



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, PROFESIONAL E PESSOAL



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Name of the Good Practice

Cultural Breakfasts – Villabragima 2025

Summary of the Practice

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

Consist of designating different municipalities in the area as hosts to welcome students from nearby towns.

Neighbors from other nearby towns.

The topics are very varied and aim to address current issues or problems that arouse interest at the time of the event.

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?

40 Years of History of the Culture Classrooms

The Culture Classrooms celebrated their 40th anniversary in 2023, energizing and bringing life to the towns of the province of Valladolid. The Culture Classrooms program began in the 1983/1984 academic year with Ángel de Castro; "Renedo was chosen, the first town in the Esgueva Valley, 8 kilometers from Valladolid, with 800 inhabitants. A few months after its launch, more cultural classrooms flourished, a modest initiative that has gradually consolidated itself as a key program for cultural revitalization. Twenty students shaped what is now a major project with over 3,500 participants. Currently, it operates in more than 170 municipalities, of which 71% have fewer than 500 inhabitants, and 15% fewer than 100. Eighty-five percent of the participants are women, while men make up the remaining 15%. From the beginning, 40 years ago, its impact on the cultural life of the municipalities was evident, where the creation of spaces for dialogue, debate, and creativity, along with recreational and participatory activities, was a given. Linked to this expansion, the hours and days of the program were gradually extended. Dedication, research into the methodology to be applied, the topics and content to be developed, opening up new avenues for intervention.

The Art Classrooms were a significant program in the municipalities, especially for groups formed by women, as they provided added motivation to go out and learn, as learning was materialized in concrete





objects they could display. A practical method was implemented, which encouraged participation in the culture classrooms, leading to a different process of abstraction, which was consolidated over the years. For more than 15 years, the Culture Classrooms and Adult Education programs coexisted. The latter, under the auspices of an agreement between the Ministry of Education and the Valladolid City Council, provided part of the financial resources for the teachers' contracts. This agreement system changed in 1999, becoming a subsidized program through a public call for grants for five years.

The Valladolid Provincial Council then decided to merge the two programs into a major Continuing Education project of Adults, improving the job stability of professionals, who became part of the Provincial Council's Technical team. Finally, in 2000, the Adult Education Program was definitively consolidated with 23 staff members and a coordinator, with its own funding, who would be responsible for its development, thus giving it a globalized character, and all projects based on adult education became part of the program.

In the Culture Classrooms, the training offerings diversified, with the emergence of language groups (English and German), with a strong focus on attending training in English-speaking countries, new technologies, film, art, geography, personal development, and so on. The complementary activities have been another important milestone, since in the early years of the Culture Classrooms, it was difficult to organize a trip, even for two hours, and today trips to Europe last for more than four days.

New Technologies

An important fact to highlight is the use of the internet and new technologies in the classroom, from having a Continuing Education portal on the Valladolid Provincial Council website to a student platform that allows for online registration. This year, as we commemorate 35 years of existence, we are experiencing a great "educational harvest": more than 3,500 people participating in groups, with collaborative learning programs and intensive courses on new technologies, for example.

Although there have been several publications over these 40 years of existence, the publication of the journal "Cuadernos de aula" (Classroom Notebooks) has been another milestone. As a pedagogical tool, it allows us to share the work done in each area, as well as gather the opinions and thoughts of others, their experiences... And it offers students and teachers the opportunity to express themselves and share their thoughts. Also noteworthy is the development of the Literary Competition among students, highlighting the creative talents of individuals, including micro-stories in English.

In addition, we carry out coordination programs with the different areas of the Provincial Council, such as "Education for Global Citizenship" and the "Transportation Program" through Cooperation.

Broad Scope for a Unique Project

From just 12 initial enrollments to more than 3,400 currently, with a presence in almost every municipality in the province.

Focus on Women: "Bringing women to light," who are the majority of participants, with an average age of 67.

This program, described as "a unique project in Spain," is coordinated by Natividad García along with a team of 23 teachers who travel the province weekly with their 14 training activities. The Cultural Classrooms





represent much more than education: "They are life certificates because it's the only activity they have to socialize, go out, and enjoy."

Training Offerings and Collaborations: The variety of the 14 training offerings includes history, arts, film aesthetics, philosophy, mythology and symbolism, geography, creative writing, among others. This diversity allows participants to explore different areas of knowledge and develop new skills.

The 2024-25 academic year

In the 2024-25 academic year, the educational content revolves around PYTHAGORAS, LITERATURE, AND MUSIC. We will discuss Philosophy, specifically Pythagorean thought, as this year, 2025, Pythagoras gives us the opportunity to explore it, and with it the relationship it has with literature and music, as Antonio Machado, Andersen, and Johann Strauss also extend a hand to us.

Philosophy and its relationship with literature could be said to exist in that philosophy argues its conclusions, literature expresses emotions and thoughts. Philosophy is primarily directed toward thought, and literature challenges the whole person. Philosophy discovers, and literature interprets. Philosophy analyzes reality, and literature invents universes.

In addition, we ventured to work this course on the relationship of Pythagoras' thought (numbers are the essence of all things) with literature, with stories, and as Bertrand Russell (philosopher, mathematician and winner of the Nobel Prize for Literature in 1950) says: "Mathematics possesses not only truth, but supreme beauty; a cold and austere beauty, like a sculpture, without appeal to any part of our weak nature, without the beauty of paintings or music, but sublime and pure, and capable of a perfection as only the best arts can present. The true spirit of delight, of exaltation, the sense of being greater than man, can be found in both mathematics and poetry." The number system frequently appears in stories and poems of children's and young adult literature. Stories have mathematics, like life itself. We begin with the beginning and the tenses "Once upon a time..." the past, the present, and the future. The passage of time, temporal sequences...

But stories have their function, the most important one: the enjoyment of reading them. Oral storytelling, where we imagine what the characters, spaces, and colors look like... Now, in almost all stories, we find mathematical content, which helps us discover numbers, sizes, shapes, and develop spatial and temporal concepts, among others. Through oral storytelling or when we read an illustrated story, mathematical content becomes part of the narrative or illustration, and it is acquired through listening and natural conversation about what has been read.

From the time of the troubadours to the present day, from combinatorics to Topology, from poetry to adventure novels, literature and mathematics frequently intersect.

Spatial relationships, shape, size, and comparison also frequently appear (let's not forget that mathematics depends, as we know, on both logic and creativity).

Similarly, there is a close relationship between philosophy (specifically the thought of Pythagoras) and music.





Recently, a collaboration agreement has been established with the Regional Government of Castilla y León, through its CYL DIGITAL educational program, to provide specific training in digital skills. This collaboration will take place both in the municipalities where the Culture Classrooms operate and at the facilities of the Valladolid Provincial Council, whose Computer Classroom is a CYL DIGITAL Associated Training Center, starting in 2025.

Cultural Breakfasts: Training and Coexistence

Regarding cultural breakfasts, they are an activity organized by the Culture Classrooms in the Medina de Rioseco educational area. They consist of designating different municipalities in the area as hosts to welcome students from nearby towns. They recall the tradition of welcoming neighbors from other nearby towns into the home and treating them to sweets and traditional dishes. They are held during one term of each school year, on Friday mornings, combining the breakfasts with a lecture given by professionals in the selected subjects.

The topics are very varied and aim to address current issues or problems that arouse interest at the time of the event.

The target groups are students from the Culture Classrooms in the designated educational area, who always provide a broad response to this type of activity and usually have around 35-40 participants.

Cultural breakfasts have become established over the past few years, combining education and socializing in an informal and engaging educational space.

2) Objectives

What were the goals of the practice?

What did it aim to improve or change?

The main objective of this type of intervention is to foster social interaction among students from different Culture Classrooms and municipalities, as well as to share recreational experiences (the breakfast itself) and educational experiences (through the workshops and lectures offered).

The improvements to be achieved focus on the exchange of experiences in each of the participating municipalities, fostering the exchange of roles (host municipalities and invited municipalities) with rotation in each course.

At the same time, the delivery of these training sessions is also encouraged, with a clear focus on inspiring reflection and critical thinking among students.

3) Implementation / Methodology

How was the practice carried out step by step?

What activities or methods were used?

How long did it take?





The training session takes place in a large room, accommodating the number of participants and setting tables with tablecloths and sufficient utensils for all diners. The room must also have audiovisual equipment (a projection screen, projector, computer equipment, and a sound system) to meet the needs of the staff who will conduct the training session.

It begins with a welcome and greeting from the municipal team, thanking all the participating individuals and municipalities for their attendance. This is followed by breakfast, which, in this specific case, focused on natural and healthy products (fruit salad, toast with grated tomato sauce and Iberian ham, coffee, herbal teas, and water). After breakfast, the training session begins, led by speakers specialized in specific subjects. At this cultural breakfast, the content revolved around economic and financial issues (savings, investments, donations, inheritances, and life wills, among others). The total duration is approximately 2.5 hours.

4) Results / Outcomes

What were the concrete results?

How did the practice impact the participants?

The results of these internships are always very satisfactory. The success of the activity is guaranteed from the moment students from different classrooms and municipalities meet again and participate in a fun and educational session in a different setting than usual. The breakfast itself aims to impress the group of guests with its quality and products, but above all, with the care with which it is delivered. The training sessions always strive to have practical content applicable to the students' daily lives.

The impacts are positive and memorable. Each host municipality is proud to play this role; and each invited municipality enjoys the hospitality of those who welcome them.

5) Participants' Stories – optional

Short quotes, personal reflections or experiences shared by participant

6) Success Factors

What made the practice effective or innovative?

Were there any unique or creative elements?





The main elements that contributed to the event's effectiveness and innovation were the choice of venue (the Assembly Hall of the Cultural Center); the event-themed decor (welcome signs and items alluding to the event's theme); the selection of products for the breakfast; and the personal attention each hostess gave to all attendees.

A unique and creative element was the presentation of a commemorative pen to each participant.

7) Transferability / Recommendations

Can the practice be used elsewhere?

What conditions are needed for successful implementation?

Without a question, these practices can be implemented in all municipalities, adapting the event to the availability of space and resources.

The necessary conditions are those already mentioned: usable space, audiovisual media, local products for tasting, and expert speakers on specific topics.

8) Tips / Implementation Advice – optional

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

9) Lessons Learned - optional

Biggest surprises, obstacles or key takeaways during implementation.

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

- Teachers / Educators
- Administrative staff
- School / Centre management
- Policy makers / Public administration
- NGOs / Community organizations
- 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

