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From Digital Gaps to Green Impact: Transforming Adult Education for a Sustainable Future

[2025-1-DE02-KA122-ADU-000331623]

OER-06: Learning through Observation and Reflection during the SHORT-01 Mobility in Osijek

Reflections from Erasmus+ Mobility in Osijek, 18-29.01.2026

Part of the OER series:

Learner Perspectives from Erasmus+ Mobility SHORT-01 (Osijek, Croatia)

This OER was prepared with the support of AI assistance by the InnovEdu Nexus Institut e.V. Team.



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Introduction

Participating in the SHORT-01 learning mobility in Osijek, Croatia, offered an opportunity not only to attend structured learning sessions but also to observe how adult education organisations operate in practice.

The hosting organisation **Edura – Education and Development Association** presented different approaches to organising training activities, supporting learners and integrating digital tools in educational processes.

For many participants, one of the most valuable elements of the mobility was the opportunity to reflect on these experiences and translate them into ideas that could be applied in their own organisations.

This Open Educational Resource summarises reflections and insights developed during the mobility.

Observation as a Learning Method

During the SHORT-01 mobility, participants observed several aspects of the host organisation's work:

- organisation of adult learning workshops
- communication between trainers and participants
- use of digital tools in training activities
- informal interaction and peer learning between participants

Observation proved to be an effective learning method because it allowed participants to see how theoretical concepts are applied in practice.

Rather than focusing only on presentations, the mobility encouraged participants to reflect on what they experienced during sessions and discussions.

Reflection and Knowledge Exchange

An important element of the mobility was the structured reflection process.

Participants discussed questions such as:



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- What methods used by the host organisation could be applied in our own work?
- How can international cooperation strengthen adult education?
- What role can digital tools and artificial intelligence play in supporting learning?

These discussions helped participants to understand that mobility activities are not only about visiting another organisation, but about exchanging perspectives and learning from different experiences.

The Role of AI in Supporting Learning

During the mobility, participants were also introduced to the use of **Artificial Intelligence tools** as a support for educational work.

AI was used mainly for:

- structuring ideas and reflections
- drafting short learning summaries
- supporting collaborative writing of learning materials

Participants experimented with using AI tools to transform their notes and reflections into short educational resources.

The present OER was developed using this approach, combining participants' reflections with AI-assisted structuring of the text.

Learning Outcomes from the Mobility

Participants highlighted several key insights:

- Adult learning activities benefit from flexible and interactive methods.
- Peer learning and discussion between participants can significantly enrich the learning experience.
- Digital tools, including AI, can support educators in organising and documenting learning processes.
- International cooperation creates opportunities to exchange practices and improve educational approaches.



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Conclusion

The SHORT-01 mobility in Osijek demonstrated that meaningful learning often occurs through a combination of observation, discussion and reflection.

By documenting these experiences and transforming them into open educational resources, participants contribute to the wider exchange of knowledge within the European adult education community.

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Introduction

This Open Educational Resource (OER) reflects on experiences from the Erasmus+ learning mobility SHORT-01, which took place in Osijek, Croatia from 18 to 29 January 2026.

The mobility was organised within the project:

From Digital Gaps to Green Impact: Transforming Adult Education for a Sustainable Future

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During the programme organised by the host organisation Edura, participants explored how sustainability and environmental awareness can be integrated into adult education.

A central topic discussed during the workshops was the concept of green competences — the knowledge, skills and attitudes that enable individuals to act in environmentally responsible ways.

Understanding Green Competences

Green competences are increasingly recognised as an important part of lifelong learning.

In adult education, these competences can help learners:

- understand environmental challenges
- develop responsible consumption habits
- participate in community sustainability initiatives
- support environmentally responsible practices in workplaces.

During the sessions in Osijek, trainers emphasised that green competences should not be presented only as theoretical knowledge. Instead, they should be connected with everyday life and practical behaviour.



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Learning through Practical Activities

One of the most effective learning approaches observed during the mobility was the use of hands-on activities related to sustainability.

Participants worked with simple materials and everyday objects to explore topics such as recycling, reuse and resource efficiency.

These activities helped learners understand that sustainability can be practiced through small, concrete actions.

For example, discussions about waste reduction were linked with practical examples such as reducing packaging, reusing containers and finding creative uses for everyday materials.

This practical approach made the topic more accessible and engaging for participants.

The Role of Adult Education

Adult education institutions can play an important role in supporting the development of green competences.

Adults often influence decisions in households, workplaces and communities. By increasing environmental awareness among adult learners, educational programmes can therefore contribute to broader social change.

Participants discussed how adult education organisations can integrate sustainability topics through:

- workshops and short learning modules
- community-based learning projects
- collaborative problem-solving activities
- reflection on everyday environmental practices.

These methods help learners connect environmental knowledge with real-life behaviour.



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Reflection

Participating in the mobility in Osijek helped participants see sustainability from a practical perspective.

Instead of focusing only on environmental problems, the workshops encouraged participants to explore possible solutions and everyday actions that can contribute to a more sustainable future.

This approach demonstrated that green competences are not only technical skills. They also involve awareness, responsibility and willingness to act.

Learning Context

This resource was developed as part of the reflective learning process of the Erasmus+ mobility activity SHORT-01 – Osijek, Croatia, implemented within the project:

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