

# Adult education short term grant - Blueprint

## Objective examples

What are the most important needs and challenges your organisation is currently facing? How can an Erasmus+ mobility project help improve your organisation for the benefit of all of its learners? Please illustrate your answers with concrete examples.

### NEEDS & CHALLENGES

- Our organisation is internationally oriented. Being part of the GEN Europe network, our organization is always looking for ways to get better at working remotely, managing our projects, and navigating different cultures.
- The Erasmus+ mobility program gives us a great framework—not just for development and quality assurance, but also for the kind of European exposure, inspiration, and networking that really helps move our work forward. For grassroots-focused organizations like ours, there's a real need to grow professionally by building skills at a European level, learning from each other, and sharing what works through networking and informal education.
- A big part of what we do is value-driven and relies on voluntary work, keeping our team motivated and energized is really important to us.
- Like many purpose-driven organizations, we sometimes fall into cycles of overwork and burnout. That's why we're focusing on improving how we take care of ourselves and each other, so we can build a healthier, more resilient way of working together.
- We've also seen growing interest in learning materials developed within the ecovillage movement, and we want to be ready to meet that demand. That means training our team in the practical tools that are already making a difference in the network—like CLIPS, Sociocracy, but also about quickly evolving topics such as Participatory Governance, conflict transformation and social innovation. Our educators, in particular, need ongoing training and certification to keep delivering high-quality learning experiences.
- One of the most meaningful ways we grow as an organization is by learning from others—especially through job shadowing. Seeing firsthand how other ecovillages or networks have handled challenges, made mistakes, and found solutions is incredibly valuable and helps us improve in ways that theory alone can't offer.
- We also want to make our programmes more accessible online, and our teachers need to get more experience

with working with online distance learning platforms.

- We're working to make our organization more inclusive—not just in how we talk about these topics, but also in the tools we use to truly welcome and support people with fewer opportunities. To do that well, our educators need to deepen their understanding of key areas like intersectionality, holistic and transformative education, anti-oppression practices, and how to better work with neurodiversity. It's all part of creating learning spaces where everyone can feel seen, respected, and empowered to participate.

#### BENEFIT FROM MOBILITIES

- The results of the project will have a big impact on the organisation, making it more resilient, updating its curricula and increasing its capacity for the benefit of all its learners.
- Participation strengthens the organization's role in the GEN Europe network.
- Exposure to diverse European practices supports intercultural competence and better cross-border project collaboration.
- Engaging with cutting-edge topics like Participatory Governance and social innovation allows the organization to stay at the forefront of change and remain relevant.
- By addressing issues of burnout and self-care, the organization builds a more sustainable and resilient internal culture.  
Equipping educators and staff with wellbeing tools improves long-term staff retention and organizational health.
- Training in areas such as intersectionality, anti-oppression, and neurodiversity helps the organization develop more inclusive and equitable learning environments.

- Participation fosters long-lasting connections and collaboration opportunities with other ecovillages and like-minded organizations across Europe.
- Being part of a knowledge-sharing network enhances the organization's strategic influence and learning capacity.
- Participants gain hands-on skills in conflict transformation, social innovation, facilitation methods, and digital education.
- Opportunities for ongoing training and certifications enhance professional credibility and employability.
- Participants deepen their understanding of participatory methods, enabling them to take more confident leadership roles.
- Being part of a shared European mission promotes a sense of identity and belonging within a larger movement
- Participants gain emotional and intellectual support by engaging with others who share their values and challenges.

Objective	Description	Evaluation of the objective
<p>1. <b>Improve professionalism and spread excellence in the organisation</b></p>	<p>The objective answers the need of ensuring efficient and effective (remote) work, which is crucial given the European scope of our organisation. This will help us to keep high standards of communication and project management, improving our overall performance.</p> <p>Our teaching staff will stay updated with the latest competences and tools by job-shadowing GEN Europe members (ecovillages and networks) and other stakeholders, and learn from their best practices. For non-teaching staff, the job-shadowing activities will provide opportunities to enhance their professional competences, including event management and fundraising, and to cross-pollinate best practices.</p> <p>By sending our staff to a course to improve assessment and evaluation competences, we will get tools to improve our learning programmes, ensuring they remain relevant and impactful. It will allow us to introduce a stronger</p>	<p>Post-mobility feedback via questionnaires, reports, and peer reviews. Focus areas include experiences during mobilities, new skills/competencies acquired, perceived impact on professional roles, tracking of best practices.</p> <p>Document and analyze how learnings from mobilities translate into new initiatives or improvements.</p> <p>Measure the adoption rate of these practices across the network and their sharing among members.</p>

	<p>accountability culture across the whole organisation, encouraging all workers to strive for excellence.</p>	
<p><b>2. Equip teaching staff with state-of-the-art competences on ecovillage education</b></p>	<p>The objective addresses the need for our teaching staff to continuously update their competences and tools, particularly in the rapidly evolving fields of climate change, participatory governance, sociocracy, community building, collaboration, conflict transformation, and social innovation. These competences are at the core of the ecovillage education programmes, and our members and stakeholders are constantly deepening their understanding of these topics.</p> <p>To fulfil its mission as an umbrella organisation and as an education provider of its own, GEN Europe needs to deeply engage with this content to ensure that the most relevant knowledge and materials are circulated and get to be part of our own learning programmes. This will happen in part by sending our teaching staff to courses and trainings held by some of the most innovative education providers in the field, and in part by sending them to job-shadowings.</p>	<p>We will track the implementation of updated content and methodologies in our learning programmes, including monitoring the number of new or revised modules, courses, and workshops that incorporate state-of-the-art competences in ecovillage education. The effectiveness of these updates will be evaluated through participant feedback and learning outcomes.</p> <p>Feedback collection</p> <p>The participants must present their learning outcomes and activities at the annual teacher meetings, where the objectives and results will be evaluated.</p>
<p><b>3. Equip staff with competences and tools to make ecovillage education more inclusive</b></p>	<p>This objective also responds to our goal of becoming more inclusive and adopting an anti-oppression approach in our educational offerings. By deepening their understanding of intersectionality, holistic and transformative education, and neurodiversity, our teaching staff will be better prepared to create safe and inclusive learning environments for all participants, including those with fewer opportunities.</p> <p>This objective will be achieved by supporting our teaching staff to attend job-shadowing activities, courses and trainings held by those among our members and stakeholders that have developed a deeper</p>	<p>Feedback collection</p> <p>Tracking of methodologies and content of new courses</p> <p>Document and share case studies and best practices resulting from these mobilities, ensuring that the acquired competences benefit not only the individual staff members but also the broader network.</p>

	understanding of these topics and have integrated them into their regular practice.	
<b>4. Improve staff IT competences for remote collaboration and online distance learning</b>	<p>The objective addresses the critical need for improving IT competences to facilitate remote collaboration and manage an EU-wide network, as well as to enhance our online distance learning offerings, to ensure that our remote collaboration is seamless and our online learning platforms are effectively utilised, thereby enhancing the overall impact of our educational programmes.</p> <p>We strive to make our programmes more accessible online, this objective supports the need for our educators to gain more experience with online distance learning platforms. This will enhance the reach and impact of our educational initiatives, allowing us to engage with a broader audience across Europe and beyond.</p> <p>Through job-shadowing in the IT department of GEN Europe Spain, they will be able to get more confident in the use of the existing tools and support the development of new ones that will be adapted to their needs.</p>	<p>Feedback will be collected from teaching and non-teaching staff after mobilities through questionnaires, reports, and peer review processes. This feedback will focus on the new IT skills gained and the perceived impact on their professional roles and remote collaboration capabilities. We will track the implementation and effective use of the open-source tools within the organisation, monitoring the ease and efficiency of remote collaboration. This includes measuring the frequency and quality of remote meetings, project management efficiency, and overall staff satisfaction with the tools. We will also monitor the integration and effectiveness of online distance learning platforms in our programmes. This includes tracking the number of new online courses, webinars, and other digital learning initiatives launched, as well as participant feedback on these offerings.</p>
<b>5. Increase motivation and resilience to burnout</b>	<p>The objective addresses the need to maintain momentum and motivation among our staff and volunteers, while simultaneously tackling cyclic patterns of overwork and burnout. By increasing motivation and resilience to burnout, we aim to create a healthier and</p>	<p>Feedback from staff and volunteers will be gathered after mobilities using questionnaires, reports, and peer reviews, focusing on newly acquired skills,</p>

	<p>more sustainable working environment, thereby enhancing the overall effectiveness and sustainability of our organisation.</p> <p>To achieve this objective, we will be sending teaching and non-teaching staff to courses and training on self-care and resilience-building, particularly those offered by our members and stakeholders who have successfully implemented such practices.</p> <p>The knowledge acquired will foster a culture of mutual support and recognition within the organisation, encouraging regular check-ins, peer support groups, and opportunities for staff and volunteers to share their experiences and coping strategies. By prioritising mental health and well-being, we aim to create a more supportive and resilient organisational culture.</p>	<p>strategies, and the perceived effects on their motivation and well-being.</p> <p>The organization will monitor the implementation and effectiveness of self-care tools and policies by tracking the frequency and quality of self-care practices, resource usage, and overall satisfaction with support systems.</p> <p>We will also measure the impact on burnout rates and staff retention. This includes tracking the number of reported burnout cases, the duration of staff and volunteer engagement with the organisation, and overall job satisfaction. Regular staff meetings and check-ins will be held to review our self-care strategy and ensure we are meeting our goals for motivation and resilience.</p>
<p><b>6. Strengthen the position of our organisation in the European network</b></p>	<p>Elevate our role and leadership in the European network by fostering deeper collaboration among educators through a targeted mobility program. This includes initiatives like job shadowing, peer-to-peer learning and personal connection that reinforce a cohesive, supportive international community.</p>	
<p><b>7. Empowering educators to teach sustainability across diverse contexts</b></p>	<p>Empower educators by fostering their confidence and expertise, equipping them to effectively teach sustainability across diverse settings such as folk high schools, evening schools, and higher education institutions. By enhancing their professionalism through certifications and specialized knowledge in key areas and methodologies, educators will be better prepared to</p>	

	leverage the practical, real-world insights from eco-communities. This combination of deepened competence and experiential learning will enable them to deliver impactful sustainability education.	
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## What topics are you going to work on in your project?

Examples:

- Environment and climate change
- Initial and continuous training for teachers, trainers and other education staff
- Inclusion, promoting equality and non-discrimination
- New innovative curricula, educational methods, development of training courses
- Pedagogy and didactics

## Activities for staff/adult educators (Courses & training, Job shadowing and Teaching or training assignments)

### Courses and Training examples

Title	Short description	Learning outcomes	Link to objectives
Experience week	The experiential laboratory is held in an ecovillage where the participants will be experiencing parts of the community life. Half of the day is dedicated to practical activities of the community (cooking,	<ul style="list-style-type: none"> <li>● Practical skills in essential daily community tasks.</li> <li>● Listen to and learn from community life stories.</li> <li>● Explore personal behaviors affecting communal living..</li> <li>● Practice effective communication techniques.</li> </ul>	3,7

	cleaning, gardening, painting, digging, building...). The other half of the day is dedicated to understanding group dynamics, group processes, theoretical framework and practical tools for healthy communities.	<ul style="list-style-type: none"> <li>• Learn conflict transformation strategies.</li> <li>• Experience group decision-making through collective intelligence.</li> <li>• Connect with personal purpose and vision for a regenerative future.</li> </ul>	
Sociocracy training	Sociocracy is a collaborative governance method that fosters equality, transparency, and effectiveness in decision-making in organisations. It allows us to build a culture of shared power, transparency, and trust in teams or organizations.	<p>Understand core sociocratic principles:</p> <ul style="list-style-type: none"> <li>• Consent-based decision making</li> <li>• Circle structures, roles and organizational design</li> <li>• Double-linking</li> <li>• Feedback</li> <li>• Meeting facilitation skills</li> <li>• Development of proposals</li> </ul>	1,2,3
Sociocracy ToT	A ToT is an advanced course that prepares individuals to teach sociocracy. It's meant for those who already have a solid foundation in sociocratic practices and want to deepen their skills to become trainers, consultants, or internal facilitators within organizations.	<ul style="list-style-type: none"> <li>• Teach sociocratic principles and methods confidently to others.</li> <li>• Design and lead workshops</li> </ul>	1,2,3
CLIPS Training	<p>It is a practical and experiential program designed to support the creation and development of sustainable and collaborative projects, particularly ecovillages, intentional communities, and transition initiatives.</p> <p>It provides tools, frameworks, and guidance for community building, with a strong focus on social, emotional, and</p>	<ul style="list-style-type: none"> <li>• Facilitate and community-building processes.</li> <li>• Understand and navigate group dynamics and conflict.</li> <li>• Co-create shared vision, values, and organizational structures.</li> <li>• Use practical tools for decision-making and feedback</li> <li>• Support the personal and collective growth of community members</li> </ul>	1,2,3,7

	organizational aspects of community life.		
Gaia Education ToT	It's a program designed to prepare educators and facilitators to teach sustainability using the Gaia Education Ecovillage Design Education (EDE) curriculum	<ul style="list-style-type: none"> <li>● Apply the Ecovillage Design Education (EDE) curriculum effectively.</li> <li>● Integrate whole-systems thinking and holistic education methods.</li> <li>● Develop skills in group facilitation, collaborative leadership, and dynamic learning environments.</li> <li>● Support communities and organizations in transitioning towards the 4 dimensions of sustainability</li> </ul>	1,2,3,7
Graphic Facilitation	Teaches how to use visual tools, such as drawings, diagrams, and symbols, to support group processes like meetings, workshops, and planning sessions. The aim is to visually capture and structure conversations in real time, making abstract ideas concrete and improving group understanding, memory, and engagement. Graphic facilitation is especially useful in participatory settings, strategic planning, education, and community development.	<ul style="list-style-type: none"> <li>● Use basic drawing and lettering techniques to visually represent ideas clearly and effectively.</li> <li>● Listen actively and synthesize content in real time into visual summaries ("live scribing").</li> <li>● Support group processes such as visioning, planning, storytelling, and decision-making with visual tools.</li> </ul>	1,2,3,7
Advocacy training	It equips individuals and groups with the skills, tools, and confidence needed to effectively speak up for causes they care about. It focuses on influencing decision-makers, raising public awareness, and creating social or policy change, (in areas like sustainability, human rights, and community development).	<ul style="list-style-type: none"> <li>● understand advocacy strategies and how to apply them to real-world issues</li> <li>● Communicate effectively, including storytelling, public speaking, and writing persuasive messages.</li> <li>● Engage stakeholders, including media, policymakers, and community members.</li> <li>● Build campaigns, set goals, and plan actions for social or environmental impact.</li> <li>● Work collaboratively, organize events, and mobilize community support.</li> </ul>	6

Permaculture Design Course (PDC)	It's an intensive training program that teaches the principles and practices of permaculture, a holistic design system for creating sustainable human habitats by mimicking natural ecosystems. Typically lasts 72 hours.	<ul style="list-style-type: none"> <li>Analyze landscapes and read ecological patterns.</li> <li>Design sustainable systems for food, water, shelter, and energy.</li> <li>Apply techniques such as companion planting, water harvesting, and natural building.</li> <li>Create integrated permaculture designs for homes, gardens, farms, and communities.</li> <li>Foster resilience and regeneration in both rural and urban settings.</li> </ul>	2
Social permaculture course	It explores how permaculture principles can be applied to human relationships, group dynamics, community building, conflict resolution and social systems. It focuses on designing resilient, inclusive, and regenerative human cultures, emphasizing collaboration, care, and mutual support.	<ul style="list-style-type: none"> <li>Apply permaculture ethics and principles to social systems (people care, fair share, earth care).</li> <li>Design healthy and inclusive group cultures and governance models.</li> <li>Understand and work with group dynamics, power, and diversity.</li> <li>Use tools for conflict transformation, nonviolent communication, and emotional resilience.</li> <li>Facilitate participatory processes and co-creative decision-making.</li> <li>Develop strategies for community resilience, collective leadership, and social justice.</li> </ul>	5
Facilitation Training	It teaches to guide groups effectively through meetings, workshops, decision-making processes, and collaborative work.	<ul style="list-style-type: none"> <li>plan and lead group processes with clarity and structure.</li> <li>Use active listening, summarizing, and questioning skills.</li> <li>Manage group dynamics, conflict, and power imbalances.</li> <li>Apply tools for collaborative decision-making</li> <li>Create safe and inclusive spaces for dialogue and participation.</li> </ul>	1,2,3,7
Project creation training	A practical training that equip participants with the knowledge and skills needed to develop and submit	<ul style="list-style-type: none"> <li>Understanding of funding opportunities</li> <li>Project design and development</li> <li>Partner identification &amp; collaboration</li> </ul>	1,2,3,6,7

	<p>successful Erasmus+ projects. Through a combination of expert input, group work, and peer exchange, participants learn how to shape project ideas, collaborate with international partners, and navigate the application process. The training is a space for international networking and partnership building for future collaboration.</p>	<ul style="list-style-type: none"> <li>● Application writing skills</li> <li>● Budget planning and management</li> <li>● Impact and dissemination planning</li> <li>● Project management skills</li> <li>● Use of online tools (Eu login, YouthPass...)</li> </ul>	
<p>Awakening the networks: National network creation</p>	<p>"Training of Trainers for Ecovillage Networks – Launch &amp; Thrive" is a dynamic capacity-building program within the Erasmus+ project, designed to empower national ecovillage networks across Europe. Aimed at individuals actively involved in education, organization, or membership within these networks, the training offers practical tools and resources to support network development. Participants will gain skills to become effective trainers, helping to spread and apply the results of the Launch &amp; Thrive project in their national contexts and beyond. This is a unique opportunity for committed changemakers passionate about sustainability, community resilience, and ecovillage collaboration.</p>	<ul style="list-style-type: none"> <li>● Get to know the resources made available on the L&amp;T Online Learning Platform (OLP), to be able to spread the new OLP universe to other networks.</li> <li>● Engage in the principles of setting up and maintaining national ecovillage networks, keeping them thriving.</li> <li>● Acquire skills in membership policy and network growth.</li> <li>● Explore the use of ICT tools for effective collaboration.</li> <li>● Collaborate with peers to create future networking projects.</li> </ul>	6
<p>NVC (Nonviolent Communication)</p>	<p>It teaches a compassionate and effective way of communicating that helps people connect more authentically with themselves and others. It focuses on understanding needs, expressing feelings honestly, and listening</p>	<ul style="list-style-type: none"> <li>● Listen empathically to others, even in conflict.</li> <li>● Transform judgment, blame, or criticism into curiosity and understanding.</li> <li>● Navigate difficult conversations with greater calm and compassion.</li> <li>● Build stronger, more trusting relationships in</li> </ul>	5

	empathically without blame or judgment.	personal, professional, or community settings.	
Dragon Dreaming	It teaches a holistic, creative, and collaborative approach to project design and management. It includes 4 key phases: dreaming (developing a shared vision), planning (actionable steps), doing (collaborative, adaptive implementation), celebrating (acknowledging success and learning)	<ul style="list-style-type: none"> <li>● Co-create a shared vision with others</li> <li>● Design and manage projects using collaborative and regenerative methods</li> <li>● Apply tools for group decision-making, feedback, and celebration</li> <li>● Integrate emotional intelligence, play, and creativity into project work</li> <li>● Align personal passion with collective goals and ecological sustainability</li> </ul>	1,2,3,7
Inclusivity training	It helps individuals and groups to create diverse, just and respectful environments. It focuses on recognizing and addressing biases and stereotypes, building skills to include people of different backgrounds, identities, and abilities	<ul style="list-style-type: none"> <li>● Understand key concepts like diversity, equity, inclusion, and belonging</li> <li>● Identify unconscious bias, privilege, and systemic discrimination</li> <li>● Communicate in more inclusive and respectful ways</li> <li>● Create safe and welcoming spaces for all</li> <li>● Use tools to respond to exclusion, microaggressions, or power imbalances</li> <li>● Foster a culture of empathy, collaboration, and fairness</li> </ul>	3,5

**Job Shadowing (for staff) examples (this can also work as individual or group activities for adult learners)**

Job shadowing description			Link to objectives
Job shadowing at the European	(1-6 weeks on ecovillage gathering location 2026). The person(s) taking part in this job	<ul style="list-style-type: none"> <li>● Project and Event Management skills to support a large-scale international</li> </ul>	1,2,3,6,7

Ecovillage Gathering July 2026 Nature Community, Germany	shadowing mobility will arrive on site and support in any logistical matters, working alongside the volunteer coordinator.	<p>gathering.</p> <ul style="list-style-type: none"> <li>• Insight into the principles and practices of ecovillage life and sustainable community development.</li> <li>• Observe and support the integration of sustainability into large-scale event planning (zero-waste, energy use, etc.).</li> <li>• Experience in curating and structuring sessions, workshops, and thematic tracks within a learning festival context.</li> </ul>	
Job shadowing activity at a foreign ecovillage or national ecovillage network	Find a person in the network through your contacts, or finding a person through the list of <a href="#">Resource Persons</a> .		1,2,3,5,7
Job shadowing for the kitchen team / chefs at community expert in cooking for big groups		<ul style="list-style-type: none"> <li>• How to manage and organize the kitchen</li> <li>• Exchange of good practices of the host</li> <li>• Learn about sustainable food and zero waste cooking</li> <li>• Learn how to upscale the capacity of the kitchen</li> </ul>	

### Teaching or training assignments examples

Teaching or training assignment description	Description	Learning outcomes	Link to objectives
Invitation of an expert on	(any of the topics described in Activities - Trainings above)	Copy the learning outcomes from any of the topics described in Activities- Trainings above)	Depending on expert

<p>Invitation of an expert: check the list of resource persons from the network:  <a href="https://docs.google.com/spreadsheets/d/1sbvS70LH3jkYVvK6zO7SI-6Ys78QqaF22DFyTyCruV-g/edit?gid=576619944#gid=576619944">https://docs.google.com/spreadsheets/d/1sbvS70LH3jkYVvK6zO7SI-6Ys78QqaF22DFyTyCruV-g/edit?gid=576619944#gid=576619944</a></p>	<p>Invite an expert to give a workshop at your national networks gathering or at your ecovillages internal meeting days.</p>		<p>Depending on expert</p>
<p>Angel Matilla expert invitation about IT Toolbox.</p>	<p>GEN Europe's IT manager can travel to your national networks meeting to give a workshop about the IT toolbox and open source informatics.</p>		<p>4</p>

Activities for adult learners (Group mobility, Short-term learning mobility, Long-term learning mobility)

Follow up

**What will you do to integrate the results of implemented mobility activities in your organisation's regular work?**

The results will be integrated through the reports and the peer review processes that have been previously described. These processes will take place during staff and council meetings to guarantee that the organisation benefits as a whole and that all its staff is involved. The reports will be published on our internal communication channels.

TRANSVERSAL: To integrate the learnings in remote collaboration and management skills, intercultural competences, motivation and self-care tools to be more resilient to burnout, after the relevant mobilities we will review and improve our policies and apply those learnings during dedicated moments that will be created for online sharing and team building.

#### TEACHING

To integrate the learnings the teaching staff will update their curricula and integrate the new material in their learning programmes. They will include approaches and tools that take more into account diversity. To integrate the learnings in online distance learning, new learning programmes will be offered through our online learning platform.

#### NON-TEACHING

To integrate the learnings in IT competences, the non-teaching staff will use more open source tools in their daily workflow. To integrate the learnings in the organisation of large educational events, they will design policies and strategies for a more inclusive Ecovillage Gathering accessible to learners from different backgrounds. To integrate learnings in monitoring and evaluation, the staff will name a monitoring and evaluation focaliser to support each area to develop their practices, and a monitoring and evaluation chapter will be added to the policy booklet.