

Presentation

The Consortium has been set up to represent LLL with actors dealing directly with adults learning and with actors of the main Non-profit areas of intervention. Adult education is a key component of LLL and has a key role within all the EU strategies starting from Lisbon. It's considered a "public good" and a public responsibility, with a cultural mediation role and a support to the social capital growth in terms of increase in citizen participation,

better health conditions and higher level of wealth and individual realization feeling, which are typical feature of Non-profit. Despite the increasing attention of the EU towards LLL, adult education is not developed enough today. NOPROS intends to facilitate the access to LLL and the attainment of key and transversal competencies by using the Non-profit sector as a tool. The main outputs are:

NOPROS LEARNING CIRCLES METHODOLOGY: as a democratic and emancipatory method and arena for learning, particularly among adults. This methodology will be integrated with positive group work skills, to develop self-confidence, strong creative verbal & physical vocabulary, imaginative thinking.

FIVE NOPROS LEARNING CIRCLES CURRICULA: each of them dealing with specific feature and areas of interventions of the Non-Profit sector for achieving key & transversal competencies.

SHORT TERM IMPACT: advantages of the NOPROS learning circles methodology for both the organizations and stakeholders dealing with LLL and the "adults community" to be involved in the experimentation. Each partner will be in charge of setting up an experimentation environment for testing at least 2 LC curricula.

LONG TERM IMPACT: the further beneficiaries will be reached during the dissemination and thanks to the setting up of the e-Learning Circles for contributing to the EU strategies for enhancing the quality of training offer and for increasing the adults participating to LLL.



Non-profit as generator of key competencies

NoProS proposal recognizes the Non-profit sector as a generator of key and transversal competencies, being the social benefit/social economy milestones of its structure. Non-profit as a tool, as a sector able to activate and start up those processes enabling the attainment of personal fulfilment and personal empowerment, required for reaching empathetically

a concrete social cohesion and EU identity.

NoProS project defined five key and transversal competencies for which will develop curricula for use with the learning circles methodology. A level "Learn to learn" was considered for to improve learning skills and the quality of training offer.

	Key competence to attain	Learning Circle curricula	Goals to reach
Level 0	Learn to learn	Learning capabilities	To identify approaches to develop skills; to test the relative effectiveness of different approaches to develop learning skills
1	Cultural awareness and expression	The European Theatre through an historical perspective	How culture represents European history and how contributes to an European identity
2	Communication: Mother tongue and foreign language	Cultural Heritage for Multi-Lingual Communities	Acquire a positive attitude toward communications both in the mother tongue and in a foreign language through the availability of a critical and constructive dialogue. Awareness of language's impact on others. Appreciate cultural diversity through the study of the English language's evolution (with the support of "The Ecology of Language", Lisa Lim) as a result of European integration, economic-trends and Internet.
3	Digital competence	Creative Communication & Cooperation	Identification of new tools/languages through joint actions with a social value, development of teamwork and strengthening and enhancement of skills of each one.
4	Sense of initiative and entrepreneurship	Initiative and Entrepreneurship	Identification of structures and activities useful to facilitate the flow of information and resources available in a community/business supporting the planning, organization, management, reporting and benchmarking. This process reveals hidden resources. Enhancement of the social economy to facilitate the social dialogue at European level.
5	Mathematical and basic competencies on scientific and technological field	Non Profit issues for Mathematical, Scientific and Technological Competence	Being able, through international cooperation's case-studies, to apply scientific processes and technology. Being able to use and develop mathematical concepts through project planning. Fund raising.

Kick-off meeting in Perugia

The project kick-off meeting was held in Perugia, city of the headquarters of the partner coordinator Tamat. During two days of work, 4-5 February, the partners debated deeply all aspects of the project implementation and have redefined its schedule. Partners' representatives who met in Perugia were the following: **Tamat** - **Corinna Bartoletti**, trainer language and communication; **Eleonora Bruni**, trainer counsellor; **Silvia Francario**, project manager; **Patrizia Spada**, president; **La Società dello Spettacolo** - **Claudio Luciani-Grugher**, president; **Michelangelo Bellani**, actor; **ANCE** - **Kelly Bibiri**, project manager; **AEAE Andras** - **Sirje Plaks**, program manager; **CENJOR** - **José Luiz Fernandes**, project coordinator. **NM&M** - **Victoria Boome**, learning programmes developer;



Elaine Richmond, community learning programs coordinator; **DCR** - **Kidane Waldemariam**, IT and education consultant; **ASC** - **Colin Campbell**, executive director; **LETU** - **Tatjana Babrauskiene**, international secretary;

Audrius Jurgelevicius, president; **CEL** - **Maurizio Zollo**, chairman of the research board; **Michela Cavalletti Dhringa**, managing director; **Ivano Hammarberg Ferri**, research scientist; **SEED** - **Isabella Rega**, project manager.

Partnership

Organisation Name	Nationality	City	Sector	Website
Tamat ngo	IT	Perugia	NGO	www.tamat.org
La Societa' dello Spettacolo	IT	Assisi (PG)	Drama and theatre	www.lasocietadellospettacolo.org
ANCE	GR	Athens	NGO education	www.ance-hellas.org
AEAE Andras	EE	Tallin	NGO adult education	http://www.andras.ee
CENJOR	PT	Lisbon	Journalism education	http://www.cenjor.pt
National Media Museum	UK	Bradfor	Media and communication	http://www.nationalmediamuseum.org.uk
De-Charles Resources Limited	UK	London	VET Provider	http://decharles.co.uk
Assist Social Capital	UK	Edinburgh	Social Capital	http://www.social-capital.net
Lithuanian Education Trade Union (LETU)	LT	Vilnius	VET provider association + trade union	www.lpsk.lt
CEL	NL	Nieuwegein	Research and coaching on education and training	www.evolutionary-learning.org
SEED	CH	Lugano	ICT and e-learning technologies	http://seedlearn.org

Learning Circles Methodology

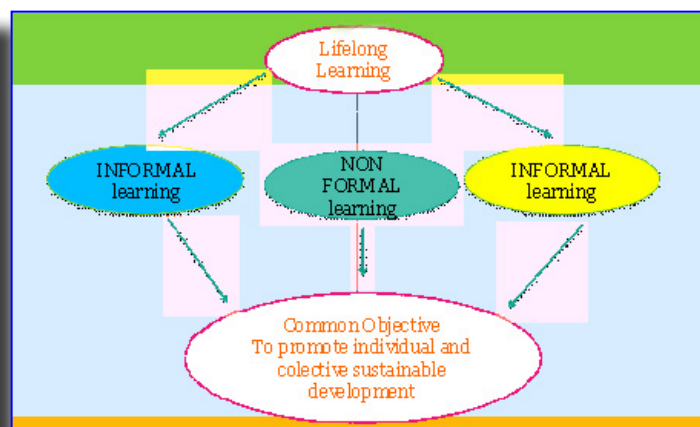
Why is Lifelong Learning so important?

- Learning is lifewide and not confined to childhood or the classroom but takes place throughout life and in a range of situations.
- Learning can no longer be divided into a place and time to acquire knowledge (school) and a place and time to apply the knowledge acquired (the workplace).
- Life expectancy has increased and thus there is the need to update and enrich our own knowledge, skills and competencies to have a good quality of life.
- It is key to growth and jobs, as well as to allow everyone the chance to participate fully in society.

Non-Profit Space as generator of key competencies



Common and shared objective



What is a Learning Circle?

Learning circles is an highly interactive, participatory structure for organizing group work.

The goal is to build, share, and express knowledge through a process of open dialogue and deep reflection around issues or problems with a focus on a shared outcome.

Learning Circle is a series of discussions, demonstrations, reports on readings and presentations through which the members of the Learning Circle share their knowledge and experience, learn new information and apply and test new skills.

Learning circles and leadership

Learning in groups makes the learning action easier and more effective: Each member of the learning circle is both leader and participant allowing circulation of ideas, knowledge, thoughts.

This is the group reciprocity



TAMAT Italy

TAMAT is a register NGO working since 1995 in the domain of international cooperation and, since 2007, it is formally certified as a training centre by the Regional authority of Umbria.

As a cooperating organisation the main objective of TAMAT is to work with bottom-up logic and within the sustainable economy framework to promote economic independency of women and men leaving in disadvantaged economic environment, through educational and micro-entrepreneurial interventions in the spheres of agriculture, environment, sustainable tourism.

TAMAT cooperation interventions are aimed at promoting effective individual empowerment through the transferring of both tangible and intangible outputs so that the local population's growth is envisaged both in economic terms and relating to development and acquisition of one's own dignity and rights.

As an education providing body TAMAT engages in translating its experience and know how in the non profit cooperation sector into a learning tool and a learning environment. This means that all the ensemble of abilities, methodologies, knowledge, behaviours, beliefs that serve to successfully manage and implement a cooperation project can easily become vehicles for individual and collective growth both in terms of Key and Transversal competence acquisition and in terms of personal and group empowerment.

Thus, TAMAT is engaged in:

- transferring Development Education issues within the primary and secondary educational context targeting both at students and at trainers;
- promoting competence acquisition among adult learners through lateral thinking methodologies based on non profit contents and approaches;
- encourage immigrants cultural and educational inclusion in the hosting society through valorisation of multicultural specificities and heritages;
- support the dissemination of a generalised sustainable attitude of the individuals through the promotion of sustainable behaviour such as fair trade consumption economic habits.

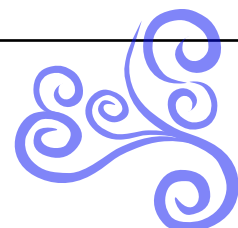
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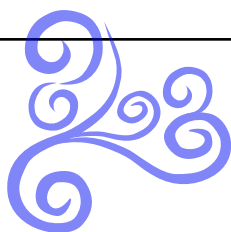


La Società dello Spettacolo Italy

La Società dello Spettacolo is a cultural association operating in the field of experimental theater, video and live performance. Modularity is from the beginning the main feature of their investigation within multiple languages of expression on a free testing ground that however doesn't forget the memory of tradition. The theatrical production is characterized by a particular dramaturgical adaptation of sociological and philosophical texts to the scene, in order to explain the link between the word of the plays and the philosophy. Parallel with the theatrical research, the Società dello Spettacolo leads training and education projects in which the theatrical disciplines become support to the teaching. For these activities the association collaborates with the local government and public institutions.

The Società dello Spettacolo conducts regularly also theatrical workshops in schools and workshops of studio for adults, and organizes projects of theatrical education, dedicated to the disabled people in collaboration with institutions and humanitarian organizations. It also produces documentaries, video, installations and live multimedia performances.

For the Nopros project the Società dello Spettacolo has the task to present theater as a key competencies generator. In fact theatre is not just artistic expression but also a methodology and a pedagogical tool for man education. It is an instrument of culture, the expression of citizenship and a useful term of comparison with contemporary society.



La società dello spettacolo_ associazione di cultura

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ANCE Greece

Athens Network of Collaborating Experts for the Support of the Less Privileged (ANCE) is a non-governmental, non-profit organisation based in Athens, Greece that works for the promotion of sustainable development and the support of vulnerable social groups in the European Union and the developing countries.

ANCE collaborates with other NGOs, local development agencies, local, regional and national authorities, Universities and research centres in Greece and other EU countries, as well as in Turkey, Ukraine, Moldova, Uzbekistan, Egypt, Lebanon, Kenya, Sri Lanka, Pakistan, etc, in order to:

- promote democracy and protect human rights
- fight marginalization and social exclusion
- guarantee access to education for all children
- support populations affected by natural and manmade disasters
- generate income for the most disadvantaged social groups
- protect the environment and preserve cultural heritage
- promote professional mobility and cultural exchange
- raise awareness about the intra-dependence between South and North.

“When planning for a year, plant corn.
When planning for a decade, plant trees.
When planning for life, train and educate
people.”

Chinese proverb Guanzi (c. 645BC)

ANCE is really keen to participate in the development of the NoProS learning circles methodology which aims at facilitating access to LLL and the attainment of key and transversal competencies by using the Non-profit sector as a tool, because we believe that education is a right and a foundation for sustainable social and economic development. Education & learning empowers people with the knowledge and skills to improve their lives and with the values and attitudes to live together. It promotes community participation, active citizenship, political awareness and greater social inclusion and cohesion.

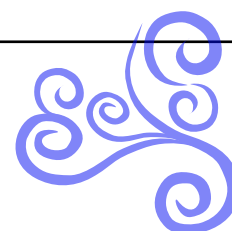
Today, education is a right still denied to millions of children, youth and adults around the world. As they expand to accommodate more learners, education systems should develop strategies that promote inclusion, quality learning, flexibility and innovation, such as the NoProS learning circles methodology.

ANCE NGO

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AEAE Andras Estonia

The mission of the non-profit Association of Estonian Adult Educators Andras is to provide the prerequisites for lifelong learning in Estonia, to include the decision makers and all other stakeholders in designing the educational environment, and to motivate learners in the learning process.

The activities of AEAE Andras include: organising campaigns and events highlighting the value of education such as the Adult Learners Week and Adult Education Forum; participating in various international and European Social Fund projects focused upon adult learning; recognising the profession of an andragogue and attributing professional qualifications; consulting member organisations and engaging them in the EU projects advancing the development of adult education.

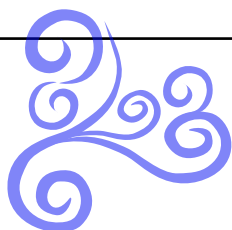
As Andras has 12 years experience in organising the Adult Learners' Week in Estonia there is a lot of respective experience to share. Respective events take place at this time: open days in educational institutions, family days, workshops etc. During the preparation of ALW we run information seminars for the members of the network in all the counties; county coordinators and members of the national support group also receive special training.

Cooperation with voluntary learning campaign organisers and learners has established an over-Estonian network involving all 15 counties.

Andras closely cooperates with the Ministry of Education and Research, Estonian Public Broadcasting etc. The dissemination means include radio and TV programme, magazine „Õpitrepp” and network of local newspapers. There is an ongoing development process of the variety of dissemination materials that are distributed via the network.

Since 2004 Andras has the right to attribute andragogue's professional qualifications. The professional standard of an adult educator is attributed on levels II, III, IV and V. There are currently 184 professional andragogues in Estonia.

In order to improve the quality of adult education and training, AEAE Andras is carrying out the qualification courses of adult educators.



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CENJOR Portugal

CENJOR (Centre for the Professional Training of Journalists) was created by a protocol signed in 1986 by government departments that oversee both the state programmes backing the media and professional training, by the National Union of Journalists and by newspaper publishers associations. CENJOR's statutes define it as a public owned entity, with independent administration and finances, as well as patrimony. Its planning and budget are sanctioned by the Ministry of Labour.

CENJOR provides development and qualification for professionals and regular media contributors, encourages adaptation to new communication areas and techniques and facilitates the acquisition of new professional skills. CENJOR's professional training in journalism covers newspapers, photojournalism, radio, television, news websites, multimedia and some management areas of media companies.

For university students and those who have just graduated, CENJOR regularly organises workshops. These are professionally oriented and are meant as a practical addition to academic learning. These medium duration workshops provide for a better professional integration of would-be journalists.

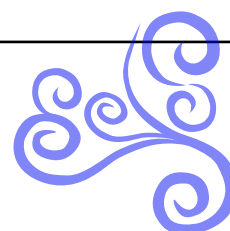
CENJOR's varied activities include short duration courses for secondary education teachers who lead communication projects in their schools. Medium duration courses are also provided for professionals of public and private entities that work in communication departments or have to deal with the Press.

CENJOR has developed several projects and training sessions for journalists and media company's staff in Portuguese speaking African countries (Angola, Cape Verde, Guinea-Bissau, Mozambique and S. Tome e Principe) and East Timor.

CENJOR is a member of the European Journalism Training Association (EJTA), and belonged to its executive board from 1997 to 2000.

CENJOR

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FILM NATIONAL
MEDIA TELEVISION
RADIO MUSEUM WEB
PHOTOGRAPHY

National Media Museum Bradford, UK

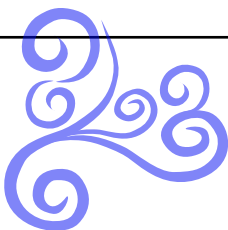
The National Media Museum is part of a group of museums that include the Science Museum in London and The National Railway Museum in York.

The Museum is located in Bradford city centre and has 5 interactive galleries; 3 cinemas including an IMAX screen; 2 temporary exhibitions galleries and hosts 5 film festivals annually.

The Museums' diverse collections encompass some of the best, most significant and important visual material to be found anywhere in the world. Our collection of photographs contains key images by the most influential photographers of our time, and includes the world's first negative and the pre-eminent William Henry Fox Talbot Collection. The Museum's extensive collection of photographic technology contains equipment from early photography to current innovative practice. The Cinematography Collection comprises equipment relevant to the filmmaking process. It includes equipment by eminent pioneers and unique and important objects. Television is strongly represented and incorporates an unrivalled collection of objects relating to the history and development of television: John Logie Baird's 1923 experimental apparatus, a diverse range of television receivers, the Thames Television camera collection and a major archive of television commercials.

The National Media Museum aims to be the best museum in the world for inspiring people to learn about, engage with and create media. We are interested in helping our audiences explore the artistic, technological, social and cultural impact of media and understand how different media reflect and shape lives and the world in which we live.

The Museum has an active public programme of events, talks, festivals, workshops, conferences, informal discussion groups and courses for adults, families and schools. We work in partnership with a large number of institutions and organisations to create opportunities for people to develop their understanding and knowledge of media.



National Media Museum

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Assist Social Capital Edinburgh, UK

Assist Social Capital (a company limited by guarantee with charitable status) was established in 2002 to facilitate the practical application of social capital to enhance community wellbeing. We provide the following services:

1. WEBSITE - The Assist Social Capital (ASC) website was set up as a point of easy access for anyone interested in social capital (www.social-capital.net).

2. E-BULLETIN - A regular e-bulletin which rounds up interesting stories, articles and events related to the world of social capital (it's FREE so sign up online).

3. TRAINING COURSES - To help organisations understand how their activities could have an impact on developing social capital, so they can better focus their resources to have high impact at low cost.

4. PROJECT DESIGN & DEVELOPMENT SERVICE - A diagnostic process that highlights the strengths and weakness of our client's activities and suggests ways of designing or redesigning activities to help them deliver high social capital impact using a 'Traffic Light' format.

5. BENCHMARKING & EVALUATION

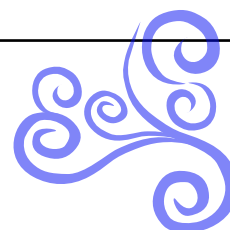
* /Social Capital Case Studies/ - from a social capital point of view, enabling the organisation to articulate the contribution they can make to their communities and reach a wider audience.

* /Social Capital Profiling/ - a report card which provides a commentary on the amount of bonding, bridging and linking social capital as well as a reading on the levels of trust, reciprocity and well-being, which is then used to produce a Social Capital Action Plan.

6. CONFERENCE & EVENTS - international conferences on themes such as /'Social Capital & Community Resilience'/, New Lanark, 2009.

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De-Charles Resources Ltd

London, UK

De-Charles Resources Ltd (DCR) was founded in 2001 as a recruitment agency for teachers and care workers, in the London area.

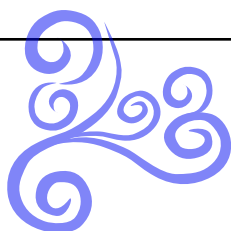
We are an organisation with a difference. This is because we recognise that our continued existence can only be assured through commitment to customers and employees. Our first responsibilities go to our customers. We strive to provide a good value for money with high standard of service, while anticipating and quickly responding to their new demands.

Our second responsibilities are to our employees. We are committed to encouraging talent, ingenuity and innovation through competent management and reward that will contribute to success.

Since foundation the organisation has identified other areas of need, such as training and professional development.

In collaboration with our European partners, the organisation has successfully carried out research that looked into the role of ICT in teaching mathematics to children with special needs. The results have been disseminated through publications, CDs and workshops. In recognition for our quality of services, the Home Office - in 2007 - funded the company to organise various short courses to prepare new settlers and refugees for the United Kingdom labour market. The beneficiaries of this project included overseas qualified teachers, nurses and other professionals with various levels of skills. Teachers qualified overseas, have been introduced into the British education system with courses such as behaviour and class room management, lesson planning and more. Others have been given suitable training in English Language, CV preparation, job search and interview techniques, which has enhanced their employment opportunities in the United Kingdom.

At De-Charles School of English London (DSEL) we provide daily, weekly, interactive and intensive English course for students, journalists, bankers, the oil industry and other businesses. The English Language Lessons at De-Charles are tailor-made to cater for everybody with the need to learn or improve their English skills. They include beginners, elementary, intermediate, upper intermediate and advanced level.



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LIETUVOS ŠVIETIMO PROFESINĖ SAJUNGA

LETU Lithuania

Lithuanian Education Trade Union – LETU (Lietuvos švietimo profesinė sąjunga – LŠPS) is the largest trade union organisation for education employees trade unions in Lithuania with about 9 000 members and with over 20% unionization rate. The Union is the only education trade union organisation in Lithuania uniting workers in all fields of education, ranging from pre-primary teachers to lecturers and researchers in universities and vocational school teachers/trainers.

The Union is actively engaged in promoting the overall professional and trade union interests of its members at all levels – national, regional and institutional. The LETU is politically independent and is deeply committed to working to influence the education policy of the Government and employers. The Union representatives actively participate in tripartite bodies, solving social, economic and labour issues, seeking to promote social dialogue, initiate bilateral collective agreements with employers' organizations.

LETU is a member of the Federation of Lithuanian Education and Science Trade Unions (FLESTU), which is the largest member union of Lithuanian Trade Union Confederation (LPSK). The FLESTU is also the member of Education International (EI) and European Trade Union Committee for Education (ETUCE).

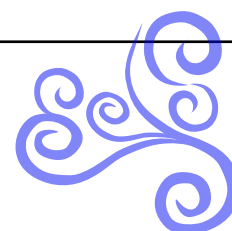
The main objectives of the LETU include the coordination of the activities of Union members, as well as the representation and protection of the professional, employment, economic and social interests of the members mainly through collective bargaining. There is a strong link between research and collective bargaining especially national and regional macroeconomic data. Therefore the research and education department of the LETU provides:

- research support for all union activities;
- a thorough analysis in the area of work, workplace organization, and economics;
- education and training for members, stewards and staff.

The LETU sets out the following priorities:

- to follow up the implementation of the European Treaties and legislation, especially the provisions dealing with initial and in-service-teacher education, the development of curriculum, vocational and educational training, qualification of young people and adults and research;
- to demand more opportunities for exchanges and co-operation in education;
- to support the development of vocational training and language teaching.

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CEL The Netherlands

The Center for Evolutionary Learning (CEL) is a non-profit, global, research and learning network specialized in the study and support of organizations as they strive to integrate principles of sustainability and responsibility in their strategies, processes and culture.

We envision a corporate world where self-empowered individuals generate and promote decisions, practices and initiatives within their organizations, for the benefit of all concerned stakeholders: investors, employees, customers, partners and communities at large.

At the individual level, CEL works to identify the most effective learning approaches to improve personal development processes in leaders, managers and employees working in private, social or public organizations, towards higher levels of self-empowerment

For organizations, CEL develops and implements new initiatives to enhance organizational evolution toward sustainability and competitiveness in their economic, social and environmental impacts

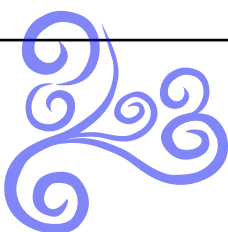
For communities, CEL promotes societal evolution by facilitating the actualization of expanded consciousness in business, public and civil organizations, and a multi-stakeholder collaborative approach to the balanced and sustainable development of economic and social activities

The CEL approach supports an evolutionary cycle between research and learning that allows continuous transformational change:

- highest quality academic research drives diagnostic process to identify organizational needs
- customized learning interventions are developed from research-based diagnostic process
- post-intervention assessments to measure effectiveness of learning interventions
- data about organizational learning and change feeds academic quality research, which in turn improves the design of future learning interventions

CEL interventions include areas such as:

- Corporate health and well-being
- Team-work effectiveness
- Corporate and managerial social responsibility
- Sustainable growth strategies
- Cultural change towards sustainability
- Enlightened leadership



CEL

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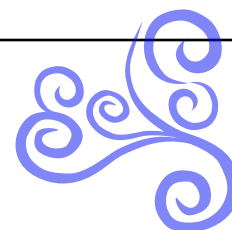
SEED Switzerland

SEED, a start-up non-profit company located in Lugano, was born from the belief that an adequate use of ICT and e-learning technologies can make a difference in education and training initiatives in cooperation and development projects: enhancing access, allowing the creation of stable networks, and improving daily working activities.

SEED offers expertise, services and technical solutions supporting all the phases of educational cooperation and development projects. Seed can work on localized mandates (e.g., identification of instructional needs, a context analysis, or evaluation), or in wide-range partnerships.

SEED has provided expertise and services to partners organization in several projects, involving different kinds of media: Web sites and Web applications, 3D worlds such as Second Life, printed media and audio. Seed's staff took part into different EU projects on research, training or dissemination tasks. Seed is active in different projects in Switzerland and in developing countries aiming at using educational technologies to foster socio-economic development.

Web site: <http://www.seedlearn.org>
 Blog: State Secretariat for Education and Research State
<http://blog.seedlearn.org/>



Lifelong Learning Programme



Education, Audiovisual & Culture
Executive Agency



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