

# “EDUCATION ON THE ROAD” – A NEW DIMENSION OF ADULT AND SENIOR EDUCATION THROUGH EXPERIENCE, MOBILITY AND MICRO-CREDENTIALS

Contemporary adult education is increasingly moving away from the traditional model of learning confined to training rooms. In response to changing social needs, the challenges of digital and green transformation, and the ageing of European societies, new learning models are emerging. These models are based on experience, relationships, mobility and practical action. One such approach is the “Education on the Road” model, developed within an international Erasmus+ project focused on micro-credentials in adult education.



The educational scenarios developed in the project show that learning can take place almost anywhere – during a city walk, craft workshops, community events, nature exploration or intergenerational activities. In this model, education becomes an active, engaging process that is closely connected with everyday life.



Co-funded by  
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# EDUCATION THROUGH EXPERIENCE AND PLACES

One of the foundations of the developed scenarios is the experiential learning approach, based on Kolb's learning cycle. Participants are not passive recipients of knowledge; instead, they observe, analyse, document and interpret reality themselves.

The scenarios also use the method of place-based learning, in which space becomes an educational environment. A city, park, marketplace, river or local festival can become a natural "classroom", enabling participants to gain knowledge through direct contact with authentic social, cultural and environmental contexts.

This approach is particularly important for adults and seniors.

## Learning through movement, exploration and social interaction:

- strengthens memory and curiosity,
- reduces educational stress,
- increases motivation,
- supports mental well-being,
- counteracts social isolation,
- builds a sense of agency and social activity.



## SCENARIO 1 CULTURAL AND NATURAL HERITAGE

The first scenario focuses on discovering cultural and natural heritage through educational walks and digital documentation of places.

Participants visit important historical locations, take photographs, record short audio descriptions, create digital stories about the places they visit, and co-create heritage maps.

In practice, the scenario was described, among others, using the example of Skopje in North Macedonia, where participants explored:

- Macedonia Square,
- Stone Bridge,
- Old Bazaar,
- Mustafa Pasha Mosque,
- the area around the Vardar River.

The scenario combines cultural education, digital competences and storytelling / digital storytelling. A particularly important element is building a relationship between local memory and modern mobile tools. Participants learn how to use smartphones, digital maps, documentation applications and simple multimedia tools.

An important element is also the development of micro-credentials. For this module, the “Digital Heritage Explorer” badge was prepared, confirming the development of cultural, digital and social competences.



## SCENARIO 2

### NATURE AND SUSTAINABLE DEVELOPMENT AWARENESS

The second scenario focuses on nature exploration and the development of ecological awareness. Participants learn through observing the natural environment, reflection and documenting natural phenomena.

#### The scenario uses:

- environmental education,
- sensory learning,
- nature observation,
- reflection on human impact on the environment.

Participants complete tasks related to searching for elements of nature, analysing environmental changes and documenting their observations. Particular emphasis is placed on developing GreenComp competences and building the relationship between people and nature.

The scenario shows that ecological education does not have to be based solely on theory. Contact with nature becomes a starting point for discussion about sustainable development, quality of life and responsibility for the environment.

# SCENARIO 3

## THE SECOND LIFE OF PRODUCTS AND THE CIRCULAR ECONOMY

One of the most practical scenarios is the module devoted to the reuse of products and the circular economy.

### Participants work with everyday materials such as:

- clothes,
- jars,
- cardboard,
- fabrics,
- packaging.



### During the workshops, they create new functional and decorative objects while learning:

- creative thinking,
- waste reduction,
- responsible consumption,
- digital documentation of activities.

The scenario was developed using the example of the CIRCULAB Circularity Festival in Parzęczew - an event combining education, the local community and the circular economy.

### This is a particularly important element of the project because it shows that adult education can simultaneously:

- develop creativity,
- strengthen social relationships,
- build green competences,
- activate local communities.



# SCENARIO 4

## COMMUNITY EVENTS AND CIVIC ACTIVITY

The next module transfers education into the social space and local events. Participants become organisers of activities promoting sustainable development and the circular economy.

### The scenario is based on:

- community-based education,
- social learning,
- active social participation,
- civic education.

### Participants plan:

- educational stands,
- mini-exhibitions,
- activities promoting the reuse of objects,
- demonstration workshops,
- local events.

Education does not end with gaining knowledge – it turns into real social action and the building of local engagement.



# SCENARIO 5

## TRADITIONAL CRAFTS AND SUSTAINABLE TECHNIQUES

The fifth scenario focuses on traditional handicrafts and local heritage.

### Participants learn about:

- old craft techniques,
- natural materials,
- manual production methods,
- links between culture and sustainable development.

The workshops show that traditional crafts can be an important tool in contemporary ecological and cultural education. At the same time, participants learn how to digitally document creative processes and prepare simple online instructions.



## SCENARIO 6

### INTERGENERATIONAL CRAFT LABORATORY

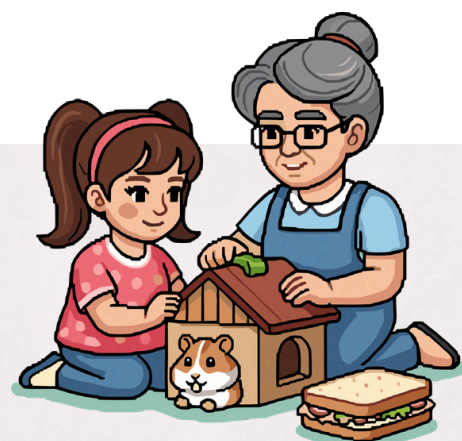
The final scenario focuses on intergenerational education. It brings together seniors, younger participants and local communities in a shared learning process.

**The model assumes a two-way transfer of knowledge:**

- older people share their experience, traditions and practical skills,
- younger people support digital activities and modern forms of communication.

**This approach:**

- strengthens social relationships,
- counteracts stereotypes,
- builds a sense of community,
- supports social integration,
- develops communication and digital competences.



# MICRO-CREDENTIALS AS A NEW ELEMENT OF ADULT EDUCATION

An important element of all scenarios is the use of micro-credentials.

## Each module includes:

- a defined micro-credential badge,
- learning outcomes,
- assessment criteria,
- a participant portfolio, meaning a collection of completed tasks, reflections and documentation of activities,
- references to European competence frameworks:
  - DigComp,
  - GreenComp,
  - LifeComp.

This is a very important direction for the development of adult education in Europe. Micro-credentials make it possible to document competences gained outside the formal education system – during mobility activities, workshops, local initiatives or social engagement.

## EDUCATION ON THE ROAD AS A RESPONSE TO CONTEMPORARY CHALLENGES

The scenarios developed in the project “Education on the road – microcredentials in adult education” show that adult education can be:

- mobile,
- practical,
- social,
- inclusive,
- intergenerational,
- digital and green at the same time.

This model is particularly important for an ageing Europe, where there is a growing need to activate seniors, strengthen digital competences, and counteract loneliness and social exclusion.

The project also shows that modern education does not have to rely solely on technology. The greatest value still lies in experience, relationships, shared action and learning through discovering the world.

Source material: scenarios “Education on the road – microcredentials in adult education”:  
<https://feriplatform.org.pl/education-on-the-road-pl/>

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