



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



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Name of the Good Practice

SOCIO-EDUCATIONAL FOOTPRINTS IN CERTAIN SMALL MUNICIPALITIES IN THE PROVINCE OF VALLADOLID

Summary of the Practice

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

Promote the development of a sense of belonging to a common humanity

For persons over 18 years old

To provide an activity that allows them to socialize, go out, and enjoy themselves

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?

The best practice presented is part of the Valladolid Provincial Council's Continuing Education program, called "Education and Culture Classrooms," a program that celebrated its 40th anniversary in 2023.

The program took its first steps in the 1983-1984 academic year.

From its inception, its impact on the social and cultural life of the municipalities was evident. The creation of spaces for dialogue, debate, creativity, as well as for play and participation, was and continues to be a reality. Throughout this long history, we have observed an evolution both in the methodologies applied and, above all, in the topics and content that are the focus of daily educational practice. In fact, the training offerings have now diversified, including English, film, art, geography, creative writing, geography, emotional management, mythology, and symbolism in art classes.

Complementary activities have been another important milestone, as in the early years of the Culture Classrooms, it was difficult to organize an outing, even for two hours, and today, trips throughout Spain and Europe last for more than four days.

It is also interesting to consider the program's gender bias: approximately 8 out of 10 participants are women. In our country, since the 1980s, women have occupied sociocultural spaces in rural and urban environments much more than men. This is not a strictly rural phenomenon, as has been suggested, but rather a phenomenon that transcends this duality and can be analyzed from a number of perspectives:





- Historically, women have played—and continue to play—the role of caregiver, which has connected them more closely to community, educational, and relational spaces.

- Women tend to be more present in school and cultural activities, as they have traditionally managed family time and social relationships.
- Cultural and social life can be an area where many women find recognition and identity, especially considering that in other areas (work, politics) they have faced more barriers.
- Sociological studies tend to show that women value the relational, communicative, and creative dimensions, which are often very present in cultural activities. And if we consider traditional gender roles, men tend to prioritize other forms of participation (sports, work, politics).
- And we can also focus on population size: of the more than 170 municipalities that host us, 70% have fewer than 500 inhabitants and 15% fewer than 100. This, along with the methodological development and its successful outcome, was the criterion for selecting this best practice we are presenting.
- Finally, let's narrow down where we focused this best practice:

In certain municipalities in the geographic area of Tordesillas with fewer than 250 inhabitants (San Pelayo, Villafranca de Duero, Vellilla, Velliza, Matilla de los Caños), this program is advancing the construction of "life centers because they are the only activity they have that allows them to socialize, go out, and enjoy themselves." The need identified is precisely the lack of socio-educational offerings in these tiny population centers. The intervention is aimed at the entire population of the population center over 18 years of age. In these five municipalities, a minimum of six people participate (Velliza, San Pelayo, Vellilla) and a maximum of nine (Villafranca and Matilla de los Caños). Particularly noteworthy is the case of San Pelayo, with a participation rate of 12.5% of the registered population, which rises to 40% if we take into account the population actually living there during the winter.

2) Objectives

What were the goals of the practice?

What did it aim to improve or change?

1. 1. Work on diverse themes and events that address current, historical, literary, and vital issues, etc., that serve not only as a type of conceptual learning but also as a way to develop the skills and attitudes necessary for daily functioning.
2. 2. Promote the development of a sense of belonging to a common humanity, to a common planet Earth, by fostering the development of attitudes such as empathy, care for resources, solidarity, and respect for differences and diversity.
3. 3. Empower students to engage in critical reflection, express ideas and feelings orally and in writing, and engage in active listening—all of which are necessary for them to function as autonomous global citizens.

These three objectives, present in virtually all the interventions of the Education and Culture Classrooms Program, have been the backbone of this best practice. It's important to start from the conceptual perspective, updating this content year after year, to give prominence to the attitudinal and procedural spheres, especially in these small municipalities where the importance of social revitalization and creating





meeting spaces takes on greater significance. This aims to reverse the feeling of abandonment that exists in many of these population centers.

3) Implementation / Methodology

How was the practice carried out step by step?

What activities or methods were used?

How long did it take?

The methodology developed, as expected, was active and participatory, based on the students' prior knowledge. From there, the various learning outcomes (conceptual, procedural, attitudinal) were built.

In general, the proposed teaching units followed a basic methodological sequence, and various activity proposals were developed around it:

1. Motivational/awareness-raising activities

"What do you know about/what would you like to know about?" type activities

Watching videos, listening to songs, reading headlines

2. Research/knowledge activities

Reading and commenting on articles, listening to podcasts, researching at home via the internet/books, designing and conducting interviews/surveys, presenting content and organizing it through concept maps, cultural outings (museums, cinema, exhibitions, etc.), etc.

3. Reflection Activities

Discussions around what has been known and researched

4. Communication/Assessment Activities

Students create products related to the topic covered, play games, mini-meetings with nearby small towns, etc.

Sessions last two hours and are held weekly.

4) Results / Outcomes

What were the concrete results?

How did the practice impact the participants?





The concrete results of this good practice, in addition to the participation rate based on the 2024 census data, can be broken down as follows:

- Student engagement in research, discussions, and so on: 95% feel engaged with the proposed activities and tasks, completing them with dedication and diligence.
- Weekly attendance at sessions: Students attend consistently, week after week. Absences are due to health issues, caring for others, etc.
 - Participation in the dynamics proposed in the final phase of the teaching units' methodological process, whether games or, more importantly, the development of final products **by the students**. As an example, this course, centered on a teaching unit on Ancient Greece, concluded with a tribute to the Library of Alexandria, linking it to the celebration of World Book Day. To commemorate April 23rd, recreating the spirit of the Library of Alexandria as a space for shared knowledge, students were asked to create the following product: on a sheet of paper—thickened like a papyrus—they would record a story or piece of knowledge they considered valuable and, therefore, worth preserving.

The impact on participants of this specific practice is positive, in the form of personal satisfaction and empowerment for the work completed, in addition to the undeniable happiness that comes from sharing their knowledge with the rest of the class. Active listening to all contributions not only strengthens them individually but also strengthens the group.

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 practice was successful because it gave students a central role throughout the entire learning process. The fact that, at many points in this sequence, the students themselves transmit their own knowledge to their classmates is highly relevant. The active presence of the group facilitator is also important at all times. The educational and cultural technique motivates, supports, explains, demonstrates the group's knowledge, highlights its importance, recapitulates, attends to the group's diverse personal roles, etc.

The unique or creative elements are the products created by the students, as in the aforementioned case, "Remembering the Library of Alexandria in Town X. We all have stories to tell."





7) Transferability / Recommendations

Can the practice be used elsewhere?

What conditions are needed for successful implementation?

Without a doubt, this practice is exportable to any small town. Weaving small living organisms around a table requires a high level of teacher involvement, as is the case with this program: flexible schedules, daily follow-up via WhatsApp groups with students from each town, ongoing motivation for the group, constant content updates, monitoring and deepening current events, etc.

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





- | | |
|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | Teachers / Educators |
| <input type="checkbox"/> | Administrative staff |
| <input checked="" type="checkbox"/> | School / Centre management |
| <input type="checkbox"/> | Policy makers / Public administration |
| <input 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

