



How we built a learning centre

LEARNING
FWD 21 



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Stano Jendek (str. 20, 28, 29, 35)

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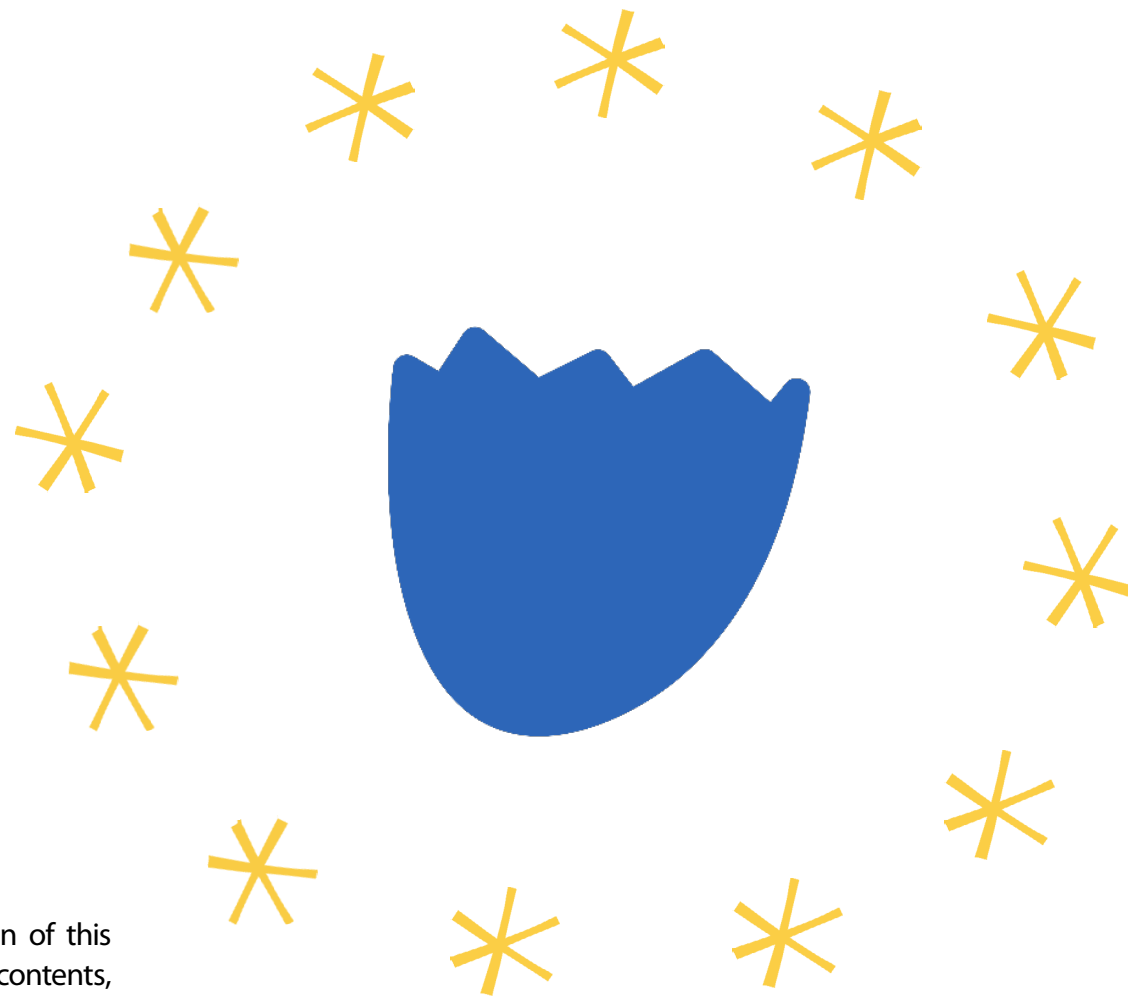


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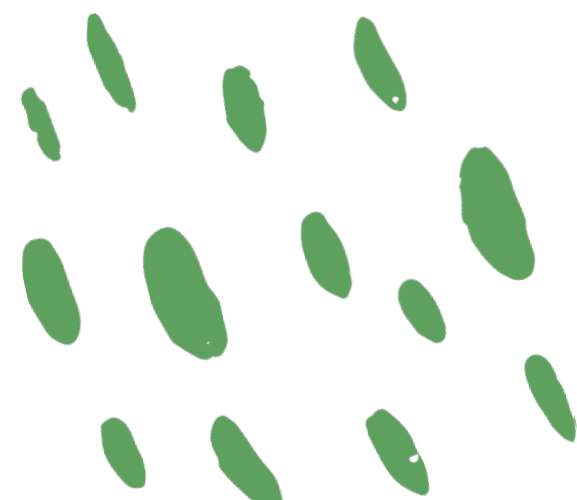
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About the project



Instead of introduction

We are a partnership initiative that believes that collaborative learning of adults through competence building can make the challenges that regional communities face more digestible. We agree that “learning communities connect people, organizations, and systems that are eager to learn and work across boundaries, all the while holding members accountable to a common agenda and enable participants to share results and learn from each other, thereby improving their ability to achieve rapid yet significant progress.”

 <https://developingchild.harvard.edu/collective-change/key-concepts/learning-communities/>

We consider Human Centred Learning Design the key methodology that can lead our efforts in developing hybrid learning modules in Green competencies and Citizenship competencies (incl. Project Thinking, Media Skills, and Civic Participation). The modules will be personalised and localised to a typical member of a regional community (Rijeka Region (HR) and Malokarpatsky Region (SK)).

We believe that starting small, piloting, testing, processing the feedback, and adapting the initial project partnership premises and expectations is the right and efficient way. We have already understood that networking of Adult Education

providers especially on a regional level is not obviously a shared desire and their motivation to network with other subjects is not self-evident. The motivation element must be very explicit, and specific, if not even tangible from the very start. The energy invested in creating a learning network must “pay off”.

We hope for a collective impact achieved through the collaboration of relevant groups of actors (education providers of various types, key stakeholders, and decision-makers). We are about to try this approach that, if adopted on either a local or regional scale, can work as an effective form of cross-sector collaboration to address lifelong learning challenges.



These are the words we wrote in our first project blog for EPALE. The aim of the project Learning Forward 21 was to set up modern learning centers in 2 regions of the project partnership - Rijeka Region in Croatia, and Malokarpatsky Region in Slovakia and to contribute to building an open, inclusive, regional learning environment that is accessible to a diverse local adult learning community. These centers were planned as virtual learning centers in the form of a network that would offer flexible and innovative learning modules in face-to-face, virtual, or hybrid formats. Non-formal learning would target the green and civic competencies of the regions' inhabitants while also developing their language and media competencies.

We have drafted this publication as a guide based on our 2-year project experience. It will show you the steps we undertook. Undoubtedly, we made many mistakes, and sometimes maybe also reinvented the wheel. Nevertheless, we learned a lot, networked a lot, and created learning opportunities. This guide summarises our experience and we are sharing it with you to make your future journey perhaps a bit smoother if and when you decide to build up a similar forward-looking learning center.



1. Building a network

1.1 Introduction: Networking as creating good relationships based on mutual benefit (a few notes from the networker)

• Jana Brabcová / Grafia


If we are thinking of initiating networking, we should first define the common interest and benefit - not vaguely, but quite clearly, in plain words, so that the representatives of our institution understand it first and can carry it forward and develop it themselves. If our representatives have any doubts about cooperation, this will have consequences for the quality and functioning of the network.

In the case of networking educational institutions, it is necessary to understand exactly what each member of the network needs and to know what, for example, they may perceive as threatening their interests. Initial reticence or mistrust will only be overcome by continuous long-term verification that there is no trickery or deception or one-sided advantage coming from the other side.

Network development can be accelerated by more frequent meetings and opportunities to verify mutual benefits. The higher the benefits of staying in the network, the stronger the ties between members.

In any case, all these aspects of networking should be considered in advance by the initiator of the network, thinking carefully about the sequence of steps, the possible benefits for all, and the energy invested.





The often overused word networking has yet to concrete content for many people. I think of it as creating good relationships with partners at all levels of job positions. In practice, it looks like the boss of a company meets with the other boss and together they solve things crucial for both institutions, specialists solve the details of cooperation in their field (HR, executives, marketers...). In both institutions, it is important to declare from the top that we are interested in this cooperation and to explain to the workers the broader context why this is so. It is like scoring an own goal if the bosses declare cooperation, but a subordinate decides to sabotage it based on personal animosities. The consequences of non-cooperation in one workplace have an impact on the overall outcome of cooperation and the atmosphere in other workplaces that are trying to cooperate.

Man is a practical creature, but also an emotionally laden being. As a result, he tends to primarily associate with like-minded people (my social bubble) because there is resonance and confirmation of the „correctness“ of the opinion. In the case of informal, friendly ties, a personal relationship is first formed and then mutually beneficial activities can occur - babysitting, joint sporting events, sharing tasks at barbecues...

However, if there is a desired, intended networking - for example, with institutions - then not only convenience must be perceived here, but above all simple human sympathy and

a certain similarity in the perception of reality (it is not about the similarity of institutions, they can be quite different). If it is only formal networking - i.e. cooperation based on a contract or a joint declaration or participation in an association, often no real cooperation will take place because there is no personal, human mutual sympathy between the persons from the networked institutions. For example, people may perceive the competitive relationship between institutions very personally („Why to cooperate with the enemy?“) or the partner in the relevant job position is simply unsympathetic, „different from us“.

This is why those considering networking should think about creating personal, informal connections in an environment of trust. And this usually happens after mutual verification of the cooperativeness and willingness of both parties - so we are talking about a long-term relationship. Often it takes several years before both parties begin to trust each other enough that representatives from both sides stop watching to see if they have said, promised, or done more than is safe for their institution.



Networking between competing educational institutions

Networking between competing educational institutions can not only be an opportunity for collaboration and information exchange but also a way to gain new perspectives and ideas. In today's world where technology and learner needs are changing rapidly, it is important for institutions to collaborate and share their experiences and working practices. Collaboration can help improve the quality of education, develop professional contacts and improve the competitiveness of institutions. However, it is important to take into account both advantages and disadvantages and to look for ways to address potential problems.

Why should competing adult education institutions cooperate?

There are several reasons:

A wider range of courses and programmes: collaboration between institutions can allow for a wider range of courses and programmes, giving students more options and greater flexibility in their choice of educational options.

Reduced costs: Competing institutions can work together to share costs and resources, which can lead to reduced education costs and increased efficiency in the use of resources.

Improving quality: Institutions can work together to develop new courses and programmes and share educational expertise and know-how.

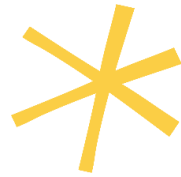
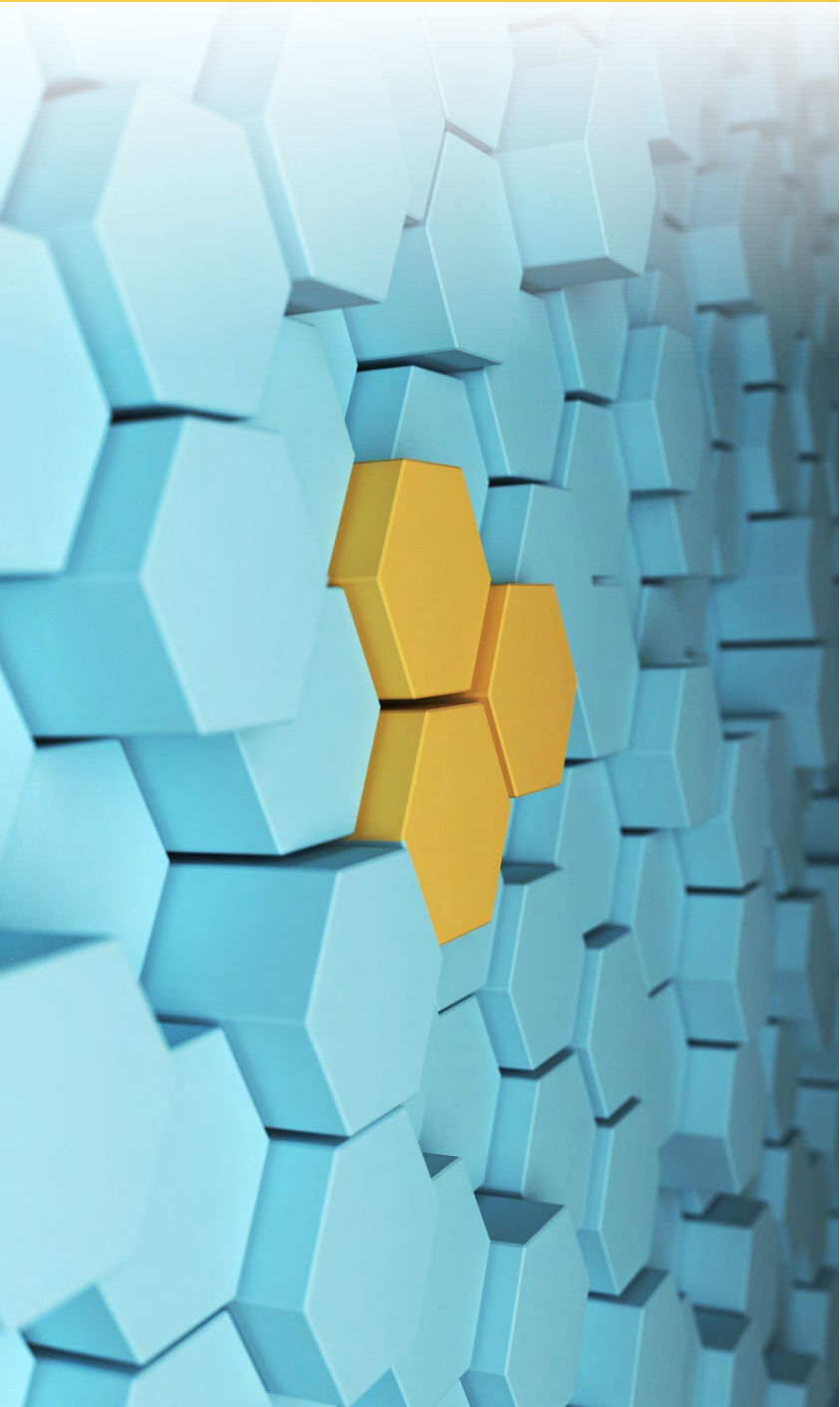
Networking: Cooperation can lead to the creation of a network of educational institutions. This can give students access to a wider range of resources and strengthen the learning community.

Increase competitiveness: Competing institutions can work together to create innovative courses and programmes and strengthen their position in the education market.

Increase access to education: Collaboration between educational institutions can also help increase access to education for adults who live in areas with limited educational programs.

Creating partnerships with industry/employers: Collaboration can also help to create partnerships with industry/employers. This can lead to courses and programmes that are more focused on employers' needs and prepare students for specific jobs. As a result, graduates will be better placed in the labour market and relations between educational institutions and partners on the labour market will improve.

Creating synergies: sharing resources and experience can lead to greater innovative potential and to the expansion of training programmes. This will result in new opportunities for students and the strengthening of educational institutions.



How to overcome the fears of educational institutions of disadvantageous cooperation?

Overcoming educational institutions' fears of disadvantageous collaboration can be challenging, but there are several steps that can help:

Communication: the key is to initiate open and transparent communication. All parties should share their concerns and ideas and work together to find solutions that work for everyone.

Establishing common goals: Educational institutions should set their goals and purposes for collaboration and agree on them so that it is clear that all parties agree on what they are trying to achieve and how collaboration will benefit them.

Clarification of roles and responsibilities: Institutions should clarify their roles and responsibilities within the collaboration. This will help avoid misunderstandings and conflicts during the collaboration.

Collaboration on smaller projects: Collaboration can start on smaller projects to give participants a taste of how collaboration works. Smaller projects can be less risky and easier to implement, which can help to build trust in the partner.

Sharing resources and knowledge: Sharing resources and experience with each other can lead to greater innovative potential and expansion of training programs.

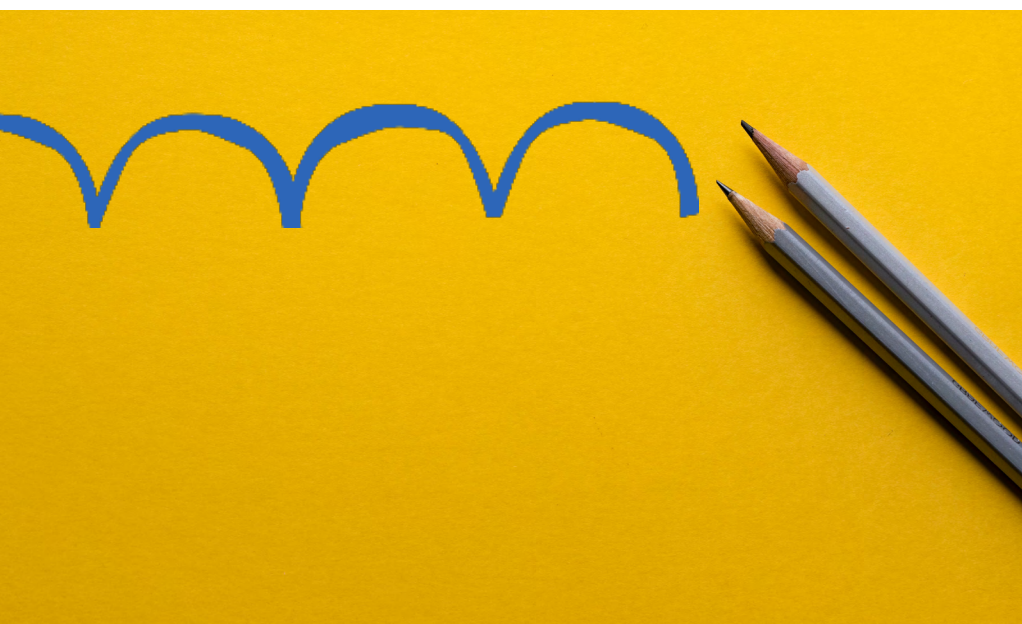
Establishing agreements: Educational institutions should establish agreements that set out the terms of cooperation, including conditions for sharing resources, costs, and responsibilities. Agreements should be carefully drafted and transparent so that both parties know what is expected of the collaboration.

Examples of cooperation between competing educational organizations in the Czech Republic:


The Association of Adult Education Institutions of the Czech Republic (AIVD CR) is a non-profit organization founded in 1990, which brings together educational institutions and organizations active in the field of adult education. It aims to support the development of adult education in the Czech Republic, to promote cooperation between educational institutions and organizations, and to represent the interests of its members.

Members of the AIVD CR include universities, adult schools, educational centers, organizations focused on improving the qualification of workers, and other entities active in the field of adult education. The Association organizes conferences, seminars, workshops, and other events focused on adult education and the development of this field.

AIVD CR is also actively involved in the development of education policy and cooperates with other organizations such as the Council for Adult Education, the European Adult Education Association (EAEA), and the International Council for Adult Education (ICAE).



Other examples:

 **The Czech MBA and EMBA Association (CAMBAS)** brings together more than 20 educational institutions offering MBA and EMBA programs. These institutions are in competition with each other, but through cooperation within CAMBAS, they can share resources and experience and improve their educational programs.

The European Center for Peace and Development (ECPD) and Masaryk University in Brno cooperate on training programs in the field of international law and international relations. Although the two entities are competitors, the cooperation allows them to offer more extensive educational programs to students.

The Department of Psychology at the Faculty of Arts of Charles University cooperates with several private educational institutions in the field of psychology and psychotherapy. The cooperation with the university allows them to provide higher quality educational programs and gain recognition from students.



1.2 Our stories

Networking is hardworking

• AINova

It started with a huge enthusiasm which was somehow fuelled by the success of the project approval by the Erasmus+. I was honestly convinced that inviting education providers from our region (Malokarpatsky Region), some of which have been known to us for many years and some that we invited to join in for the first time, is a piece of cake and that they all **MUST** be interested in collaboration on EDUCATION no matter what the actual pros and cons might be. My strong conviction and firm belief were based on a set of facts as well as assumptions that we (the non-formal educators) who teach, train, and motivate our learners also share the belief that networking and collaboration bring mostly benefits.

The facts that I referred to as self-evident and self-explanatory were that:

1. The National Strategy of Life-long Learning and Guidance was approved and its implementation was about to start off;
2. Programme Slovakia (2021 - 2027) for the use of European Structural and Investment Funds introduced LLL and adult education as one of its priorities;
3. Recovery and Resilience Plan opens some good opportunities for cooperation and development of adult education programs with universities;
4. A new LLL law was to be adopted by June 2023
5. Many new AE validation instruments and financial tools were introduced by the above-mentioned strategic documents (individual learning accounts, micro-certificates, etc) and were to be piloted on both, national and regional level asap.

But I was not right. Our spontaneous and not so well prepared networking initiative which was an online meet-up of the potential network members left me with a feeling of despair.



The meeting participants after giving me a very polite portion of time for my raving about efficient collaboration and its significant collective impact on the Malokarpatsky learning environment, bombarded me with a few smashing questions related to their day-to-day problems:

1. How can I fit these new collaboration activities and tasks into my overloaded schedule?
2. Will my involvement in the project help me with covering the urgent shortage of qualified people?
3. What is the business model behind the results of this project?
4. What are the benefits and payoffs?

Very practical questions I have to admit, now. The immediate reflection and feedback that we processed in our small AINova team brought us to the conclusion that we need to change our networking strategy and the steps in our project implementation plan - and start creating the content first.

"Every relevant finding is usually painful" is my personal intake from the first stage of our project.



How we have tried to motivate education providers to join

• DANTE

To explore new horizons in adult education, we gathered in Rijeka on 10 June 2022 at Dante's premises. There were 8 adult education providers - two members of Dante's team members, educators from the Public University of Rijeka, the Rijeka City Library, the Traffic School, the Carpentry and Engineering School, AZOO Education and Teacher Training Agency, Rijeka Development Agency Porin, and two freelance language teachers. Yes, quite a diverse team!

How did we gather such a diverse team? The participants received invitations through email and over the phone. At the very beginning we faced some challenges - getting these education providers on board wasn't a piece of cake. We had to be persuasive a bit and do a little convincing, but, luckily, our persistence paid off, and we managed to convince some enthusiastic participants who saw the potential of the project.

This meeting primarily served as an introduction to the ambitious Learning Forward 21 project, an initiative poised to redefine the landscape of adult education. Dante's team gave the lowdown on what this project is all about and why it's a game-changer for adult education providers.

While the project's topic and activities were very interesting for our group of educators, it was quite difficult for them to sign up for the online co-creation workshop. We had our fingers crossed that they or their colleagues could make it, but to attend an intense 5-day online workshop along with their full-time jobs wasn't very realistic.

One of the benefits of having such a diverse group of people was that we managed to get a glimpse into their unique needs and the needs of their learners which was of great help as we developed the project modules. Our participants were especially interested in the online platform and the upcoming modules on green and civic competencies. They're all about networking among adult education providers in Croatia and believe that open-source materials could be a game-changer for adult learners.

We are pretty happy with how things went down - our group of participants decided to stay in touch for all the exciting stuff that will come up next in the project and we're now on a mission to bring more AE providers into the mix for the creation of the network.

Castle tour as a learning experience

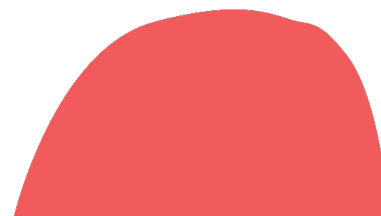
• Strom života

Through October we hosted various teachers from all around Europe in the Malokarpatsky Region and wanted to teach them all about our surroundings. Since the reason they were visiting was to learn more about ecology and environmentalism, we mainly wanted to fixate on these topics in the region.

One of the best-known monuments nearby was the **castle Červený kameň** which hosts tours through its well-reconstructed interiors. We decided to go on one of these tours, and beforehand we explained the project and how we would like the tour to focus a bit more on the different ecological attitudes they had at the castle throughout history.

During the tour of the castle, I had the opportunity to observe the behaviour of the group of teachers who were interested in learning more about the castle's history, architecture, and stance on ecology. However, I was disappointed to notice that the tour guide who led the group seemed to be inflexible with the information they provided. Throughout the tour, the guide appeared to be following a pre-planned script, not deviating much from it even when the group encountered unexpected details or unique features of the castle.

I believe that a more flexible and dynamic approach to guided tours can enhance the overall experience for visitors. Visitors can benefit from interactive and engaging tours that allow them to explore the site in a more immersive way. Flexibility in providing information can also help visitors to connect more deeply with the site and develop a better appreciation for its historical and cultural significance. By doing so, guides can make such a tour also a real learning experience.



1.3 Lessons learnt: How to network

As probably everybody nowadays, we also tried to get help from Chat GPT (Recommendations and Lessons Learned on Networking prompt. ChatGPT, GPT-4, OpenAI, November. 2023, chat.openai.com/chat) and this was the result:

1. Clarify objectives and mutual benefits:

Clearly define and communicate the common interests and benefits of cooperation between institutions. Ensure these goals are understood and accepted by all parties involved. Unclear objectives can lead to confusion and hinder cooperation.

2. Focus on building personal connections:

Personal relationships matter. Invest time in fostering personal, informal connections among stakeholders involved in networking. Trust and rapport take time to develop but are crucial for successful, long-term collaborations.

3. Address human factors:

Recognize that human emotions and perceptions play a significant role in networking. Similarity in perceptions and understanding each other's perspectives beyond formal roles are essential for fruitful cooperation.

4. Start small, build trust:

Initiate networking by starting with smaller, less risky projects. This allows institutions to test collaboration, build trust gradually, and gain confidence in the partnership.

5. Transparent communication and defined responsibilities:

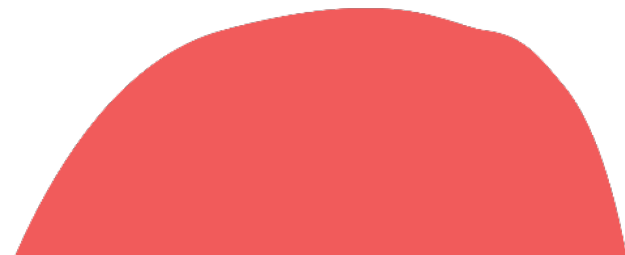
Open and transparent communication is fundamental. Clearly outline roles, responsibilities, and expectations within the collaboration to avoid misunderstandings and conflicts.

6. Benefits of collaboration:

Highlight the advantages of collaboration, such as increased innovation, wider program offerings, reduced costs, improved quality, and access to more resources and expertise.

7. Overcoming fear of disadvantageous cooperation:

Encourage dialogue to address fears and concerns. Setting common goals, establishing agreements, and starting with smaller collaborative projects can help alleviate anxieties about potential drawbacks.



8. Learn from case studies and best practices:

Analyze successful cases of cooperation, like the Association of Adult Education Institutions in the Czech Republic, to understand strategies that foster successful collaboration among competing institutions.

9. Collective impact and long-term planning:

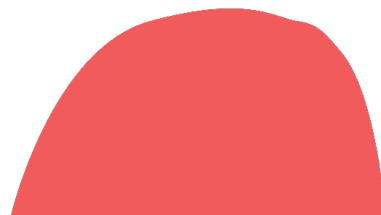
Understand that collective impact takes time. Long-term planning, consistent performance, and sustainable efforts are essential to realizing the envisioned impact.

10. Adaptation and flexibility:

Be open to adaptation and flexibility in approaches. Not all initiatives may succeed immediately, but being adaptable allows for adjustments and improvements along the way.

Our own observations include:

- Spend more time on bilateral contacts and personal contacts rather than meetings with more people
- Learn as much as possible about the individual institutions
- Formulate clear benefits and present them at the first meeting with stakeholders or potential partners (think of profit and non-profit making institutions, public sector)
- Signing a memorandum or a similar sort of document
- Talk to those who are enthusiastic about the topic and brainstorm some ideas
- Have some ideas about long-term goal, including on sustainable resources and capacities for networking activities



2. Development of learning modules

2.1 Introduction: Learning experience design workshops

• Braño Frk / Oppus

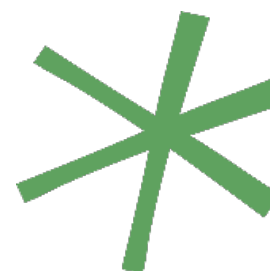
Designing hybrid learning modules that would reflect the needs of adults in two different regions and even in two different countries is quite a challenge. In addition, we would like to offer these modules to our partners so that they can include them in their training programs. We decided to take the harder route. To be able to design good learning, we used the Learning Experience Design process. We chose this process because we didn't want to just design courses, but to go a little further and design a learning experience that can change people's lives, or how they view their neighbourhood and region. The whole process was led by Learning Experience Designer Brano Frk from öppus, a partner in the project.

Learning Experience Design consists of three phases: Discover & Define, Design & Develop, and Deploy & Evaluate. We solved the Discover & Define phase by organising co-create workshops in Rijeka and Sv. Jur instead of research. The workshops were attended by local experts and adult education stakeholders. We used the 2-day workshops to map the target groups, and local specificities and also mapped local stakeholders and their activities. Interesting ideas and inspirations emerged from these workshops.

Online workshop

The outputs from the co-create workshops were processed and served as a basis for a 5-day online workshop, where we were already developing the structure and content of the training modules. This took us to the Design & Develop phase of 5 days, 4 teams, and one huge board in Miro. Day by day we gradually built prototypes of the modules, which we also tested with each other. All this online. In addition, participants tried and learned how to use different tools to create digital educational content, for example, to create infographics, animated videos, or online courses.

As a result, the teams responsible for each module could work further on content in the following months. At the end, we tested the modules in real conditions, with our target groups.



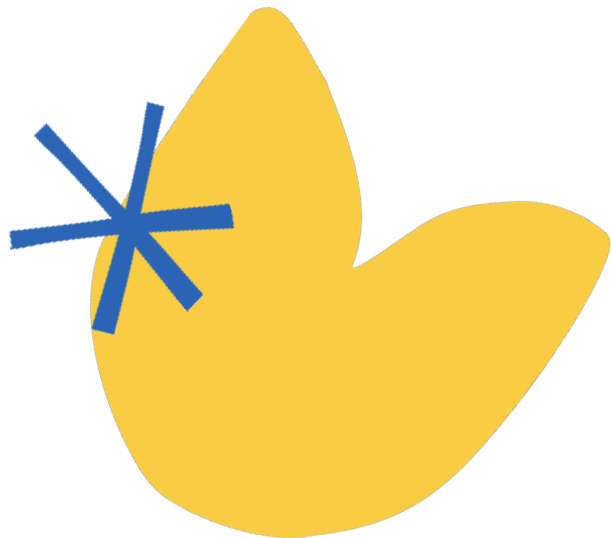
2.2 Our stories

Co-creation is a great learning experience

• AINova

Creating anything new is a challenge that mobilizes and tests a whole set of our knowledge&skills&attitudes, especially if you are just one of the co-creating team members, you get a quickly explained task and a strict deadline. Even if you are not expected to produce the best results of your life, the learning experience is profound and hard to forget.

Workshops **Human Centered Learning Design** that we have been through as part of our work on this project moved us into exactly the zones that learning designers and providers should repeatedly enter and encounter when designing learning products/programs/courses for their target groups.



There are seven steps to success here:

1. Who are the learners and what do we know about their lives (Empathize!)
2. What do they need to learn to achieve their learning goals (Define!)
3. Select the most appropriate tools to communicate Step 2 (Prototype!)
4. Pilot the prototype and get feedback (Test!)
5. Process the feedback and adapt the learning product (Iterate!)
6. Repeat Step 4!
7. Go through the whole list again!

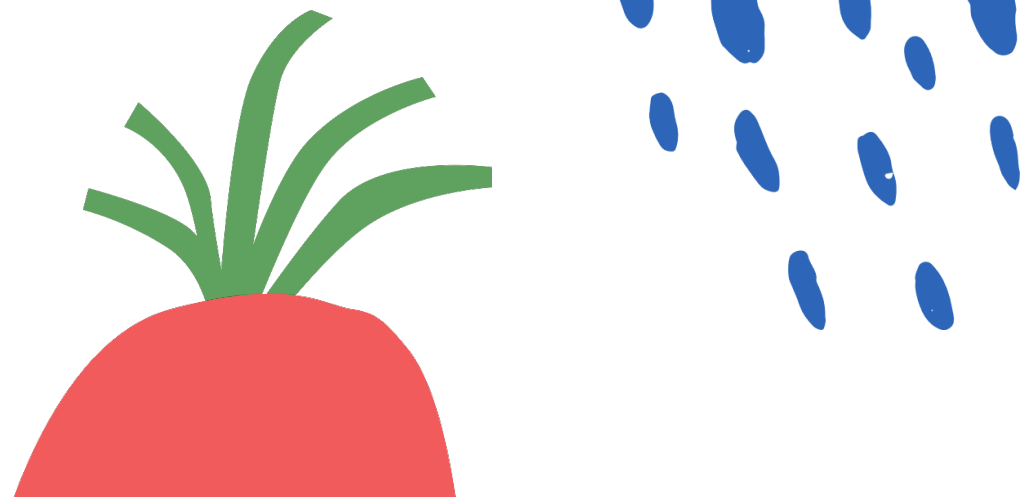
Growing civic participation in Croatia: Our journey in developing an online module

• DANTE

In this time of ever-evolving digitalization in every aspect of our lives as well as in adult education, creating engaging and impactful online modules has become an essential skill. In this project we had an opportunity to learn how to make an online course for the project's theme-related topic - citizen participation. This module aimed to explore the vital role that every one of us has in shaping our society. We would like to share our experience, highlighting the highs and challenges we encountered throughout the development process.

The beginning: Learning the ropes

Before diving into content creation, Dante's team participated in a 5-day workshop that equipped us with the necessary tools and strategies to craft an effective online course. In this course, we defined clear learning outcomes which was crucial for beginning to design the course. This phase of the process was instrumental in shaping the course's structure and objectives. A group of 15 people participated in this workshop and all participants benefited from mutual feedback, discussions and different perspectives.



Creating the modules

It was quite challenging to summarise a broad subject such as citizenship in one online course. It had to be interesting, and engaging, with information and theory presented in an interesting and effective way, and with images, video links, and quiz questions. The course was divided into four modules. The journey started with the first module, „Information.“ Here, we delved into what it truly means to be a citizen beyond possessing a nationality. Exploring the concept of active citizenship, the module unpacked the rights, responsibilities, and core values that European society holds dear as well as unravelled the depth of one’s role in society beyond just having a legal status.

„Communication,“ the second module, played an important role in fostering civic participation. It is meant to guide learners through the nuances of respectful dialogue, active listening, assertive communication, and non-verbal cues. Incorporating real-world examples of effective communication in community participation was a challenge, but it illuminated the importance of civil discourse in effecting positive change.

The third module, „Collaboration,“ explored various avenues for getting involved in local communities, such as volunteering, joining local organisations, and attending public meetings. Encouraging learners to actively participate in their communities underscored the idea that becoming advocates for important issues starts at the grassroots level.

The final module, „Taking Action,“ was an embodiment of active citizenship. The aim of this module is to inspire learners to engage in public affairs, voice their opinions, and advocate for change. Covering diverse forms of civic participation, from peaceful protests to online activism, emphasised the profound impact individuals can have on society when they take a stand.

Lots of fun and challenges!

Developing the „Citizen Participation“ online module was a journey filled with growth and learning. It not only deepened our understanding of civic engagement but also allowed us to empower others with the knowledge and skills needed to be active and responsible citizens.

While developing the „Citizen Participation“ module was a rewarding experience, there were some challenges along the way. Creating content that resonated with adult learners, ensuring accessibility, and maintaining engagement over a virtual platform were just a few challenging moments. Hopefully, this course will motivate adults to become active members of their communities and bring positive change!



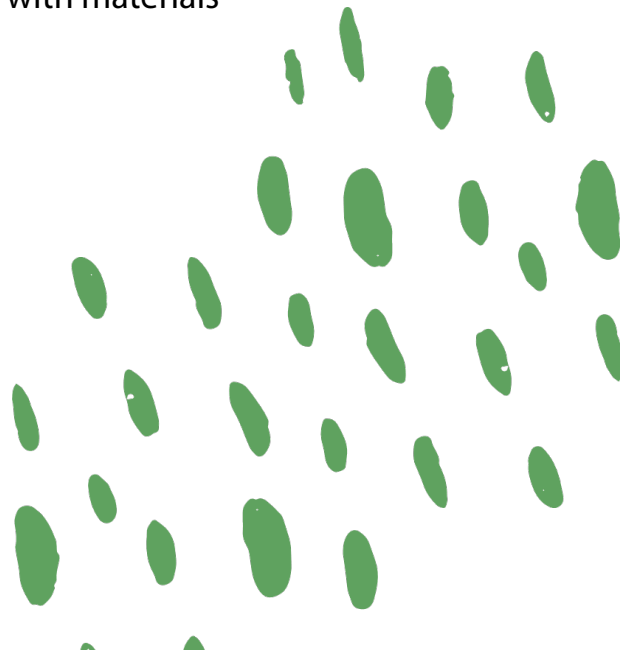
• **Strom života**

As an environmental enthusiast, teaching children about the environment has been a rewarding and fulfilling experience, fostering hope for a greener future as I watch them grow into eco-conscious individuals who will undoubtedly make a positive impact on the world. Therefore, I never imagined I would stray away from this audience into the unknown world of older learners.

However, due to the nature of the LFWD21 project, I embarked on a new and somewhat daunting journey – creating educational modules for adults. Unlike teaching children, where simplifying complex topics is essential, crafting content for adults requires striking a balance between depth and accessibility. As I started working on this project, I found myself working with materials

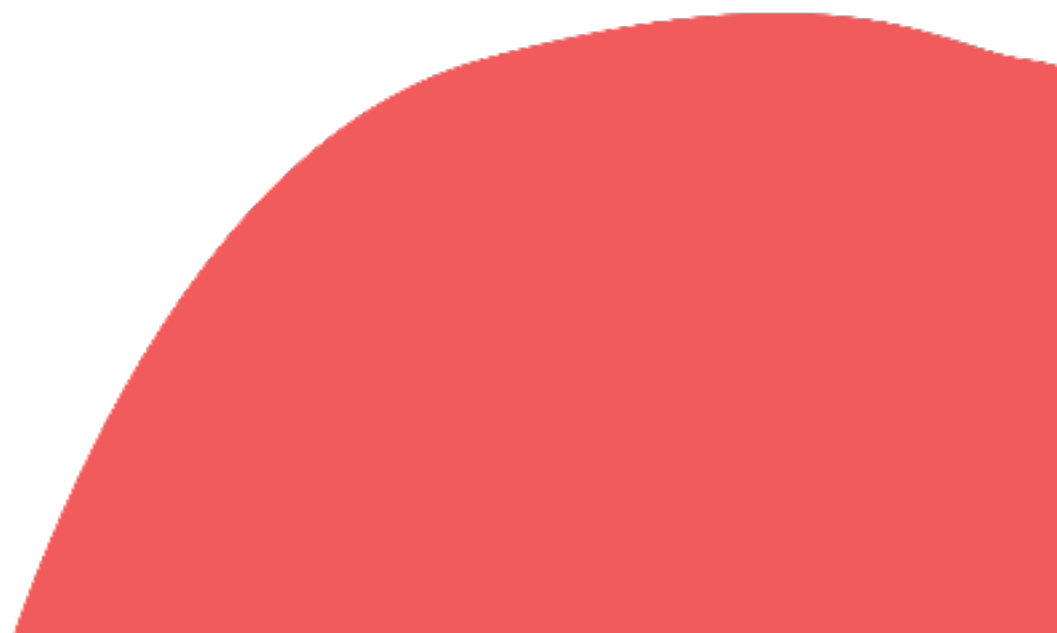
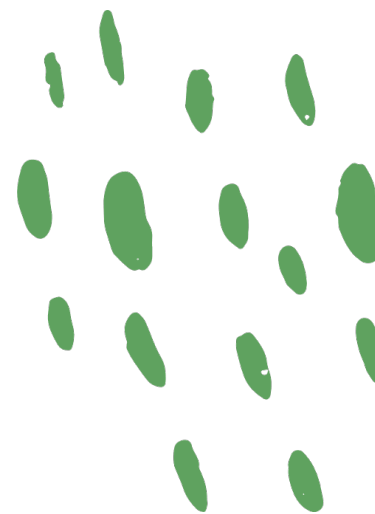
that were both very familiar yet at the same time new to me, addressing not only the factual aspects but also catering to the diverse interests, experiences, and concerns of the adult learners.

The process was enlightening, revealing the deep reservoir of curiosity that adults possess, often masked by the demands of daily life. Thanks to this, the module creation wasn't just about presenting facts; it was about fostering discussions, sparking critical thinking, and empowering adults to be the change-makers they aspire to be. The challenges I faced in adapting my style, creating relatable content, and addressing the unique needs of adult learners stretched my skills and creativity.



As I worked on the lessons, I realised that it wasn't just about conveying information, but about building a bridge between the passion I've nurtured through teaching children and the urgency of reaching adults who can drive significant change. Through this came a different kind of gratification, knowing that the ripple effects of their understanding and actions will move through their communities, workplaces, and perhaps even policy decisions.

In the end, my journey into creating educational modules for adults has been eye-opening, reinforcing the belief that it's never too late to learn, to care, and to take steps toward a better planet. The opportunity to make a difference on a broader scale, amplifying the impact beyond the classroom, has helped solidify my commitment to the environmental cause. As I continue on this path, I'm reminded that whether teaching children or adults, the core message remains the same: we all share this planet, and it's our collective responsibility to protect and preserve it for generations to come.



• AINova

I came around teaching adults more or less by accident, but it was at a mature age and in a subject area that I first had to study hard only to become a passionate promoter of it. I do not want to be mysterious, the subject is European integration, although that is not so important at the moment. The teaching itself surprised me first by the power that the position of a teacher carries and that can be used or even abused. It was surprising how readily the adults accepted all the information just because you are giving it from the unique position of a teacher. Another pleasant experience was displaying a certain dose of showmanship, which is close to my heart and which I used to engage and persuade my listeners. But I still felt the heavy weight of responsibility for the accuracy/correctness/validity of what I say.

Over the years, the content of my talks has changed, and so has the audience. Not only their professional focus, but also their knowledge of European affairs, attitude towards our membership of the EU, but most importantly their overall expectations of technique and presentation have changed.

For this reason, I was interested in the workshop - Learning Design, and I expected suggestions, and ideas, something that would help me to refresh my approach to teaching adults. The first and most important observation was that when designing a course, the focus should not be so much on the content, but on the people for whom the course is intended. Spend enough time researching who our target audience is. This was the spirit of discovery for me throughout the two days of the workshop. I was assured of something I had subconsciously suspected but couldn't imagine where to start. If we really want to attract adults to learning, we need to fundamentally rethink our approach to shaping the content, but also the way we present it. The workshop was thought-provoking and useful in this regard.



Media and internet literacy for seniors face-to-face

• Markéta Čekanová / Grafia

I was invited to work on a module on media literacy in mid-2023 and soon began to find that it was more than a hot topic. And that it's not just media literacy, but internet literacy in general. In discussions with my mother, mother-in-law, or aunts, I realized that the most vulnerable group here is the seniors. And so the idea for courses on Internet and media literacy was born, aimed specifically at seniors.

Five lessons for feeling safe

The first lesson focuses on general security, creating and storing passwords, social media security, and logging into online banking. The second lesson explains how to distinguish serious news from misinformation, hoaxes, manipulations, lies, or a pretty simple joke. The third lesson addresses the issue of scammers who may be lurking when we buy or sell on the Internet or who may fall so hard for us that they rob us of large sums of money. The fourth lesson shows the seniors how to manipulate what they have so far considered to be irrefutable evidence: a photograph, an audio, or a video. I show them first-hand how to turn an artistic text into a sensational report about Ukrainian terrorists (audio editing) or how to present evidence that one of them was drunk at the lesson (slowing down the audio recording). The fifth session is dedicated to the great

phenomenon of today, artificial intelligence. It is necessary to update this lesson for every class because the development is moving forward so fast that what I prepared in August was already outdated in October.

Differences between towns and villages

During the Autumn of 2023, I implemented my course in four locations: in Pilsen (a regional capital with 170,000 inhabitants), in Hrádek (an industrial town with 2,700 inhabitants), in Chotíkov (a village near Pilsen with 1,300 inhabitants) and in Dolní Bělá (a village with less than 500 inhabitants). The course was organised by the municipalities (Chotíkov and Dolní Bělá), a senior organisation (Hrádek), and the Totem volunteer centre, which works with seniors in a long-term and systematic way (Plzeň).

Where seniors are systematically engaged in a variety of activities, their approach has been much more active and engaged. In contrast, in small villages, people who only use the internet minimally and have no social networks at all came to the course. Similarly, participants in the course in Plzeň and Hrádek were able to distinguish perfectly which of the texts they were given was news, which was journalism, which was disinformation, which was a hoax, and which was a conspiracy. People from Chotíkov and Dolní Bělá were more confused.

However, during the course, they all became more sensitive to the topic of Internet and media literacy. To sum it up, they agreed that they really can't trust anything now. This is fine: they know how they can be manipulated, that they should ask questions, what to focus on, and how to think about things. And that should save them from fatal mistakes and disappointment.



2.3 Lessons learnt from the Malokarpatsky Region and the Rijeka Region

Malokarpatsky Region

This was our first experience with the Human Centred Learning Design approach. Our Slovak AlNova team fell for this “learning by doing” discovery journey immediately at its start.

Defining the focus of our learning module, which we entitled Project Thinking, was not a major issue for us as we have been dealing with the subject for many years and have been delivering adult learning courses in project management to various target groups. As we were instructed, we decided to start small.

We did not want to scare off our future learners by an enormous scope and volume of the learning content and also considered that each prototype requires substantial iteration phase with pilot testing and adaptation of the initial prototype.

The online character of the learning module also had to reflect in the developed depth of the mediated knowledge. We did not go very deep into the theory and extensive knowledge and in order to build the learner’s skills we devoted some space to exercises and short feedback reviews/tests after each lesson.

An important aspect of the employed HCLD approach however is focus on the primarily defined Personas. This was a quite fascinating and unique analytical process. We were defining 2 major target groups - personas who were representing 2 regions, one in Croatia (Rijeka Region) and one in Slovakia (Malokarpatsky Region). Thus we did 2 analyses: one during the Rijeka Workshop with the Rijeka regional stakeholders and the other one during Sv. Jur Workshop with representatives of the Malokarpatsky Region stakeholders. This is how we designed a typical representative of our future learner and tried to identify his/her: needs, work related issues, fears and concerns but also opportunities and hopes/prospects. Consequently we came up with some conclusions and prerequisites which were supposed to be reflected in the desired competence based learning content. The online version of the learning module did not really give us much space for these reflections but we tried to use examples and simulations which have regional or local roots. The hybrid learning versions with more interactions between the instructor and the learners opens up much more opportunities for personalised and localised learning.



The competence based learning goal that we decided to adhere to while developing the learning modules showed up to be a hard case to crack. Especially with respect to the exclusively online learning paths that our learners may decide to take. Our concerns were confirmed by the pilot groups' feedback where they requested more practice and interaction either with the instructor or with a peer group. This is why, within the iteration phase, we enhanced and elaborated on the hybrid versions of the learning and incorporated various types of either one-to-one or structured both online and off line group interaction activities (webinars etc.).

Upon the piloting feedback data we also corrected mistakes of various nature and complemented the learning prototype with specific requests and suggestions of the pilot group. This is certainly a phase that should not be omitted. The more interaction and feedback from the target group you get, the better quality product you have a chance to produce.



Rijeka Region

After months of preparation, training, and designing, the online course “Civic Participation” was finally piloted. Here are some lessons that we learned along the way:

- Establishing connections with adult education providers and local stakeholders from previous networking events and focus groups proved beneficial because they facilitated participant recruitment for the piloting of the course. Although reaching our target group was our initial challenge, it was overcome by engaging local partners.
- Testing the participants before taking the course helped us to compare their results before and after the course as well as tailor the approach.
- The post-course evaluation demonstrated a significant improvement in participants’ understanding of civic participation (from around 70 to almost 100 percent).
- The online course combined different inputs on the interactive platform, from different learning materials, content revision, videos, quizzes, and tests, which resulted in a variety of learning opportunities.
- The participants’ feedback allowed us to refine the course, fix bugs, revise the content, and improve the course for future learners.

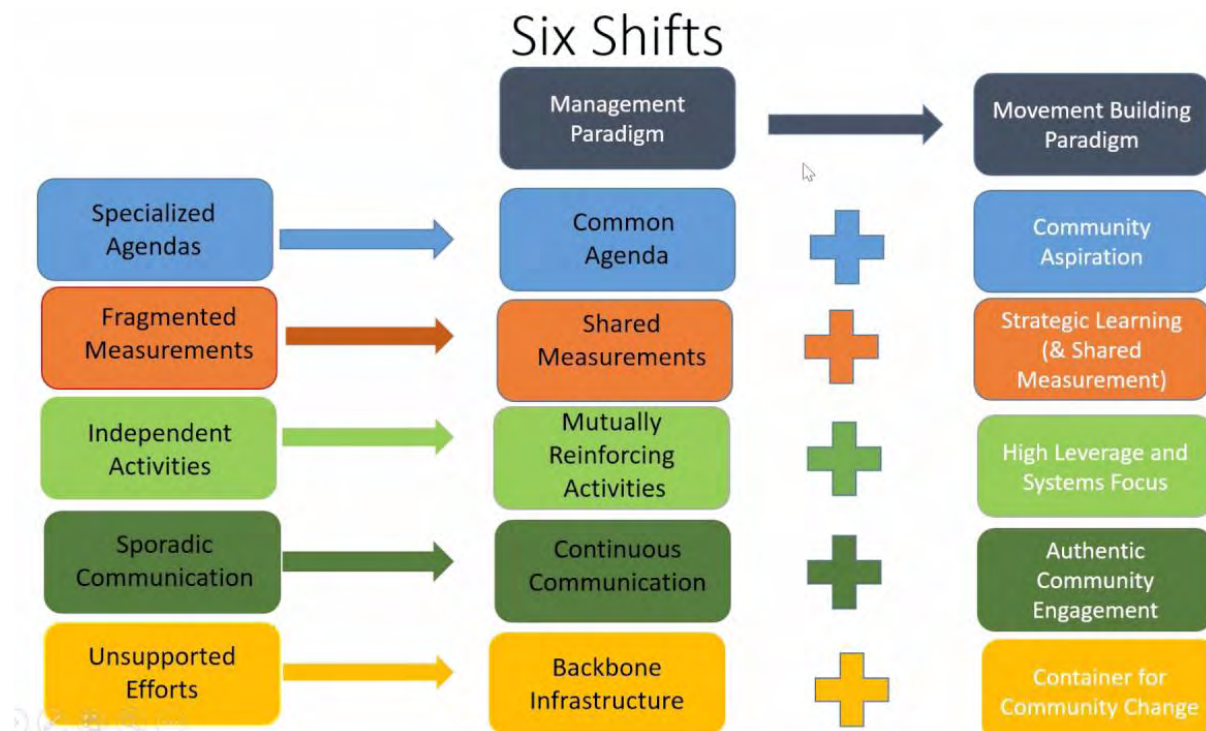


3. Collective impact as a long-term goal

3.1 Introduction

Our project targeted two mobilised and networked learning environments in the two target regions - Malokarpatsky Region (SK) and Rijeka Region (HR) which were committed to test and apply the concept of collective impact. The motivation for building the project just around this concept came along with the fact that the numbers of adult learners in Slovakia as well as in Croatia were rather low. The awareness of adult learning and education benefits and potential is also at a low level, including among local authorities that

do not perceive this agenda to be a part of their educational or development policies. This led to virtually non-existent cooperation of educational players on local or regional levels. The desired collective impact was thus expected to be dealing with the learning environment in the targeted territories that would be achieved collectively, by the members of the network. It would then manifest itself in increased visibility of adult learning benefits, providers, and increased interest of learners and local authorities in adult learning and education.



3.2 Our stories

How it went in the region of Malé Karpaty and Rijeka

Malokarpatsky Region

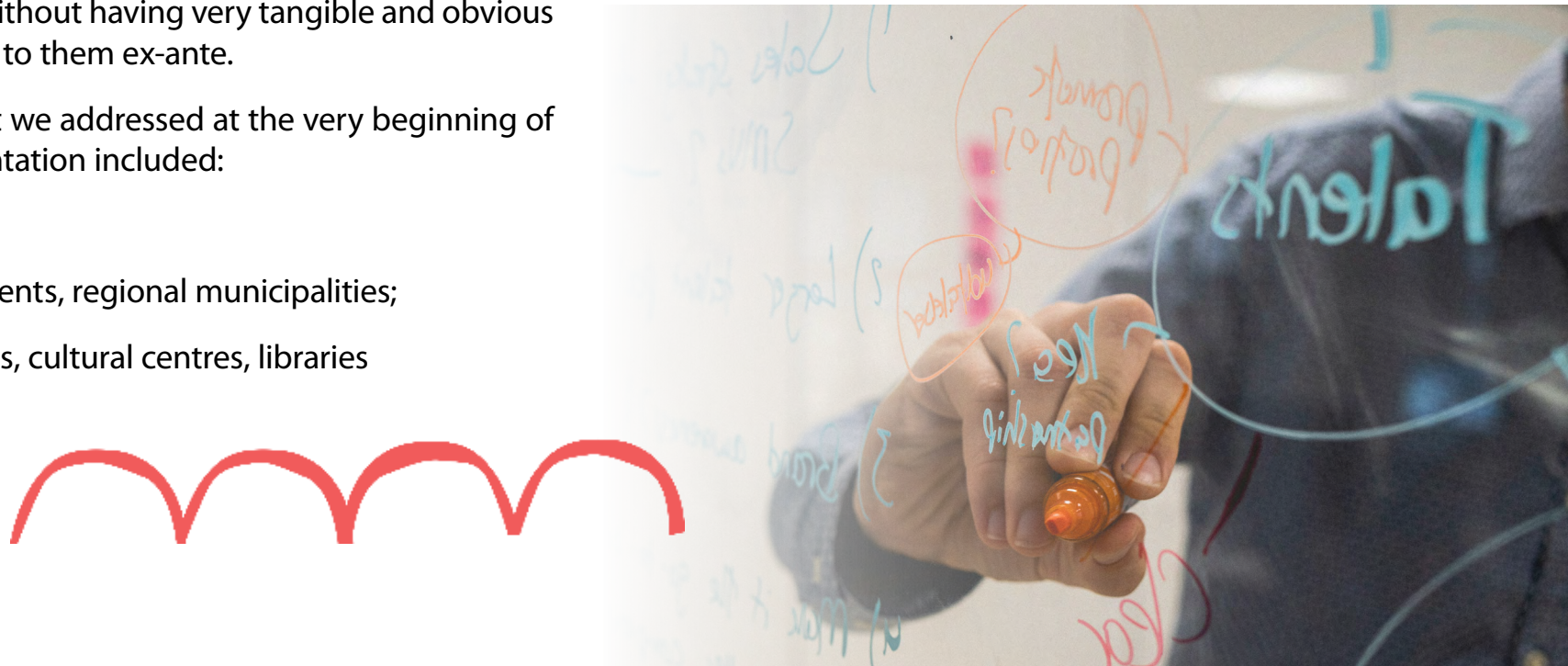
The collective impact concept as an attempt to mobilise and network for a larger and better effect in the field of adult education in the Malokarpatsky region did not develop as we planned.

We had planned to involve the typical as well as atypical AE providers into the development of the learning centre from the very start, as we believed that this was the most correct and most efficient way. However, this turned out to be a misconception. Regional stakeholders turned out not to be interested, motivated and mobilised enough to join in the very beginning of the process and contribute to the above-described “Shifts to be made” without having very tangible and obvious benefits safeguarded to them ex-ante.

The stakeholders that we addressed at the very beginning of the project implementation included:

- AE providers
- regional governments, regional municipalities;
- museums, galleries, cultural centres, libraries

We created a database of almost 150 contacts for the regional stakeholders. The first meet-up (1,5 – 2 hrs) online introductory session (May 2022) was attended by a mixed group of participants. The typical and experienced AE providers did not show much interest in the vision of collaboration unless very clear and tangible outcomes and benefits were specified. They also requested a business plan behind the project and a cost-benefit analysis that could apply to them as out-of-project collaborators. The atypical participants did not interact much and were more listeners and cautious observers than active and eager participants.



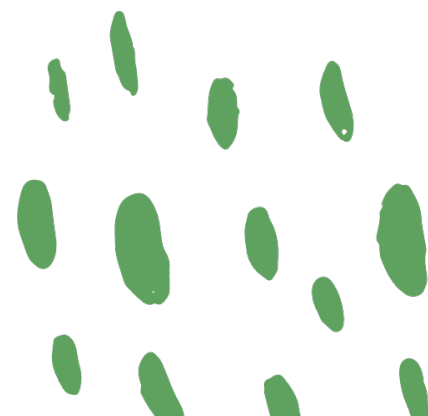
A few following bilateral meetings with the target group representatives more or less confirmed the following conclusions:

1. Another/new digital platform for another project IS NOT a motivator.
2. Joint actions and enhanced targeted fundraising through EU grants and ESIF resources are NOT a motivator.
3. Co-creation possibility and new educational-content development COULD BE a motivator.

Rijeka Region

Adult education in Rijeka primarily consists of private institutions, each of which has a unique set of goals and interests. These providers play a significant role in shaping adult education opportunities, taking into account diverse needs and preferences. This project recognized the potential for synergy and envisioned a network that could pool resources, share materials, foster partnerships, and have a collective impact on adult education in the Rijeka Region.

Dante started building this network by creating a comprehensive engagement strategy, reaching out to many AE providers in the region. Dante held multiple meetings to facilitate dialogue, share experiences and understand the needs, aspirations, and challenges faced by each institution. However, the overall interest in joining the network remained disappointingly low. There was some enthusiasm for using joint resources and forming partnerships, but there was a lack of commitment to a joint network.



3.3 Lessons learnt

Since we are limited to a 2-year timeframe of the project, we are aware that building such a network is a marathon and not a sprint - we hope that we managed to lay the groundwork, but it will take continuous effort and more time to build trust and form this network.

For the concept of the Collective Impact we have a few observations:

- It is necessary to realise that any attempt at networking a collaboration platform (a learning centre) is a long-term effort
- To achieve any kind of collective impact, you need to have a very intensive networking beforehand
- To have a strong Driving Force is necessity - motivated, persistent, resourceful
- It is important to have resources - at least to keep the communication going in some way

Collective impact on the level of project partnership

Collaboration is key to fostering innovation in education. The creation of the Learning Forward 21 platform serves as a prime example of what can be achieved through collective impact and teamwork.

It all started when AINova approached us about collaborating with Oppus, Grafia, and Dante to develop a lifelong learning portal centred around some of the lifelong competencies.

Each group brought their unique strengths to the table, with Strom života contributing green skills, AINova managing the organisation and project management, Grafia bringing networking knowledge and experience, Dante providing citizenship skills and a fresh perspective, and Oppus lending technical and learning design expertise. Together, we created a comprehensive and engaging product that surpassed our individual efforts.

By working together, we were able to break down barriers and openly share thoughts, resulting in modules that were even more engaging and interactive than we had originally planned.

Our collective effort gave rise to Learning Forward 21, a product that highlights the potential of teamwork and collective impact to effect lasting change in education. This way we reflected all principles of collective impact - A Shared Idea, Unique Strengths, Common Goal, Breaking Boundaries, Bigger Success.



4. Spread the word and share

If we want to be successful in our efforts to improve adult learning, we must not stand still. We need to keep trying and not be discouraged by failure. It is also essential to spread our ideas - what has not worked for us may work for someone else. Or it will build on what we have laid the foundations for.



Learning Festival

• AI Nova

We have long wanted to organise a “Learning Festival” in Svätý Jur. It was inspired by some previous projects in which we promoted lifelong learning as a way for society and communities to cope with the challenges of the 21st century. With this vision in mind, we selected the topics for different activities and workshops that we presented to the public during this one-day event. The festival was held on Saturday, October 7, 2023, from 10 a.m. to 4 p.m. The workshop facilitators were experts in their fields, mostly from Svätý Jur, which was also our strategy to attract the interest of the local community.

As usual, our main challenge was how to effectively advertise the event and reach out to a wide audience, without focusing on any specific target group. For several years, our institution has cooperated with the Municipal Office to organise a popular event - the Apple Feast, which has been very well received by residents and visitors from the surrounding area. To leverage the potential and attendance of this event, we scheduled the festival on the same date.

For promotion, we used posters and displayed them around the town with brief descriptions of each workshop and provided more detailed information on our website and FB about each topic, as well as the trainers and workshop leaders. The program also appeared in the local newspapers and radio. We posted frequently on FB about individual events.



Festival

UČENIA SA

7
OKTÓBER
2023

AINova - Infocentrum

11:00-12:00 Škola tradičných stavebných remesiel. Ako remeslá pomáhajú riešiť problémy historických stavieb.

11:00-14:00 Projektové myslenie. Aký projekt pomôže mojej komunite?

13:00-14:00 Moje kroky k udržateľnosti. Tipy a triky pre zelený život.

14:30-15:30 Čo všetko je permakultúra? Pôda i záhrada nám pomáhajú k životnej pohode. Poďme hľadať ako.

17:00-18:00 Jablká poznania. Divadlo na Stoličkách vo svätajurskom nárečí.

Skanzen

11:00-13:00 Ako sa murovali "scenky"? Ukážka stavania kamenných múrikov tradičným spôsobom.

Malokarpatské múzeum

11:00-14:00 Čo viete o Slovanoch vo Sv. Jure? Príďte nazrieť na Slovanské hradisko do virtuálnej reality.

Renesančný dom

16:15-17:15 Jesenná miska. Vlastnoručne vyrobená v keramickej dielni.

Viac o programe www.ainova.sk/festival

AINova, Prostredná 47/A - Veľká sála

10:00-11:00 Ako zostať OK aj v strese? Pozrime sa na naše aktuálne stresory a nástroje, ako byť odolnejší.

11:00-12:00 Joga vraj zvyšuje kvalitu života. Doprajte si kľud a prídte sa pozrieť, porozprávať a skúsiť.

12:00-13:00 ImproDance. Dajte sa viesť a objavte svoj jedinečný pohybový slovník.

AINova, Prostredná 47/A - Malá sála

12:00-13:00 Učme sa hudbu inak. Hra na hudobný nástroj ako hobby a druh relaxu pre všetky vekové skupiny.

15:30-16:30 Angličtina pre seniorov. Nebojme sa cudzej reči, veď veľa slov už poznáme!

Ukážky online vzdelávacích modulov

- Potrebujeme zelené kompetencie?
- Chceme byť aktívni občania.
- Sme mediálne gramotní.
- Vieme písať projekty.

Diskusie, prednášky, ukážky,
workshopy pre dospelých.

LEARNING
FWD

STROM ŽE ŽIVOTA

ACADEMIA
NOVA

Spolufinancovaný
Európskou úniou



However, the participation in each activity did not meet our expectations. Many people came to the Apple Feast, but they did not pay more attention to the festival activities. Apparently, people were in the mood for entertainment and did not switch to more serious topics, no matter how appealing they were.

The main activities of the programme of the Learning Festival was the presentation of the online modules created by partners to promote the Skills for the 21st Century. A computer corner was set up for visitors to the Learning Festival where all four modules were available for viewing. We designed two specific types of leaflets for promotion – one with a more detailed description of each module and another in the form of a postcard with the QR code that everyone could easily take with them.

The format of the festival itself proved interesting and viable for the purpose of promoting lifelong learning. We definitely plan to repeat it in the future. But we will concentrate on a smaller number of activities, and we will focus as much as possible on current topics. We will select the lecturers and facilitators from among local experts or other well-known personalities. Longer-term and more extensive promotion will be needed, preferably more personal and more direct.



• DANTE

Erasmus Days is an annual celebration dedicated to showcasing the impact and successes of the Erasmus+ program, a flagship initiative of the European Union supporting education, training, youth, and sport. Typically held over several days in October, Erasmus Days bring together organisations, institutions, and individuals engaged in Erasmus+ activities to highlight the program's achievements.

This year, Erasmus Days were held at Dante in the week of 9-13 October 2023. During these days, we organised various events, workshops, seminars, conferences, and cultural activities. Besides enhancing the visibility of the Erasmus+ program, we also wanted to give space to the Learning Fwd 21 project and its influence on Dante.

One of the key benefits of organising Erasmus Days at Dante is an opportunity for networking and collaboration so we wanted to include the project's stakeholders and other adult education institutions to foster the connection. Apart from adult education institutions, other participating organisations included schools, the University of Rijeka, NGOs, etc.

The Erasmus Days are also a kind of Learning Festival where two separate events hosting a total of 50 local participants, and 15 joining online were devoted to the learning modules created under this project.

Both events followed the same agenda which was designed to facilitate engagement, knowledge sharing, and networking among participants. The agenda included:

Introduction: A warm welcome and overview of the day's activities; Presentation about Dante; introduction round and ice-breaker activity that facilitated connections among participants.

The presentation of the project and its results: Dante presented the project and highlighted its accomplishments and results.

Presentation of the institutions: Each institution involved in the project took the stage and provided an overview of their mission and activities as well as their contributions to the project.

Overview of the topics of citizen participation and green competencies - presentation, discussion, experience sharing, online modules presentation, quiz.

Networking session: The coffee break was organised as a networking session for participants to connect and expand their professional networks.

Informal feedback and closing of the programme. The events celebrated the accomplishments of the Learning FWD project and motivated the participants to stay in touch for future collaboration and innovation in the field of adult education.

• Jana Brabcová / Grafia

The job and education fair, which was organised and visited by the entire Grafia team, offered an excellent opportunity to showcase the project's results and its e-learning modules to a number of visitors.

Participants were initially briefed about the project through group training sessions, where they familiarized themselves with the project activities and learned how to navigate the modules. Following this, they engaged directly with the modules of their choice on the provided computers, testing their skills before delving into the content. Subsequently, they studied the modules and underwent a test to see what they learnt.

Throughout the Fair, which spanned from 10:00 am to 6:00 pm, team members were available to provide assistance at the computers, alongside project staff who were on hand to address inquiries from the public.

Attendees from various age groups and educational backgrounds expressed keen interest in the modules, willingly sharing their email addresses to receive further information.

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držet krok s moderní dobou



Jak být mediálně zdatný

Jak na internetu poznat pravdu, lež, dezinformaci, vtíp, konspiraci nebo hoax?
A může nám v tom pomoci umělá inteligence?



Projektové myšlení

Naučíte se, jak proměnit nápad v žádost o grant. Jak tento nápad proměnit v projekt a kde získat prostředky na jeho realizaci?



Občanská participace

Co to znamená být občanem?
Naučte se, jak využívat občanské kompetence k prospěchu všech.



Tipy a triky pro zelenější život

Získejte základní přehled o problematice a naučte se praktická opatření, jak pozitivně přispět k boji proti změně klimatu.



www.learningfwd21.eu



öppus

Grafia

STRM ŽIVOTA



4.1 How to organise an educational event

• Jana Brabcová / Grafia

How to build an organisational team for the implementation of the event is a key step to the success of any project. Here are some basic principles that can be useful in building and managing an organisational team:

Define the objectives of the activity:

Establish clear and measurable objectives for the event. Each team member should be familiar with the end goal and the results you want to achieve.

Roles and responsibilities:

Assign specific roles and responsibilities for each team member. Everyone should know what is expected of them and what their contribution is to achieving the goals.

Team diversity:

Assemble a team with diverse skills and experience. This will ensure that no key aspect is missed and that you have a sufficient breadth of perspectives and competencies.

Ideally, members will encompass all the roles in Belbin's definition of team roles - Resource Investigator, Teamworker and Co-ordinator (the Social roles); Plant, Monitor Evaluator and Specialist (the Thinking roles), and Shaper, Implementer and Completer Finisher (the Action or Task roles).

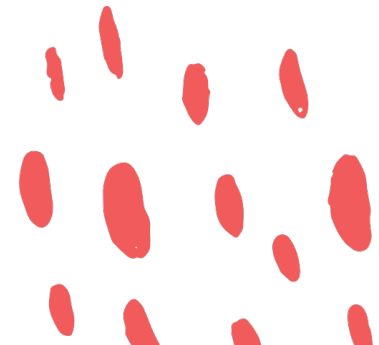
If you have individualists on your team who can't work with the team, but you still need them, assign them the role of individual specialist.

Communication:

Ensure effective communication within the team. This includes regular meetings (at least online, but there really is no substitute for face-to-face contact!), use of appropriate communication tools, and openness among team members. Do not punish people for making a mistake, but discuss the mistake with the team member calmly behind closed doors (without others). Creating a safe environment is essential to the individual's courage to admit a mistake early and seek a solution. If the team member perceives the potential consequence as a personal injury, he or she will tend to keep the mistake a secret.

Planning and scheduling:

Create an implementation plan and timeline for the event. Each task should have an assigned time allotment and it should be clear who is responsible for it.



Delegate tasks:

Only delegate activities that the appropriate team member can handle based on skills and abilities. You cannot delegate tasks that are related to the delegator's contacts and personal relationships and are vaguely defined. If you delegate a task that is not repetitive and similar to previous tasks, you may spend more time on instruction and review than if you were to perform it yourself. Delegating does not mean that you „dump“ your work on someone else. It is inefficient to „delegate“ and then do it yourself, you are actually wasting resources. You can find the rules of delegation in any management handbook.

Motivation:

The motivation of the team can change continuously, it is important to see not only the achievement of the goal, but also the processes and the journey to be taken. A well-motivated team also enjoys interacting and collaborating with each other, a good boss makes sure that individuals are praised for their results and the support of others, and provides feedback. Ensure that each member sees the importance of their work. The moment a goal is not achieved (for example, an event is cancelled for reasons beyond the team's control), a good team will not fall apart, even though it may be demotivated for a time. The important thing is not to stop building on the fragments of work that have been done and to set a new goal using those fragments.

Proactivity and flexibility:

Encourage a proactive approach and the ability to adapt to change. The event may face unexpected challenges and the team should be able to respond quickly.

Team Development:

Provide opportunities to develop team members' skills and knowledge. This may include sharing information with each other, training, workshops or mentoring.

Feedback and evaluation:

Provide regular feedback and evaluate the team's progress. This will help identify strengths and areas that need further attention.



4.2 Checklist for the organisation of an educational event

A checklist for organising an educational event can be a useful tool to ensure the complete preparation and success of the event. You can use the points below as a basis for your preparations and adapt them to the specific needs of your educational event:

Preparation and planning

1. Define the objectives of the event:

Clearly state the goals of the learning event and focus on achieving specific outcomes.

2. Target audience:

Identify the target group of participants and consider their needs and knowledge levels.

3. Participants needs:

Conduct surveys of the needs of each participant group and tailor the content of the training event to them.

Logistics, venue, organisation, production

4. Venue selection:

Ensure a suitable venue with the necessary capacity, technical equipment and comfort for participants according to the needs survey. Of course, a mutually confirmed contract with information about the price, what is included and what is not,

what the extra charges are, or a definition of the space for your event (ideally a plan) is a must - you will avoid misunderstandings during the event. Inform everyone concerned (lecturers, organisers, participants...) about the specific conditions. For example, do not forget about the public visual presentation of the space - what can and cannot be photographed and shared on social media?



5. Date and time planning:

Event dates and times must fit the needs of participants. Verify that there are no other events taking place at that time for the same target audience. Minimize conflicts with other events. Plan and observe breaks! Schedule time for discussion as well. Make sure the target group does not have other interests or obligations at the time (spring break, inability to babysit, etc.).

6. Technical facilities and equipment, signage

Provide the necessary technical equipment for presentations, interactive activities and other needs of the educational event. Do not forget about valid licenses and accreditations.

7. Prepare for the possibility that technology may fail. What if the power goes out?

8. Don't forget to prepare signage for participants

(classroom, restrooms, refreshments, information about public sharing of event photos, QR codes, etc.)

9. Refreshments:

If appropriate, arrange catering to meet the needs of the participants (refreshments according to the scale and importance of the event). Have alternatives in reserve in case of catering failure (where to get bagels, tap water, cookies, cups...)

Content and program

10. Program structure:

Develop a structured program that includes a variety of activities (presentations, interactive workshops, discussions, breaks). Clearly define time blocks for participants.

11. Speaker selection:

Choose qualified speakers with relevant expertise and teaching competencies. Verify their availability in advance and establish contractual agreements. If a speaker works with your materials, address intellectual property issues (data, copying, etc.) and define relationships with participants. If the speaker uses their materials, clarify how they will be handled.

12. Material creation:

Prepare an ample supply of educational materials, presentations, and any distance learning materials for both participants and speakers. Clarify ownership of educational materials created by speakers for your event and ensure contractual agreements cover their use in future courses.



13. Interactivity:

Incorporate interactive elements, group exercises, and discussions to enhance participant engagement. Aim to keep participants physically and mentally present throughout the event.

Marketing and registration

14. Event marketing:

Develop a marketing plan, including social media, email campaigns, and other strategies for promoting the event. Cover various communication channels to reach the target audience. Inform them when plans are open and choose communication methods and language that resonate.

15. Financial and media partners:

If you have financial or media partners, ensure they receive the agreed-upon benefits, even in barter collaborations. Proactively provide information on event progress to maintain good relationships. After the event, share photos, videos, or summaries with partners to secure loyalty and satisfaction.

16. Online/Offline registration, payment:

Facilitate easy participant registration through online or offline forms. For paid events, simplify payments using QR codes, online cards, etc. Offering pre-payment provides ongoing

information on interest. Allow on-site cash payments for last-minute attendees. Payment methods can impact event attendance, and not everything needs to be free.

17. Confirmation of attendance:

Send attendance confirmations and event details to participants upon registration. Remind them shortly before the event, and provide an option to add the event to electronic calendars (e.g., FB).

Financial plan and organization

18. Financial plan:

Create a financial plan covering all event costs (venue, speakers, materials, marketing, licences, documentation, organisational staff time). Include indirect overhead costs such as phones, administrative space rent, transportation, internet, multiplied by a factor of 1.5.

Set a minimum number of participants to cover all costs with the ticket price.

19. Organisation:

Monitor payments continuously. If financing is from multiple sources, designate one person with an overview of all costs and income. If cancelling the event, ensure timely ticket refunds and inform participants. Appoint a responsible treasurer for cash collection.

20. Information workers:

Before the event, assign information workers to answer participant queries. Consider using a chatbot or FAQ page. Ensure consistency in all media communications.

21. Safety:

Prioritise participant safety at entry and within the event space. Inform relevant local authorities (police, medical professionals) if necessary. Have plans for power outages, lighting failures, panic situations, and participant collapses. Assign a person responsible for event safety.

22. Security service:

If using a security service, address crisis situations and resolutions in the contract. Clarify actions in various scenarios beforehand.

23. Media communication:

Appoint a media communication officer, and provide their contacts on the media page. Set clear communication rules for all staff.

24. Event manager:

Designate a responsible event manager who collects feedback and evaluates it before, during, and after the event. Clearly define responsibilities and decision-making authority to streamline processes during tight timelines.

25. Be kind:

Foster a positive atmosphere, not only for participants but within the team. Address problems collaboratively to minimise consequences. Post-event analysis can identify errors and solutions for the future.

26. Engage participants:

Ensure that performers, lecturers, and artists feel part of the team and take personal responsibility for the event's success.



Evaluation and feedback

27. Evaluation tools:

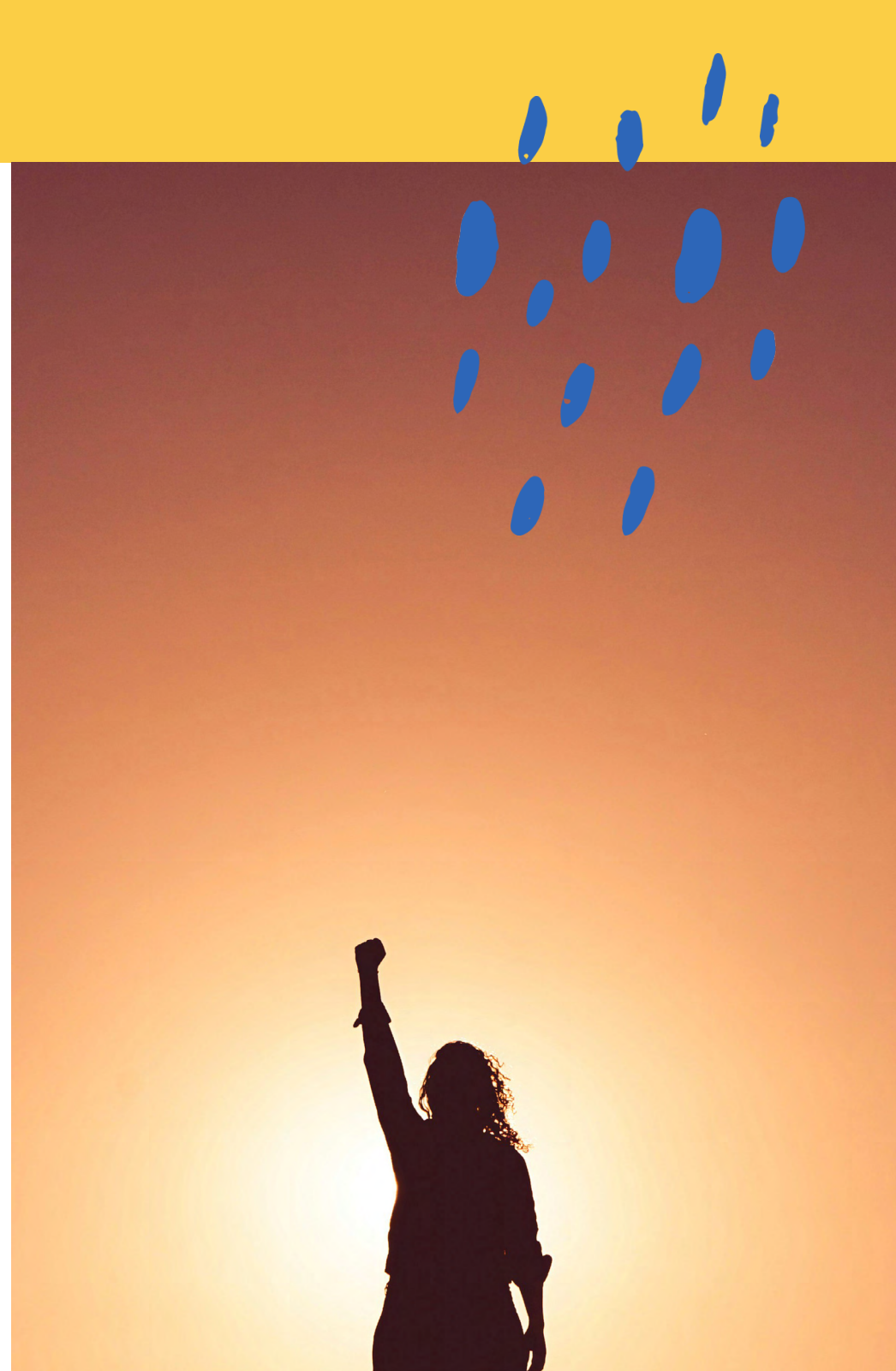
Prepare evaluation tools to collect feedback from participants for improving future events. Ensure they are easily accessible and encourage participants to provide constructive criticism.

28. Event documentation:

Secure documentation, including photos, videos, and recordings for future use or marketing. Specify where outputs will be published and how they will attract attendees to future events.



This checklist is general and can be adapted to the specific needs of your educational event. It's crucial to cover all key aspects and be prepared to respond to unexpected situations.



About the project

Results

1. Virtual Learning Centre - Partnership
2. Digital platform (information and e-learning platform)
3. Learning Modules in Green and Civic Competencies: Tips for Greener Life, How to be Media Fit, Project Thinking, Active Citizenship
4. Guide - How We Built a Learning Centre

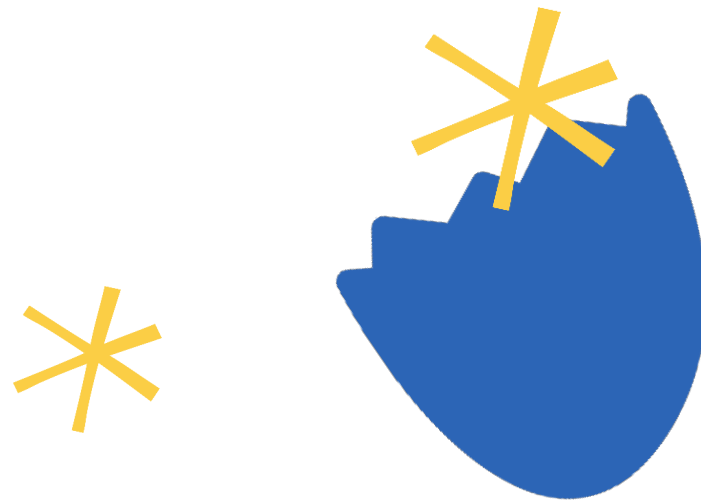
We have built a solid ground for further development of the culture of lifelong learning in our regions.

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es@ainova.sk
info@dante-ri.hr

 www.learningfwd21.eu

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FWD 21** 



Project team:

Jana Brabcová, Kata Cigánová, Markéta Čekanová, Braňo Frk, Marta Jendeková (coordinator), Jozef Kahan, Barbara Kollárová, Beňa Lörincová, Ján Nemčok, Ivone Mataija

Project partners



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