



## **Innovative Methods and Practices to Facilitate Social Inclusion (LIGHT)**

Final Report

Public Part

## Project information

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Project coordinator: Liudmila Mecajeva  
Project coordinator organisation: Socialiniu inovaciju fondas (Social Innovation Fund)  
Project coordinator telephone number: +370 37 206 575  
Project coordinator email address: l.mecajeva@lpf.lt

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# Executive Summary

**The main aim of the project** was to increase the level of social inclusion of unemployed people, senior citizens and migrants with a special emphasis on women. The new learning pathways for increasing social mobility to overcome social exclusion were introduced by Social Mobility Model.

**Project's target groups were clearly identified and distributed in 2 sectors:**

- learners - socially disadvantaged persons: senior citizens, unemployed and migrants;
- adult educators, adult education organisations, NGOs, community centres working in the field of social inclusion.

During the project implementation both target groups were reached within and beyond the partnership.

**The main project objectives were:**

- to equip three target groups of socially disadvantaged persons: senior citizens, unemployed and migrants with the skills, knowledge and competencies that they need for coping with challenges and remaining active in society and labour market;
- to develop three educational tools: group social mentoring, role models to foster social inclusion, visual workshops on equal opportunities and non-discrimination, and summarize them within the European framework of Social Mobility Model;
- to adapt the developed Social Mobility Model to all three disadvantaged groups at national level;
- to ensure effective promotion of Social Mobility Model at national and European levels;
- to ensure optimal use of the results beyond the partnership, during and beyond the lifetime of the project.

The Project had the Consortium of eight organizations from six EU countries (Czech Republic, Germany, Lithuania, Spain, The Netherlands and United Kingdom) with high level of expertise, which was necessary for the development of planned outcomes. Each organization has distinguished for its high level of expertise which was crucial for the development of the planned outcomes. The main skills and competences of the Consortium comprised the high social research skills and experience in the field of social inclusion, special professional skills in organizing and promoting training and skills in implementing ICT-based training materials.

During the project's lifetime the Consortium developed the following major outcomes: the "Guidelines for Tutors of Social Mobility Model", the "e-Workbook for tutors on Group Social Mentoring", the Video set "Role Model as a tool to foster social inclusion" (in EN, CZ, DE, ES, LT), the training materials for Visual Workshop "Equal opportunities and non-discrimination" (in EN, CZ, DE, ES, LT). The quality and effectiveness of the developed outcomes were assessed during twenty national round-table discussions with Learners' Commissions (141 representatives in total), during the 10 months group social mentoring pilot sessions (92 representatives in total, who implemented the method), 13 national seminars on role model (136 representatives) and 13 trainings on equal opportunities and non-discrimination (144 representatives) organised by project's partners, as well as by external evaluators.

For dissemination purposes a leaflet containing information about the project and its activities was published in EN, CZ, DE, ES, LT languages as well an e-Newsletter about the project 's progress with identification of the website have been developed and sent to project's partners for further dissemination within their different networks on national and European levels. Project's website [www.socialmobility.eu](http://www.socialmobility.eu) contains all the outcomes of the project available for download. The optimal use of the results beyond the partnership, during and beyond the lifetime of the project has been ensured by the final conference "Social Mobility Model – New Learning Pathways to Social Inclusion" and by promotional contacts with adult educators and adult education organisations at national level for further use of the developed Social Mobility Model.

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# 1. Project Objectives

Project **objectives** were:

- to equip senior citizens, unemployed and migrants with the skills, knowledge and competencies that they need in order to cope with challenges and remain active in the society and the labour market;
- to facilitate project's partners to learn about and share experiences on good practises on social inclusion by organising international seminar;
- to develop group social mentoring method for project's target groups;
- to perform national piloting of group social mentoring method;
- to develop new educational opportunities to learn from personal experiences by using Role model as a tool to foster social inclusion;
- to organise national seminars using Role model approach;
- to make learners aware of equal opportunities and non-discrimination;
- to organise national trainings with visual workshops on equal opportunities and non-discrimination;
- to summarize the complex of developed educational tools and their inter-relations within the European framework of Social Mobility Model;
- to ensure involvement of adult learners from selected target groups into the project implementation and evaluation by creating Learners' Commissions and organising national round-table discussions with Learners' Commissions;
- to develop a strategy for effective dissemination of materials in order to facilitate the spread of information about project and its outcomes;
- to ensure wide and effective dissemination campaign at national and European levels through active involvement of project's partners and their available networks;
- to organise exploitation activities at level of adult learners;
- to organise exploitation activities at level of adult educators/adult education organizations beyond the Consortium;
- to ensure optimal use of the results beyond the partnership, during and beyond the lifetime of the project.

The target groups reached during the lifetime of the project, as well the impact upon them and benefits for them are the following:

1. The first short-term target group – unemployed persons, with special emphasis on women (learners):

- 30 learners participated in national piloting of group social mentoring method for 10 months (January-October, 2011) in Czech Republic and Lithuania. Participation in national group social mentoring contributed to the development of the learners' skills and competencies needed to cope with challenges in the labour market, to seek actively for employment as well to remain active in the society. During the pilot trainings the learners used the developed supporting materials and documents (such as suggested templates for mentoring Contract, Mentoring diary, Goals and Objectives, etc.).
- 50 learners attended one-day national training seminars "Role Model as a tool to foster social inclusion" (in total 13), which were held in the period of March-September 2011 in Czech Republic, Germany, Lithuania, Spain and UK. The developed multilanguage video set "Role models as a tool to facilitate social inclusion" contains six video clips: two of them represent personal success stories of overcoming problems related with unemployment ("Role Model: Story of Mrs. Jana" and "Role model for long-term unemployed women – Vilija"). Both video clips and case studies were used during the national role model seminars in order to strengthen self-confidence, promote personal

fulfilment and increase the capacity for creative expression of unemployed persons and encourage them to (re-)enter the labour market.

- 58 learners attended one-day national visual workshops “Equal Opportunities and non-discrimination” (in total 13), which were held in the period of October-November, 2011 in Czech Republic, Germany, Lithuania, Spain and UK. The main aim of the visual workshop was to help unemployed persons to develop their civic competencies on equal opportunities and non-discrimination in order to adapt themselves to diverse and changing society and the labour market and to protect their human rights. The developed training materials for visual workshops “Equal Opportunities and non-discrimination” in EN, CZ, DE, ES, LT languages were used to facilitate the workshops at national level.

2. The second short-term target group - senior citizens (learners):

- 20 learners participated in national piloting of group social mentoring method for 10 months (January-October, 2011) in Czech Republic and Lithuania. Participation in national group social mentoring contributed to the development of the learners’ skills and competencies, needed to cope with challenges and remain active into the society. During the pilot trainings the learners used the developed supporting materials and documents (such as suggested templates for mentoring Contract, Mentoring diary, Goals and Objectives, etc.).
- 45 learners attended one-day national training seminars “Role Model as a tool to foster social inclusion” (in total 13), which were held in February-March 2011 in Czech Republic, Germany, Lithuania, Spain and UK. The developed multilanguage video set “Role models as a tool to facilitate social inclusion” contains six video clips: two of them represent personal success stories of overcoming problems related with unemployment (“Angele - role model for senior citizens” and “Jesus’s story (role model for senior citizens)”). The both video clips and case studies were used during the national role model seminars in order to strengthen self-confidence, promote personal fulfilment and increase the capacity for creative expression of socially disadvantaged senior citizens.
- 44 learners attended one-day national visual workshops “Equal Opportunities and non-discrimination” (in total 13), which were held in the period of October-November, 2011 in Czech Republic, Germany, Lithuania, Spain and UK. The main aim of the visual workshops was to help senior citizens to develop their civic competencies on equal opportunities and non-discrimination in order to adapt themselves to diverse and changing society and to protect their human rights. The developed training material for visual workshops “Equal Opportunities and non-discrimination” in EN, CZ, DE, ES, LT languages were used to facilitate the workshops at national level.

3. The third short-term target group - migrants (learners):

- 21 learners participated in national piloting of group social mentoring method for 9 months (January-September, 2011) in Germany and UK. Participation in national group social mentoring contributed to the development of skills and competencies, needed to cope with challenges and remain active in the society.
- 41 learners attended one-day national training seminars “Role Model as a tool to foster social inclusion” (in total 13), which were held in February-March 2011 in Czech Republic, Germany, Lithuania, Spain and UK. The developed multilanguage video set “Role models as a tool to facilitate social inclusion” contains six video clips: two of them represent personal success stories of overcoming problems related with unemployment (“Raluca’s way: the successful inclusion of a migrant in Germany” and “Brenda: the

Refugee Woman's Story"). The both video clips and case studies were used during the national role model seminars in order to strengthen self-confidence, promote personal fulfilment and increase the capacity for creative expression of socially disadvantaged migrants.

- 42 learners attended one-day national visual workshops "Equal Opportunities and non-discrimination" (in total 13), which were held in the period of October-November, 2011 in Czech Republic, Germany, Lithuania, Spain and UK. The main aim of the visual workshop was to help migrant learners to develop their civic competencies on equal opportunities and non-discrimination in order to adapt them to diverse and changing society and to protect their human rights. The developed training materials for visual workshops "Equal Opportunities and non-discrimination" in EN, CZ, DE, ES, LT languages were used to facilitate the workshops at national level.

4. The fourth short-term target group – organisations (adult educators, adult education organisations, NGOs, community centres) beyond the consortium, that work in the field of social inclusion and help socially disadvantaged persons to move from social exclusion into social inclusion. 101 organisations (104 persons in total) got acquainted with Social Mobility Model and while 24 organizations out of them and beyond the consortium were prepared to use the Social Mobility Model within their organizations.

In addition to the short-term target groups, the project also had the long-term target groups, which will be reached beyond the project's official Consortium and beyond the project's lifetime. Project's long-term target groups are distributed in two sectors:

- adult educators, adult education organisations, NGOs, community centres beyond the partnership working in the field of social inclusion;
- socially disadvantaged people: senior citizens, unemployed and migrants.

Project's partnership expects that 101 organizations (or 104 persons) beyond the partnership, which got acquainted with the Social Mobility Model, will train at least 300-400 socially disadvantaged persons using Social Mobility Model within their organizations during one year after the project's lifetime.

Adult learners in Learners' Commissions within project countries were provided with project outcomes and encouraged to transfer the developed idea of Social Mobility Model via their personal contacts. Project's partnership expects that each Learners' Commission will involve at least 20 adult learners for self-learning. In total 120 adult learners/ socially disadvantaged people beyond the project's lifetime will be involved.

During the project's implementation, all target groups were reached within and beyond the partnership.

The envisaged overall impact of the project concerns introducing an innovative Social Mobility Model in order to foster social mobility, thus to remain active in the society and labour market.

The impact on socially disadvantaged learners was significant:

- group social mentoring as alternative learning approach to re/integrate socially disadvantaged persons into society and labour market was applied on 70 end-learners within the project: 30 unemployed, 20 senior citizens and 20 migrants.
- 136 end-learners (50 unemployed, 45 senior citizens and 41 migrant) got a possibility to learn about the personal experience of those who overcame social exclusion by using multilanguage video set of Role models during 13 national seminars.
- national workshops "Equal opportunities and non-discrimination" (in total 13) were attended by 144 end-learners (58 unemployed, 44 senior citizens and 42 migrants). Those workshops have influenced improvement of the competences in gender equality and equal opportunities helping to adapt to diverse and changing society and to protect their human rights.

The long-term impact was seen also through rising awareness of the society regarding the social inclusion measures and successful approaches.

## 2. Project Approach

To achieve objectives on social inclusion stated in Lisbon Strategy all partner countries were using *top-down* approach by implementing national programmes of social protection and social inclusion. The analysis of statistical data provided in annual EC reports ([http://ec.europa.eu/employment\\_social/soc-prot/soc-incl/joint\\_rep\\_en.htm](http://ec.europa.eu/employment_social/soc-prot/soc-incl/joint_rep_en.htm)) shows that level of social exclusion/poverty in partner countries is still very high and feminization of the poverty is noticed. That is why it was very important to strengthen the bottom-up approach to increase capacity and willingness of socially excluded people to integrate themselves into the society.

The LIGHT project raised awareness of necessity to widen the social dialogue at community level for effective implementation of national strategies, and suggested strengthening the *bottom-up* approach. It has been achieved by introducing new learning pathways for increasing social mobility, which is associated with an individual's opportunities and capacities for progression to overcome social exclusion, of socially disadvantaged persons (senior citizens, unemployed and migrants especially women). Thus, innovative European framework of Social Mobility Model was introduced within the complex of three interlinked educational pathways:

- Group Social Mentoring method,
- learning from the personal experiences using Role model approach,
- developing the civic competences in gender equality and non-discrimination.

The idea of pair social mentoring for unemployed women was developed and tested in Lithuania during project "Give me a hand" (EQUAL initiative) and has proven itself in (re-)integrating unemployed persons into the labour market. Recommendations of the project were: to improve the pair social mentoring by developing group social mentoring to ensure the optimal use of the mentors, who could work with the group of 4-5 people; to transfer the method of social mentoring to other disadvantaged groups. The LIGHT project's partners adapted the method of pair social mentoring to group social mentoring and transferred the innovative method to new target groups: seniors and migrants. Thus, the European dimension of group social mentoring was developed where the main idea of the approach was to select and organise group of four-five (in some cases three) mentees and one experienced mentor matching them according to their needs and social exclusion experience. The "E-Workbook for tutors on Group Social Mentoring" was developed and contained the following topics: description of group social mentoring; learning outcomes; role of managers/coordinators, mentors and mentees; the methods of motivation of mentees to make positive changes in their life, formulating expectations and goals in order to move from social exclusion to social inclusion; trainings of managers, mentors, mentees; monitoring process of group social mentoring, etc. 12 practical exercises facilitating the mentor within group social mentoring process have been developed as well. The main aim of the method "Group social mentoring" is to increase capacity and willingness of socially excluded persons to integrate themselves into society and labour market. Mentors used the initial version of "E-Workbook for tutors on Group Social Mentoring" during the national group social mentoring pilot sessions for socially disadvantaged persons. The partners selected 71 mentees and 16 mentors who were trained during the second stage of the project's lifetime in order to organise the piloting on group social mentoring at the national level. National pilot sessions that lasted 9-months started in January 2011 in five countries aimed at three target groups: migrants in Germany and United Kingdom, senior citizens in Lithuania and Spain, unemployed persons in Czech Republic and Lithuania. The final improvements of this outcome were done taking into account the feedback from the managers, mentors and mentees after the national training sessions and recommendations provided by the external evaluator. External evaluator evaluated the structure, content, clarity and usability of the "E-

Workbook on Group Social Mentoring for tutors”. It was produced in English language on CD-ROM (in 200 copies) at the end of the project, and is available for download from the project’s website [www.socialmobility.eu](http://www.socialmobility.eu) for further use by adult educators, working in the field of social inclusion beyond the partnership and project’s lifetime.

The project partner from United Kingdom having a great expertise in using the Role model approach as a tool to foster migrants’ integration into society transferred this method to the new target groups - socially excluded unemployed and senior citizens. The approach provided the possibilities for the learners to strengthen their self-confidence by learning from personal experience of people who have successfully overcome social exclusion, also promote their personal fulfilment and increased their capacity for creative expression. Thus, each of five project’s partners (one from Czech Republic, Germany, Spain, United Kingdom and two from Lithuania) have selected persons who overcame social exclusion problems, interviewed them, made a short description of every role model and used the methodology for creation of the training tool (video clips) based on expert knowledge and personal reflection. Each of five partners has developed one video clip in its national languages. Then the videos with transcripts in all partners’ languages (CZ, DE, EN, ES, and LT) were developed in order to enable all learners from participating countries to learn from the created video clips. As an additional material to the developed videos, project’s partners developed a *Session plan for tutor of the national seminar on role models*. This material was based on experts’ knowledge and facilitated the tutors in organising the trainings in a well structured way. After the final improvements of this outcome taking into account the feedback retrieved from the learners after the national trainings, the DVD where six national success stories of role models are presented, was finalized in the Multilanguage Video set “Role Model as a tool to facilitate social inclusion”. It has also been added to the project’s website [www.socialmobility.eu](http://www.socialmobility.eu) for the download for further dissemination and exploitation.

Project aims to help socially excluded persons: senior citizens, unemployed and migrants to improve civic competencies on gender equality and equal opportunities in order to adapt to diverse and changing society and labour market and to protect their human rights. This possibility promoted their social mobility and helped them to move from social exclusion to inclusion. In order to achieve this goal the training material for visual workshops “Equal opportunities and non-discrimination” was developed and tested during national trainings at the end of the project in Czech Republic, Germany, Lithuania, Spain and United Kingdom. The final improvements of this outcome were done taking into account the feedback of the learners-socially disadvantaged persons from the national trainings and recommendations provided by the Learners’ Commissions. This outcome was produced in English language on CD-ROM (in 200 copies) at the end of the project, and is available for downloading from the project’s website [www.socialmobility.eu](http://www.socialmobility.eu) for further use by socially disadvantaged persons, as well adult educators, working in the field of social inclusion beyond the partnership and project’s lifetime.

All three methods are summarized in the European Framework of Social Mobility Model – “Guidelines for tutors of Social Mobility Model”, which has been published in 800 copies at the end of the project. 200 copies of it also contain three Annexes, the three developed CDs - CD-ROM “E-Workbook for tutors on Group Social Mentoring”, CD-ROM with visual workshop “Equal opportunities and non-discrimination” and DVD with Video set “Role Model as a tool to facilitate social inclusion”. The other 600 copies have references to these materials on the project’s website. The “Guidelines for tutors of Social Mobility Model” are available for downloading from the project’s website [www.socialmobility.eu](http://www.socialmobility.eu) for further use by socially disadvantaged persons, as well adult educators, working in the field of social inclusion beyond the partnership and project’s lifetime.

During the project’s lifetime, the evaluation of the project had been implemented at three levels:

- internal evaluation by partnership;

- external evaluation;
- by involving Learners' Commissions into project's implementation and evaluation.

In this context project's evaluation strategy has been developed.

The internal evaluation strategy targeted the evaluation of the project management and its outcomes. In order to identify possible elements of an undesirable development of the project and its deliverables, the internal evaluation was designed as a part of quality assurance of project activities and results. The internal evaluation of the project management was based on standardized questionnaires, prepared by responsible partner from the Netherlands. The closed and open questions in the questionnaires refer to the different tasks within the project. The work of the project has been evaluated four times during the project's lifetime. The surveys were conducted shortly after the partnership meetings. At that point, all partners had an actual overview of the state of the project, the management, and the results of the last partnership meeting. After four international partnership meetings, reports on internal evaluation on project management have been developed and sent to project's partners in order to foster the improvements on project tasks. During each partnership meeting partners discussed the results of internal evaluation of the previous partnership meeting and suggested improvements. The internal evaluation of outcomes was also done before passing it to the external evaluators.

The external evaluators assessed the quality of the major outcomes of the project ("E-Workbook on Group Social Mentoring for tutors", Video set "Role Model as a tool to facilitate social inclusion", training material for visual workshop "Equal opportunities and non-discrimination") and provided recommendations during the months October-November, 2011. External evaluator also evaluated the overall project implementation and management at the end of project's lifetime.

As the impact of the project internal evaluation there can be mentioned one hundred forty one persons (socially excluded people), who have been selected for the Learners' Commissions in partners' countries (Czech Republic, Germany, Lithuania, Spain and United Kingdom). The aim of Learners' Commissions was to express opinion about the quality and effectiveness of main project outcomes and the possibility for their exploitation for different target groups from the point of view of end learners and to discuss its potential sustainability and transferability to other users. The members of Learners' Commissions have been informed about the project, its outcomes and were encouraged to get involved in further activities foreseen by the project. During the project's lifetime twenty national round-table discussions with Learners' Commissions were held (four in each country: Lithuania, Germany, Spain, Czech Republic and United Kingdom), where learners had a possibility to evaluate the video clips on Role models, descriptions of national role models, the visual workshop materials and structure, the group social mentoring process, documents used within group social mentoring process, and to suggest further improvements. Common initial recommendations for improvement of project's deliverables have been prepared after the first national round-table discussions in all partner countries. The final **Recommendations from the Learners' Commissions** were formed in November 2011 on the basis of twenty round-table discussions (four round-table discussions in each country) with Learners' Commissions. This document included the reflections from the point of view of end learners about the quality and effectiveness of Social Mobility Model and the possibility of its exploitation for different target groups. This outcome has been widely disseminated to adult educators who are willing to work with Social Mobility Model.

During the first partnership meeting, partners agreed about the dissemination and exploitation strategies; numbers of dissemination and exploitation activities have been already determined during the reporting period. The leaflet about the project was developed in five languages of partnership (EN, CZ, DE, ES, LT), published in 2800 copies in total and widely distributed during the national and European events. The project's website [www.socialmobility.eu](http://www.socialmobility.eu) has

been designed and launched; the developed outcomes were added to the website for further downloading in all available languages.

In accordance with the partners' dissemination reports, two hundred three activities have been undertaken by the partners. The total number of dissemination activities comprised: thirty four activities on national level; one hundred five activities on local level; fifty three activities on European level and eleven activities on international level. One hundred twenty one event have been organised by the project's partners themselves, for the others dissemination activities (82) many different occasions have been used. A great number of people and institutions have been involved in the dissemination activity. More than 10173 people (representatives of ~5850 organizations) have been informed about the project during the meetings, seminars, via local TV (in The Netherlands) broadcasting and other type of events. Moreover, people have been also contacted via Internet through partners' websites and the project's website [www.socialmobility.eu](http://www.socialmobility.eu). In order to ensure systematic and effective exploitation of the project outcomes / results during and beyond the project's lifetime as well as beyond the project's partnership, the valorisation strategy included variety of events to transfer the results to appropriate decision-makers at local/national/European levels, as well to adult education organizations.

The further main dissemination and exploitation activities undertaken during the reporting period were the following: International seminar **„Good practices in social inclusion”** held in Utrecht (the Netherlands) with the participation of thirty four participants, including project's partners, national experts in social inclusion, representatives from the scientific institutions, companies, association, public organizations and other participants beyond the partnership. During the International seminar representatives from local TV have participated as well, they interviewed project's partners on the project and made a Video about the project. The broadcasting of the clip via local TV (in Utrecht, the Netherlands) was made after the seminar, and the video can be viewed by the following link <http://www.uindewijk.nl/kanaleneiland/artikel/89>. During the seminar, project's partners had an opportunity to learn about and share experiences of tackling social inclusion problems and the good practices as well as the methods of solving them. The seminar facilitated project's partners to select the national role model for filming.

Members of Learners' Commissions in each partner country ensured dissemination of project outputs through their personal contacts at national level, thus interest of end-users will be ensured beyond lifetime of the project. Adult learners in Learners' Commissions were provided with major project outcomes for self-learning and were encouraged to transfer the idea of Social Mobility Model via their personal contacts.

Project's partners expect that each Learners' Commissions will involve at least twenty adult learners for self-learning; in total 120 learners beyond the project will be involved. Therefore, the adult learners of Learners' Commissions within project partners' countries will play a very important role.

Project's partners strived to ensure exploitation of the project's outcomes within the certain target groups chosen for piloting, as well for adult educators. 101 organizations working with social inclusion issues got acquainted with Social Mobility Model and twenty four organizations were prepared to use the Social Mobility Model within their organizations, thus the project exploitation will be assured. Project's partners expect that at least 300-400 socially disadvantaged persons will be trained using Social Mobility Model during the first year after the project's lifetime. During the project implementation all short-term and long-term target groups were reached within and beyond partnership.

Linguistic and cultural issues have been appropriately addressed by providing the following outcomes at national languages of the partnership: Video set "Role Model as a tool to facilitate social inclusion", project's information on partners' websites, leaflet for dissemination about the project, training material for visual workshop "Equal opportunities and non-discrimination".

This ensures the exploitability of the project's outcomes by learners (socially disadvantaged persons: unemployed, senior citizens and migrants) in all partner countries.

### 3. Project Outcomes & Results

The following **products** and **results** were achieved during the project's lifetime:

**International seminar „Good practices in social inclusion”** was organised on 24<sup>th</sup> of February 2010 in Utrecht (the Netherlands). Thirty four participants, including project's partners, national experts in social inclusion beyond the partnership, representatives from the scientific institutions, companies, association, public organizations and other bodies have participated in the seminar. Representatives from local TV were present as well; they interviewed project's partners on the project and made a video about the project. The broadcasting of the clip via local TV (in the Netherlands) was made after the seminar, and the video clip can be viewed following the link <http://www.uindewijk.nl/kanaleneiland/artikel/89>. During the seminar project's partners had an opportunity to share experiences of the ways to tackle social inclusion problems, to learn about the good practices as well as the methods of solving them. The seminar facilitated project's partners to select the national role model for filming.

The international seminar covered the objective stated by the project: “to facilitate project's partners to learn about and share experiences on good practices on social inclusion by organising international seminar”.

The **Video set “Role Model as a tool to facilitate social inclusion”** was developed and included 6 video clips presenting the national success stories of role models who overcame social exclusion. Each of six partners has developed one video in their national languages and translated the transcripts of their videos into English language. Then the multilanguage DVD was developed with transcripts in all partners' languages (CZ, DE, EN, ES, LT, 200 copies in total) thus enabling all learners from participating countries to learn from the created video clips. In October 2011, the Multilanguage DVD was finalized with the following six video clips in national languages with transcripts in all partnership languages:

- **Role Model: Story of Mrs. Jana** (filmed in Czech language, transcripts in English, German, Spanish and Lithuanian);
- **Brenda: the Refugee Woman's Story** (filmed in English language, transcripts in Czech, German, Spanish and Lithuanian);
- **Raluca's way: the successful inclusion of a migrant in Germany** (filmed in German language, transcripts in English, Czech, Spanish and Lithuanian).
- **Role model for long-term unemployed women - Vilija** (filmed in Lithuanian language, transcripts in English, Czech, German and Spanish);
- **Angele - role model for senior citizens** (filmed in Lithuanian language, transcripts in English, Czech, German and Spanish);
- **Jesus's story (role model for senior citizens)** (filmed in Spanish language, transcripts in English, Czech, German and Lithuanian).

Video clips have been used as a tool for training the socially disadvantaged persons having problems in finding a job, integrating into the society, being socially active. Thus, partners have made a short description of every role model and used the methodology for creation of this training tool (video clips) based on expert knowledge and personal reflection. It means that some other players (not only persons, who have solved their problems regarding social exclusion) were included into the video clips. The following additional players have been interviewed and filmed:

- Manager of organization, who helped a person to overcome social exclusion;
- Friend;

- New colleague;
- Other.

As an additional facilitating material to the developed videos, project's partners developed a *Session plan for tutor of the national seminar on role models*. This material was based on expert knowledge and facilitated tutors in organising the trainings in a well structured way (it is included in the "Guidelines for tutors of Social Mobility Model"). The multilanguage DVD was delivered to partners for future dissemination at national and international levels, and for further use during personal consultations. The videos with the subtitles in national languages (CZ, DE, ES, LT) are also available for download from the project's website [www.socialmobility.eu](http://www.socialmobility.eu).

This outcome covered the objective stated by the project: "to develop new educational opportunities to learn from personal experiences by using Role model as a tool to foster social inclusion".

**National seminars "Role Model as a tool to foster social inclusion"** were held during the months April-May 2011 in Czech Republic, Lithuania, Spain, United Kingdom and in September, 2011 in Germany. In total 13 one-day national seminars have been organised and 136 learners (45 senior citizens, 50 unemployed and 41 migrants) have been trained using multilanguage video set "Role Model as a tool to facilitate social inclusion". Each of video clip has been tested at least by two partners.

This outcome covered the objectives stated by the project:

- to equip senior citizens, unemployed and migrants with the skills, knowledge and competencies that they need in order to cope with challenges and remain active in society and labour market;
- to organise national seminars using Role model approach.

The "**e-Workbook on Group Social Mentoring for tutors**" contains the following topics: description of group social mentoring; learning outcomes; role of managers/coordinators, mentors and mentees; the methods of motivations of mentees to make positive changes in their life, formulating expectations and goals in order to move from social exclusion to social inclusion; trainings of managers, mentors, mentees; monitoring process of group social mentoring, so it consists of the following parts and annexes:

#### Introduction

1. Social mentoring as an educational process
2. Learning outcomes within social group mentoring
3. Main features of group social mentoring
4. Process of group social mentoring
5. Training of 3-m actors prior the social group mentoring starts
6. Monitoring process of the group social mentoring

#### Annexes (thirty seven)

The annexes, such as supporting documents, power point presentation templates for mentoring contract, diary, defined goals, objectives, and others., also the 12 practical exercises were aimed at facilitating the mentor within group social mentoring process. Those exercises were developed after the piloting, as participants of mentor process (particularly mentors) expressed the need for some supporting methodological materials to work with the group. All the exercises have the same structure: include instructions for mentor and hand-out for mentees, which can be printed, distributed for mentees and used for group or individual work. These exercises facilitate the mentor to run the mentoring process more effectively and systematically.

The main aim of the method "Group social mentoring" was to increase capacity and willingness of socially excluded persons to integrate themselves into society and the labour

market. Sixteen mentors used the initial version of “E-Workbook on Group Social Mentoring for tutors” during the national group social mentoring pilot sessions (duration 9 months) for socially disadvantaged persons. The final version of this outcome was developed after the piloting, internal evaluation and suggestions made by all mentors and managers/coordinators at national level. It was produced in English language on CD-ROM (in 200 copies) at the end of the project, and is available for downloading it from the project’s website [www.socialmobility.eu](http://www.socialmobility.eu) for further use by adult educators, working in the field of social inclusion beyond the partnership and project’s lifetime.

This outcome covered the objective stated by the project: “to develop group social mentoring for project’s target groups”.

**National piloting on Group Social Mentoring** started in January 2011 and finished in October 2011 (duration around 9 months) in Czech Republic, Germany, Lithuania, Spain and United Kingdom. The national pilot sessions started with three target groups: migrants in Germany and United Kingdom, senior citizens in Lithuania and Spain, unemployed persons in Czech Republic and Lithuania. The partners selected mentees and 16 mentors who were trained during the second stage of the project’s lifetime in order to organise the piloting on group social mentoring at the national level. The group social mentoring sessions in total were organised for 71 disadvantaged persons (20 senior citizens, 30 unemployed and 21 migrants) within the project.

This outcome covered the objectives stated by the project:

- to perform national piloting of group social mentoring;
- to equip senior citizens, unemployed and migrants with the skills, knowledge and competencies that they need in order to cope with challenges and remain active in society and labour market”.

The **training material for visual workshop “Equal opportunities and non-discrimination”** was tested during national visual workshops in October-November, 2011 and finalized at the end of the project. The main purpose of the Visual workshop - to help senior citizens, unemployed and migrant learners develop their civic competencies on equal opportunities and non-discrimination in order to adapt to diverse and changing society and labour market and to protect their human rights. The training material comprised the suggested session plan for tutor, presentations and other materials developed in all languages of partnership – English, Czech, Lithuanian, German and Spanish. The CD-ROM was programmed and placed into Multilanguage CD-ROM, in total with 200 copies; it was delivered to partners for future dissemination at national and international levels, and for further use during personal consultations. The training materials in national languages (CZ, DE, ES, LT) are also available for download from the project’s website [www.socialmobility.eu](http://www.socialmobility.eu).

This outcome covered the objectives stated by the project:

- to make learners aware of equal opportunities and non-discrimination;
- to equip senior citizens, unemployed and migrants with the skills, knowledge and competencies that they need in order to cope with challenges and remain active in society and labour market”.

**National visual workshops “Equal opportunities and non-discrimination”** were held in at the end of project in Czech Republic, Germany, Lithuania, Spain and United Kingdom. One-day national visual workshops (13 in total) with participation 144 learners in total (44 senior citizens, 58 unemployed and 42 migrants) and were facilitated with training material “Equal opportunities and non-discrimination”.

This outcome covered the objectives stated by the project:

- to make learners aware of equal opportunities and non-discrimination;
- to organise national trainings of visual workshops on equal opportunities and non-discrimination;

- to equip senior citizens, unemployed and migrants with the skills, knowledge and competencies that they need in order to cope with challenges and remain active in society and labour market”.

**Guidelines for tutors of Social Mobility Model** (adult educators, working in the field of social inclusion) served as a reference material with description on developed three educational pathways (Group social mentoring, role model and visual workshops on equal opportunities and non-discrimination) and suggestions for their application on different disadvantaged persons. These Guidelines were published in English in November, 2011 in 800 copies (volume 20 pages). The 200 copies of these Guidelines also contains three CDs: CDs - CD-ROM “E-Workbook for tutors on Group Social Mentoring”, CD-ROM visual workshop “Equal opportunities and non-discrimination” and DVD Video set “Role Model as a tool to facilitate social inclusion”. The other 600 copies of Guidelines have references to the project website, where all necessary training and facilitating material could be downloaded in possible languages. The “Guidelines for tutors of Social Mobility Model” are available for downloading from the project’s website [www.socialmobility.eu](http://www.socialmobility.eu) for further use by socially disadvantaged persons, as well adult educators, working in the field of social inclusion beyond the partnership and project’s lifetime. All partners were encouraged to disseminate and promote this product as well the developed Social Mobility Model after the project’s lifetime.

This outcome covered the objective stated by the project:

- to summarize the complex of developed educational tools and their inter-relations within the European framework of Social Mobility Model;
- to ensure optimal use of the results beyond the partnership, during and beyond the lifetime of the project.

**Leaflet** about the project was designed in English language and published in 800 copies. The English version of leaflet was translated into four national languages of partnership (Czech, German, Lithuanian and Spanish) and published in 2000 copies in total. The leaflet was used by partners for wide dissemination activities. It has been also added to the project’s website [www.socialmobility.eu](http://www.socialmobility.eu) in pdf format for downloading in all five languages.

This outcome covered the objectives stated by the project:

- “to develop effective dissemination of materials to facilitate of spread of information about project and its outcomes”;
- “to ensure wide and effective dissemination campaign at national and European level through active involvement of project’s partners and their available networks”;
- “to ensure optimal use of the results beyond the partnership, during and beyond the lifetime of the project”.

**Project’s website** [www.socialmobility.eu](http://www.socialmobility.eu) developed and constantly updated with the results/outcomes served as a dissemination tool. It includes information about the project, partners, developed products, useful links and documents, photo gallery. Products developed in national languages have been also included into the project’s website (in EN, CZ, DE, ES, LT).

This outcome covered the objective stated by the project: “to ensure optimal use of the results beyond the partnership, during and beyond the lifetime of the project”.

**Project information on partners’ websites** included general information in partnership national languages (Czech, English, German, Lithuanian, Spanish and Catalan) and provided the following information: aims and objectives, identification of EU funding, partners involved, project’s deliverables. Each project partner sent information about their updated websites with news of the project to its networks of adult education organisations beyond the partnership,

thus contributing to the dissemination of all project deliverables at local, national and European levels.

This outcome covered the objectives stated by the project:

- “to ensure wide and effective dissemination campaign at national and European level through active involvement of project’s partners and their available networks”;
- “to ensure optimal use of the results beyond the partnership, during and beyond the lifetime of the project”.

The **Guidelines for creating Learners’ Commissions in project partner countries** were developed to ensure the involvement of adult learners from selected target groups in project implementation and evaluation. Five national Learners’ Commissions have been formed in Czech Republic, Germany, Lithuania, Spain and United Kingdom each of them involving from five to sixteen adult learners (thirty seven in total). **National round-table discussions with Learners’ Commissions** were held taking into consideration the learners’ needs and experience while developing the project outcomes. During the project implementation period twenty national round-table discussions with Learners’ Commissions were held (four in each country: Lithuania, Germany, Spain, Czech Republic and United Kingdom), where learners had a possibility to evaluate the video clips on Role models, descriptions of national role models, the visual workshop materials and structure, the group social mentoring process, documents, that were used within group social mentoring process and suggested further improvements. Common initial recommendations for improvement of project’s deliverables have been prepared after the first national round-table discussions in all partner countries.

The final **Recommendations from the Learners’ Commissions** were formed in November, 2011 on the basis of twenty round-table discussions (four round-table discussions in each country) with Learners’ Commissions. This document includes the reflections from the point of view of end learners about the quality and effectiveness of Social Mobility Model and the possibility of it’s exploitation for different target groups. This outcome was widely disseminated to adult educators willing to work with Social Mobility Model.

This outcome covered the objectives stated by the project:

- “to ensure involvement of adult learners from selected target groups in project implementation and evaluation by creating Learners’ Commissions and organising national round-table discussions with Learners’ Commissions”;
- “to organise exploitation activities in level of adult learners”.

**Dissemination report from partner countries** for the project implementation period included dissemination activities undertaken by partners within and beyond the project’s partnership. The dissemination activities started shortly after the beginning of the project. Project’s partners placed information about the project on their organisations’ websites. Dissemination has been intensified after the leaflet about the project in English, Czech, German, Lithuanian and Spanish languages has been developed and published and the LIGHT website [www.socialmobility.eu](http://www.socialmobility.eu) has been launched. In total, two hundred three dissemination activities have been listed by the partners: thirty four activities on national level; one hundred five activities on local level; fifty three activities on European level and eleven activities on international level. One hundred twenty one events have been organised by the project’s partners themselves, for the others dissemination activities (82) many different occasions have been used. A great number of people and institutions have been involved in the dissemination activity. Approximately 10173 people (representatives of ~5850 organizations) have been informed during meetings, seminars and via local TV (in The Netherlands) broadcasting on the project and other type of events. Moreover, other people have been contacted through partners’ websites and with the project website [www.socialmobility.eu](http://www.socialmobility.eu).

There was a wide range of target group for the dissemination as it included representatives from many institutions, Adult Education Organisations, NGOs working in further education, VET providers and other employers/enterprises. Other involved parties were politicians,

universities and representatives of EACEA, researchers or local authorities, etc. All those actions helped to spread information about the project among the target groups and other parties and organizations working in the field of social inclusion. All partners are encouraged to disseminate information about the project and its results after the project's lifetime.

This outcome covered the objective stated by the project: "to ensure optimal use of the results beyond the partnership, during and beyond the lifetime of the project".

**e-Newsletter about project outcomes** was developed in English in July, 2011. It summarized the three developed educational pathways, presented the Social Mobility Model. It also indicated the contact information for interested persons willing to know more about the project from the project's partners. e-Newsletter was placed on project's website [www.socialmobility.eu](http://www.socialmobility.eu) and project's partners' websites, as well it was sent to adult education organisations beyond the partnership. This outcome covered the objectives stated by the project:

- to organise exploitation activities in level of adult learners;
- to organise exploitation activities in level of adult educators/adult education organizations beyond the Consortium.

**Final international Conference** "Social Mobility Model – New Learning Pathways to Social Inclusion" was held in November, 2011 in Lithuania. It was a major event of dissemination and exploitation of the project and its outcomes. It was organized in order to create awareness of the wide public about the importance of social inclusion issues and problems that socially disadvantaged people face and to overview all developed outcomes of the project. 66 stakeholders including local and national politicians and decision-makers, representatives from NGOs, public organizations, partners and the project participants as well the other stakeholders were participating in the event. In order to ensure exploitation and sustainability of project's results by transferring them to appropriate decision-makers at national level, the participants of the International Conference discussed and encouraged the local politicians and governmental officials to pay more attention to the implementation of means of social inclusion issues, as well to consider integration of the idea of a complex Social Mobility Model into the national legislation concerning social inclusion issues. Other partners also planned to discuss the possibility to implementing the concept of Social Mobility with their local decision-makers.

The Conference covered the following project's objectives:

- to organise exploitation activities at level of adult learners;
- to organise exploitation activities at level of adult educators/adult education organizations beyond the Consortium
- to ensure optimal use of the results beyond the partnership, during and beyond the lifetime of the project.

## 4. Partnerships

From the beginning of the project the initial Consortium has been composed of eight organizations from six European countries (Czech Republic, Germany, Lithuania, Spain, The Netherlands and United Kingdom). This ensured a good cooperation between new and old European Member States, as well as different type of organizations, skilled in various aspects required to undertake this project in a good quality. The European added value of the multi-countries partnership lied in clear distribution of tasks of different partners, based on their competences and experiences in the field.

The main skills and competences of Consortium:

- Social Innovation Fund (LT), ATHENA - Association for Education and Development of Women (CZ), Volkshochschule Göttingen e.V. (DE) and (Merseyside Expanding Horizons (UK) have professional skills and experience in working with unemployed especially women and integrating them to the labour market;
- Social Innovation Fund (LT), European Innovation Centre (LT), ATHENA - Association for Education and Development of Women (CZ) and Baobab Association (ES) possesses competences of work with seniors;
- European Innovation Centre (LT), Volkshochschule Göttingen e.V. (DE) Baobab Association (ES) and (Merseyside Expanding Horizons (UK) have special professional skills in work with migrants.
- Social Innovation Fund (LT), ATHENA - Association for Education and Development of Women (CZ), Volkshochschule Göttingen e.V. (DE) and (Merseyside Expanding Horizons (UK) have experience in gender equality and non-discrimination.

All partners had experience in European cooperation, possessed communication skills, were very responsible and realised the importance of quick reaction, intelligence, tolerant communication and respecting the deadlines.

The Social Innovation Fund as a coordinator of the project ensured the overall good quality management of the project during its implementation as it has over 15 years experience of networking in lifelong learning, an extensive experience acting as coordinator in eight European projects and as a local manager for more than 20 European projects, in which it was a partner.

An additional value, that strengthened the quality of the consortium, was added by Vytautas Magnus University (LT), high education institution, having a long-term experience in researches and preparation of training materials.

Partner Stichting GAMMA Dienstverlening (NL) had an extended experience in consulting organizations on implementation of measures for social inclusion for seniors, unemployed and migrants in the Netherlands and in the Baltic countries.

The described consortium ensured the efficient, effective and professional implementation of the work programme of the project.

## 5. Plans for the Future

To ensure the sustainability of the developed innovative learning approach, the extensive dissemination and exploitation strategies were set up during the project's lifetime. Effective implementation of those strategies has created a basis for the sustainability of the project after the project's lifetime: the implemented dissemination strategy included 105 different kinds of dissemination activities undertaken by project's partners for introduction, promotion and distribution of the project's outcomes through various networks of partners at national and European levels to the long-term target groups.

In order to convince the end-users to adopt/or apply the developed training materials and other outcomes and to encourage to use the materials for trainings and self-directed learning the exploitation activities were undertaken by all partners. The exploitation activities to ensure visibility and sustainability of the project's results were organized by encouraging adult educators, adult education organisations, who received information and/or consultations, to distribute the developed materials on Social Mobility Model.

The main exploitation event of the project was the International Conference organized in Kaunas, Lithuania on 4<sup>th</sup> of November, 2011. 66 participants including project's partners and their participants or stakeholders were present at the Conference. In order to ensure the exploitation and dissemination of the project beyond the partnership representatives from the governmental institutions and the NGOs have been invited to take part in the final Conference. To ensure visibility and sustainability of project's results by transferring them to appropriate decision-makers at national level, the participants of the International Conference discussed and encouraged the local politicians and governmental officials to pay more attention to the implementation of means of social inclusion issues, as well as on integrating the idea of complex Social Mobility Model into the national legislation concerning social inclusion issues. Other partners also planned to discuss with their local decision-makers the possibility to implementing the concept of Social Mobility.

One e-Newsletter about the project's progress with identification of the website have been developed and have been periodically sent to various European and national networks that project's partners are in contact with. It was also placed on the project's website [www.socialmobility.eu](http://www.socialmobility.eu) and project's partners' websites for downloading.

The wide range of the target groups were reached: adult trainers, adult learners, social workers, gender equality experts, civil servants representatives from public institutions, employers and managers from enterprises, employees, politicians, NGOs, Higher Education and Further Training Institutions, trade unions, researchers, HR managers. Project's information has been also provided to representatives from national authorities.

All these actions helped to spread information about the project and its expected outcomes among the target groups and other parties and organizations working in the field. All partners have discussed, agreed and signed the Agreement of Intellectual Property Rights where they have agreed that outcomes of the project belong to the project "*Innovative Methods and Practices to Facilitate Social Inclusion*".

## 6. Contribution to EU policies

The project had a clear connection with European policies concerning the Employment, Lisbon strategies on social protection and social inclusion, the European pact for gender equality and EC Green Paper “Equality and non-discrimination in an enlarged European Union”.

This project contributed to Lisbon Strategy objectives by increasing key competences for lifelong learning as the project addresses social and civic competences. It has been achieved through the developed three innovative educational pathways: Group social mentoring, Role model, Visual workshop. These competences are linked to personal and social well-being and require inter alia being aware of basic concepts related to social inclusion and non-discrimination, as well as understand the multi-cultural and socio-economic dimensions and values of European societies. The project directly aimed to improve these civic competences of the short-term and long-term target groups.

It is very important to emphasize that systematic approach is needed to support implementation of innovative measures for social inclusion. Analysis of the statistical data provided by partner countries in their national reports for social protection and social inclusion shows that level of social exclusion/poverty is still high, especially in the new Member States, and feminization of the poverty is noticeable. Nowadays, in the period of the global crisis, the level of poverty has a tendency to grow. Project raised awareness about the European approach aimed to increase the level of social inclusion for most disadvantaged groups in the partner countries, namely – senior citizens, unemployed and migrants, with the special emphasis on women. This issue has been supported by giving national trainings on group social mentoring, role model fostering social inclusion and visual workshops on equal opportunities and non-discrimination, human-rights as well as by disseminating the developed material according the three approaches.

The LIGHT project is directly related with such documents as a “Roadmap for equality between women and men for 2006-2010”, the “European pact for gender equality”, EC Green Paper “Equality and non-discrimination in an enlarged European Union”. These EU documents introduce the principles of equal treatment and non-discrimination, which are the heart of the European Social Model. The project seeks to develop learners’ civic competences in gender equality and diversity to help them to protect their human rights. This goal has been achieved through a visual workshop “Equal opportunities and non-discrimination” emphasizing the feminization of poverty.

Promoting a high level of employment has been one of the Community's objectives since the Treaty of Amsterdam came into force in May 1999. This project contributes to the achievement of the Community's objectives on employability by developing the Social Mobility Model, which created the potential for unemployed persons and migrants to move from social exclusion and social benefits to real employment and economical independence.

The project is related to aims established in EU document “Joint report on social protection and social inclusion 2008” which strengthens role of adult education in overcoming social exclusion, as well it suggests to ensure gender mainstreaming to all national policies on social inclusion. It has been done by developing the European Framework of Social Mobility Model, which underlines a special role of social dialogue at the national level by including Learners Commissions into the project implementation.

The project contributed to the achievement of the above mentioned objectives by creating the practical basis to encourage adult learners themselves to initiate implementation of social inclusion policies, thus ensuring an effective use of the *bottom-up* approach coming from the demand of those who need it.

## **7. Extra Heading/Section**

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