

STRENGTHEN INDIVIDUAL COMPETENCES THROUGH ICTS



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

A 2017-19 project that aims to share our experience in teaching ICTs to adults

Project kick-off meeting

Antwerp, Belgium. October 2017



A colourful and amazingly diverse city welcomed us

Atlas, our Belgian partner organized the first project meeting in Antwerp (18th to 20th of October).

Ten members of the four partner institutions participated in this meeting

Antwerp itself stunned us with its beating life, gorgeous architecture of its city centre and such an amazing human diversity.

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Our host: Atlas Integratie en Inburgering Antwerpen

The host institution, Atlas, impressed us as well: a huge and carefully well-organized institution that offers a wide range of services and activities to support the integration of newcomers. Atlas is an institution with a vast experience in the field of social integration of vulnerable groups, especially immigrants and refugees. They have a wide experience in literacy programs, teaching of second language (L2) to newcomers, providing counselling and individual support and an innovative program of social inclusion through ICT. With a broad multidisciplinary team and regional repercussions, Atlas is a key member of this partnership. Find more info about Atlas on:

<https://www.atlas-antwerpen.be/en>



Our welcome kit

We wanted to know first hand the project target groups

We finally put faces on names and met each other in a fruitful conference.

The main objective of our partnership is to share experiences and knowledge. In this kick-off meeting we presented in detail each institution: we wanted to know the work they do as well as their experience in teaching digital literacy...

An expected result of this meeting was to know in detail and at first hand the target groups with which we are going to work. As a result of the two online questionnaires we had elaborated in September and we applied in our institutions, we described

those target groups.

The first step to understand how the project can cause an impact in our institutions is to know in detail the human fabric involved in it.

Two digital surveys were elaborate: one at teaching level and the other one at user/learner level.

We realized how divers is our partnership in size and type of target groups. That could be a difficulty but we are taking our heterogeneity as a positive factor that will enrich the project.

The questionnaires as well as their results are available on our web site <http://sic-tic.eu>



Teachers, volunteers, formal students, occasional users, job seekers, newcomers, people from any corner of the world...our target groups are very divers

Moodle: first steps in using a collaborative space but...



We use Google Drive as our project collaborative space

Friday's first session was supposed to start with a workshop on the use of Moodle. After that Moodle workshop we had planned a collaborative work session in which we would draft and approve the four internal plans: Dissemination, Communication and Coordination, Follow-up and Evaluation, and Gender Equality.

But in our previous session, and once we got a closer idea about the expertise and skills of the group members, the coordinating partner proposed us to change the way we would show our project in the web: instead of using a website format we rather would design and use our Moodle platform as our main shop window and Google Drive as our work platform since it offers easy to use collaborative tools



Four internal plans written and agreed...

We tried those collaborative work features in another dense session in which working in couples we drafted the four above-mentioned plans through online Google documents. Each couple had 15' minutes to brainstorm ideas about one of the plans and jot them down in an online document; in this way we rotated the four plans.

As a result we drafted the main composition of those plans.

We agreed that each institution had to edit one of the drafted plans and had to give it its final shape by the end of November. And we did so. Germany was in charge of the Dissemination Plan, Czech Republic the Follow up and Evaluation Plan; Belgium, the Gender Equality Plan and finally Spanish Institution the Communication and Coordination Plan.

In December the Coordinator wrote the bilateral contracts between each partner and the coordinating institution. Those contracts not only rule the project responsibilities, tasks and relationships but also include a payment plan

together with the four internal plans.

1. Coordination and Communication Plan

This plan ensures an effective and fluent communication among the project partners as well as to establish the means of communication and coordination under the project framework.

The agreement of this Plan together with the Follow-up and Evaluation, the Dissemination and the Gender Equality Plans was ratified with the signature of a bilateral contract between each partner and the coordinating institution.

2. Dissemination Plan

The objective of this plan is to widen the visibility of European initiatives like ours. Each partner institution is committed to publishing the project and its activities in an active and proper manner at local and regional level. They will also contribute in the open dissemination activities like the project web site, EPAL community, and social networks.

This dissemination plan describes a framework that respects the particular focus and individual specifics of each partner in making the project run. The partners have heterogeneous target groups and different ways how to fulfil the demands of their audience as well as different internal organisational structures, capabilities, resources and communication channels. Upon these reasons not all activities are achievable for all partners in the same way, however in order to ensure a fair and balanced workload among the partners and guarantee a certain level of dissemination, each institution has to find a way to implement equivalent dissemination activities.

3. Follow-up and Evaluation Plan

This plan is aimed to provide the necessary tools to monitor the project activity as well as to deliver essential feedback to make corrections when needed. Another purpose of it is to evaluate its impact and to collect the data and documents to elaborate the interim and the final project reports.

4. Gender Equality Plan

One out of three women suffers along their lifespan some type of gender violence (WHO, 2013) such is the size of violence against women that a educational project like ours must be proactive in including the topic along its implementation.

We are aware that our institutions are very different in their target groups and type of services provided, but each partner has to take a proactive role in implementing activities to prevent sexual harassment, to promote strategies of dialogue and analysis on the gender equality and the different types of sexual violence which usually is a taboo topic. We will list below a number of activities in such direction but along the two-year life of this project, each partner institution will adapt those activities to their target groups so that we all will take an active role in gender equality promotion. Both for the interim report and the final report each partner will provide information and evidences of having undertaken a proactive role in gender equality.

All four plans can be found at <http://sic-tic.eu>



Digi-labo integration initiative

In the afternoon we had the opportunity to visit in Atlas "Digi-labo", a powerful idea of our Belgian partners.

A space where volunteers from Atlas provide support and help to newcomers in having access to the Internet for e-government procedures,

email, training courses, and labour market opportunities among many others.

A one-to-one support, customized to the users and in their own language. Digi-labo initiative perfectly meets our project objectives.



Visiting Digi-Labo

Dissemination activities so far

Dissemination is one of the key pillars of any EU project. We have carried out so far many activities in such direction let's mention some examples.

At a local level each partner creates a physical space in their institution or in another location like other institution for their umbrella group in order to provide information and news about the project.

Local media offer an excellent opportunity to give voice to initiatives like ours. 6th of November 2017, the local Radio

Station "Radio Ubrique FM" invited our project coordinator for an interview.

After a general description of the project objectives he was asked about the activities they have done so far.

He provided information about our kick-off meeting in Antwerp and talked about the next steps as well as the workshop planned to be held in Ubrique next spring.

The post in the Radio blog and the audio are available on our Facebook site.

<https://www.facebook.com/Sic-Tic-Erasmus-project-2017-19-1937681729838856/>



Erasmus+ corner in Atlas Antwerp



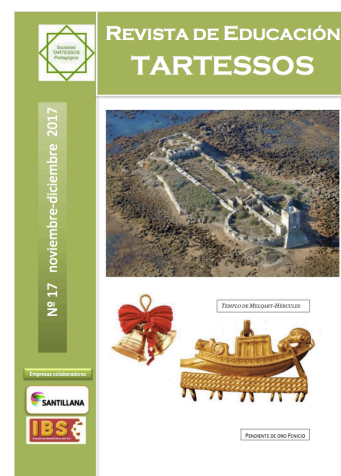
Our project coordinator was interviewed in Radio Ubrique FM the 6th of November, 17

Apart from the many local meetings held in each country to present our project, at a regional level, in Spain, the education magazine *Tartessos* published in pages 28th to 30th of its 17th number an article where the Spanish partner describes our project, its objectives, partners and expected impact.

Besides our site in Facebook and our web site *sic.tic.eu* we created a community in

EPALE, the multilingual community of the European Commission for teachers, trainers, researchers, academics, policy makers whose professional activities are relevant to adult learning in Europe.

Our community in EPAL allows us to share all the activities and news generated by the project.



The education magazine Tartessos find the article at

https://issuu.com/sp.tartessos/docs/revista_17



And...yes...we have a logo

Staff members, students and users have participated in our logo contest by creating a total of 15 proposals. Throughout an online survey in which each participant country was allowed to give two votes, the winner is one of the logos sent by our partner in Belgium. Besides the acronym of the project, the winner logo pictures in a very plain way the two core topics of our partnership: teaching (with a graduation cap)+ ICTs (by a "play" button) ...we all love it. Through a collaborative online work we managed to select the symbol that will represent our project from now on. See the rest of the drawings that participated in the contest, find them here:

https://docs.google.com/forms/d/e/1FAIpQLSeQOFInLXEIc1xa8raQKwmCfsbfPY6WRys0MNRkhVUZ_faMLQ/viewform

The project has to have impact...

The UK NA has developed the Impact+ Exercise to help applicants and projects think about what their **impact** could be and how to measure it.

Our Project coordinator participated in a Transnational Cooperation Activity: "Impact + Exercise for Adult Education Beneficiaries" which took place the 14th and 15th of December in Birmingham, UK.

This thematic seminar was aimed to contribute to the evidence-based analysis of project results. It equipped its participants with the skills to plan and implement impact assessment activities. Ultimately, this will improve the quality of the evidence base for Erasmus+.

The main objectives were:

- to help beneficiaries understand the concept of impact assessment.
 - to train beneficiaries so that they are able to: identify their project impact and outcomes; develop suitable indicators, and; identify suitable data sources.
 - to help beneficiaries use impact evidence in their dissemination
- The seminar included a number of practical group exercises designed to familiarise participants with not only the stages of the Impact+ Exercise but also identifying and targeting relevant stakeholders.

<https://www.erasmusplus.org.uk/learning-networks-topics/Measuring-Impact>



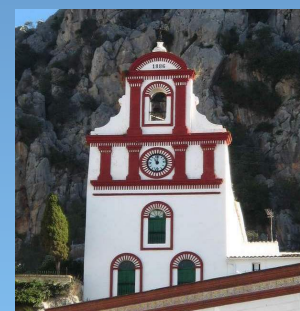
Next spring ...the first TTL

Two TTLs (Teaching, Training, Learning activities) will be organized along the project lifetime. The first one will be held in Spain.

CEPer Siete Villas, the Spanish partner will organize a five-day training workshop in Ubrique (Cádiz). Due to the cut in the number of participants allowed for those TTL, the coordinator proposed to the group a change in the contents of the workshop, not in the objectives though.

They will present an innovative and successful initiative in project-based ICT classes and will lead the rest of the participants to carry out a similar project.

The workshop will involve the use of different ICT tools and has something to do with getting to know and showing the historical heritage.



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