Appetite for Learning Comes with Eating - ALCE

Progress Report

Public Part
Executive Summary

This report details the mid-stage progress and developments of the Grundtvig Multilateral Project “ALCE – Appetite for Learning Comes with Eating”.

In the context of the ageing European population and massive feminine migration flows, native senior and immigrants adult women suffer from multiple discrimination and absence of recognition and opportunities for improvement of their skills & knowledge. Both have a vital social role in maintaining traditions and are therefore an important source of knowledge that is poorly exploited. Based on these analyse, the direct targets of the project are groups of autochthons senior women and immigrants young women from partner’s countries, trainers working on intercultural and intercultural dialogue promotion, local communities and adult education professional.

During the project’s lifetime, a consortium of five members from different European countries (Italy, UK, France, Austria and Lithuania) experienced NGOs from the fields of adults’ training, intercultural and intergenerational dialogue, cooperated to improve senior and immigrant women key competencies, to enhance the transmission to European communities of women's knowledge on non-tangible heritage thus food traditional recipes & natural curative methods and to increase awareness in decision makers about the importance of recognition & validation of key competences.

The methodology of the ALCE’s project is based on active learning of the targets themselves who are involved in several activities and take part of the creation and dissemination of all outcomes.

At this mid-term stage, the major results/products achieved are:

- An international Training of Trainers to share knowledge about fundamental notions,
- The elaboration of the Guidelines for the Active Learning Training Course (ALTC),
- ALTC (7 Learning Modules) targeting young migrant and senior native women,
- European Active Learning Training Course – 2 days programme on communication and organisation of cultural events involving diverse communities and putting in practice skills exchanged and developed during the ALTC,

For the future, ALCE’s plans and prospects are:

- A European roadmap of events on culinary and curative traditions and fusion intercultural recipes leaded by women involved in the ALTC and involving 250 community members,
- Learning Mobilities of 15 women from Italy, UK, France, Austria and Lithuania,
- Evaluation of the all learning programme provided to women and Creation of the Pedagogical Manual for Adult Trainers working with multicultural and multigenerational groups,
- Final Dissemination Seminar in Kaunas, Lithuania (September 2014) involving professionals and key stakeholders,
- Preparation of the in-Service Training Course.

To know more about the activities and results in details follow us on www.appetiteforlearning.eu
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1. Project Objectives

ALCE is based on the following observations:
- Ageing population (It is never too late to learn COM2006-614 + European year 2012)
- Cultural diversity (69.8M est. migrants in Europe 2010 -IOM)
- Enduring discrimination against women particularly from groups at risk e.g seniors or non-EU migrant 18-35yrs (Strategy for equality between women & men 2010-15 + Migrants, Minorities & Employment 2010)
- Declining knowledge of culinary + curative traditions means younger generations get unhealthy habits.
- Recognition + validation of key competences acquired through non-formal learning is a major challenge (CEDEFOP 2009)

Senior & non-EU migrant women suffer from multiple discrimination, absence of recognition of their skills + knowledge & are of "high poverty and/or exclusion risks" (Decision No1098/2008/EC -European Year for Combating Poverty & Social Exclusion)
- Need to increase adult education quality (Action Plan on Adult learning - It is always a good time to learn 2007)

In order to answer to these needs, the project strategic aims are to:
- Reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment. ALCE is based on an innovative intergenerational and intercultural dialogue between immigrant women and elderly women in Europe, via active learning methodology seeking to: 1) bridge the communication gap, improve the knowledge about each other and build solidarity between them, 2) increase women’s active learning role as European citizens, (re)discovering their cultural roots and heritage, 3) participate for social inclusion and active citizenship by promoting a European inclusive cultural identity.

- 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. An EU propriety is “investing in the ageing population and migrants” (It is never too late to learn COM2006-614). ALCE 1st target are two very disadvantaged groups: elderly women and immigrants women who work together and develop 8 key competencies. This project gives to the target groups an opportunity of local and European learning experience of intercultural dialogue and intergenerational dialogue and active participation in society. ALCE promotes mobility and experience abroad of the disadvantaged learners.

These strategic aims have been translated in the following specific objectives:
- Promote key competence acquisition of adult educators by developing a training of trainers in which they participate and then implement with the direct target (migrant and senior women), and a Grundtvig in-service training course and pedagogical manual for adult educators as products,
- Facilitate key competence acquisition of direct target groups (migrant and senior women) through training course, learning mobility, active training during the...
Appetite for Learning Comes with Eating

preparation & the implementation of the cultural roadmap of events, development of products (Cookbook) and dissemination actions thus promoting their inclusion,
- Transmit an inclusive European identity and bring learning closer to learners by implementing a European roadmap of cultural knowledge transmission events (open to the public) focusing on food and natural curative traditional remedies,
- Increase awareness in decision makers about the importance and relevance of recognition and validation of key competences acquired through non-formal learning processes and propose strategies for validation in dissemination actions and products (pedagogical manual).

ALCE aims to reach four target groups and each one is targeted in an innovative way to ensure that the impacts described below are realised:

*Learners (migrant and senior women) have been actively involved from the start of the project in a learning process (Active Learning Training Course, European level training, Learning Mobility, Organisation of cultural event involving local communities, Creation and dissemination of a Cookbook) which enables them to valorise their knowledge, share with other, contribute to other people’s learning and promote an inclusive European identity. Moreover, this learning pathway will enable them to acquire key competences recognised within the LLL key competence framework.

*Trainers are involved in a Training of Trainers (Active peer training on ALCE fundamental notions), the organisation, leading and reporting of the local + EU ALTC, the contribution to ALTC Guidelines & Pedagogical Manual, the support of Learning Mobilities, etc. From their involvement in these activities, they gained and will continue to gain skills, knowledge and experience acquisition in ALCE themes and non-formal education; this learning process increases their employability through knowledge of innovative educational processes for adults in field of intercultural dialogue and intergenerational dialogue.

*Migrant and native members of the wider community will be actively involved in the local events that are part of EU Roadmap. They will gain from this experience: key competencies and practical skills acquisition, knowledge regarding culinary and curative heritage. Moreover, this will be an occasion for them to improve their wellbeing, social cohesion, integration solidarity, active citizenships and European identity.

*Adult Educators will be reached in the second year of the project through the development of the innovative training materials (pedagogical manual and in-service training course) will promote skill acquisition of educators.
2. Project Approach

I. **Methodology of action carried out**

ALCE responds strongly to the notions of liberal adult education in the field of non-formal education. It approaches the concept of educating the “whole” person directly and indirectly.

* The 1st direct target is actively involved in a learning pathway that enables them to develop transversal skills in a non-formal learning environment (local Active Learning Training Course, European ALTC and Learning Mobilities) and to put them into practice through the development of the Book and European Roadmap.

* The 2nd direct target (adult educators who facilitate the ALTC) plus 2nd indirect target (adult educators) put into practice the innovative educational materials developed during the ALCE project therefore reaching other adult learners beyond the lifespan of the project.

Moreover the innovative European Roadmap of events to be implemented in the second year of the project will reach the wider European communities and promote active learning in non-formal contexts.

Through the ALCE model adult education is particularly focussed on liberal adult education because it facilitates the acquisition and recognition of key competences that are recognised in the European Reference Framework for Key Competences for Lifelong Learning Nov 2004 including:

- Communication in the mother tongue;
- Communication in a foreign language;
- Mathematical literacy and basic competences in science and technology;
- Digital competence;
- Learning to learn;
- Interpersonal and civic competencies;
- Entrepreneurship;
- Cultural Expression.

In addition, ALCE provides experiences to enable the acquisition of basic vocational skills in the field of event and financial management and internal & external communications.

The ALCE processes are learner orientated and constructivist that instills the essential belief behind LLL adult education —“ One can sit in the classroom and learn nothing, or be outside the classroom and learn a great deal” ([http://ec.europa.eu/education/pdf/doc268_en.pdf](http://ec.europa.eu/education/pdf/doc268_en.pdf)). The adult education becomes a facilitator.

In order to achieve its proposed aim, the ALCE project has and will continue to follow the following steps, based on the project objectives detailed below:
At this moment, step 1 and step 2 were concluded successfully. The ALCE partnership is now concentrating their efforts on step 3.

### 1. Training of trainers
**Aims:**
1) Share expertise among the group of trainers on ALCE fundamental notions:
   - Gender equality,
   - Intergenerational and Intercultural dialogue,
   - Multiple discrimination,
   - Sustainable development & cultural knowledge transmission,
2) Understand the methodology to be used for the ALTC (Adult Learning Training Course) and set the evaluation and monitoring process,
3) Discuss about the Evaluation process,
4) Plan involvement of targets and learning Modules.

The results and findings of the Training of Trainers played an important role in determining the specific content of the ALTC Guidelines - training material to develop the ALTC and led to the creation of a Toolbox gathering all material useful to develop the ALTC and implement specific activities.

### 2. Adult Learning Training Course –ALTC- at local and EU levels & Creation of the Book of recipes
**Aims:**
1) Recruit senior native and young migrant women in 5 partners countries available to take part in the training course and exchange about traditions and cultures,
2) Implement 7 Learning Modules with local groups:

1 – COMMUNITY MAPPING & INTERCULTURAL DIALOGUE
2– LEARNING ON CULINARY TRADITIONS & NATURAL CURATIVE METHODS
3– KNOWLEDGE TRANSMISSION
4– IDEATION OF THE BOOK
5 and 6 - HOW TO CREATE A CULTURAL EVENT
7– EVALUATION

4) Involve 2 women from each local group in a European level 2-days training course in Innsbruck, Austria to:
- finalise the Book of recipes that gather knowledge of women and is also result of their intercultural and intergenerational exploration and dialogue,
- to learn about organisation of cultural events and communication.

100 women took part in the ALTC (average of 48 hours of the training course developed through 7 months in 5 EU countries). The involvement of the women have been great opportunity for them to increase key competences and learn about other cultures living in their local community.

Check out ALCE Gallery to understand better the activities carried out during ALTC and EU ALTC.
The Book is available in 5 languages
Additional recipes are available on the project website:
Fusion recipes
Traditional recipes
Natural remedies

3. EU roadmap of events & Learning mobilities
Aims:
- Organize roadmap of cultural events (1 day each) in Palermo/ Italy, Liverpool/ UK, Innsbruck/ Austria, Paris/ France and Kaunas/ Lithuania,
- Create opportunity for 100 women to put in practice knowledge and skills acquired during the educational process of ALTC (and EU ALTC) by leading cooking workshops and organizing the event,
- Involve local communities and raise awareness about Culinary traditions and natural remedies from European communities and promote intangible patrimony,
- Present the Book of recipes and distribute to the participants of the event,
- Organize educative workshops for children,
- Increase competences in direct and indirect target groups such as Cultural Expression, Learning to learn, Interpersonal & civic competences, Entrepreneurship, Creativity, Leadership, Group work, Event management.

Roadmap of Events will involve minimum 250 people in 5 partner countries. 15 native and migrant women will take part in Learning Mobilities and will deliver cooking workshops in another partner country.
4. Pedagogical Manual
Aims:
1) To create a training tool based on the ALTC guidelines created by trainers in the first project phase and revised taking into account the implementation of the activities during ALTC and EU ALTC,
2) Promote recognition and validation of non-formal learning,
3) Disseminate the experience of the project and its innovative educational practices.

The pedagogical Manual will reach 1000 readers including key stakeholders and Adult Learning staff.

5. In-service training course
Aims:
1) Create an in-service training course (based on ALCE Pedagogical Manual) for Adult Learning Staff (ALS) who aim to work with intercultural and intergenerational groups,
2) Improve skills of ALS and offer them innovative educational tools and methods,
3) Gain broader understanding on how to use, exploit and promote intangible heritage of targets (for ALS),
4) Deal with multiple discrimination through creative approaches,
5) Have a deeper understanding of recognition and validation of Key competencies.

We expect the in-service training course to be developed by the end of 2014. The implementation of this TC will be planned during the second project year.

6. Final conference
Aims:
1) To present project conclusions and materials developed (Cookbook gathering women knowledge and Pedagogical Manual),
2) To create open space for discussion about seniors and migrants cultural knowledge and transmission to other communities and generations,
3) To discuss about the recognition and validation processes of non-formal learning,
4) Offer space to women from each group to share their experience in ALCE.

The final conference will target 40 Adult Trainers and various stakeholders working with senior and/or migrants and/or women and cultural organisations. The conference will involve 2 women participants from each local group to share experience of ALTC.

II. Pedagogical added value of the approach used
The participation of senior and migrant women to the European level meetings & their mobility to food cultural events will lead to their understanding of the cultural & social differences & similarities in European local communities. “Understanding the multi-cultural & socio-economic dimensions of European societies and how national cultural identity interacts with the European identity is essential” (Recommendation on Key competences for LLL, 2005). Common cultural backgrounds of shared values will be understood as the rich foundations on which the EU is built –cf CBP 8A
Common Agenda for Integration. Moreover, finding similarities of the problems faced and increasing their knowledge of each other will improve their solidarity + participate to create an inclusive European identity.

For the trainers involved but also for adult educators, the development of innovative training materials (pedagogical manual and in-service training course) on intercultural and intergenerational dialogues will be brand new and will promote skill acquisition of educators and wider key competence development by indirect targets.

For the European communities involved in the local events, each local event will be a moment within a EU progressive learning process in order to strengthen European and intercultural identities. The creation of the final Book will allow European women to re-appropriate “cultural events”, offer new exploration into the meanings of European identities by valorising their traditions and including migrants traditions in EU non tangible cultural heritage.

Finally, for the decision makers – the pedagogical manual will contain strategies and recommendations for stimulating validation of key competences acquired in non-formal learning contexts.

III. Evaluation strategy

ALCE used evaluation to support the implementation of the project activities and their effectiveness through monitoring and evaluation of the project quality. Evaluation of ALCE project takes place at two levels. The evaluation aims to assess and improve the project activities and deliverables to keep their relevance at the highest standard, ensure that the project and its financial part are developed as planned, guarantee uniformity between consortium partners’ approach and analyse effectiveness in answering Short Term & Long Term targets identified needs.

Evaluation of ALCE gathers different levels of actions in order to guarantee the overall coherence & continuous relevance of ALCE project. The work is organised through the following identified milestones:

- Monitoring the management of the overall project by the external evaluator,
- Internal evaluation implemented by all the partners of the Consortium and the Trainers (management, progress, evaluation budget management, deadlines, etc.),
- Products and activities evaluation by Direct Target Groups.

The results of the evaluation are risk assessment and quality evaluation reports that permit continuous improvement of the activities and relevant answer to targets’ needs.

IV. Dissemination and exploitation strategies

The dissemination and exploitation strategy of the ALCE Project is of crucial importance to achieve successful results. In order to fully understand this strategy, it is crucial that partners base themselves in common concepts of dissemination (promotion and awareness-raising activities) and exploitation (activities of mainstreaming and multiplication).

The main objectives of the Dissemination and Exploitation activities of ALCE are:
To promote and raise awareness about the project contents, developments and results;
To successfully transfer the results to appropriate decision-makers to achieve their sustainable promotion and support;
To convince individual end-users to adopt and/or apply the results, also after the project and support by its partnership has ended.

Target groups are entities and/or individuals that can potentially benefit from the project results. For a productive and effective dissemination and exploitation of the project outcomes, it is essential that target groups are identified at an early stage of the project. It is also essential to identify the long-term beneficiaries of the project. ALCE aims to identify and validate key competencies and practical skills of migrant unemployed women and senior native women. Thus the focus will be on knowledge regarding culinary and the communication in mother tongue and in foreign languages. The creation of the book will gather the knowledge and researches regarding the eating and curative traditions of women. Certain groups will also benefit from the project outcomes, although not on a short term but rather on a long-term basis. The identification of key stakeholders will allow partners to transfer project results more easily and carry out more focused exploitation activities. This will also increase the probability that the project results are applied by the target group beyond the project and will be done in connection with the dissemination activities. Adult education institutions are likely to transfer the methods in the long term by introducing new innovative courses something that is always of interest. The official website will be maintained for three years but partner organizations will incorporate the most important material on to theirs permanently.

The exploitable project results are identified as follows:

- ALCE website
- ALCE FB page
- Project leaflets: in EN, DE, FR, IT, LT
- Cookbook
- Database of key contacts
- Ongoing scientific monitoring and evaluation of the ALCE project
- Outcomes of the final seminar
3. Project Outcomes & Results

ALCE enabled migrant and native senior women target to re-enter into the educational sphere and led to better interaction, solidarity and wellbeing of these women and created opportunity for 5 Adult educators to improve their competences in educational field and learn, exchange and develop innovative methodologies for work with multicultural and multigenerational groups.

Active Learning Training Course - ALTC implemented in 5 EU countries and European ALTC on communication and organisation of cultural events in Innsbruck, Austria - 100 young migrant and senior native women (from diverse disadvantaged backgrounds) involved in non-formal learning education activities.

During the activities they increased their key competences and developed practical skills, increase social inclusion and confidence to re-enter education and work sphere.

5 Adult Educators were involved in the Training of Trainers organised in Palermo, Italy in January 2013. This was a peer training on identified fundamental notions to be addressed in the training with women.

The exchanged knowledge and ideas was gathered in ALTC Guidelines for the training course. They led the ALTC and EU ALTC thus increased professional experienced and tested a new and innovative methodology thus increased skills and competences and increased employability through knowledge of innovative educational processes for adults in field of intercultural and intergenerational dialogue.

ALCE Consortium is strongly committed to the creation of strategies for validation of key competences acquired through non-formal learning. The recommendations on the issue will be produced and published in a Pedagogical Manual during the second project year.

Outcomes available in the first project year:
ALCE project leaflet (available in 5 languages)
Cookbook created by woman participants of the training course, available in English, Italian, French, German and Lithuanian.
4. Partnerships

ALCE partnership involves 5 countries (Italy, UK, Austria, France and Lithuania). Each country is rich with different cultures, different national responses to immigration, ageing population and experiences of non-formal adult education processes. This ensures effective geographical and cultural transfer within ALCE enriched through the active participation and contribution of the direct targets in all stages of the project. During product development diversity but also commonalities will be taken into consideration so as to ensure EU-wide applicability. Moreover the products are available in all partner languages and are being developed collaboratively to guarantee that cultural issues have been considered.

ALCE project partner organizations all work in educational and social field involving different target groups (migrants, seniors, disadvantaged groups) in different learning and training opportunities. All partners are actively engaged in implementing ALCE activities at their local levels and involving young migrant and senior native women in the ALCE learning opportunities.

P1 and Project Coordinator CESIE – European Centre of Studies and Initiatives from Palermo, Italy – is a non-profit European non-governmental organisation. It was established in 2001 inspired by the life and work of the leading Italian sociologist Danilo Dolci (1924-1997). The organisation works towards the promotion of cultural, educational, scientific and economic development at both local and international levels through the employment of innovative and participative tools and methodologies.

CESIE is active on promoting educational projects in the historical centre of Palermo knowing a high level of immigrants, low social, cultural and educational opportunities for native and migrant populations. Some of the participants in the project has been
recruited in the area (mainly migrant women). CESIE works directly with senior native women and migrant women and developed previous and actual project on intercultural dialogue, intergenerational dialogue, gender equality, sustainable development & heritage promotion. Moreover, CESIE works actively on the acquisition of soft skills in non-formal learning contexts thus is leading the WP on Exploitation of Results that will lead to promotion of recognition and validation of learning outcomes acquired in non-formal education contexts. CESIE has great experience in implementing European funded projects within the DGEAC as both partner and coordinator and is leading ALCE WP Project Management.

P2 Merseyside Expanding Horizons (MEH) from Liverpool, UK, is an established voluntary sector (VCS) organisation registered in 1999 as an Industrial & Provident Society working in the field of social exclusion and a key stakeholder and influential support body in the VCS. MEH is based in Liverpool and works across Merseyside and Europe. MEH implemented projects in field of social inclusion through self-employment and mentoring.

MEH staff have expert experience in working in various fields such as, non-formal and informal learning, transnational working, migrant communities, health, mentoring, women and seniors. That’s why MEH is leading the WP 2 – Implementation that includes the core activities that directly includes all target groups (Active Learning Training Course, European Training Course on communication and organisation of cultural events, Learning Mobilities, etc.).

P3 Verein Multikulturell was established in 1993 as an intercultural non-profit organization. VM has implemented a vast amount of local/regional initiatives and European projects targeted at migrants, particularly migrant youth. This provided channels for involvement of young migrant women the ALTC. Verein Multikulturell is leading the WP Dissemination and Valorisation thus supporting ALCE Consortium in raising awareness and visibility actions to promote the opportunity for women to participate and exchange intangible heritage and knowledge and involve stakeholders. VM has been in charge also of graphic design of the main ALCE outcomes (the Book of recipes, website, etc.).

P4 Elan Interculturel is an independent association created by a group of psychologists, researchers and trainers interested in exploring diversity and making it a source of advantage. Elan undertakes research in intercultural and social psychology aiming at a better understanding of intercultural dynamics. Through ALCE, Elan is exploring with all the partners how culinary and curative traditions can become such a tool, in particular how it can be used to strengthen and reconcile different cultural and generational identities in a multicultural society. Elan is the leading the WP Quality assurance and plan thus implementing the internal evaluation of the whole project.

P5 Seniors Initiatives Center (SIC) is a registered voluntary association. The Association operates on the local level in Kaunas, the second largest city of Lithuania.

SIC activities are mainly targeted at older adults with the aim to encourage active citizenship through non-formal education activities, self-directed learning and self-help groups. SIC focuses on various problematic issues of elderly citizens by
developing, testing and implementing initiatives to promote social participation, lifelong learning, voluntary engagement and autonomy of older people. SIC has long experience in arranging non-formal learning offers for older people. SIC provided ALCE Consortium with methods on involvement of senior citizens in active participation in the society and will be in charge of the creation of the Pedagogical Manual aimed ad Adult Educators working in multicultural and multigenerational groups.

Project Management Methodology used in ALCE ensures the smooth process of the implementation of various phases that are highly interlinked. The PM methodology developed for ALCE is based on a set of Plans assess & improve all aspects of project preparation, development, dissemination and reporting. The work programme is equally divided between the partners to ensure balanced cooperation. Partner lead work package and single tasks implementation according to their relevant skills and experience.
5. Plans for the Future

ALCE Plan for the II Project year and more includes following steps:

1) Implementation of the **strategy for promotion of recognition and validation of non-formal learning outcomes** by implementing internal procedure for recognition of learning outcomes in ALTC, EU ALTC and learning mobilities.

2) Follow-up plan and measures to provide **continuous learning opportunities** for 100 women that participated in Active Learning Training Course in partners’ countries. Partners managed to involve some of women in other LLP projects and learning mobilities.

3) **Creation of the Pedagogical Manual** through the evaluation of ALTC and **Guidelines** created during the first Project Year. The Guidelines are still in phase of piloting and available on ALCE website for Adult Educators, Trainers and Facilitators in Europe working with intercultural and intergenerational groups. ALCE Consortium is also open to receive feedback from stakeholders regarding the possibility of improvements of ALTC.

4) The results of this process will be gathered in the Final ALCE Pedagogical Manual that will be promoted during the **EU dissemination seminar in Kaunas, Lithuania in September 2014**. The seminar will be a moment to share the whole ALCE experience having representatives of women from each national group to tell about their learning experience and stakeholders and key contacts on the other side who will be able to further disseminate and exploit findings from ALCE educational approach. The dates of the Final Seminar in Kaunas will be fixed at the beginning of 2014.

5) All ALCE experience and feedback from the Final Seminar will be part of final creation of an **In-service training course for Adult Learning Staff**.
6. Contribution to EU policies

ALCE contributes to

1. LLP Horizontal policies:

1.1. 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. In fact, one of the fundamental notions addressed in the peer training (Training of Trainers held in Palermo, Italy in January 2013) is Multiple discrimination that has been analysed and integrated into the educational path in order to raise awareness and promote empowerment of vulnerable target groups.

1.2. 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. One of the fundamental notions in ALCE is intercultural learning that is the base of the educational path implemented with 100 young migrant and senior native women in 5 European countries.

2. Other policies:

2.1. Culture: ALCE promote the role of immigrants and elderly women in non-tangible heritage promotion and focus on culinary and curative education. Women have created a book on European culinary traditions and natural curative methods including those of immigrant communities. The stimulation of creative thinking and sense of initiative led groups of women to create Fusion recipes combining and mixing together different cultures and ingredients.

At the beginning of the second project year (November 2013) women will create a roadmap of cultural events to promote transmission of intangible heritage: food traditional recipes and natural curative methods and stories around that tend to disappear. This will be also the moment to put in practice their new acquired skills through being leaders of the cultural event and promoters of it within the communities.

2.2. Social Fund: ALCE addresses ESF specific fields of activity i.e. actions to target women’s employment directly e.g. by concentrating on target group of immigrant women in ALCE, tackling social exclusion of minority groups in learning opportunities, employment and promoting cohesive communities through involvement of senior women and immigrant women in all of ALCE active learning processes. Also improving key competencies of European citizens who are marginalised from mainstream adult education opportunities. Through ALCE learning processes 100 native and migrant women will increase their key competences and soft skills.