look at the others, let their mind wonder, let curiosity take the better of them

The learner is asked to go out of context and into the context of (in this case e.g.) our project ... to get their imagination on “creating”, “spaces”, “experience”, on their educational benefit for disadvantaged groups.

They are asked to use this attentiveness and mindfulness in order to write down the things that come first to your mind, while travelling to a (surely) unknown place... .

YOUR NAME: _____

¹ Kerstin Weert, 2011



SPACES	EXPERIENCE	CREATING / CREATIVE	NEEDS / BENEFIT OF THE TARGET GROUP

In the second step, later or the next day, the inputs of the learners will be used in order to reflect in a more structured way on their findings.

This method can be applied at any place, where a learner group is in a “waiting” situation – on the bus, in the train etc. The target group is almost limitless; the method can be perfectly adapted to vulnerable groups. Facilitators need to prepare the questions carefully and bring a prepared small text and pens.

European Creativity slamming (naked lunch version)²

The "European Creativity slam" is based on the idea of slamming, a type of competition open to all who wish to compete, given the number of slots available (e.g. used in poetry or hip hop).

Creativity slams can feature a broad range of voices, styles, cultural traditions, and approaches to learning, writing and performance and all other kind of expressive learning techniques.

Photo:

<https://picasaweb.google.com/110442449705086534226/GrundtvigSpacesEupenAndBrusselsJune2012?authkey=Gv1sRgCJyLhuDz1pKvpgE#5759911956257698738>

The groups fantasy and imagination had been fueled by the title of the learning experience, “Naked Lunch”, a reference to the novel by William S. Burroughs originally published in 1959. The idea is to let learner groups work on a (e.g. project or course related) given topic, but challenging them through adding different / opposing aspects and obliging them to present their topic in an unusual form (like e.g. poetry, singing, drama etc.). The styles of expression are open to the learner group. The decision how to perform is a vital part of the learning experience. The facilitator will give a list of words

² Kerstin Weertz, 2009



or phrases to mixed and/or diverse learner groups, which are reflecting aspects of the ongoing learning process, adding surprising or unfamiliar or seemingly unconnected aspects. Our learning group e.g. had to work with:

- soul-searching
- social responsibility
- attentiveness
- Naked Lunch – And Start West

- non-traditional training methods
- human development orientation
- mindfulness
- Naked Lunch - The Vigilante

- identify projects/aspects the people themselves felt they needed and to help them find the resources required to carry out the projects
- sustainable.
- imagination
- Naked Lunch - Benway

- Participatory, facilitative, exploratory approach
- you don't change attitudes and behavior, particularly long-standing, deep-seated, strongly-held attitudes and behavior, by telling people what they should do
- Naked Lunch - Joselito

- acceptance of and effective relations
- helping people assess the problems and issues and decide for themselves what they need and want to do
- comfort zone
- Naked Lunch - The Black Meat

- challenge basic beliefs and assumptions
- guiding and supporting them in exploring alternatives
- fantasy
- Naked Lunch - Hospital

The method contains has a massive element of empowering, expressed in the extraordinary performances shown by the team members. The more trust there is in the group, the more daring the performances will be. So, it might be best, to apply this method to group which have been working together for a while and use it e.g. to reflect in a creative way on their formal, non-formal or informal learning experiences.



Participants will be hugely challenged to go out of their comfort zones. Adding the absurd or unexplainable (here: references to the book of William S. Burroughs), liberates the learner to limit himself/herself to the boundaries of a “given” subject.

Audience members can be included in the process, becoming part of the output’s presence.

The method should be well prepared with regards to choose the “to-do-list”, in order to create the right positive tension. There needs to be the rights mixture between the known and the unknown. It can be applied to vulnerable learner groups, but it should be done, when there is already a base of team spirit developed in the group.



European toolbox – relevant policies, exchange of best practice, dissemination and valorisation

As our project was created in a European setting, the partnership finalized the work through engaging in the classic European toolbox. We had the chance to organize our valorisation and dissemination meeting in the EU conference room of the Ministry of the German Speaking Community in Eupen, Belgium, kindly hosted and welcomed by the director of the National Agency, Ms Johanna Schröder. The partnership was greatly honoured that Ingrid Inselberger (Regierung der DG, Kabinett I. WEYKMANS) and Carmen Xhonneux (Ministerium der DG, kulturelle und soziale Angelegenheiten, Kultur, Jugend und Erwachsenenbildung, Jugend und Erwachsenenbildung) attended the meeting!

Foto:

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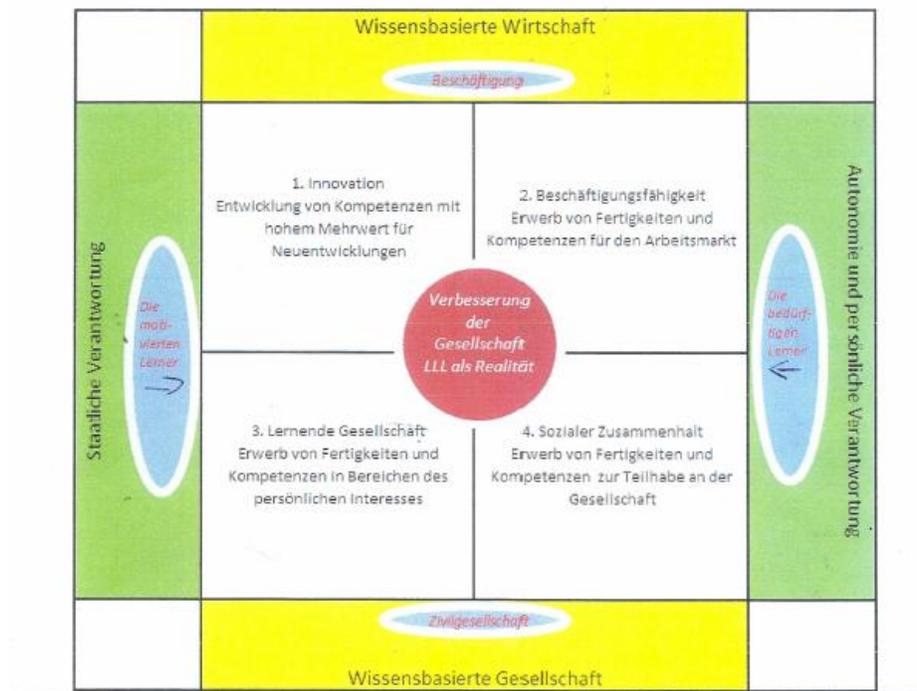
The partnership members had the chance to disseminate the results of the project in front of members of the DG- cabinet and the Ministry of Education as well as other adult education providers. This not only had the effect of opening the outcomes for other parties, valorisation allowed a secondary reflection of the group on their achievements and a high level of European bonding.

Ms Carmen Xhonneux from the Ministry of Education provided an in-depth overview on AE in the German Speaking Community of Belgium, which initiated a debate on the effects of the different approaches, how AE is organised in the participating countries and which effects this can have on the organisation of AE work.

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Ms Johanna Schröder provided an outlook on the future development of AE on European level and the future of Grundtvig.



The European emphasis will be –with regards to the economic crisis – on innovation and employability. Grundtvig might get less funding after 2013, but the general LLP budget might be doubled and the overall percentage for adult education will stay the same.

EU-workshop and exchange of best practice

In order to prepare the topics “learning outcomes in the field of non-formal / informal adult education / National Qualification Framework(s) / national and European discussions with relevance for our project topic”, Ms Kerstin Weertz from EU WAREHOUSE gave an introduction with regards to the relevant EU policies.



eu warehouse   

Europe 2020: a European strategy for smart, sustainable and inclusive growth

Three mutually reinforcing priorities:

1. Smart growth: developing an economy based on knowledge and innovation.
2. Sustainable growth: promoting a more resource efficient, greener and more competitive economy.
3. Inclusive growth: fostering a high-employment economy delivering social and territorial cohesion.

The EU needs to define where it wants to be by 2020. To this end, the Commission proposes the following **EU headline targets**:

- 75 % of the population aged 20-64 should be employed.
- 3% of the EU's GDP should be invested in R&D.
- The climate/energy targets should be reached.
- The share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree.
- 20 million less people should be at risk of poverty.

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The European Qualifications Framework (EQF)

The European Qualifications Framework (EQF) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.

The core of the EQF concerns eight reference levels describing what a learner knows, understands and is able to do – 'learning outcomes'.

The EQF applies to all types of education, training and qualifications, from school education to academic, professional and vocational. This approach shifts the focus from the traditional system which emphasizes 'learning inputs', such as the length of a learning experience, or type of institution.

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National Qualification Frameworks (NQR)

National Qualifications Framework
 'National Qualifications Framework' means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

Learning Outcomes
 'Learning Outcomes' means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

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Validation of non-formal and informal learning

Formal learning is typically provided by education or training institutions, with structured learning objectives, learning time and learning support. It is intentional on the part of the learner and leads to certification.

Non-formal learning is not provided by an education or training institution and typically does not lead to certification. However, it is intentional on the part of the learner and has structured objectives, times and support.

Informal learning results from daily activities related to work, family life or leisure. It is not structured and usually does not lead to certification. In most cases, it is unintentional on the part of the learner.

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The partnership deepened their so far reached work outcomes in three **European workshops**:

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WORKSHOP 1

Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for



personal fulfillment and development, active citizenship, social inclusion and employment.

The Reference Framework sets out eight key competences:

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship;
- 8) Cultural awareness and expression.

The key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities.

There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking, and constructive management of feelings play a role in all eight key competences.[^]

Please discuss in your workshop, which competences, with regards to our project, can / should be enhanced and fostered with regards to the personnel and our target group and how this could be done.

WORKSHOP 2

“LEARNING PLACES”

“Learning places” take more and more SPACE in the field of adult education.

Discuss the idea of “learning space”, which hasn’t been officially defined and offers a lot of facettes.

Design a structure of which aspects you would like to discuss (where / the space / the “orientation” of learning like experience oriented, innovative; future-oriented, the tasks of learning places etc.) and collect your ideas.

Der Begriff »Lernort« nimmt in der Erwachsenenbildung ständig breiteren Raum ein – im lebenslangen Lernen wird immer und überall gelernt, und immer neue Plätze werden als Lernorte deklariert. Dennoch ist der Begriff nicht klar definiert und beinhaltet zahlreiche Facetten. Die »DIE Zeitschrift« trägt zur Klärung bei, wirft einen Blick auf die Geschichte des Lernortbegriffes in der Berufs- und Erwachsenenbildung, erinnert an antike Lernorte, benennt die Aufgaben von Lernorten im lebenslangen Lernen und stellt erlebnisorientierte und innovative Lernorte wie den Linzer »Wissensturm« vor. In den



Beiträgen des Heftes wird die »Lehrseite« immer mitbedacht, die in der Lernortdiskussion oft übersehen wird.

WORKSHOP 3

- Aspects of learning outcomes related curricula development
- Learning outcomes with regards to non-formal / informal learning: advantages, obstacles

Foto:

<https://picasaweb.google.com/110442449705086534226/GrundtvigSpacesEupenAndBrusselsJune2012?authkey=Gv1sRgCJyLhuDz1pKvpgE#5759911690726575218>