



XXIAdults

**Adaptation of the adult educational
system to the XXI Century**

The Good Practices Template



INSTITUTE for
ROMA and
MINORITIES
INCLUSION



**DIPUTACIÓN
DE VALLADOLID**



E-SCHOOL
EDUCATIONAL GROUP



EMPODERAR
DESENVOLVIMENTO ORGANIZACIONAL, SOCIAL, PROFISSIONAL E PESSOAL



Co-funded by
the European Union



Name of the Good Practice

Community Reporters: Empowering Adults Through Digital Storytelling

Summary of the Practice

Brief, easy-to-understand summary: What is the practice, for whom, and for what purpose?

Many adults, particularly in rural or low-opportunity regions, struggle with digital skills and feel disconnected from the rapidly evolving digital world. They often feel invisible in media and decision-making spaces, reinforcing a sense of social exclusion. Moreover, they feel that they possess a wealth of memories and cultural heritage that is in danger of disappearing, which they doubt modern society is interested in preserving. On the other hand, adult education centers seek innovative ways to increase learner engagement and relevance.

The **Community Reporters** practice was born out of this double need: helping adults gain **functional digital literacy** while **giving them a voice**. It was developed as part of an Erasmus+ project named “Let Me Tell You” that sought to empower older adults through storytelling and video recordings of their own personal stories from the past with young volunteers as mentors, while developing their digital skills to respond to the needs of today's digitized world.

Description of the Practice – min. 2000 characters

1) Context / Background

What was the initial need or problem?

Who was the target group?

Was it part of a larger programme or project?

Many adults—especially those living in rural areas or low-opportunity regions—continue to face significant barriers when it comes to digital skills. As digital technologies evolve rapidly, these individuals often feel left behind, disconnected not only from online services but also from social and cultural conversations. This sense of exclusion is further deepened by the fact that they rarely see their lives, experiences, or concerns reflected in mainstream media or public discourse. At the same time, many of these adults carry with them a rich repository of memories, life stories, and cultural heritage—assets that they fear may be forgotten or undervalued in today's fast-paced digital society.

In parallel, adult education centers and community organizations have been actively seeking innovative, inclusive methods to engage adult learners and make learning more relevant and





empowering. It was in response to both of these challenges that the **Community Reporters** practice was developed.

This initiative was launched as part of the Erasmus+ project “**Let Me Tell You**”, which aimed to give older adults a platform to share their life stories while simultaneously building essential digital skills. Through the program, participants learned how to use smartphones, tablets, and basic video-editing tools to create short digital stories or interviews based on their personal experiences. These storytelling sessions were supported by young volunteers, who acted as digital mentors and facilitated a meaningful intergenerational learning exchange.

The target group was primarily older adults who had limited digital experience but a strong desire to share their voices and histories. By becoming “community reporters,” they gained not only functional digital literacy but also visibility and recognition within their communities. The process helped boost self-esteem, cultural expression, and digital confidence.

In essence, the practice succeeded in turning adult learners into active content creators, reconnecting them with the digital world while preserving valuable personal and cultural narratives for future generations.

2) Objectives

What were the goals of the practice?

What did it aim to improve or change?

- Teach basic digital skills (filming, editing, uploading) through storytelling.
- Promote self-expression, civic engagement, and inclusion.
- Strengthen connection between learners and their local community.
- Strengthen intergenerational interaction.
- Showcase the value and perspectives of adults often left out of the digital narrative.
- Preserve valuable knowledge and stories that strengthen historical and cultural awareness.

3) Implementation / Methodology

How was the practice carried out step by step?

What activities or methods were used?

How long did it take?





Phase 1: Recruitment and Engagement

- Adult learners were invited to join the program with the idea: *“Everyone has a story worth sharing.”*
- Young volunteers undertook to train older adults in video recording. In some cases, they were their grandchildren.
- No previous digital experience was required.

Phase 2: Training Workshops

- Series of **4–6 interactive workshops** (1,5 hours each) were organised:
 - Using a smartphone to take photos and video
 - Digital guide for video recording prepared
 - Basics of digital storytelling: narrative structure, interview tips
 - Editing with simple free apps (e.g., InShot, Canva, CapCut)
 - Uploading content to platforms (YouTube, Facebook) or school’s digital platform

Phase 3: Story Creation

- Each participant chose a story theme (personal journey, local heritage, forgotten skills, etc.).
- Small group or individuals worked with support from youth facilitators.
- Peer feedback sessions built confidence and improved output quality.

Phase 4: Community Screening

- A final showcase event was held where participants present their videos to peers, family, and local officials.
- Content was also shared on the centres’ websites and social media to reach a broader audience.

4) Results / Outcomes

What were the concrete results?

How did the practice impact the participants?

- Over 30 unique stories created by adult learners across partner countries.
- Participants acquired basic filming, editing, and publishing skills.
- Intergenerational interaction was encouraged and achieved.
- Boosted self-confidence and sense of purpose.
- Community awareness of adult education increased through local media sharing.
- Several learners joined local journalism clubs or continued creating digital content.





5) Participants' Stories – optional

Short quotes, personal reflections or experiences shared by participant

“I spoke about our favourite local traditions that I had thought had died forever. Now our traditions are on YouTube—and my grandchildren watch it!” – Ernesto, 75, Spain.

“Before, I thought I had nothing to say. But people clapped after my story. I felt seen.” – Eleni, 68, Greece.

6) Success Factors

What made the practice effective or innovative?

Were there any unique or creative elements?

- Emotional engagement: learners worked on topics close to their hearts.
- Real-world relevance: they used smartphones, a tool they already own or recognize.
- Blended learning: combines creative arts with technical skills.
- Intergenerational learning.
- Public recognition: sharing stories gives visibility and motivation.

7) Transferability / Recommendations

Can the practice be used elsewhere?

What conditions are needed for successful implementation?

Easily adapted to different environments:

- Adult education centers, libraries, or community NGOs can implement it with minimal cost.
- Ideal for rural or multicultural contexts—stories help bridge generations and cultures.
- Needs basic ICT equipment (smartphones, tablets) and a facilitator with digital storytelling experience.

8) Tips / Implementation Advice – optional





Checklists, lessons, or advice for those wishing to implement the practice.

- Focus on **authenticity**, not video quality—emotion matters more than polish.
- Offer one-on-one help for nervous participants in early stages.
- Partner with local media or municipalities to widen impact.

9) Lessons Learned - optional

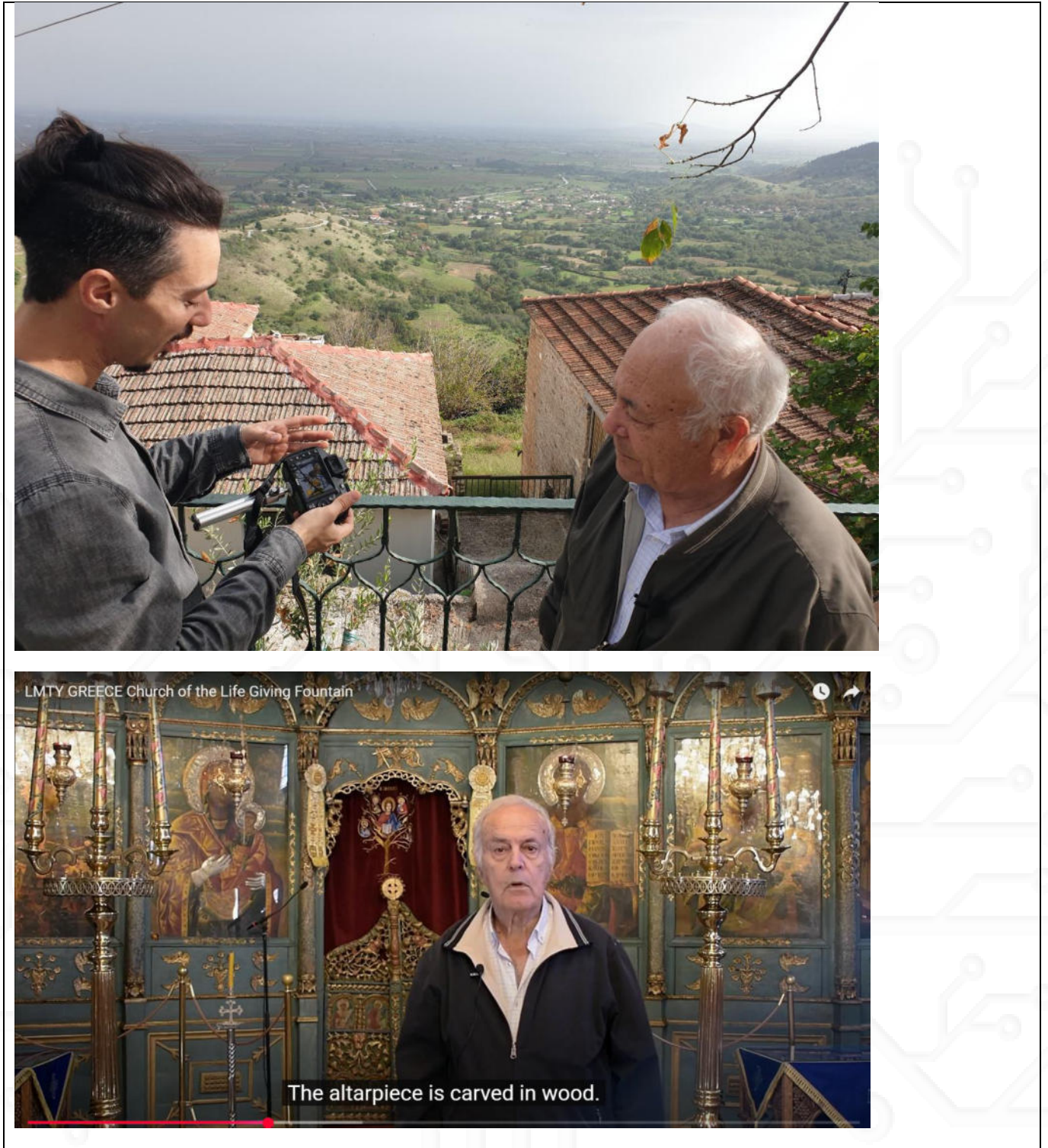
Biggest surprises, obstacles or key takeaways during implementation.

- Some learners were shy at first—small peer groups help reduce anxiety.
- Smartphone apps needed to be carefully selected for simplicity.
- Participants valued feedback not just from trainers but from each other.

10) Photos illustrating the described practice

Please attach at least 3 photos related to the described good practice





PRACTICE PROFILE – CLASSIFICATION CHECKLIST





Please tick all categories that apply to your described practice. You may choose more than one.

TYPE OF THE PRACTICE

- Learning by doing
- Intergenerational learning
- Community-based learning
- Digital / blended learning
- Peer learning
- Mentoring / coaching
- Cultural / creative approaches
- Collaborative / partner-based
- Other (specify):

TARGET GROUP

- Adults with low qualifications
- NEETs (Not in Education, Employment, or Training)
- Migrants / Refugees
- Older adults
- Women
- People with disabilities
- Other vulnerable groups
- General adult population

LEARNING ENVIRONMENT

- Formal
- Non-formal
- Informal

SKILLS / COMPETENCES DEVELOPED

- Literacy (reading, writing, comprehension)
- Numeracy (maths, logical thinking)
- Digital skills
- STEM (science, technology, engineering, mathematics)
- Personal, social and learning to learn
- Civic competences
- Entrepreneurship
- Cultural awareness and expression
- Language skills
- Job-related / vocational skills
- Green competences
- Other (specify):

POTENTIAL USERS





- | | |
|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Teachers / Educators |
| <input checked="" type="checkbox"/> | Administrative staff |
| <input checked="" type="checkbox"/> | School / Centre management |
| <input checked="" type="checkbox"/> | Policy makers / Public administration |
| <input checked="" type="checkbox"/> | NGOs / Community organizations |
| <input type="checkbox"/> | Other (specify): |

Glossary of Categories (Explanation of Checklist Items)

Type of the Practice

- Learning by doing – learning through hands-on activities, practice-based methods such as workshops or real tasks.
- Intergenerational learning – activities involving participants from different age groups learning from each other.
- Community-based learning – learning that takes place within the local community, often through real-life engagement.
- Digital / blended learning – education using digital tools (online), or a mix of online and face-to-face methods.
- Peer learning – learning among participants of similar status or experience, supporting each other.
- Mentoring / coaching – one-to-one support from a more experienced person to help learning and personal growth.
- Cultural / creative approaches – use of arts, music, theatre, storytelling etc. as learning tools.
- Collaborative / partner-based – practices involving cooperation between organisations or groups.
- Other (specify) – any other method not listed above.

Target Group

- Adults with low qualifications – adults who have low levels of formal education or basic skills.
- NEETs – people Not in Education, Employment, or Training (often young adults).
- Migrants / Refugees – individuals who moved from another country, often facing integration challenges.
- Older adults – Adults aged 65+
- Women – practices specifically addressing women's needs.
- People with disabilities – individuals with physical, sensory, intellectual, or mental health disabilities.





- Other vulnerable groups – groups at risk of exclusion (e.g. long-term unemployed, homeless).
- General adult population – average adults not in specific categories.

Learning Environment

- Formal – learning within official education systems, certified courses (e.g. schools, universities).
- Non-formal – organised learning outside the formal system (e.g. workshops, community training).
- Informal – learning through everyday experiences, without a structured course (e.g. volunteering, family).

Skills / Competences Developed

- Literacy – reading, writing, and understanding texts (including functional texts like forms).
- Numeracy – using mathematics and logical reasoning.
- Digital skills – using digital tools e.g. CV creation, online tools, online platforms.
- STEM – science, technology, engineering, and mathematics.
- Personal, social and learning to learn – self-awareness, motivation, teamwork, lifelong learning skills.
- Civic competences – active citizenship, understanding of democracy and social responsibilities.
- Entrepreneurship – creativity, innovation, project management, risk-taking.
- Cultural awareness and expression – appreciation and creation of cultural content (e.g. arts, music).
- Language skills – ability to communicate in one or more foreign languages.
- Job-related / vocational skills – practical skills useful in specific jobs or professions.
- Green competences – knowledge and behaviours supporting sustainability and environmental care.
- Other – any other skills developed (please specify).

Potential users – groups who could benefit from applying, adapting, or being inspired by this practice in their work context.

Note: These categories follow EU frameworks such as the Key Competences for Lifelong Learning (2018), the Action Plan on Basic Skills (2025) and the Erasmus+ Programme Guide 2025 – Glossary

