

DESIGN THINKING WORKSHOP GUIDE

**FOR ADULT
LEARNING
PROVIDERS**



Co-funded by the
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QUOTES

„From the very moment I got to know about the Design Thinking methodology, I started integrating it in my daily activities, emphasizing the trainings and workshops that lasted a few days, and were organised with youths as well as adults. The methodology is simple to use and it offers many possibilities for the trainer/educator, as well as the participants. I will continue to use it with great pleasure, and upgrade on this field.“

“I discovered that I could come up with ideas in a short lap of time.”

„Design Thinking Methodology leads to a constructive and concise thinking where our subconscious becomes transparently conscious when it comes to discovering an innovative solution based on a particular personal problem, or a problem in the community.“

“Working with the same group helped us to create a confident and comfortable safe space, allowing the sharing of ideas and efficient teamwork.”

“The whole experience with the process of opening up the problem case to narrowing it down and then produce the prototype to testing it. It was all very interesting and a learning experience. I like the way, that the problem case and solution is treated as a product (problem case, prototype). It makes it more simple to solve, and can be applied to different problem cases.”

“Design Thinking ... (is) a methodology which i can use in almost every activity (if not all) in my professional work.”

“Firstly, the Design Thinking methodology is a very interesting approach in creating new products/ services within our organisation. Secondly, (it) offered me a comprehensive understanding (...) where within an interdisciplinary team we managed to work and offer a solution on a particular problem for the particular category of users.”

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This guide has been produced in English, German, Danish, Italian, Greek and Macedonian language. Check www.d-learning.vnb.de for more project publications.



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Disclaimer

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INTRODUCTION

What is Design Thinking?

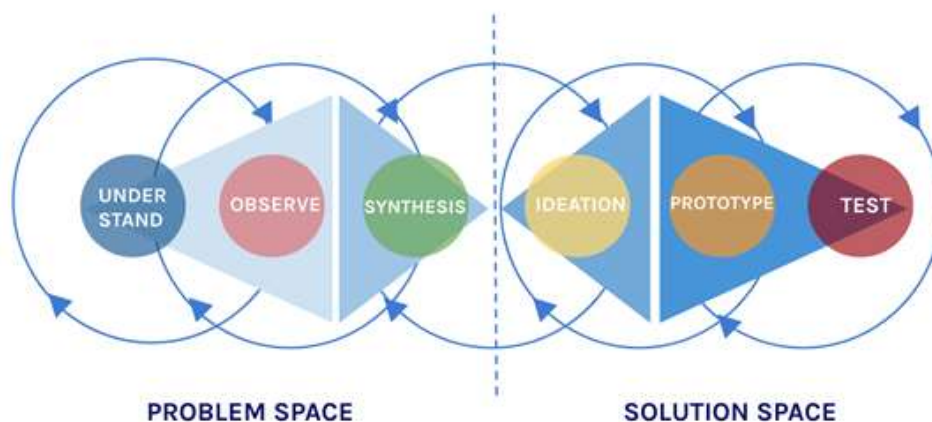
Design Thinking is a human-centred, iterative process that can be used to tackle problems. The goal of Design Thinking is to discover and understand real needs, pains and boundaries to eventually be able to develop innovative solutions. The process involves methods that enable empathy with people. The steps of the process seek a balance between analytical and creative thinking.

Design Thinking is useful, when:

- You have a problem/ challenge to tackle
- You have a lack of information
- You are ready to get rid of assumptions
- You want to get to know real needs and pains

The Design Thinking process can be divided into six steps. The first three phases UNDERSTAND, OBSERVE and SYNTHESIS shape the Problem Space in which the problem is identified and analysed. The last three phases IDEATION, PROTOTYPE and TEST can be summarized as the Solution Space, where ideas are generated, built and tested.

The Design Thinking process is iterative. This means it is not only possible but even encouraged to jump back and forth in the process.



Graph based on the Design Thinking Process by Hasso Plattner Institute, Stanford University

Why is it relevant for adult learning institutions?

In adult learning, the development and design of products and services targeting at different specific target groups' and individual learners' needs become more and more important. This includes traditional and digital teaching and learning materials, e-learning environments, education games or virtual reality based material. The challenge for educators and decision makers in adult learning institutions is how to meet these expectations by developing and providing high quality outputs. Design Thinking can strongly contribute to a better performance of adult learning offers as regards usability and acceptance by learners, thus making these offers more effective and efficient.

What is the purpose of this guide?

This guide is intended to enable trainers from adult education institutions to go through an exemplary Design Thinking process with a team, thus enabling them to implement the method in their own organisation or networks. It focuses on the processes that underpin design thinking in practice. The workshops may last between 1 and 3 days, depending on the intensity of the different thematic steps. It has been developed in the framework of the Erasmus+ strategic partnership project D-LEARNING, bringing together representatives of organizations from 6 European countries who are actively implementing adult learning with different target groups.

The guide is complemented by the *D-LEARNING Design Thinking manual for adult learning providers** that describes the entire Design Thinking process, suggests practical methods to complete the different iterative steps of the process, and concludes with 6 case studies from the work of the project partner organizations.

*You can download the manual at www.d-learning.vnb.de

Design Thinking and Covid19

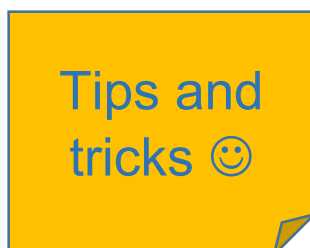
During the D-LEARNING project lifetime, the Covid19 outbreak changed the entire world – including adult learning opportunities. The project partners had to create new opportunities for implementing a Design Thinking process under the different national and local conditions dictated by this global pandemic. This means that many of the methods suggested in the *D-LEARNING Design Thinking manual for adult learning providers* have to be assessed against the respective local situation.

On the other hand, Design Thinking is about empathy, human-centred problem solving, teamwork and collaborative thinking. This indicates that we need such methodologies to find solutions that help to tackle human problems, like the ones caused by this pandemic. But how can we create trust and safety in teams, when some of the principles of team work are challenged? The truth is that every challenge creates opportunities. Design Thinking can help us to do that.

Possible challenges for a Design Thinking process in adult learning environments could be: *How can we reinforce peer-to-peer learning in on-line workshops? Or: How can we touch the emotions of participants during an on-line based Design Thinking process?*

There are plenty of interactive tools that help us to work collaboratively. From videoconference and webinar platforms to interactive whiteboards, on-line voting tools, on-line questionnaires and many more. You will find many of such helpful tools presented on the *Electronic Platform for Adult Learning in Europe (EPALE)*.

In the following chapters we added sticky notes with *tips & tricks* which are intended to support you in your Design Thinking training sessions during restrictions caused by the pandemic, either in physical sessions taking into consideration general hygiene and distance regulations, or in virtual sessions with hints to some useful tools.



LEARNING OBJECTIVES

By the end of the workshop, participants should be able to:

- ✓ define a particular challenge that is underlying a problem,
- ✓ find a common understanding of the problem in a team,
- ✓ observe the problem from a user perspective in order to broaden and deepen the understanding of the challenge,
- ✓ synthesize observations, sort and cluster them and condense them into one or multiple different problem statements,
- ✓ ideate possible solutions for the challenge by generating and filtering ideas in a structured way,
- ✓ develop prototypes to showcase concrete ideas, and
- ✓ test the prototypes by presenting them to users and / or stakeholders.



PREPARATION

Prepare yourself!

- ✓ Facilitators must be familiar with the Design Thinking methodology. The *D-LEARNING Design Thinking manual for adult learning providers* can be a good basis to study the methodology.
- ✓ Please refer to the *D-LEARNING manual* for more detailed information on the entire Design Thinking mind set and process, environment and resources.
- ✓ It will be necessary to define an exemplary challenge that can be used throughout the workshop. This challenge should be human-oriented and encourage inspiration and emotion. It should not provide a solution, or be restrictive regarding possible solutions.
- ✓ When working with adult learning professionals, it may happen that they already know some methods suggested for the Design Thinking process. Please make sure that all participants follow each phase of the process - particular methods might be replaced by others, but not the process itself.
- ✓ It is recommended to have 1 facilitator per working group (i.e. with 15 workshop participants: 3 facilitators for 3 groups). The overall facilitator can be one of them.
- ✓ The staff team should prepare the entire process together and define rules.

Environment and Resources

- ✓ Open flexible work space that can be re-arranged during the workshop (large room, flexible tables / chairs, movable pin walls / white boards, free walls / windows to pin sticky notes)
- ✓ Time timer (physical or app)
- ✓ Brown paper
- ✓ Sticky notes (in all sizes / colours)
- ✓ Self-adhesive dots (i.e. for rating)
- ✓ Pens (small and big)
- ✓ Music player / speaker
- ✓ Prototyping material (cardboard, paper, pipe cleaners, Lego bricks, scissors, glue, Scotch tape, ribbons, rubber bands, fabrics, stapler / staples etc.). Make sure to use as much eco-friendly material as possible.
- ✓ Computer / projector for presentation

When meeting physically, you might put together personal paper bags for each participant, containing pens, dots, and sticky notes. This will reduce the risk of infections through accidentally exchanging personal items.

You might extend the workshop to more working days (on-line or presence workshops) depending on your needs, i.e. in several blocks according to the phases.

Duration

- ✓ 1-3 days according to the amount and depth of working in each phase (Minimum 8, maximum 18 lessons).
- ✓ Please note that 1 day workshops will only cover all topics minimally without the opportunity to go into depth.
- ✓ Be aware that between each phase of the workshop, pauses / energizers are needed!

TEACHING CONTENT

The following teaching content is divided into the different phases of the Design Thinking process as described in the introduction.

It is recommended to keep this structure as it is crucial to clarify that the phases are linked to a different way of thinking, i.e. with the first three phases being part of the problem space and the last three being part of the solution space.

Before you can start with the actual phases, the participants must become aware of the Design Thinking mind set. The *D-LEARNING Design Thinking manual for adult learning providers* will provide you with the necessary information. In the *D-LEARNING manual*, you will find as well all necessary information on the several methods recommended for each phase of the process.

Each team should have a team check-in before, and a check-out after each workshop day – physically or virtually.

KICK-OFF SESSION

- ✓ Plenary session
- ✓ Presentation of the Design Thinking methodology and mind set
- ✓ Retrieval of individual participants' expectations

The introduction can be made virtually, as long as you have the opportunity to divide the teams into sub-rooms (like in Zoom) i.e. for work groups. You might use online-voting tools like word clouds, or on-line questionnaires to retrieve expectations.

- ✓ Presentation of the chosen exemplary challenge for the workshop
- ✓ Formation of teams (work groups, 3-6 participants).
- ✓ The teams do not mix between phases, but stay together until the end of the workshop. A short team building activity and a team name / motto is highly recommended.
- ✓ Time frame: 1-2 hours

PHASE 1: UNDERSTANDING

- ✓ Working in teams
- ✓ Working questions: What is our common understanding of the challenge? Who might be stakeholders? What might be fields to discover around the subject? What might be analogies? How do they work?
- ✓ Suggested methods: self-reflection, mind mapping, semantic analysis
- ✓ Requirements: Whiteboard / brown paper, post-its / pens
- ✓ Time frame: 1-3 hours

There are several tools to do mind mapping on-line free of costs, like i.e. Google Jamboard (more simple) or Miro (more elaborated), giving participants the opportunity to work collaboratively with virtual sticky notes similar to physical activities. Make yourself familiar with the tools before you start using them in Workshop sessions!

PHASE 2: OBSERVING

- ✓ Working in teams
- ✓ Working questions: How can we develop a broad and deep understanding of the challenge? What are the main research questions? How can we gain the information needed to research the problem? How can we document the information properly?
- ✓ Suggested methods: interviews (i.e. of participants from other teams, or street / phone / video interviews), immersion (stepping into someone else's shoes), desk research, cultural probes (exploration of context)
- ✓ Requirements: interview check list (see attachment), smart phone for interview recordings / videotaping, paper/pens for documentation
- ✓ Time frame: 2-3 hours

When you do video interviews, some of the platforms offer the opportunity to record the entire session. Please make sure that you have the agreement of your interviewees to do so. Video interviews are preferable to telephone interviews, because you can get a lot more impressions by reading the mimics of your opponents.

PHASE 3: SYNTHESIZING

- ✓ Working in teams
 - ✓ Working questions: What is the main problem statement? Is everyone happy and feels engaged with it? Did the team get to the core of the problem? Is it an important problem of the users? Is it a problem statement, which has not already been solved multiple times?
- If you chose to do this online, you might use similar web based tools as suggested for Phase 1.
- ✓ Suggested methods: Unpacking of information, sensemaking (clustering, i.e. diagrams / 2x2 axis drawing), persona creation, problem statement (i.e. point of view / POV)
 - ✓ Requirements: Whiteboard / brown paper, post-its / pens, dots
 - ✓ Time frame: 1-3 hours



PHASE 4: IDEATING

- ✓ Working in teams
- ✓ Working questions: How might we solve the problem, i.e. of the identified persona? How can we turn the problem statement into design opportunities? How can we filter, select and evaluate ideas for the prototyping phase?
- ✓ Suggested methods: brainstorming activities (i.e. starfish, idea train, hot potato, idea tower, idea shopping etc., see D-LEARNING manual), clustering / rating
- ✓ Requirements: Whiteboard / brown paper, sticky notes / pens, idea dashboard (form, see attachment)
- ✓ Time frame: 1-3 hours

In this phase, participants are asked to generate a lot of ideas in a short time, and some of the suggested methods might not be applicable under specific hygiene and distance rules.



We recommend to use web-based applications like digital whiteboards to collect ideas.

PHASE 5: PROTOTYPING

- ✓ Working in teams
- ✓ Working questions: How can we describe / showcase our problem-solving idea? What means would be the appropriate way to showcase?
- ✓ Suggested methods: creative tinkering, storyboarding, roleplaying, videotaping, ... (be creative, and let the participants use their creativity)
- ✓ Requirements: prototyping materials
- ✓ Time frame: 1-2 hours

Creativity needs a lot of open space and mutual exchange in the respective team. If you work with small local teams, the teams could meet physically and develop their prototypes independently from other teams. This would help to minimize infection risks.

PHASE 6: TESTING

- ✓ Plenary session
- ✓ Working questions: How can we present the prototype to others? What do others think of our problem solution? What should be changed or improved? What might be analogies to other solutions / prototypes?
- ✓ Suggested methods: role playing, presentation, interview, ... (depending on the prototype)
- ✓ Requirements: paper/pens/videotaping for documentation
- ✓ Time frame: 1-2 hours

If you do this on-line, try to use tool based recording functions to document the entire phase, or videotape the workshop session with your mobile phone. This will enable participants to reflect easily on the testing outcomes.

EVALUATION

There are several easy-to-use web based evaluation tools available free of charge. i.e. self-evaluating on-line questionnaires.

- ✓ We recommend ex-post evaluation. This can be done by questionnaires circulated after the workshop.
- ✓ Nevertheless, since you will need to check-out the teams, it would be good to collect immediate reactions from participants, like i.e. flash feedbacks.




WARM-UPS AND ENERGIZERS

Short playful energizers help to loosen up the mind before getting to work and they are fun. Warm-ups are often used to start a work session in a playful and collaborative way, to support team building processes, or to get the team to wake up from an afternoon-low.

You will find endless variations of warm-ups and energizers in the internet. Specifically, since the Covid19 situation came up, a lot of new warm-ups and energizers have been developed to meet the needs of web based seminars and workshops.

The below examples are just a compilation that might be helpful to enrich your Design Thinking training.

Warm-ups and energizers suitable for web based trainings are marked with a PC symbol .

Touch Blue

Touch blue is an energizer that has been played for many years, and it works equally well in physical and online environments. Start by having the facilitator calling out something to touch such as “touch blue” or “touch something warm.” Each participant then has to move and touch something that is blue or warm. This might be something on their desk, an item of clothing, or something they have to go and find on their bookshelf. The last person to find an object then has to select the next attribute.

If you want to make it a little more competitive, give everyone fifteen seconds to find something and eliminate those players who don't find anything in time. Keep playing and make things more complicated or reduce the time until one player remains. It can also be effective to do quick-fire rounds of this energizer throughout a workshop to keep participants moving.

Danish Clapping (aka Super Mega High Five)

For this physical game you need an even number of participants. You can already play it with two people! If the number of participants is uneven, you can play the game yourself. This game is very useful when team members are getting tired and need to be activated very quickly and intensively. Afterwards, everybody wants to play it again and again!

The players come together in pairs. They line up in front of each other so that they look at each other. The game begins with everyone tapping their thighs with both hands at the same time. Next, all stretch their arms straight up. Then they all tap their thighs again and then move both hands to the left. Then everybody again pats her thighs and then moves both hands to the right. Now everybody pats her thighs again and gives herself a double (both hands) high five. After this move, everyone has practiced all the movements of the game and the real game begins:

Everybody knocks on their thighs at the same time. Next, each person chooses individually whether their hands go up, left or right. If both partners have chosen the same movement, they next give themselves a double high five - otherwise they tap their thighs again. Get faster and faster! After five minutes (or whatever your agenda allows) the game is over, and everybody should be full of joy and energy!

Guess the Desk

This is a fun virtual energizer that helps teams getting to know each other and sharing remote working practices. Start by having each participant taking a photo of their desk or remote working set-up and send them to the trainer / facilitator who then puts them into a shared whiteboard or collaborative document. Don't tell anyone whose desk is whose!

During the first round, select one participant to be the desk referee: they cast the vote on whose desk belongs to whom after a group discussion. After each round, the previous desk referee elects the next

As a variation, instead of guessing the desk, you might as well do "guess the pet", where each participant takes a picture of a pet / plant / significant item, and the rest of the team tries to identify the participant by the picture of it.

and the group moves on to guess the next desk. Here's the fun part. If your desk is up it's your job to convince everyone belongs to someone else: if the group votes incorrectly on your desk, you get a point! If you successfully guess the right desk while you are desk referee, you also get a point.

After all the desks have been guessed, debrief and point out any particularly good remote working set-ups and best practices you notice and want to share!

The Desert Island

In Design Thinking, teams often have to respond to difficult situations and changing conditions. This remote team energizer is designed to help participants to collaborate, demonstrate creative thinking and use decision making skills, all framed within a familiar concept that also allows for some interesting discussions!

First, create a list of items that have washed up on the island in a Google Doc or your online whiteboard – include pictures if you can! Then, split your group into teams and move them into Zoom breakout rooms or Slack channels. These teams collectively decide upon which three items they would choose to help their group survive.

Encourage teams to write down which items and why, or if they're feeling creative, draw their responses in the whiteboard – these kinds of artefacts can be crucial in making an exercise effective. After the groups have had time to deliberate, bring them back together, see what everyone chose and debrief.

Walk / Freeze / Clap / Jump

This strictly physical energizer can be played with an unlimited number of participants, as long as there is enough space to move. If you cannot do it inside, try to find a place outside in the fresh air!

The participants move freely in the room / space. If the facilitator shouts "Jump!", everyone is going to jump. If the facilitator shouts "Clap!", everyone claps. "Freeze!" means to stop moving, "Walk!" to continue moving. After some time, the facilitator announces a change: Now the actions are going to be mixed up (Freeze = move, move = freeze, clap = jump and jump = clap). You may extend this game with extra commands, but make sure that everyone is still able to keep them in mind.

Juggling Ball Game

This is a typical warm-up to get participants connected to each other at the beginning of a workshop. Everyone stands in a close circle. The trainer / facilitator starts by throwing the ball to someone in the circle, saying their name as they throw it.

Continue catching and throwing the ball establishing a pattern for the group. Each person must remember who they receive the ball from and who they have thrown it to.

After 2 rounds, when everyone has received the ball and a pattern is established, introduce one or two more balls, so that there are always several balls being thrown at the same time, following the set pattern.

If it is not possible to use a ball due to specific hygiene regulations, you might as well play juggling ball physically with distance, throwing a “virtual” ball to the receiver by naming her/him with eye contact. Instead of introducing additional balls, try to speed up after two rounds.

TROUBLESHOOTING

What to do if...

...participants are spending too much time debating and discussing issues:

Be clear from the start regarding the timeframes of each activity, make sure that your audio signal is loud and heard to mark the end of time. Always announce the final minutes of each activity (you have 4 minutes left, etc).

...participants are arguing rather than discussing:

Facilitators and trainers should intervene to dissolve tensions by using an energizer activity of a team building activity. Should the issues appear deep-rotted, allow participants to voice their concerns and address them through discussion.

...participants appear to be tired / bored:

Don't take it personally! There are many reasons why a group of participants may not be on their top game. Frequent breaks, energisers, and some snacks and beverages may help the group become more engaged and active.

...participants seem to be missing the point of the activities and become overly invested in producing tangible results, i.e. a working prototype:

Revisit the basics of the workshop and reiterate the fact that this is not meant to produce actual products or services, but rather a roadmap to solutions / services. Use plenty of examples and clarify processes, terms, and materials.

...space limitations or weather conditions do not allow for a lot of movement, energisers, etc.:

Reinforce the importance of adhering to the schedule and timeframe of each activity and step. Promote whispering and working in smaller groups. Engage in mental - rather than physical - exercises.

...participants come from various backgrounds and seem to be too diverse:

Resist the temptation of grouping participants according to their similarities. People have the tendency to seek out people with whom they share some common backgrounds but this may limit the inspiration and originality of ideas. Encourage teams to become more diverse by breaking down homogenous groups.

...there are time constraints that limit the available time:

Encourage participants to become familiar with some of the ideas and concepts prior to the commencement of the training / workshop and provide them with material (manual) that they can use at their own time and at their own pace. This will help them participate with more confidence and will ease the stress in case something is not entirely clear during training.

...teams are being overwhelmed by specific members:

It is to be expected that team dynamics will appear while working in groups during the training. Make sure that each person has a chance to voice their opinion and offer their feedback and ideas. Facilitators should be alert to gently guide teams into a collective process of thinking and working together.

...teams are not functioning effectively and people end up feeling left out or become disinterested:

Facilitators should be overseeing the process of team work and if they spot such a situation they will need to intervene. One of the most efficient approaches is to focus on the check in and check out of the group in order to allow or some personal connections to arise and increase the interest of participants. Once a more personal connection is established, it is easier for a team to work more closely and remain coherent throughout the training.

TEACHING RESOURCES

- ✓ D-LEARNING Design Thinking manual for adult learning providers
- ✓ Design Thinking for Educators Toolkit:
<https://designthinkingforeducators.com/>
- ✓ Design Method Toolkit for team-based projects:
<https://medialabamsterdam.com/toolkit/>
- ✓ Human-Centred Design field guide:
<http://www.designkit.org/resources/1>
- ✓ Design Thinking critique: <http://bit.ly/2VN6fYW>
- ✓ Literature on interaction design: <https://www.interaction-design.org/literature>
- ✓ Tools to bring human-centred design into a project: <https://methods.18f.gov/>
- ✓ Design Thinking Bootleg (PDF): <https://dschool.stanford.edu/s/9wuqfxx68fy8xu67khdiliueusae4i>

You will find more resources in the D-LEARNING Design Thinking manual for adult learning providers.

ATTACHMENTS

Interview Guidelines

1. Introduction

Goal: Build sympathy and trust, create a situation in which the interviewee feels welcome and comfortable.

Content:

- ✓ Acknowledgement
- ✓ Short introduction of people, project and institution/company
- ✓ Assurance of anonymity
- ✓ Explanation of how the data is evaluated and handled
- ✓ Privacy Agreement and Confidentiality Statement (if necessary)
- ✓ Reasons and goals of the interview
- ✓ Get approval to record
- ✓ Communicate process (What can the person expect?)
- ✓ Everything is voluntary
- ✓ No wrong answers
- ✓ Interest in individual, personal experience
- ✓ See the person as an expert
- ✓ Answer questions from the person

2. Warm up

Goal: Create a situation in which the interviewee feels welcome and comfortable, reduce uncertainties.

Content: General questions, e.g. introduction of interviewee, asking about facts

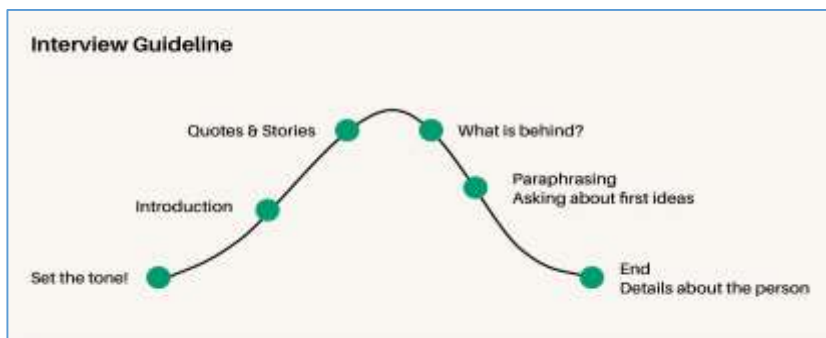


Figure: A dramaturgy of an interview

3. Introducing the topic

Goal: Lead interviewees to the topic, get them into storytelling, try to understand the terminology the person uses

Content:

- ✓ Very open questions
- ✓ Ask for experiences that let people to tell stories, e.g. "Tell me about the last time you ..."

4. Going into depth

Goal: Maintain a situation in which the interviewee feels welcome and comfortable, reduce uncertainties.

Content:

- ✓ Ask open questions and detailed questions
- ✓ Stimulation of a self-explanatory presentation of the facts (e.g. 'How exactly did this happen back then?', 'How did you experience this situation?')
- ✓ Ask for examples, more details and specification
- ✓ It's about chronological questions, questions of understanding, questions of detail, causal factors

5. Towards the end

Goal: Check one's own theories, make sure one has understood the person correctly, open space for other not yet addressed topics

Content:

- ✓ Ask concrete in-depth questions
- ✓ Summarize what you have understood
- ✓ Open for not yet addressed topics

6. End

Goal: Creating good feeling, acknowledgment, stopping the record

Content:

- ✓ Acknowledgement
- ✓ It was very interesting for us/helpful/...

7. After the interview

Sometimes, after the interview, when the formal part is over, people add something unmentioned or talk more open about a topic, e.g. while leaving.

Interview Checklist:

- ✓ 1 person asks, 1 person takes notes
- ✓ Portrait and attributes
- ✓ Observe! Pay attention to details, behavior, context, environment
- ✓ 80/20 rule (You do max. 20% of the talking!)
- ✓ Ask open questions
- ✓ No suggestive questions
- ✓ Ask for good/bad experiences in specific contexts
- ✓ Ask: „Why? Why? Why?“
- ✓ Wanted: Stories, needs, surprises
- ✓ Helpful for the following steps: quotes, quotes, quotes!!!


Idea Dashboard

Name

Tagline

What is your idea all about

Sketch it!



How does your idea work?

For Whom is your idea?

Why is your idea meaningful for your user(s)?

ABOUT THE PROJECT

The D-LEARNING project is about adapting and transferring the methodology of Design Thinking into adult learning institutions, providing educators with a state-of-the-art methodology to support the development of high quality learning opportunities and educational products (such as didactic materials, e-learning environments, educational games and more).

Design Thinking is a tested methodology for the practical and creative resolution of problems with the intent of producing a constructive result for the future. With the application of this tested methodology as a human-centric approach to innovation that allows for a deeper understanding of the customer's issues, the project strongly contributes to a better performance of adult learning offers as regards usability and acceptance by learners, thus making these offers more effective and efficient.

The consortium is bringing together six partner organizations from different regions across Europe, combining experience in collaborating on the level of European cooperation with the broadest possible spectrum of activities in educational strategy and practice at local, national and transnational level:



Compass GmbH (Austria)
www.compass4you.at



SYNTHESIS Center for Research and Education (Cyprus)
www.synthesis-center.org



Videnscenter for Integration / Vejle Kommune (Denmark)
www.vifin.dk



Verein Niedersächsischer Bildungsinitiativen e.V.
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www.cesie.org



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