COMAPP: Community Media Application and Participation. Training for trainers that implements intergenerational and intercultural communication in different settings of adult education by using mobile learning and community radio based on low budget technology

Final Report   Public Part

Project information

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Executive Summary

This report is intended to be read not only by the European Commission but by those working with important target groups of COMAPP, i.e. migrants, women, senior citizens involved in intergenerational projects. It is also directed at community radio stations and media centres, institutions and organisations involved in adult education, universities and academic networks, networks of community media, and of adult education and media education. COMAPP responds to the EU policy on (e-) inclusion and trains adult educators to use new technologies (mobile learning, using apps with smartphones) to increase participation in lifelong learning by marginalized groups – e.g. seniors or migrants - whose traditions or circumstances have not brought them into contact with formal learning or IT skills. Experience of community media over decades and of a series of EU-funded projects by much the same team as the present consortium has shown that non-professionals who have been trained to produce and disseminate an audio-visual document gain self-confidence and important transferable social and technical skills. The outcome of this personal transformation is increased involvement in the public sphere and an improved chance to enter the labour market – an important contribution to social cohesion.

The five day 'train the trainers' course COMAPP developed, delivered and evaluated during the project´s lifetime explores and trains uses of mobile phone technology (apps for audio recording, photos, music, geo-caching and web interactivity) to create multimedia guides and is adaptable for use both in adult education and in non-formal civil society. The approach, learner-centred and action-oriented, is innovative and economical –since the adult educators / trainers themselves promote these new competencies which they have learnt in the shared tasks of media production, using an intergenerational and intercultural approach.

The **course´s main emphasis** is realized in three course units covering interviewing, recording and editing, digital mapping, website construction and geo-caching as well as teaching and learning methods which promote dialogue and participation between generations and cultures using an action-oriented approach.

In the first year of the project the three units were developed, tested and evaluated in **7 pilot courses** in six countries**.** In the second year these units were integrated into a **5 day 'train the trainers' course** delivered at national level in the UK and in Germany and as an international course in Spain. The project is continuously **monitored and evaluated** with the aid of an action research strategy in cooperation with an external evaluator.

The **website www.comapp-online.de** carries free for download **outcomes** in six languages (DE, EN, ES, FI, PL, HU) which include the courses, handbooks, 3 readers, teaching and learning materials, evaluation tools, the OpenStreetMap generator, a tool developed by COMAPP to assist production of multimedia internet maps and multimedia internet maps . Dissemination activities included posters, postcards, articles, contribution to seminars and conferences and the three international meetings within the project. The educational and academic networks of partners have been used to disseminate and exploit the outcomes and integrate some elements of the course into university curricula in Germany, the UK and Poland.

Plans and prospects for the future are to deliver courses at national level and international level for European participants under the Erasmus+ Grundtvig IST programme (sustainability), to further disseminate and exploit the outcomes and to offer consultancy for institutions. 7 partners from 6 countries bring a rich mix of backgrounds and experience in community media and media & social studies at adult education and university level.

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and community radio based on low budget technology

1.   Project Objectives

The acronym COMAPP **(**Community Media Applications and Participation) is a reference to Community, Apps and Maps. COMAPP is a train the trainers course, which explores how innovative uses of mobile telephone technology apps may help create multimedia guides**.** These guides may include photos, audio, web interactivity and geo-caching and when used with the COMAPP map generator facilitate the easy production of multimedia web maps. The course is designed for 'lifelong learning' agencies and trainers in various fields: teachers, social workers and adult educators working with "digitally disadvantaged" people, for example young adults, migrants, and senior citizens. Some of the students may already have social media experience and the course can help them mobilise and develop these skills, encouraging them to be active media producers. COMAPP aims to develop competent, active handling of electronic media; to offer innovative ways to develop media literacy, as a way of promoting dialogue and participation between generations and cultures; to provide training methods and activities that put the learner at the centre of media production.

COMAPP's objectives match both the general objectives of the Life Long Learning Programme "Grundtvig" and its specific objectives:

General objectives

to help members of the target groups trained by the adult educators / trainers / teachers to

- establish new relationships beyond their own peer groups
- tell their stories and have them heard and valued in the public sphere
- acquire ICT literacy skills which are applicable for further learning, for (renewed) employment and personal development

Specific objectives

-to offer training that enables different generations and cultures to make and maintain contact, communication and mutual understanding, breaking down traditional roles and stereotypes

- to teach media skills that enable people to express themselves effectively, acquiring a self-confidence and communication skills that are useful socially and in work contexts, and that lead to participation in the wider public sphere

- to explore ways to help senior citizens to share their experience as well as validate that of young people by learning new skills and insights from them

- to enable migrants to express their needs and find ways to meet them

- to help people widen their knowledge through self-conducted media productions

- to encourage marginal or vulnerable social groups to bring their stories into the public domain, giving a voice to the „voiceless"

- to help these same social groups to understand why the failings of mainstream media have led to the emergence of community media

- to open new vocational perspectives for members of marginalised groups

- to use educational and community media networks to publicise and transfer the courses, materials and methods developed in the project

- to contribute to a broader dissemination by adapting the outcomes of previous projects in which members of COMAPP have been involved.
- to use evaluation methods which involve the whole COMAPP consortium in identifying the effectiveness of the course and its materials.

Potential impact upon and benefits to the target groups:
By providing the training courses and the teaching and learning materials COMAPP benefits and involves the following target groups:
Direct target group:
Multiplicators / trainers: Adult educators, social workers, media pedagogues, teachers etc. working with different generations and with socially disadvantaged target groups who want to bring into their regular work innovative strategies that use media to achieve the results described above.
Other target groups:
- Branches, departments, staff of the partners´ institutions who are directly involved in the field (e.g. the Adult Education and the Senior Studies Departments of the University of Freiburg, the Radio and IT department of the University of Sunderland, the media and radio trainers of Radio Robin Hood, Turku and Civil Radio, Budapest, staff working for AlgoDoSol, Algodonales and for KoMMedia, Freiburg - Music and Culture Associations, in intercultural and intergenerational projects). These consortium partners continuously apply (parts of) the course and the materials and handbooks developed into their regular courses and activities.
- The target groups with whom the course participants work. The course curriculum and the teaching and learning materials are applicable to different groups (migrants, senior citizens, young adults, music groups).
- A wide range of institutions, organisations in the field of adult education across Europe who continuously integrate the curricula and materials into their teaching and learning.
- Researchers are involved as the project has been evaluated continuously from its start.

The impact on professional staff working in the areas of adult education, community media, social work is obvious. These professionals gain new media competencies and understandings which they can implement in their work with target groups supporting (e -) inclusion. They, too, have been and will be sustainably motivated to engage in further (lifelong) learning, taking their interest in media further to gain formal educational qualifications.

Relevance to recent European reports
If we accept a summary of the main principles of liberal adult education as personal growth, the increase of self-esteem, active citizenship and social inclusion (The European Association for the Education of Adults (2006), COMAPP exactly targets these goals. The project reached and reaches, through training adult educators, social workers etc, excluded sections of society and provides them with the skills and confidence to make a creative contribution in the public sphere. Through a learning programme in non-formal educational settings which bring together different generations and cultures, the project contributes to

- enabling citizens to adapt to technological change and future skills
- offering a second chance to those who enter adult age without a qualification, focusing on areas of particular concern, such as …. IT skills
- combating social exclusion [caused by] low levels of initial education, unemployment and rural isolation, whilst paying more attention — in the face of current demographic and migration trends — to the lifelong learning and training requirements of older workers and migrants
- increasing active participation in such learning, especially among disadvantaged groups.

2.   Project Approach

The project´s underlying methodology is an innovative adult education strategy based on a dynamic learner-centred approach and on action-oriented media work (Günnel 2006, Hüther /Schorb (eds) 2005). This trains adult educators, enabling them to motivate and train, in an intercultural and intergenerational setting, socially disadvantaged groups to take an active part in the information society and to communicate and express their concerns.
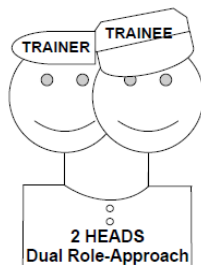
Illustration of the Training philosophy

To reach these target groups a 'train the trainers' course has been developed whose key technique is the "dual role approach", an innovative training concept which continuously demands a role switch between the role of a learner and a future trainer in order to prepare participants for their tasks as future trainers. Participants (trainers) learn and practice how they themselves can incorporate media training into their everyday work. Participants learn how to teach media competences and how to guide their respective target groups to create multimedia productions in intergenerational / intercultural collaboration and communication, using ICT techniques to produce applications for mobile use (smartphones, iphones, mp3 players) for multimedia productions, interactive Internet maps and for broadcasting.

The pedagogic approach involves teamwork, commitment to democratic process, and accountability. An intergenerational and intercultural dynamic is central to the training and offers the opportunity for respectful questioning and mutual understanding. Civic competence is learned through the negotiations that must be made in dealing with local civil society and local authorities - the context within which publication of the multimedia work is possible.

In detail the COMAPP train the trainers course covers: communicative, creative, presentational and ITC skills, interviewing, audio editing, production of audio guides and of web-based tours, involving the creative use of mobile phones. An innovative feature of the project is the use of community radio stations and community media centres both as partners and for sustainable diffusion and exploitation of the project's outcomes.

The course´s main emphasis is on the following content realized in different course units:

Unit 1- Sensitisation of acoustic perception, techniques for conducting interviews, digital recording and editing of images and sounds, production of an audio guide.

Unit 2- Multimedia and public space: production of a virtual tour on the internet using OpenStreetMap; publication on the internet, construction of a basic website, Geocaching.

Unit 3 – An action-oriented intergenerational and intercultural teaching and learning approach which promotes dialogue and participation between generations and cultures, evaluation strategies for educational projects.

From its start the COMAPP project aimed at a European dimension based upon the experience of the partners from six different European countries. This experience was brought to the development of the training course and the teaching and learning materials in order to guarantee that the course corresponds to conditions and trainings needs in different countries. The overall five day international training course thus was developed by the consortium in successive steps**.**

In the first year of the project the three units of the course and corresponding teaching and learning materials were designed by three workgroups in which different partners worked together. To foster mutual exchange several partners participated in more than one workgroup.There was continuous contact among the consortium and the coordinator via emails, phone and mutual use of the project´s website. During the first project conference in May 2012 in Lodz the outcomes of the work groups (curriculum for the test courses and teaching and learning materials) were examined and discussed by the consortium and external experts. Suggestions about what to change and to improve were made. Following these improvements the pilot courses were successfully delivered and evaluated in the second half of year 1:

Unit 1 was implemented by a two day training for trainers focusing on communication, acoustic ecology, interviewing, audio editing to produce an mp3 audio guide. The course was designed by partners from the UK, Finland and Poland in close collaboration with community partners from adult education, community media and local artists. Pilot courses were successfully delivered in Turku, Finland (29./ 30.9.2012, and in Lodz, Poland (28-29/10/2012).

Course Participants in Turku

Unit 2 was implemented by a two day training for trainers focusing on multimedia and the public sphere, creation of a web-based tour.
The pilot course was designed and successfully delivered three times by partners in the UK (Sunderland, 29-30/05/2012) and in Germany (Freiburg, 2x:27-28/02/2012 and 13+20/07/2012) in close cooperation with community partners from adult education, with IT experts and university staff of media departments. Teaching and learning materials were tested, among them a generator for open street maps which is self-explanatory and easy to operate for people with limited experience in the creation of websites.

Unit 3 was implemented by a two day training for trainers focusing on holistic intergenerational and intercultural teaching and learning and on evaluation. The course was designed by partners from Spain, Hungary and Germany in close collaboration with community partners from adult education and universities. Pilot courses were successfully delivered in Algodonales, Spain (10+17/03/2012 and Budapest, Hungary (26-27/09/2012).

Course Participants in Algodonales

In the **second year** based on the evaluation of the seven pilot test courses, the consortium developed a five-day course which brought together the three units. The resulting course was conducted and evaluated twice at a national level in Sunderland/UK (15.-19.02.2013) and Freiburg/Germany (12./13.+19./20.04.2013), and a third time in Algodonales/Spain (05.- 11.06.2013) as an international offering for participants from various European countries including members of the partner organisations. The curriculum and the

teaching and learning materials including the OpenStreetMap map generator developed exclusively within this project, were again tested, evaluated and further developed, being now available in the six project languages for download free of charge from the project website www.comapp-online.de.The website also provides links to a wide range of productions: interactive multimedia maps created during the project by different groups on various topics (see exploitation and outcomes).
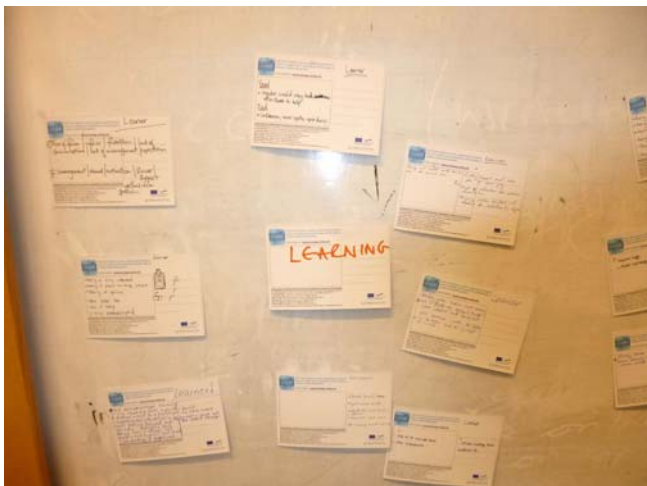
Added Value

The added value of the project's approach is threefold

1.A teaching and learning approach, activity-based and learner-centred, providing an innovative training concept (the "dual role approach" described above) is linked to a setting – working in the media – generally considered to be attractive and desirable, hence strongly motivating. The learning outcomes directly feed into the everyday work of the course participants with target groups from different cultures, ages and social backgrounds. The skills learned are highly transferable, indeed essential in today's society. Moreover, those who benefit in many cases come from the disadvantaged communities which most need assistance in crossing the digital divide and communicating with mainstream society.

2. The 'results' of the training take the form of public communication on the internet (see examples www.comapp-online.de) and/or over the airwaves, allowing the disadvantaged communities a voice in the public sphere, *connecting* them as citizens with contemporary debates and concerns in the social, political and cultural arena, as well as enabling them to *contribute* their own cultures and viewpoints. The use for this purpose of *community media*, with its democratic approach and its tradition of giving a 'voice to the voiceless' is endorsed in recent reports (Council of Europe 2009, European Commission 2010, European Parliament 2008).

3. By offering an international training course for adult educators, social workers and media pedagogues from different European countries, exchange and direct collaboration at a European level is given strong encouragement. The institutions and organisations where the trainees work also became, and continue to be, involved: both in exploiting the course content and integrating it into their curricula, and in building European partnerships and sustainable collaboration.

Evaluation

Evaluation was based on action research methodology which involved frequent exchange between the evaluation team and those in the field – the teams developing modules and running courses. These teams also functioned as researchers (self-monitoring and self- monitoring and self-assessment) during different phases of the project. The trainees/participants of the pilot courses evaluated the courses they took part in. The action research team prepared an evaluation plan and suitable instruments for use in the different actions for assessment and evaluation purposes (questionnaires, interviews, observation. reports). Researchers were invited via existing academic networks to take part in the

evaluation of the project and its outcomes. The evaluation encompassed the products of the course, materials, management / collaboration, meetings, instruments, external experts, website changes. For details see the final evaluation report www.comapp-online.de under "COMAPP / evaluation report".

Dissemination and exploitation addresses 4 target groups:

1. adult educators, teachers and trainers

2. organisations, institutions, key actors in the area of adult education: universities, institutions for senior citizens, migrants and people living in rural areas, media centres and community radios in European countries

3. Educational and academic networks and institutions in 6 European countries where each COMAPP partner is already involved in different networks.

4. General audience, reached through media coverage

Different dissemination and exploitation activities have successfully been realized:

- The website www.comapp-online.de was created, uploaded and linked to many other websites. The website carries information about COMAPP and especially about the COMAPP training course, provides course designs, the curriculum, teaching & learning materials, handbooks and readers in 6 languages free for download. The web site also carries the OSM generator, a tool to produce interactive multimedia maps and links to a range of maps already produced in different countries by using the generator.

- Postcards have been produced to attract professionals and institutions in the area of adult education and community media but also the general audience to get involved: to visit the website, to participate in courses, to get involved in training, to use the materials offered. These postcards are spread by partners in their communities (shops, community centres, health centres) and networks to which they belong.

COMAPP – postcard to advertise the website

- Information (PR, press release, posters) about activities and the outcomes of the COMAPP and papers have been spread to key actors and networks. The seven partners of the consortium are in contact with, for example, AMARC, IAMCR, ECREA, Euricom, International Council for Adult Education, as well as with similar contacts at national level; they have made presentations at various events and at different national and international conferences e.g.

o Colloquium KeBu (Kompetenzverbund empirische Bildungs- und Unterrichtsforschung) Freiburg, 10.02.2012

o International COMAPP conference in Lodz, Poland in May (06 – 09/05/2012)

- o International Conference, Tourism, Roads and Cultural Itineraries: Meaning, Memory and Development June 13 – 15, 2012, Québec, Canada. Université Laval and Université du Québec à Trois-Rivières, Canada

- o Conference: convegno internazionale "the ethos" at Bovino, Italy, 1-5/8/2012

- o Anniversary conference of the Women's Studies Centre, University of Lodz Intersecting Feminisms: Theory, Politics, and Activism, 16.-18.11.2012

- o The Radio Conference: a Transnational Forum, University of Bedfordshire, Luton, 9-12 July, 2013

- o ECREA Radio Research 2013: Radio: The Resilient Medium, University of Sunderland (London site), 11-13 September 2013.

- o Information on COMAPP at the University of Primorska in Koper, Slovenia within the Meta-humanities Mediterranean Summer School july 2013

- o Information on COMAPP at the 6th World Congress of the International American Studies Association Oceans Apart: In Search of the New Wor(l)ds in Szczecin, Poland, 08/2013

- o Presentation at Kozossegfejlesztes, Hungarian Association for Community Development, Budapest, Hungary, 29.10.2013

- o Presentation at the town hall of Algodonales, Spain: COMAPP blog and Facebook of AlgoDoSol (algodosol.blogspot.com) 11.09.2013

- o Various workshops, seminars for journalists and community media workers at the Academy for public radio and television: ARD_ZDF Akademie, Nuernberg, Germany: 08.04.2013 Einführung in die Informationstechnologie, 11.07.2013: ARD und ZDF auf Smartphones und Tablets, 21.10. 2013: MyRadio - Wohin entwickelt sich der Rundfunk?,

- o Presentation on conference: Zweiter Lernradiotag – Landesanstalt für Kommunikation (LFK) Stuttgart /Germany, 15.10.2013

- o Presentation on conference " EU-Expertennetz" at the University of Education, Karlsruhe, Germany, 24.10.2013

- o Presentation on ECREA (European Communications research association) Radio Studies conference, London, Sept 11-13 2013

- o Presentation on LARM conference Copenhagen, November 14-15 2013

- ***Articles about COMAPP have been written and interviews given. Some examples*:**
- o Provincial Newspaper "El Diario de Cádiz", February 2012

- o Article in "Demokraatti" (newspaper in Turku) April 2012

- o newspaper "Budapester Zeitung", article "Media literacy as a fundamental value", May 2012

- o LLL-brochure European Commission "ICT FOR SENIORS' AND INTERGENERATIONAL LEARNING", June 2012

- o newspaper "Polska The Times", September 2012

- o newspaper UNIVERSALIS Freiburg, November 2012

- o TV report local TV station about COMAPP pilot course in Lodz 9/2012

- o Radio station PH 88,4 Freiburg: interview with project coordinator, 01.06.2012

- o Radio station RADIO LODZ interview with Marta Kotwas about the course in Lodz

- o Radio Guadalete , Cadiz: interview about COMAPP & AlgoDoSol (Rafael Párraga Ruiz) , February 2012

- o Radio station Sparks FM, Sunderland "Ethan O'Leary talks with Caroline Mitchell, UK coordinator for COMAPP), 29.05.2012

- o Radio station PH 88,5 Freiburg: 3 packages about COMAPP courses and project outcomes 23.04.2013, 22.10.2013 and 12.11.2013

- o Radio Guadalete. Cadiz: interview with Rafael Párraga Ruiz, Algodosol about international COMAPP course 06.06.2013

- o TeleOlvera (Local TV Station, Olvera, Spain), report on the international COMAPP course in Algodonaes, 04.06.2013

- o Article in the magazine "PH FR", Freiburg 11/2013

- o Article in the newspaper UNIVERSALIS Freiburg, November 2013

- o Radio clips continuously broadcasted from 11/2013 on at Radio Robin Hood (Turku, Finland), Radio Moreeni (Tampere-Finland) Radio Helsingin lähiradio (Helsinki-Finland)

- o Article Finland http://www.radiorobinhood.fi/projekti/comapp-kouluttajien-koulutuskurssiprojekti 11/2013

- o Guest Interview with media editor of the Guardian about use of locative sound maps , ECREA conference, London, Sept 12, 2013

- o Article in Chronicle of the University of Lodz (quarterly journal).12/2013

- o Radio clip continuously broadcasted from 09/2013 by Civil Radio Budapest / Hungary

- o Article in "Parola" periodical for community workers, community developers, social workers and adult educators, Hungary 11/2013

- o Article in the chronicle of the University of Lodz (quarterly journal),12/2013

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European Commission (2008) *Communication on Adult Learning* endorsed by national education ministers in May 2008 (2008/C 140/09)

- European Commission 2010 Initiative on e-Inclusion *To be part of the information society*

- European Parliament (2008) *European Parliament resolution of 25 September 2008 on Community Media in Europe* (2008/2011(INI))
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- Hüther, W /Schorb, B (eds) (2005) *Grundbegriffe Medienpädagogik.* München:kopaed

3.   Project Outcomes & Results

COMAPP realized its aim to make new media options accessible for the target groups, - creating opportunities for intercultural and intergenerational encounters, for participation in the information society by developing, delivering and disseminating the COMAPP course and its teaching and learning materials.

The project outcomes are intended for continuing sustainable use by adult educators and institutions involved in adult education across Europe.

Besides the 7 pilot courses (year 1) and the 3 overall courses (year 2) delivered successfully in 6 countries (see chapter 2 of this report) a lot of tools and maps have been created.

The most important outcomes of the project are available free of charge at the projects website www.comapp-online.de

- handbooks of good practice in six languages (DE, EN, ES, FI, PL, HU) describe the curriculum of the five day training course. the handbooks provide the curriculum, numerous working aids and teaching and learning materials. They form a serviceable and flexible framework for the conception and realisation of similar courses. See "materials" www.comapp-online.de

- teaching and learning materials, handouts in six languages(DE, EN, ES, FI, PL, HU) and web links that can be used in the units of the course. Topics of the handouts:

- 1: Schedule participants, 2: List of required android apps, 3: Recording sound with the smart phone, 4: About journalistic interviews, 5: Creating hotspots, 6: Simple exercise in acoustic ecology, 7: Designing with COMAPP-generator, 8: Audacity, 9: Creating web space, Handout 10: Maps on the internet, 11: Short direction for the OSM-generator, 12: Integrating OSM projects, 13: Geocaching with Columbus, 14: Learning styles, 15:Toolbox: teach, 16: Case Study, 17: Design media courses, 18: Course outline plan form, 19: Head and Heart – Evaluation. See "materials" www.comapp-online.de
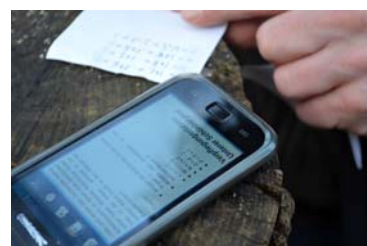
Geocaching / pilot course

- Three readers in six languages (DE, EN, ES, FI, PL, HU), 1. Reader : "Audacity, digital editing of sound", 2. Reader "COMAPP Map Generator: Creating multimedia Maps with OpenStreetMap", 3. Reader: "Developing projects with geocaching". See "materials" www.comapp-online.de

- The OpenStreetMap generator, a tool developed by COMAPP to offer an easy way for production of multimedia internet maps, available in 3 languages (DE,EN,ES) See "generator" www.comapp-online.de
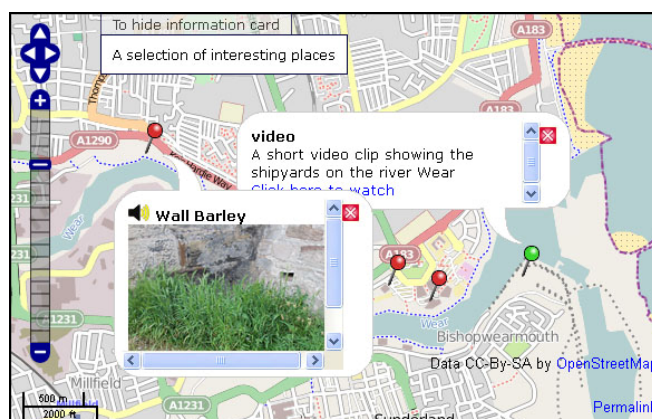
- Examples of multimedia maps (DE, EN, ES, FI, PL, HU) produced by people who took part in COMAPP courses during the project´s life time, carrying text, pictures, audio clips for guided tours) See "maps" www.comapp-online.de

- Evaluation tools in six languages (DE, EN, ES, FI, PL, HU): initial and final questionnaires for course participants, questionnaire for course trainers. See "materials" www.comapp-online.de

All activities took place and envisaged outcomes were successfully realized according to the work plan. For the management of the project, reporting tools for communication and control were developed, and used regularly and were helpful in realizing the work plan. All in all about 130 participants (adult educators, trainers) took part in the COMAPP training courses during the project´s life time. A significantly larger number of people (approximately more than 1000) got in touch with the project outcomes, for example: students at the universities of Lodz, Sunderland and Freiburg took part in seminars where parts of the course curriculum were taught, school children and young people in Singen and Lodz as well as senior citizens in Budapest, Turku and Algodonales produced their own multimedia maps; inhabitants (different generations) of a socially deprived district in Freiburg created their guided tour through their district; adult education networks, community media networks and community radio stations on European, national and local level got involved.
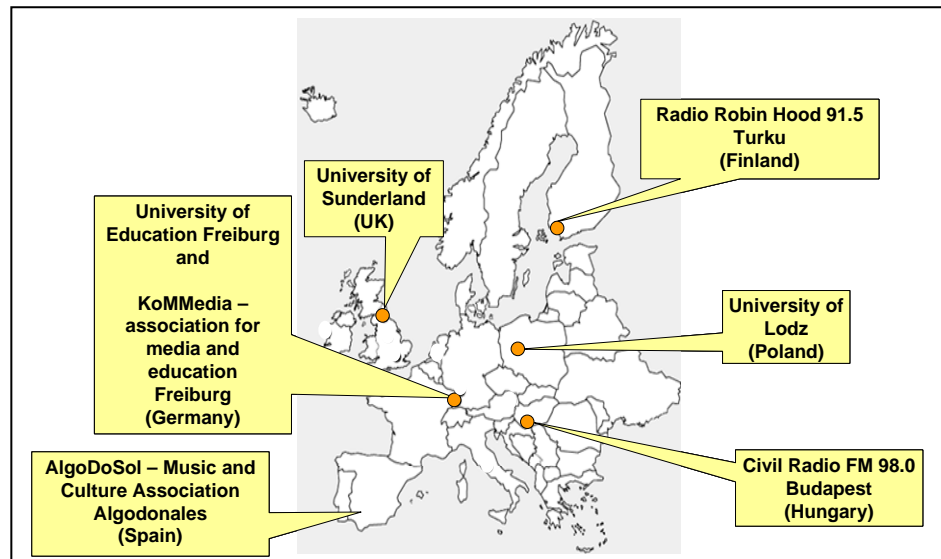
Course participants in Sunderland, Budapest, Algodonales, Freiburg

4. Partnerships

The consortium of the COMAPP partners was founded on cooperation between community media practitioners, adult education specialists, and university researchers. **Seven partners** (3 universities, 2 community radios, 2 NGOs in the field of adult and media education) **in six countries** brought an unusual combination of experience with a background in adult education and training (including work with senior citizens, community media, local music groups), broadcasting, academic media research, project management, publications on the subject of community media, radio broadcasting, training and media competence. Partners collaborated locally and globally with a number of organisations in the field of adult education and community media. The consortium drew on the experience and strengths of partners in different fields and from different European countries. It followed directly on the experience of previous collaborations between the majority of partners of the consortium and on previous collective projects funded by the Commission (*Creating Community Voices*, *Digital Dialogues*, *META-Europe* and most recently *Crosstalk*).

The consortium

- established continuous exchange of experience and cooperation from the start to ensure that the outcomes matched the needs of the target groups in many European countries and thus

- encouraged a broad variety of potential participants throughout Europe, since courses were delivered in six different countries and languages, and the international course in the second year was delivered for adult educators from European countries

- attracted and involved a broad variety of organisations and institutions outside of the partnership itself in the field of adult education, social work, media education as well as academic networks in Europe to participate and use the outcomes of the project.

Project management

Cooperation and communication between partner institutions was ensured by continuous exchange via email, skype conferences and website, participation in working group sessions, meetings and conferences (scheduled in May 2012, June 2013 and September 2013). A detailed work plan (indicating stages and milestones) for all activities, required partners to report progress and difficulties regularly. These reports and the outcomes of each stage were shared by the coordinator and the evaluation team with all partners to provide transparency.

For the preparation and development of course sections and units as well as of the teaching and learning materials partners from the beginning collaborated in working groups composed of partners from different countries (see chapter 2). This ensured that different backgrounds, learning conditions, cultures and styles of teaching and learning were integrated in order to achieve outcomes which match a European dimension.

Because of a partnership which covered six European countries there was a wide range of different input, for example: the experiences in teaching refugees and collaborating with organisations working with refugees in Turku (Finland), conditions for training adults in the rural area of southern Spain (Algodonales) or the challenges of teaching senior citizens in Budapest / Hungary to jointly create a multimedia map. Some of these challenges were quite similar between countries, others, such as media law regulations were different. The input from different partners led to intense exchange, enriched the creation of project outcomes, deepened mutual understanding and fostered the will to sustain collaboration across Europe.

During the partnership meetings and conferences the consortium had detailed discussions about outcomes and – by considering the results of the evaluation at each stage - suggested improvements where necessary.

Three examples illustrate this: (1)the problem of developing an overly technical training course was identified and led to changes reducing some of the technical units, simplifying the handling of the OpenStreetMap generator and putting more emphasis in teaching sensitisation of acoustic perception and techniques for conducting interviews. (2) The handbook and the teaching and learning materials (handouts and readers) were tested, evaluated, and improved: partners suggested adding two chapters in the handbook, a quick guide providing a short overview, and frequently asked questions   tackling issues which often came up when a course or a section of the

Project conference in Lodz / Poland 2012

course was taught. (3) The feedback from institutions and organisations with whom partners

in their respective countries collaborated indicated that the first version of the project´s website was not clearly enough structured. The partners decided to structure the website completely differently to make it more user-friendly and to ensure that the materials on it would be used sustainably after the funded period of the project.(For detailed information see Final Evaluation Report: www.comapp-online.de.)

Monitoring and evaluation (internal & external / process & product) was crucial for the partnership as it ensured smooth cooperation and quality. Monitoring was based on regular communication between the coordinator and the partners via email, skype, reports, outcomes and regular project meetings based on the work plan.

The evaluation of the cooperation of the partnership (for details see final evaluation report: www.comapp-online.de) shows that partners – apart some criticisms referring to time pressure, workload connected with reports and financial proofs and some weaknesses in communication in the first year of the project - felt enriched by the project. Explicitly they underlined

- the fact that the project is more than a training curriculum: it is also a tool that helps to build and develop communities

- International collaboration, cooperation between academics and NGOs, interdisciplinarity and the mix of skills among COMAPP partners

- the participatory approach applied both in the courses and in the organization of COMAPP

- the thorough testing and development of an innovative course and its flexible application to different target groups

- the contact made with many local and national organizations.

As already mentioned COMAPP benefited from the connections partners had with networks in their own field or country. Cooperation took several forms: (1) feedback about the preliminary outcomes from external experts: their valuable suggestions were incorporated at different stages. (2) Outcomes were used by different institutions and organisations with whom partners are in contact - courses were advertised and outcomes disseminated.

Project conference in Budapest / Hungary 2013

Examples of networking and involvement: AMARC, IAMCR, ECREA, Euricom, International Council for Adult Education, Academy of the Public Radio and Television, Nuernberg (Germany), the CMA (Community Media Association), Sheffield, UK, 60+Senior Program Center, Budapest (Hungary), Association of community Developers, Budapest (Hungary), SYRL (Finnish community radio association, umbrella organisation), Radio Moreeni (Tampere-Finland) and Helsingin lähiradio (Helsinki-Finland), Association Kobiety, Lodz (Poland), the University of Malaga (Spain). The established contacts and cooperation with organization in the field of adult education, media education, community media and different research networks help to sustainably exploit the outcomes of the project (see also chapter 5).

5.   Plans for the Future

Building up on the consortium´s contacts to networks, organisations and institutions involved in adult and media education plans for further exploiting the project´s outcomes in the future have been established and partly already set into activity. Besides the partners own ongoing use of the outcomes (i.e. delivering regularly COMAPP training courses, using the materials developed in their regular teaching and training) three areas are important for future exploitation:

- networks / institutions and organisations involved in adult education, in intercultural and intergenerational teaching and training

- networks / institutions and organisations involved in media education community media and broadcasting

- academic networks and universities.

Plans and prospects for the future beyond the funded period of COMAPP are to endeavour to mainstream the project's approach in the following ways:

- to establish the COMAPP course within the future **Grundtvig inservice programme (IST) under Erasmus +** for people working in adult education in different European countries. Partners of the consortium can draw on their very good experience with a prior project " META Europe" which was, like COMAPP, developed through a multilateral project under Grundtvig and after the funded period was successfully established as an IST course. The META Europe course has been running once a year since 2006. There are plans to get the COMAPP course, too, established as part of the IST programme. It is intended to regularly offer the course for participants from different European countries and thus – besides the course content itself – the course fosters the European dimension in bringing adult educators from different European countries into direct and continuous contact and collaboration. Because of the programme change from LLP to Erasmus+ it was not possible before now to launch the COMAPP course. Contacts with National Agencies in Germany and the UK, however, have been made to make sure that the course can be offered under Erasmus + as soon as it is possible.

- to promote exploitation of the outcomes of the project by offering consultancy for community radio stations and media centres, for institutions of adult education, for social workers in community centres, youth clubs, schools etc. For example:

  - the Turnseeschule, a school in Freiburg (Germany) and Helsingin lähiradio, Helsinki (Finland) each will run a project in collaboration with a local Secondary School and an organisation of senior citizens. The family Health and Well-being Project: "Let's get away from the telly!" in Sunderland plans a project in which 3 generations get involved. All ideas are based on intergenerational communication. Materials/Outcomes of the COMAPP project will be exploited, for example ideas / practices / material such as the OSM generator to produce a multimedia map. Existing maps will be used as examples during meetings with the participants.

- to further integrate the teaching and learning approach of COMAPP, as well as parts of the courses, into the curriculum for teaching for students at universities as well as into the regular training programme of associations of community radios at local, regional and national level at Finland, Germany, Hungary, Spain and the UK. For example

  o the course „On Air" for teacher students and "Media education" for MA students at the University of Education in Freiburg in the winter term 2013/ 2014 and ongoing

- a course in radio journalism at the University of Lodz for Students of the following programmes: International Relations, Cultural Studies, International Gender Studies, American Studies and Mass Media.

  o COMAPP Algodonales was used as a case study in a new short course programme being piloted at the University of Sunderland in conjunction with artists working in participatory settings and various social and adult education partners in the north-east of England. This was first delivered at Gateshead Town Hall in October 2013 and is available at . http://www.artworksphf.org.uk/events/artworks-north-east-short-courses-community-workshop-1

- to give speeches and lectures at conferences and meetings of networks of adult educators, media pedagogues as well as of academic networks such as for example

  - IAMCR conference in Hyderabad from 15th to 19th July 2014.

  - Colloquium, July 2014 Bovino, Italy. at Convegno annuale dell'Osservatorio scientifico della memoria scritta, orale, filmica e del patrimonio autobiografico

  - 5.Media Congress in Villingen Schwennigen (Germany) 02.04.2014 - 02.04.2014

  - Conferences and meetings in the framework of „Humanities in the European Research Area" (HERA) Transnational Radio Encounters (TRE), an international EU funded project coordinated by the University of Halle, Germany

  - International conference OURMedia,10 - 21-25 July 2014 in Papua New Guinea

- to publish articles in academic and in media journals about the project and its outcomes. For example articles foreseen in the following journals:

  - merz: medien +erziehung, kopead, Germany

  - Journal of Media Practice, UK

- to further publicise the website (www.comapp-online.de) as a source for interested persons / institutions who are involved in or work with migrants, women, senior citizens in the context of intergenerational projects, Community Radios stations and Media centres, Institutions and Organisation involved in adult education , Universities and academic networks, networks of Community Media and of Adult Education and Media Pedagogy to use, adopt and adapt the results.
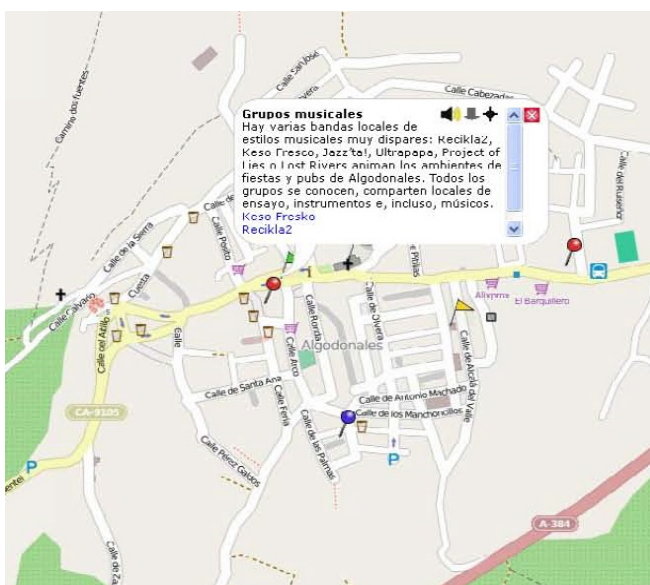
Musical map produced by inhabitants of Algodonales

6. Contribution to EU policies

COMAPP responds to the EU policy on (e-) inclusion and trains adult educators to use community media and new technologies to increase participation in lifelong learning by marginalized groups – e.g. seniors or migrants - whose traditions or circumstances have not brought them into contact with formal learning or IT skills. COMAPP's involvement of, and background in, community media is justified by the European Parliament Resolution of 2008, referred to in Section 2 above:

"Community media are an effective means of strengthening cultural and linguistic diversity, social inclusion and local identity…promot[ing] intercultural dialogue, combating negative stereotypes …and also enabling disadvantaged members of society to become active participants by engaging in debates that are important to them".
http://www.europarl.europa.eu/sides/getDoc.do?type=TA&language=EN&reference=P6-TA-2008-0456

Further support for COMAPP's approach can be found in the 2009 Declaration of the Council of Europe's Committee of Ministers also referenced in Section 1 above.

The association with intergenerational / intercultural learning and with community media is a key element in the claim to be contributing to EU policies, the most relevant of whose findings are summarised as follows – the references in brackets are to the codes in the Application document.

* Acquisition of key competences through adult education (Priority 1)
* The role of adult education in strengthening social inclusion and gender equality (Priority 2)
* To reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment (LLP-Obj-d)
* To contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background (LLP-Obj-f)
* To respond to the educational challenge of an ageing population in Europe (GRU-SpObj-1)
* To help provide adults with pathways to improving their knowledge and competences (GRU-SpObj-2)
* To improve the quality and to increase the volume of co-operation between organisations involved in adult education throughout Europe (GRU-OpObj-2)
* To facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others (GRU-OpObj-4)
* Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia (div, horizontal policies)
* Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation (Discr)
* MEDIA (Media)
* Employment (Empl)

COMAPPS´s work was and is particularly relevant to the Objectives and Priorities of the Life Long Learning Programme, the Priorities and to the LLP Horizontal policies, as well as demonstrating a general complementarity with EU policies.