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**INVENTORY OF OUTREACH STRATEGIES TO
ENABLE PEOPLE TO GO ONE STEP UP**

Implementation of Action plan on adult learning

Public Open Tender EAC/27/2008

**Final Report
Inventory of Good Practices**

by

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0. INTRODUCTION

The following Report reflects the results and describes the scope and the methodological framework of the study. It also provides the analysis of sixtyfour (64) Good Practices (GPs) from 33 European countries.

Moreover the Report proposes a selection of fourteen (14) GPs that have been analysed through the Case Study method.

The study is a contribution to increasing the possibilities for adults to go one step up and achieve at least one level higher qualification. Hence the final result is represented by the “inventory of good practice and projects for reaching the identified target group, enabling their progress and success, with a focus on identification of key factors for reintegrating people in the labour market, in education and training, and in society”.

According to the Action Plan on Adult Learning, the target group of the present study is made of adults being meant as adult individuals who are underqualified or with no or insufficient qualification, or whose professional skills are obsolete and need to acquire key competences at all stages in their lives. Attention has been paid to ways to reach them, motivate and support them, especially should they not have attained the European Qualification Framework (EQF) level 2.¹ It is consistent with the EQF being a common European reference framework for the different countries' qualification systems.

1. OBJECTIVES

1.1. General objectives of the study

This study aimed at learning more about existing good practices that support the increase of participation of adults in lifelong learning; collecting data on existing good practices for upgrading the qualifications of people; and recommending possibilities that allow adult learners to achieve at least one higher level of qualification throughout their lives, in particular of those with low or without qualification.

¹ European Parliament and Council (2008), Recommendation of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, 2008/C 111/01.

The study intended to achieve these results by looking at and investigating existing good practices

- supporting improvement of basic skill levels of adults
- raising the qualification levels of those who do not have the EQF level 2.

An additional objective of the study has been to store, collect and share information on good practices that exist in Member States, EEA-European Economic Area and candidate countries as information on them is hardly known. Results achieved in this area by the Lifelong Learning Programme and European Social Funds are neither systematically collected nor disseminated. With reference to such lack of information, this study aimed at providing knowledge of the existing good practices and some policy measures.

1.2. Specific objectives of the study

More specifically, the study wanted to:

- Identify and define specific criteria of good practice concerning effective upgrading of people qualifications. Attention has been paid to ways to reach, motivate and support the target groups (with special attention to those who do not have the EQF level 2, immigrants included) of the Communication on the Action plan on adult learning (2007).
- Analyze the identified good practices and define comparable key factors leading to results on the level of policy, governance and delivery and at the level of institutions and systems.
- Identify guidelines for effective information campaigns based on key factors from good practices.
- Set up an inventory of selected good practices concerning outreach strategies in the 27 European Member States, the EEA countries (Norway, Iceland, and Liechtenstein), and the candidate countries (Turkey, Croatia and FYROM). Results from the Lifelong Learning Programme, especially those from Grundtvig and European Social Funds have been taken into account. A set of good practices has been selected from the countries included in the study and each one has been shortly summarised. Among this group, 14 have been selected for deeper analysis.
- Produce a set of recommendations for policy makers, providers and the learners themselves: a) on policy orientation, governance and quality of the sector by proposing concrete measures and actions;

b) on the development and improvement of information and communication on how to reach adults who need to be educated and trained and how to motivate them to go "one step-up".

Recommendations on how to remove obstacles have been arranged for the European Union, Member States, Regional and Local Governments, social partners, NGOs and other civil society actors.

2. PRIORITY FIELDS

A preliminary step of the study aimed at identifying fields of study that good practices could have covered. The fields have been identified according to a relevance criterion for the implementation of European strategies and to the EC communications on Adult Learning (European Commission, 2006 and 2007).

Good practices collected and the 14 selected deal with one or more priorities listed below.

The list of priorities deals with:

1. Upgrading and validation to access level 1 and level 2 EQF

Definition: This means in particular addressing the issue of early school leavers, while at the same time targeting the improvement of skills and adaptability towards the low-skilled over the age of 40, encouraging them to improve their level of qualification and take at least "one step up".

In addition to that, the priority includes good practices aimed at people that need to achieve level 2, and activities targeted to increase the knowledge, skills and competences of people in occupations that traditionally involve simple and routine tasks. This requires for example that the links between vocational education and secondary education be strengthened and excellence promoted, while at the same time preparing this group to avoid unemployment and social exclusion.

In this context validation is considered as assessing and recognising the learning outcomes conceived as a wide range of knowledge, skills and competences that people develop through their education and in other contexts.

Legitimacy: European Ministers for vocational education and training, 2008;² European Commission, *Adult learning: It is never too late to learn*,

² European Ministers for vocational education and training (2008), *The Bordeaux Communiqué on enhanced European cooperation in vocational education and training*, www.eua.be/fileadmin/user_upload/files/Newsletter_new/Bordeaux_Communique_EN.pdf

2006;³ European Commission, *Recommendation on key competences for lifelong learning-Proposal*, 2005.⁴

2. Learning at the workplace for professional qualification on basic education

Definition: Workplace learning is learning or training undertaken in the workplace, usually on the job, including on-the-job training under normal operational conditions, and on-site training, which is conducted away from the work process (e.g. in a training room). This priority refers to complex (formal, informal and non formal) learning pathways for adult workers that is being promoted by employers at the work place (or in alternation but strictly integrated with work). Such pathways are aimed at basic education of workers and upgrading professional skills of workers. The focus will be on low-skilled workers. An additional focus in the study has been on how the learning outcomes are recognized and valued (inside the actual workplace and outside).

Furthermore this priority includes measures and practices granted to employees for education and training purposes, for a specified period during work time and with the payment of appropriate financial benefits.

Legitimacy: European Commission, *Adult learning: It is never too late to learn*, 2006;⁵ European Commission, *Action Plan on Adult Learning. It is always a good time to learn*, 2007;⁶ Ministers responsible for Vocational Education and Training, European Social Partners, European Commission (2004), *Maastricht Communiqué on the Future Priorities of Enhanced European Cooperation in Vocational Education and Training (VET) (Review of the Copenhagen Declaration of 30 November 2002)*;⁷ Council of the European Union, *Report "The concrete future objectives of education and training systems,"* 2001.⁸

³ European Commission (2006), *Communication from the Commission Adult learning: It is never too late to learn*, Brussels, 23.10.2006, COM(2006) 614 final.

⁴ European Commission (2005), *Proposal for a Recommendation on key competences for lifelong learning*, COM(2005)548 final.

⁵ European Commission (2006), *Communication from the Commission Adult learning: It is never too late to learn*, Brussels, 23.10.2006, COM(2006) 614 final.

⁶ European Commission (2007), *Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions. Action Plan on Adult Learning. It is always a good time to learn*, Brussels, 27.10.2007, COM(2007) 558 final.

⁷ http://ec.europa.eu/education/news/ip/docs/maastricht_com_en.pdf

⁸ Council of the European Union, *Report "The concrete future objectives of education and training systems"*, 5680/01 EDUC 18.

3. Guidance, counseling and validation of informal and non formal learning

Definition: The priority related to guidance and counseling is about a range of activities addressed to low-skilled adults, such as assessment, orientation and advice to assist adults learners, trainers and other staff to make choices relating to education and training programmes or employment opportunities. It implies developing high-quality guidance systems based on a more learner-centred approach, as well as targeted financial incentives to individuals and support for the establishment of local partnerships. This would help increase the overall volume of participation in adult learning, and address the imbalances in participation in order to achieve a more equitable picture, by motivating, encouraging, enabling and supporting the adults least likely to participate in any kind of learning, formal, non-formal or informal. Adults in difficulty should have easy access to guidance and counseling services, tailored to their needs.

Furthermore this priority deals with the identification and validation of non formal and informal learning aiming to make visible and to value the full range of knowledge and competences held by an individual, irrespective of where or how these have been acquired. The identification and validation of non-formal and informal learning take place inside and outside formal education and training, in the workplace and in civil society. Identification and validation are key instruments in enabling the transfer and acceptance of all learning outcomes across different settings. Identification records and makes visible the individual's learning outcomes. This does not result in a formal certificate or diploma, but it may provide the basis for such formal recognition. Validation is based on the assessment of the individual's learning outcomes and may result in a certificate or diploma.

Legitimacy: European Ministers for vocational education and training, 2008;⁹ Council of the European Union, *Resolution on better integrating lifelong guidance into lifelong learning strategies*, 2008;¹⁰ European Commission, *Adult learning: It is never too late to learn*, 2006;¹¹ Council

⁹ European Ministers for vocational education and training (2008), *The Bordeaux Communiqué on enhanced European cooperation in vocational education and training*, www.eua.be/fileadmin/user_upload/files/Newsletter_new/Bordeaux_Communique_EN.pdf

¹⁰ Council of the European Union (2008), *Resolution on better integrating lifelong guidance into lifelong learning strategies*, 2905th Education, Youth and Culture Council meeting, Brussels, 21 November 2008.

¹¹ European Commission (2006), *Communication from the Commission Adult learning: It is never too late to learn*, Brussels, 23.10.2006, COM(2006) 614 final.

of the European Union, 2004;¹² European Commission, *Making a European area of lifelong learning a reality*, 2001.¹³

4. Information, campaigns, network and partnership

Definition: Information must be seen as a key interface between low-skilled adult learners and the supply of learning services and activities. In that sense it is a crucial help for adult learners in finding their place in increasingly complex learning systems. Information is devoted to address the informational obstacles and related issues like the level of access to good and timely information. It might include the use of all media (tv, internet, radio, newspapers, etc.) and the place where information is delivered (i.e. unemployment offices, sport clubs, etc.).

“Campaign” includes a series of organized marketing efforts achieved through advertising using a public platform such as Trade shows, TV, Radio, email, newspaper and other media. Good practices must be related to examples of effective information campaigns made by using one or more media, addressed to learners and specifically to disadvantaged low-skilled learners. Furthermore places where information will best reach users are to be considered (employment offices, sports clubs, etc.). Practices should give evidence to the best media to use to reach out and attract low or no skilled learners.

Moreover this priority includes practices supporting access to and construction of social networks on behalf of or at the initiative of adults. Such practices aim to facilitate adult’s access and involvement in social and informal networks.

Legitimacy: Council of the European Union, *Resolution on better integrating lifelong guidance into lifelong learning strategies*, 2008;¹⁴ European Commission, *Action Plan on Adult Learning. It is always a good time to learn*, 2007;¹⁵ European Commission, *Adult learning: It is never too*

¹² Council of the European Union (2004), *Draft Conclusions of the Council and of the representatives of the Governments of the Member States meeting within the Council on Common European Principles for the identification and validation of non-formal and informal learning*, Brussels, 18 May 2004, 9175/04 EDUC 101 SOC 220.

¹³ European Commission (2001), *Communication from the Commission Making a European Area of Lifelong Learning a Reality*, COM(2001) 678 final.

¹⁴ Council of the European Union (2008), *Resolution on better integrating lifelong guidance into lifelong learning strategies*, 2905th Education, Youth and Culture Council meeting, Brussels, 21 November 2008.

¹⁵ European Commission (2007), *Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of*

late to learn, 2006;¹⁶ European Commission, *Making a European area of lifelong learning a reality*, 2001.¹⁷

5. Grants, loans, and financial incentives

Definition: Financial incentives are all kinds of measures addressed to low-skilled adults, that are devoted to reducing the impact of economical barriers that create obstacles to the participation of adult in education. They include financial provisions like grants, loans, voucher and fiscal provisions like tax deduction and tax reduction etc.

Legitimacy: European Commission, *Adult learning: It is never too late to learn*, 2006.¹⁸

6. Access to and use of ICT

Definition: It concerns practices fighting new forms of illiteracy in professional and daily life. These practices are addressed to adults who are not computer literate and deprived of essential information and facilities which are increasingly only available in digital form. This priority can also include practices making use of open learning environments and virtual teaching for low-skilled adults.

Legitimacy: European Commission, *Adult learning: It is never too late to learn*, 2006;¹⁹ Council of the European Union, *Report from the Education Council to the European Council "The concrete future objectives of education and training systems"*, 2001²⁰

the Regions. Action Plan on Adult Learning. It is always a good time to learn, Brussels, 27.10.2007, COM(2007) 558 final.

¹⁶ European Commission (2006), *Communication from the Commission Adult learning: It is never too late to learn*, Brussels, 23.10.2006, COM(2006) 614 final.

¹⁷ European Commission (2001), *Communication from the Commission Making a European Area of Lifelong Learning a Reality*, COM(2001) 678 final.

¹⁸ European Commission (2006), *Communication from the Commission Adult learning: It is never too late to learn*, Brussels, 23.10.2006, COM(2006) 614 final.

¹⁹ European Commission (2006), *Communication from the Commission Adult learning: It is never too late to learn*, Brussels, 23.10.2006, COM(2006) 614 final.

²⁰ Council of the European Union (2008), *Report from the Education Council to the European Council "The concrete future objectives of education and training systems"*, 5680/01 EDUC 18.

3. METHODOLOGY

The methodology employed to meet the objectives of the study is described below.

The methodology for the collection and updating of information has been shared by national correspondents that have been identified in each of the 33 European countries investigated.

3.1. Object of the study – The notion of Good Practice

The question addressed by the study was to find out which practices are suitable in order to let more adults to engage in and successfully pursue lifelong learning activities.

The project therefore identified key factors of success in existing good practices aimed at bringing more low qualified adults into learning and making their learning successful and sustainable.

This led to the analysis of good practices around Europe and the setting up of an inventory of collected materials, case studies, and sources on good practices as well as in-depth analysis of policy measures selected.

In the present study good practices have been therefore considered as a set of coherent and planned actions that lead to the achievement of the above mentioned goals, under sustainable conditions and with modalities enabling partial or global transfer.

Being considered as a set of coherent actions, good practice is a complex object that is made of various components. Such components can be seen from two complementary perspectives:

1. Dynamic
2. Structural.

If we look at the *dynamic* perspective, good practice is described by the process that usually starts when a problem emerges and goes on in different steps, i.e. the development of the collective will to face and solve the problem, the definition of appropriate solutions, their adoption and implementation. The dynamic dimension is centered on the role played by different actors.

From the *structural* point of view, good practices can be described according to the instruments and provisions which can be seen also as measures that they put into practice. In this instance, each good practice

always contains one measure or a set of concrete measures that can be analyzed and reproduced. Structural dimension is then centered on the description and the analysis of the actions that are put in place as well as of the organizational, financial, instrumental components and additional ones.

3.2. Criteria for the identification of Good Practices

For selecting the examples of good practice of outreach-strategies the project team decided on five criteria: field, relevance, outcome, duration and documentation.

- a) *Field*. The highest priority of the chosen criteria was regarding the field of activity. All possible strategies and activities of outreach were clustered in six priority fields, which were focused on a certain aspect. The selected fields covered the possible and real activities.
- b) *Relevance*. Second priority was given to relevance. Each example of good practice was analysed according to the question, whether the approach of the activity showed a minimal relevance to the solution of the problems in the respective field. Relevance was defined as the efficient and effective character of the activity and the possibility of transfer.
- c) *Outcome*. Third priority was given to the outcome of the activity. Outcome was considered to be broader than just output, but not as widely defined as impact. The outcome was analysed in quantitative as well as qualitative terms.
- d) *Duration*. Forth priority was given to the duration of the receptive activity; the duration has been seen as a pragmatic indicator for the validity and transferability of the main aspects of the activity.
- e) *Documentation*. As to the fifth final priority, it was decided that the existence of documentation on outcome and impact is crucial. In other words, it means that according to the documented aspects it was possible to analyse the activity also as case study in a more differentiated way on the basis of existing documentation.

Furthermore, selection for the European Inventory also took in consideration the geographical dimension and the efficiency of practices compared to the European benchmarks.

Accountability, sustainability, potential transferability are additional key elements that were considered for selection purposes.

3.3. Study tools

Good practices available in 33 European countries have been described in the *Schedule A* provided for by the Scientific Committee and delivered to the national experts.

The first step of the study ended with a selection of 64 good practices from 33 countries, based on information and sources that have been collected and stored according to the following descriptors contained in Schedule A:

1. Problems that the good practice has been able to overcome and solve:
2. Beneficiaries
3. Institutions involved
4. Period of action
5. Abstract (Description of the Action and Basic information about results and impact)
6. Documentation and sources related to the good practice
7. Impact evaluation
8. Evaluation of results
9. Additional online national/local sources²¹
10. Contact details.

In addition to that, where necessary, good practice promoters provided further information.

In most cases, good practices have been described in close cooperation with their promoters who also validated contents.

On the basis of the data collected, the study proposed to analyse in depth 14 relevant and successful good practices via the case study method. These studies pinpointed good practices characterizing national/local policies for enabling people to go one step up, by analyzing them on the basis of the following format:

²¹ Consultation of the online sources is dated from September 2009.

Table 1 –Table of Contents for the Case Study Report

Chapters	Main contents to be included
0. Introduction	Show an abstract mentioning immediately core data on achievement, costs in relation to benefits. Reference on where the action/good practice is coming from: result of a research, social instability, raising employment etc. The name of the contact person, reference to links on the internet and the last update is to be mentioned.
1. Background	In the background chapter the following elements are to be included: What is the problem/challenge to solve and/or to meet in relation to the context? This can be at national level, developments in society, labour market etc. What is the target group(s) to be addressed? What are the results to be achieved? Which measures (policy, financial, research etc) have been taken to develop this good practice?
2. Description of the solution	The information is about the typology of solution that has been considered as being the right answer to the problem, the person who was involved in the solution arrangement, pathway adopted for the solution.
3. Methodology	The information is about typologies of actions and processes that have led to the standardization of measures that are addressed to various levels of population and have impact capacity. Data cover questions, such as: What are the methodological steps in the development? What is the needed experience? What are the materials that are being developed? What has been the users involvement (demand and supply)? Was there a need for continuing training for staff to upgrade and extend their skills and, if so, how has been developed? How is the evaluation organized? Example with reference to web links which can be used; The quality of the teaching and quality assurance.
4. Results and impact analysis	This concerns elements of evaluation that are about the impact of the good practice in relation to the initial problem. This chapter has to focus on: Documented impact; Who have participated and who in particular have been successful; A clear cost/benefit analysis; The lessons learned; The sustainability of the system, how is it guaranteed: involvement stakeholders, policy measures, financing etc..

4. THE EUROPEAN INVENTORY. DESCRIPTION OF SIXTYFOUR GOOD PRACTICES IDENTIFIED IN THE STUDY

4.0 Introduction

All of the 64 Good Practices (GPs) are collected and presented here. Data sheets with a common structure are used to describe them.

Two criteria were followed for the presentation of the data sheets. The first one is based on the approach to research which was conducted, first and foremost, by geographical areas. Thus good practices included in the Inventory have been grouped into four regional areas depending on the country of origin:

- *Northern area* – Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway, Sweden
- *Central area* – Belgium, France, Germany, Ireland, Lichtenstein, Luxembourg, Netherlands, United Kingdom
- *Southern area* – Cyprus, Greece, Italy, Malta, Portugal, Spain, Turkey
- *Eastern area* – Austria, Bulgaria, Czech Republic, Croatia, FYROM (Former Yugoslav Republic of Macedonia), Hungary, Poland, Romania, Slovenia, Slovakia.

Table no 2 gives an overview of the number of practices collected per priority fields and the regional area they belong to.

The second criterion for data sheet presentation concerns the priority fields to which each GP refers. As already underlined, the latter were selected with respect to the indications by the European Commission regarding adult learning, as well as to the implementation of the European Political Strategies on Adult Education.

This collection of GPs provides a few guidelines for their understanding. First of all it should be underlined that, in each of the 33 countries under consideration, it was possible to highlight one or more GPs, for which the methods used and relevance criteria adopted have already been described. This means that each country showed one or more GPs which met the chosen criteria.

A further initial reflection takes into account the geographical-political extension of the reference countries which led to choosing a larger or smaller number of GPs. The four areas under consideration are not

homogeneous in terms of population and number of countries included in the macro-areas (Northern Europe, Southern Europe, Eastern Europe, the West). This probably led to an imbalance between areas with a larger or smaller number of good practices. The table below, as a matter of fact, shows that Central Europe presents a higher amount of selected GPs (24) compared to the other areas (12 in the Northern area and 14 GPs both in the Southern and Central parts of Europe).

As regards the fields of study, the table shows that there is a large number of GPs falling within the first priority field (Upgrading and validation to access level 1 and level 2 EQF) with 17 GPs, followed by the third priority field (Guidance and counseling and validation of informal and non formal learning) with 15 GPs. In this respect, these data can be interpreted as a precise answer to the main research question. In all geographical areas there are GPs which refer to these two levels. The learning development among the population, in the various European areas, is an issue studied by social policies for which a tentative response is provided. The other interesting element is provided by the 7 GPs (mainly developed in the Southern area of Europe) belonging to the sixth field of study (Access to and use of ICT), showing that also the information and guidance sectors are particularly relevant.

Moreover, many of the GPs involved in literacy issues focus their work towards groups that are socially disadvantaged. In countries with a high immigration rate, the processes and paths to support primary and secondary literacy are designed for immigrants in general (i.e. the 'Adult basic education addressed to pupils of immigrant pupils' in Italy or the 'Vocational training and competence-based qualifications for immigrants' in Finland), but also for immigrant women with a low schooling level and for young people who have left school before completing their course of study and getting a certificate (i.e. the 'Open counselling for work, training and vocation in Germany and the 'Education, guidance and counselling for migrant women in The Netherlands). On the contrary, in countries with a high emigration rate, the GPs pertaining to literacy are aimed at covering a substantial lack of adequate levels of certified education.

One last noteworthy element concerns the information campaigns which are conducted in some countries and seem to achieve a good level of evidence and results in terms of the section of the population they reach (i.e. in Turkey the 'Mother and daughter in school' campaign has attracted a larger number of participants so that the goal to reduce the number of illiterate individuals by 40% throughout the country by 2012 will be achieved).

As already underlined, the individual components of each data sheet were checked, in order to validate its contents, sources and internet references that were consulted at September 2009.

Table 2 – Good Practices distributed in relation to the 6 priority fields

PRIORITY FIELDS	EUROPEAN REGIONAL AREAS				
	Northern Area	Central Area	Southern Area	Eastern Area	TOTAL
1.Upgrading and validation to access level 1 and level 2 EQF	5	2	3	7	17
2.Learning at workplace for professional qualification on basic education	2	7	-	2	11
3. Guidance and counseling and validation of informal and non formal learning	3	7	3	2	15
4.Information, campaigns, network and partnership	2	6	2	1	11
5.Grants, loans and financial incentives	-	1	2	-	3
6.Access to and use of ICT	-	1	4	2	7
TOTAL	12	24	14	14	64

4.1 Upgrading and validation to access level 1 and level 2 EQF

CROATIA

ZA HRVATSKU PISMENOST: PUT DO POŽELJNE BUDUĆNOSTI-DEKADA PISMENOSTI U HRVATSKOJ 2003-2012 + CARDS 2004: REVIZIJA PROJEKTA: „ZA HRVATSKU PISMENOST: PUT DO POŽELJNE BUDUĆNOSTI (BASIC EDUCATION AND VOCATIONAL TRAINING FOR LOW-SKILLED LEARNERS)

Author: Katarina Popovic-Department for Adult Education, Faculty of Philosophy, University of Belgrade

JUSTIFICATION FOR INCLUSION:

This case study focuses on adults and young people over 15 who have not completed their basic education and are qualified to less than EQF level 2. It builds on a 10 year-long governmental initiative launched in 2003 with the aim of helping adults to complete their elementary education, improve their literacy level, and train for basic occupations leading to a qualification in demand on the labour market, thus enabling them to get a better job. The “Cards 2004” project started in 2007 following an overall review of the government’s initiative. Public and private training providers (trainers and researchers) were provided with additional expertise to develop a more flexible basic skills programme. This involved developing a new curriculum and providing training for trainers and adult educators. The new programme opens access to around 91,000 adults between 15 and 50 without an elementary education and professional qualification.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

This good practice offers a second chance for the 19.5% of the Croatia population over 15 who have not completed their elementary education. It aims also to address the problem of unemployment, with a registered unemployment rate of 18%. The education previously provided for this group was seen as relatively poor and insufficiently related to labour market needs.

The government's initiative was intended to address these problems. The aim of the CARDS 2004 project revision was to help overcome the weaknesses of the national activities and programmes and to improve them by additional expertise.

Beneficiaries: The total group of potential beneficiaries is the 91,000 people in Croatia who have not completed elementary school and /or have no qualifications.

The immediate beneficiaries of the CARDS 2004 project were providers of education and training working for the Ministry of Education and Sports and the Agency for Adult Education.

Typology: People aged between 15 and 50 without elementary education and professional qualification.

Information about and approximate size of the target group reached:

Croatian Agency for Adult Education data indicates that more than 4,945 participants have taken part in the programme to date, of whom 638 participated in the vocational training programme. Participants are drawn from 18 counties all over Croatia and in the city of Zagreb.

Institutions involved

Primary role:

Ministry of Education and Science.

National Employment Office.

The Adult Education Agency.

Delegation of the European Commission to the Republic of Croatia (and Aarhus Technical College, Denmark).

Other partners:

Elementary schools, elementary schools for adults, secondary vocational schools, Chamber of Commerce, Open and Peoples' Universities, Labour office branches, NGOs, media.

Period of action:

Phase 1: The government programme was initiated by the Government of Croatia in August 2002, started in 2003 and ends in 2014.

Phase 2: The extension of the CARDS 2004 project started in 2007 and ended in May 2009.

Abstract

Description of the Action:

Phase 1: Besides completing their basic education, the project also offered participants the opportunity to undergo vocational training for low-skilled jobs for which there was a demand on the labour market. 60% of the the basic education classes provided were based on individual consultation and

tutorials plus conventional teaching. After completing this part of the programme, participants received a learning voucher for 150 hours of training and were free to choose the training and the provider. The occupations offered included those of baker, chambermaid, tailor, florist, welder, assistant cook, beekeeper and assistant waiter. The programme is laid out in: *For a Literate Croatia: The Way to a Desirable Future (a decade of literacy in Croatia 2003-2012)*.

Phase 2: Working with Croatian trainers and adult educators, the CARDS 2004 project analysed and reviewed the programme, developed a methodology for evaluation, provided expertise and made necessary improvements in standards and benchmarks, methodologies and approaches. These are laid out in: *Overview and revision of the project "For a Literate Croatia: The Way to a Desirable Future (a decade of literacy in Croatia 2003-2012)*.

Basic information about results and impact:

Phase 1 of the national project faced some difficulties: fewer than expected participants enrolled, and programmes took insufficient account of the students' previous knowledge and needs, and the need to use teaching methods suitable for adults.

In Phase 2, the CARDS 2004 project analysed the governmental project, made necessary improvements in standards, curriculum training, and combined it with an education campaign aiming to raise public awareness on the importance of lifelong learning and adult education. As a result, the number of participants has increased. 93.1% of them are in the targeted age group, as planned, with the highest number of participants among the youngest (age 15-29). The lowest number of participants (13.34%) is in the 30-39 age group, reflecting the fact that this age group has the lowest number of people who did not complete elementary school.

Improvements were then made in the evaluation methodology for the programme; the standards and benchmarks, methodologies and approaches used; and the expertise of public and private training providers (trainers and researchers) in providing a flexible basic skills programme for adults. A new curriculum was created, more than 100 adult educators trained, a training programme developed, and a manual for teachers and trainers in adult education developed. A valuable set of key messages and suggestions has also been drawn up addressing most aspects of literacy projects.

Documentation/Sources related to the good practice

Web site(s):

<http://aoo.hr/> and <http://aoo.hr/Novosti.aspx?id=43>, Adult Education Agency
www.delhrv.ec.europa.eu/?lang=en&content=497, The EC Delegation in

Croatia:

www.dzs.hr/, Republic of Croatia - Central Bureau of Statistics:

http://hidra.srce.hr/webpac-hidra-rdrh-pregled1/?rm=results&show_full=1&f=IDbib&v=RD012199&filter=hidra-rdrh

www.hzz.hr/, Croatian employment service

<http://public.mzos.hr/> and <http://public.mzos.hr/Default.aspx?art=5494>,
Ministry of Education, Science and Sports

www.vlada.hr/hr/content/download/6192/48378/file/2a%20-%20157.pdf.

www.cjelozivotno-ucenje.hr/uploads/pdf/MDP/MDP_letak.PDF

Reports:

www.aoo.hr/Documents/CARDSRezultati/CARDS_results_EN.html

European Commission (January 2008), *Peer learning activity on adult literacy*,

www.kslll.net/Documents/PLA_Adult%20literacy_Jan.%2008_%20Final%20Report.pdf

<http://web.aoo.hr/Documents/Za%20Hrvatsku%20pismenosti.pdf>

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

Local activities at a county level are better documented than overall national results. Statistical data are available from the Central Bureau of Statistics and the Adult Education Agency. There are detailed documents on the legislative framework and background documents, baseline data, the number of institutions and teachers involved, various standards for implementation relating to institutions, staff and programmes and the type of instruction and adult teaching provided. Detailed programmes and schemes of work are also available, including a training programme for adult educators and manual for adult education trainers. Finally, there is a detailed report on the outcomes of the review carried out as part of the CARD project.

Impact evaluation:

The government initiative, *For a Literate Croatia: The Way to a Desirable Future*, addressed the important problem relating to employment, social inclusion etc. The initiative's impact was increased, however, as a result of the review and revisions carried out as part of the CARDS 2004 project. More participants were involved, access to adult education and training was extended, awareness raising among both social partners and potential learners was improved, and a structure for cooperation between the field of work and the field of education was developed. The fact that the project was initiated and supported by the Ministry of Education ensured a broader

impact through the involvement of of all relevant social partners, and numerous capacity building measures (trained adult teachers, developed programmes and materials, supported providers of adult education) were included. Additionally, the changes brought about by the CARDS 2004 project demonstrated the considerable potential of EU projects and European cooperation to contribute to national initiatives in the field of adult education, providing support in the development of a modern and flexible adult education in Croatia in line with labour market demands, the principle of lifelong learning and the best practices of the EU Member States.

Evaluation of results:

The initial investment of the Government of almost €900,000 in addition to €1.5 million through the CARDS programme was not just committed to increase the educational and qualification level of the several thousand participants, but also to open wider access to the others among more than 90,000 inhabitants belonging to the targeted group and to increase their motivation to participate. Furthermore, the project brought various social partners together and increased the responsibility of the local authorities and the counties for adult education and training.

The detailed teaching plan and programme for each single educational level (and for each subject) developed by the working group, and the fact that financial mechanisms for the programme have been developed for each level and vocational courses ensures sustainability. (The Ministry is covering the costs for schooling and costs for delivering vocational training which matches labour market shortages are covered through labour offices).

64 educational institutions have been prepared for the further implementation of the programme and 32 vocational profiles are being offered.

Additional national/ local sources for adult basic education documentation available on line:

http://web.aoo.hr/Documents/6_Strategija_eng.pdf

http://web.aoo.hr/Documents/adult_education_act.pdf

www.aoo.hr/Documents/Zakon%20o%20odgoju%20i%20obrazovanju%20u%20osnovnoj%20i%20srednjoj%20%C5%A1koli.pdf

www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED469192&ERICExtSearch_SearchType_0=no&accno=ED469192

www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/National_Reports/Europe%20-%20North%20America/Croatia.pdf

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FYROM-FORMER YUGOSLAV REPUBLIC OF MACEDONIA

***ТЕХНИЧКА ПОДДРШКА НА МОН ЗА ДОЖИВОТНО УЧЕЊЕ
(СТРУЧНОТО ОБРАЗОВАЊЕ И ТРЕНИНГ) (BASIC SKILLS FOR
ADULTS)***

Author: Katarina Popovic-Department for Adult Education, Faculty of Philosophy, University of Belgrade

JUSTIFICATION FOR INCLUSION:

This good practice is an example of overcoming issues of employability of low skilled persons and marginalized groups, by implementing the concept of new literacy (basic skills + vocational courses). The courses are offered to about 200 adults between 18-40 years old, for 20 qualifications, with curricula specially designed.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The practice succeeded in overcoming issues of employability of low-skilled persons and marginalized groups, bringing adult education and learning closer to the labour market, practical implementation of the concept of new literacy (basic skills plus vocational courses), foster cooperation of wide

range of social partners at various levels.
<p>Beneficiaries: Direct beneficiaries are low-skilled persons aged 18-40, especially women and marginalized groups, including different national and religious groups (Macedonians, Albanians, Roma, Turks). Indirect beneficiaries are all social partners: policy makers, state organizations and agencies, educational institutions, schools, public and private providers of vocational education and training.</p> <p>Typology: Low -skilled persons.</p> <p>Information about and approximate size of the target group reached: The target group of the initial pilot project is 200 participants, but the beneficiaries will be all adults in Macedonia without basic skills and without sufficient qualification, since the existing practice will be strengthened and supported via this project.</p>
<p>Institutions involved</p> <p>Primary role: Project office with EU partners (Leader: PEM GmbH - Germany, in partnership with Aarhus Technical College - Denmark and EPRD - Poland). Ministry of Education and Science. Centre for Vocational Education.</p> <p>Other partners: The Bureau of Education (BDE), Labour Agency, Chamber of Commerce, Workers' Universities, Elementary and secondary vocational schools, elementary schools for adults, NGOs, local authorities.</p>
<p>Period of action: It is an ongoing practice (signed on 13.2.2008), till February 2010.</p>
<p>Abstract</p> <p>Description of the Action: The practice is being developed as part of the European Agency for Reconstruction/EAR project, the purpose of which is to assist the Ministry of Education and Science in developing a system of lifelong learning in line with European policies in education and training. There were five components of the project:</p> <ol style="list-style-type: none"> a) Improving the data and information base, b) Staff and policy development, c) Quality of adult learning provision, d) Providing Basic Skills programme for adults, e) Awareness raising campaign. <p>The fourth component <i>Basic Skills programme for adults</i> is directly related to low skilled persons and improvement of their qualification level. It includes</p>

identification of the skill needs of adults, designing and delivering basic skills courses for low skilled adults, training adult trainers in developing and delivering tailor-made courses for adults and piloting a “start qualification” programme including key competencies. It also assists in the development of local partnerships to support adult learning, with a focus on the needs of women and vulnerable communities.

The training programme includes:

- a) Development of the most basic literacy, numeracy, life and employability skills (EQF 1)
- b) Development of functional literacy, numeracy, life & employability skills at a higher level (EQF 1 and 2)
- c) Development of skills appropriate to completed primary/lower secondary education (EQF 2)
- d) Development of higher level functional literacy, numeracy, employability and vocational skills (EQF 2 and 3).

Basic information about results and impact:

Although the pilot project reaches ca. 200 participants by now, it supports the practice started already by the Ministry of Education and going on in numerous secondary vocational schools in Macedonia. But new developed curriculum and programmes offered to the participants

- 1) match the need of labour market,
- 2) are developed and organized through the cooperation of social partners,
- 3) are targeting the social groups selected according to the relevant criteria,
- 4) are tailored made,
- 5) developed by use of modern methodology.

The conception of literacy and basic skills is in line with EU policies in education and training. The assessment of previously obtained competencies, which is relatively new, is also included, as well as learning to learn, counselling and guidance etc.

There are courses offered to adults between 18 - 40 years of age - basic skills courses and vocational courses (with the elements of self-employment, entrepreneurship, communication competencies, team work..), with 20 profiles (combination of skills according to entry level and desired outcomes, organized on the modular base), such as: Textile/handicrafts, Food processing/preserving, Construction, Electro-technique, Personal services, Wood-processing, Automechanics, Medical care, Social care for older people, etc. The 200 participants (in 12 Macedonian cities) were the starting, pilot-group - learning in small groups of 10: Roma-5 groups, Albanians – 6

groups, Macedonians – 6 groups, Turks – 2 groups, Macedonian Muslims – 1 group. Each group has a teacher in basic skills and teacher – expert in the field of chosen vocational field. The programmes are organized in the cooperation with various, locally active social partners.

Documentation/Sources related to the good practice

Web site(s):

www.pem-consult.de/pem/projects.php?idCountry=14

Reports:

Complete reports are not available yet. Reports on some aspects/phases are available at local EAR office in Skopje and at partner organizations.

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

The available documentation can document the results achieved so far and there are some indicators for the impact of the first, pilot phase of the project. In the next phase, the project will be broadened to further target groups and will include more participants.

The documentation shows careful choice of regions/towns to be involved, the selection of providers, trainers and participants, and well-planned programmes (for both basic skills and vocational training).

Impact evaluation:

The importance of such measures is emphasised by the fact that 6.6% of unemployed people have not completed their education and 31.5% of those who have completed primary education have remained on this level. There is a huge need in Macedonia to offer this group the opportunity to access the educational process again to have a chance in the labour market, which would also improve social inclusion. The potential impact is increased by the fact that the programme is being implemented in almost all bigger cities and town in Macedonia, with the number of unemployed people with low levels of literacy taken into account as part of the criteria for selection.

Evaluation of results:

The project activities offer people with low skills levels, especially those marginalized and without access to adult education and training provision, the opportunity to re-enter the educational process, to obtain certificates and skills relevant on the labour market and to increase their employability. This will ensure that the good practice which already exists to a certain level in Macedonia becomes a regular part of the system, with increased quality and ensured sustainability.

The results can be analysed on several levels. The first phase – piloting the courses - fulfilled the following:

- the number of low-skilled persons included in the courses has been increased as well as the motivation for participation of the target group,
- having a systemic character and sustainable results by measures that helped courses for low skilled to flow into to educational mainstream – system supported by the State and social partners.

As stated already in relation to the first year of implementation, after the end of the project the results and impact will not be measured just by the number of the participants who completed courses, but by the extent to which access to adult education and training has been extended, awareness raised among both social partners and potential learners; and mechanisms developed for the cooperation between world of work and world of education.

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GREECE

SXOLEIA DEFTERIS. EFKAIRIAS/SDE

(SECOND CHANCE SCHOOLS)

Author: Magda Trantallidi-General Secretariat for Adult Education

JUSTIFICATION FOR INCLUSION:

Cooperation between schools and the local community is the key to the “second-chance” school model put into practice in Greece. It allows the adoption of a curriculum that guarantees the acquisition of basic knowledge and skills for better integration into society and the economy. To ensure the employability of the participants the designers of the *Sxoleia Defteris Efkaïrias/SDE* (Second Chance Schools) curriculum have made a needs analysis on the basis of a survey of local employers about the competences needed by the labour market.

The initial idea of the European initiative, in its pilot phase, was to build a model of second chance schools in close collaboration with the local employers in order to secure future jobs for SDE graduates. However, in Greece to-date, there is no systematic method of monitoring and tracking of progression to employment or further education. Other European countries have similar problems in tracking the progression of those who complete second chance schools.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The issues addressed relate to the following: combating social exclusion, completion of compulsory 9-year education for youth and adults, enhancement of self-esteem and self-confidence to continue their studies, attraction and retention in learning of hard-to-reach adult learners, integration of different social groups under the same roof.

Beneficiaries: Early school leavers and those with the poorest levels of literacy and numeracy.

Typology: Youth+18, employed adults with no qualifications who wish to graduate, employed adults and youth in the informal economy, unemployed adults with low skills and qualifications, women returners to the labour market, immigrants, gypsies,[Travellers?] older adults, prison inmates.

Information about and approximate size of the target group reached:

In 2003-2004, 1,102 adults graduated from SDE (Second Chance Schools).

The following year 2004-2005, the number of SDE graduates had gone up to 1,989 (a rise of 80.5%).

In 2005-2006, 3,005 adults graduated from SDEs (51.1% more than the previous year). (Eurybase 2007-2008, Chapter 7).

In 2008-2009 the number of participants has increased to 4,832 (2,420 men and 2,382 women) and the number of SDE courses is 306.

Participant data is as follows:

By age:

Under 20: 163

20-24 age: 605

25-29 age: 841

30-44 age: 2,362

45-64 age: 822

65 plus age: 42

By employment status:

Employed: 2,963

Unemployed: 1,055

Housewives: 375

Pensioners: 85

Inactive: 76

By social category:

Rom: 44

Immigrants: 121

Muslims: 221

Repatriated emigrants: 45

Prisoners: 310

People with Disabilities: 55

Source: SDE Project team-June 2009-IDEKE.

Institutions involved**Primary role:**

Ministry of Education-General Secretariat for Lifelong Learning-Institute for Continuing Adult Education-IDEKE.

Other partners:

Local government, civil society, local labour market.

Period of action:

From September 2000 onwards.

SDEs started operating in 2000. 57 SDEs are now functioning throughout

the country (see the list at the end of this case study).

Abstract

Description of the Action:

SDE are innovative institutions, initiated in some member states, as a means of combating social exclusion. SDEs target in particular young and older adults (18+) who have not completed the nine year compulsory education. These people are either unemployed or unskilled or have part-time or seasonal employment. Therefore they are at risk of social exclusion and marginalisation. The curriculum is developed co-operatively between the school and local companies, to ensure that the training and qualifications offered by the school meet the needs of the workplace and eases the path into employment. An SDE's curriculum is based on the multi-literacy approach and includes, amongst others, mathematics, ICT and Greek and English language skills, as well as workplace behavioural skills such as group work and self respect. Students approach the SDE directly or by being referred by local government services or NGOs. The course lasts 18 months with 20 hours of tuition per week held in the evening. SDE graduates are awarded a certificate equivalent to the lower secondary education leaving certificate (*Apolytirion of Gymnasium*). This qualification entitles them to *go one-step-up* and register at the following institutions:

- Upper secondary schools (general, technical-vocational, or evening school) (ISCED 3).
- Vocational post-secondary education institutions IEK (ISCED 4).
- Apprenticeship schools of the Manpower Organisation OAED.

A necessary condition is that candidates must reside in the city where the Second Chance School operates because SDEs are intended to help resolve the social problems of that area through a second chance in education and training.

In Greece, a person who has not completed compulsory schooling cannot find employment in the public sector, even in low level and badly paid jobs. Additionally, surveys show that the private sector is looking for employees with basic skills and key competences. Young people without these qualifications and skills are at risk of long term unemployment and social exclusion. Criminality also is on the rise in Greece because of poverty and uncontrolled immigration.

The success of Greek SDEs is that they attract some of these at-risk young people and give them the skills and self-confidence to progress in their learning by going one-step-up or to seek employment. In the current

economic situation, SDEs are considered to be a means of combating the social and economic crisis.

Basic information about results and impact:

SDEs were established by Law 2525/1997 and the first one opened in 2000 in Menidi in the Attica Region. Because of the attractiveness of the curriculum and its relevance to the needs of the adult learners, SDEs proved to be successful and therefore have expanded in size and numbers. 57 SDEs are currently operating in Greece, including six in correctional departments. The aim of this type of alternative school is to address unemployment and social problems experienced by young people and adults who lack the social skills and basic qualifications to access either further education or employment. SDEs were initially intended for students aged 16-24 years old who had not responded well to compulsory schooling and would like another chance to gain skills and qualifications. However, in practice, this second opportunity proved to be attractive to adults who had not benefited from traditional education at a younger age and who wish to graduate in order to get rid of the 'stigma' of non-graduation from school, which is very strong in Greek society. It is interesting to note that this category of adult graduates may have already achieved success in both economic and social life. Furthermore, because of the recent high immigration flows in Greece, SDEs widened their intake to accommodate immigrants who wish to attend this alternative integrating model of school.

Documentation/Sources related to the good practice

Web site(s):

www.gsae.edu.gr
www.gslll.edu.gr
www.ideke.edu.gr
www.ypepth.gr

Reports:

Reports listed below are available in the Greek language.

Eurybase. The Information Database on Education Systems in Europe, Οργάνωση του εκπαιδευτικού συστήματος στην Ελλάδα (2007-2008), available at

http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/EL_EL.pdf

Mattheou (2001), *Evaluation Report of the SDE unit, Athens, GGEE.*

Parnassas, G., Andreatos, A., Ierapetritis, D. (2008), *External Evaluation Report of SDE 2007-08, ATHENS, GGEE.*

Parnassas, G., Andreatos, A., Ierapetritis, D. (2007), *Interim Evaluation*

Report, ATHENS, GGEE.

Parnassas, G., Andreatos, A., Ierapetritis, D. (2006), *External Evaluation Report of SDE 2005-06, ATHENS, GGEE.*

Parnassas, G. (2007), *External Evaluation Report of SDE, ATHENS, GGEE.*

Vekris, L.&Chontolidou, E.(ed.) (2003), *Proceedings of the 1st Panellenic Congress of SDE, Athens, GGEE.*

Vergidis, D. (2004), *External Evaluation Report of SDE 2000-2003, Athens, GGEE.*

Vergidis, D. (2004), *External Evaluation Report of SDE 2000-2003, Athens, GGEE.*

Vergidis, D. (2003), *The educators of the second chance schools-research findings on their job profile, Athens, IDEKE-GGEE.*

Is there documentation available to support the results achieved and the impact produced by the good practice?

70-80% of the SDE graduates progress to opportunities that are *one-step-up* in their learning, according to reports from educators, directors of schools and SDE project managers. However, there is insufficient data currently available to document this success.

What kind of results and impact are well documented?

Participation rates, type of beneficiaries, costs of second chance education, assessment of learners are some of the better documented results for the period 2000-2007 (detailed statistical data are available on request).

Impact evaluation:

An impact evaluation report is currently being submitted for funding to the Ministry of Education. This includes more qualitative elements to evaluate the effectiveness and efficiency of second chance education policy.

Evaluation of results:

Evaluation of results achieved by SDEs since they first started to operate is available. This includes data such as costs, participants, number and percentages of users gaining learning outcomes in relation to the SDE implement plan. As mentioned earlier, with 1,102 graduates in 2003-2004 rising to 1,989 graduates in 2004-2005, there was an 80.5% increase in participation. Furthermore, 3,005 students graduated in 2005-2006, giving a rise of 51.1% in comparison to the previous year.

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<i>Region</i>	<i>SDE</i>
1. Attica	Peristeri (2000), Kallithea (2003), Agioi Anargiroi (2004), Acharnes (2004), Peraeus (2004), Koridalos (2003), Koridalos Prison (2005), Pallini (2008)
2. Central Macedonia	Naousa (2005), Thessaloniki(2003), Neapoli Thessalonikis (2001), Giannitsa (2003), Katerini (2005), Serres (2004), Diavata Thessaloniki Prison (2006)
3. Crete	Tilissou N. Irakleio (2001), Ierapetra (2003), Rethymno (2005), Chania (2006)
4. Eastern Macedonia-Thrace	Alexandroupoli (2003), Komotini (2003), Xanthi (2004), Drama (2003), Sappes (2005), Orestiada (2006), Kavala (2008)
5. Ionian Islands	Corfou (2005)
6. Ipeiros	Ioannina (2003), Arta (2008)
7. North Aegean Sea	Mitilini (2003), Chios (2005), Samos (2006)
8. Peloponissos	Korinthos (2005), Sparti(2005), Kalamata (2005), Nauplia (2006), Tripoli (2008)
9. South Aegean Sea	Rhodos (2008), Syros (2008)
10. Sterea Greece	Orchomenos (2004), Lamia (2004), Aliveri (2004), Amfissa (2004), Φυλακών Domokou Prison(2008), Elaiona Thiva Prison(2008)
11. Thessalia	Volos (2004), Trikala (2004), Larisa (2003), Larissa Prison (2004), Karditsa (2004), Trikala Prison (2008)
12. Western Greece	Agrinio (2003), Patra (2003), Pyrgos (2001)
13. Western Macedonia	Florina (2004), Kozani (2005), Kastoria (2004)

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GERMANY

DEUTSCH UND BERUF (GERMAN AND VOCATION)

Author: Priscilla Brosig

JUSTIFICATION FOR INCLUSION:

Recipients of payment according to the SGB II (Social Security Code) show limited abilities (in terms of language, ICT skills etc.) to apply for a job.

Some adults on benefits have limited skills in terms of language, ICT etc] which affects their ability to apply for a job.

This project provided training in general and vocational key competences, German language, communication and ICT skills adults on benefits²² to improve their in job application skills.

More than 50% of the participants improved their German language skills, about one third found a job or vocational training. The project was taken over by the Frankfurter Konsortium, a network of organizations who are now financially supported by AMF in Nürnberg. The concept remains the same.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:
Participants took part in the programme to improve their German language skills, especially their vocational skills, in order to increase their chances on the labour market. In addition, participants improved their performance in actual job application situations.
Beneficiaries: 15-18 immigrants whose language level (level B2 of the European Reference Framework) limited their capacity to make job applications.
Typology: recipients of payment according to the SGB II (<i>Sozialgesetzbuch II</i>)
Information about and approximate size of the target group reached: 60 participants, 4 courses per 15 participants.
Institutions involved
Primary role: beramí e. V.
Other partners:

²² Specifically SGB 11 (Social Security Code).

Rhein-Main Jobcentre GmbH Firms offering voluntary work placements.
Period of action: The practice started in August 2007 and lasted until July 2009.
Abstract Description of the Action: Each course extended over a period of five months and was divided into three phases: <i>Phase 1:</i> two and half months instruction in general and vocational German language skills, computer-supported job application training, assessment of competence levels, key qualification training and preparation for voluntary work. During the project, participants were given careers counselling as well as social pedagogical counselling. <i>Phase 2:</i> two months of voluntary work placement inclusive of three assessment days at beramí e.V. <i>Phase 3:</i> two weeks. Programme: instruction and personal guidance sessions: Evaluation of experiences, when necessary search for alternative options and formulation of concrete steps to be taken after completion of the programme. During the final interview, participants could speak with the counsellor about their individual vocational aspirations. Basic information about results and impact: All participants improved their German language skills by at least one step in the European Qualifications Framework. All participants completed detailed job application dossiers and improved their job application performance. Most participants developed solid plans for their vocational future. Only a few participants needed further career counselling. These participants were offered further counselling if they needed it. Some participants found jobs, others began vocational training or other further vocational training programmes directly after completing the course.
Documentation/Sources related to the good practice Web site(s): www.berami.de Reports: Reports for each course on development and results were submitted to Rhein-Main Jobcentre, the funder of the programme.
Is there documentation available to support the results achieved and the impact produced by the good practice? What kind of results and impact are well documented? Basic information on aims and results of the measure is provided on

www.berami.de/media/esf-bamf-flyer-pdf.pdf (only available in German). Other basic information about the whole programme may be found at www.integration-in-deutschland.de/SubSites/Integration/EN/00__Home/home-node.html?__nnn=true (available in English).

Impact evaluation:

Problem: Unemployment. Of 45 participants to date, 7 have jobs, 3 have begun vocational training programmes and 2 more began other vocational further training programmes directly after the course ended.

Problem: German language skills. Of 45 participants to date, 26 have improved their language skills in at least one area (written and/or oral competence).

On completion of the training, some participants were referred to other training programs (for instance, vocational training programs). Participants who need further counselling can visit the open counseling program at beramí.

Evaluation of results:

To date, 60 participants have taken the course. The Rhein-Main Jobcentre finances the courses. Payment is provided individually per participant.

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HUNGARY

FELNŐTTKORI KULCS KOMPETENCIA FEJLESZTÉS MAGYAR KISTELEPÜLÉSEKEN(BASIC SKILLS DEVELOPMENT COURSE FOR ADULTS IN SMALL VILLAGES IN HUNGARY)
INMATES)

Author: Janos Toth, Hungarian Folk High School Society

JUSTIFICATION FOR INCLUSION:

This Basic Skills Development course for adults in small villages in Hungary was part of the Human Resource Development Programme,

supported by the European Social Fund in the Hungarian State The project reached almost 500 low skilled people who attended courses in different categories of key competences (ICT, foreign language, communication and active citizenship).

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: There is no service provider in small villages dealing with basic skills development. The main objective of the project was to integrate adult education, with a primary focus on courses improving key competencies, into the traditional profile of the public educational institutions in the Balatonfüred and the Tapolca areas. It was the principal aim to set up an information and advice and e-learning centre based on traditional local and national public education institutions, thus aiming to improve the basic skills of the area's adult population.</p>
<p>Beneficiaries: As primary beneficiaries, the project helped more than 500 low educated adults to improve their basic competencies mainly in the area of primary and/or vocational education. The project reached more than 20 trainers as secondary beneficiaries in the train the trainers, preparatory part of the project.</p> <p>Typology: The project targeted 150 young people aged between 15-24 and 150 adults aged between 25-65 living in villages and settlements. Each participant was to attend at least 60 hours of training in different categories of key competencies. (ICT, a foreign language, communication and active citizenship.) Recruitment was carried out with the following criteria taken into consideration:</p> <ul style="list-style-type: none"> - Approximately equal involvement of women and men - The two targeted age groups (15-24 and 25-65) were not rigidly adhered to, as it was also desirable to involve members of multiply disadvantaged groups outside these age groups - The project paid special attention to the involvement of members of ethnic minorities living in the settlements - The involvement of unemployed and long-term unemployed people
<p>Information about and approximate size of the target group reached: The project planned to recruit 300 participants to the training courses, more were enrolled and more than 500 were finally awarded certificates.</p>
<p>Institutions involved Primary role: Hungarian Folk High School Society Balatonszepezd Folk High School and Central European Training Centre</p>

Other partners:

A consortium was set up of the following institutions: Community and Cultural Centre of Tapolca, Community and Cultural Centre of Balatonfüred. One of the challenges has been to change the profile of the traditional cultural centres to include key competence building.

Period of action:

From 2004 to 2006.

Abstract**Description of the Action:**

The project was based on local demands: the draft scheme was set up and the professional content developed by the project management. In doing so, they took into account the outcomes of project preparation and development, i.e. through institutional screening, organising discussions for and with local people, assessing knowledge and competence, selecting trainers and mentors. Needs were also discussed at settlement level. The 120 hour syllabus for each course and the number and length of classes were also tailored to the requirements indicated by trainees in each settlement. Responsiveness to local demands also meant that none of the applicants was turned down (or dropped out). Trainers were methodologically prepared for the challenge of working with groups consisting of people of different ages and educational level. Most of the participants were only at elementary schooling level.

Basic information about results and impact:

The project helped more than 500 adults to improve their basic competencies, mainly in the areas of primary or vocational education. Trainers coming from trainees' local environment kept in touch with their trainees even after the project activity ended. Their success can certainly be attributed to the fact that these settlements have a low number of inhabitants. On many occasions, trainers and trainees themselves initiated the launch of new courses at the training centre.

Documentation/Sources related to the good practice**Web site(s):**

www.nepfoiskola.hu and www.szepezd.hu (in Hungarian)

Reports:

The following Reports are available only in Hungarian at www.nepfoiskola.hu/MNT_hu/downloads/dokumentumok/aktualis/osszefoglalalo2.doc:

Project team (ed.) (2005), *A kulcskompetenciák állapota és a tanulási igények. Kutatási összefoglaló, az adatgyűjtés eredményei* (The state of art

of the key competencies and the learning demands. Summary of the research results). HFHSS, 50 pages

Tóth, J. Sz. (ed.) (2004), *Miért nincs piaca a falusi munkaerőnek? Az adatgyűjtési kutatás eredményeinek összefoglalása, 2004 Szerk.Sz. Tóth J. 40 oldalú* (Why don't the village work force have chances on the labour market? Summary of the research results). HFHSS 2004, 40 pages

Impact evaluation:

As a result of the project, participating adults' attitude to studying has changed and they have become more self-confident. Many of them became determined to carry on studying voluntarily – and actually formed study groups – and started participating actively in their settlement's public life.

A further outcome of the improvement of democratic competencies has been the fact that trainees are now apparently playing a more active part in their local communities. As a direct and long-term effect of the scheme in small settlements, one trainee was elected as mayor and six others were elected as local government representatives at the regional and local elections. On the initiative of a number of trainees, and with the assistance of the training centre, some settlements joined forces and established a cultural association.

The project has also contributed to dissemination in that the outcomes and working methods were implemented in:

- LEADER project in the north-west of Hungary (2009)
- Equal project (2004-2007)
- Key Competency Curriculum Development Project in Berettyóújfalu, Central East of Hungary (2007-2008)
- Key Competency Curriculum Development Project in Balassagyarmat, North-East of Hungary (2007-2008).

Evaluation of results:

The project helped more than 500 adults to improve their basic competencies mainly in the areas of primary or vocational education. The cost has been 100,000 HUF (approximately. €350) per person. It has been financed by a subsidy from the European Social Fund (25% paid by the state and 75% from EU resources).

More than 500 people from the project target groups took part in 40 small villages.

The participants received non-formal certificates and many of the tutors who attended the 'training the trainers' programme were awarded certificates officially recognizing this training as part of obligatory further training in their main job. (The project employed the teachers part time).

In spite of the lack of regular local funding, participants and teachers in

many places decided to set up new courses.

The mentors of the program – usually drawn from local government – became more motivated to provide key competence development in the villages and the attitude of the local leadership has also changed.

The project produced a set of tools on methods of research, learning assessment and curriculum design which can be used in other settlements to introduce non-formal key competence development in cultural centres.

Although the project finished in 2006 a number of activities continue in the region. Several villages continue with the training, have started new courses, set up new groups and continue to network and stay in contact.

Additional national/ local sources for adult basic education documentation available on line:

The Development and State of Art of Adult Learning in Hungary, March 2008

www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIIL/confintea/pdf/National_Reports/Europe%20-%20North%20America/Hungary.pdf.

Promotion Social Inclusion through Basic Skills Learning, www.nepfoiskola.hu/pro-bsl/

European Network for Motivational Mathematics for Adults, www.statvoks.no/emma/index.htm

National Institute of Vocational and Adult Education, www.nive.hu/english_version/index.php

Hungarian Folk High School Association, www.nepfoiskola.hu and www.nepfoiskola.hu/eaea_old/en/frames.html

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ICELAND

GRUNNMENNTASKOLINN

(BASIC SKILLS – SECONDARY SCHOOL)

Author: Aðalheiður Sigurjónsdóttir-Vocational Education and Training (VET), *Mímir-símenntun* – Centre for Life Long Learning

JUSTIFICATION FOR INCLUSION:

In Iceland up to 40% of adults in the 25-64 years age group in the labour market have not finished secondary school. This initiative serves as a bridge to helping these adults to overcome barriers to and fears of the formal education system. In 2002 the “Basic Skills-Secondary School” programme was developed comprising 300 lessons. In 2008 238 adults attended such lessons in 17 lifelong learning centres and since 2006 the state has paid for most of the costs. This example relates to the current financial crisis and creates a connection between personal goals and the labour market.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

In Iceland there is an overrepresentation of adults who have not finished secondary school and early school leavers. The good practice serves as a bridge helping those adults overcome barriers to and fears of the formal education system.

Beneficiaries: Adults with little formal education, often referred to as the “40% group” as it represents up to 40% of adults (aged 25-64) in the labour market.²³ Typically the women are those who have had children early and now want to re-enter the educational system.

Typology: People with limited initial education, particularly people between 25 and 64 years old.

People who left the formal school system early and have started working and building a family.

²³ The 40 % group is the estimated 40 % adults in Iceland who have had little education or have not finished formal education.

<p>People who left school after elementary school and want to enter secondary school but need a bridge between the two systems.</p> <p>People who want to get a further education but need to build their confidence and strengthen their basic skills.</p> <p>People who are not motivated to enter the formal school system, but want to study along with people in the same situation.</p> <p>People who want to learn how to learn.</p> <p>People who have bad experiences in the formal school system but want to develop their abilities</p> <p>Information about and approximate size of the target group reached: Studies show that up to 40% of the workforce have not finished any formal education after elementary school.</p>
<p>Institutions involved</p> <p>Primary role: Mímir-símenntun (www.mimir.is) and its predecessor MFA</p> <p>Other partners: Fræðslumiðstöð atvinnulífsins-Education and Training Service Centre (www.frae.is) labour unions and their educational funds (www.starfsafl.is) Kvasir-Network of Centres for Lifelong Learning (www.fraedslumidstodvar.is/)</p>
<p>Period of action: The practice is managed by Mímir-símenntun and started in September 2002. It is still on-going.</p>
<p>Abstract</p> <p>Description of the Action: <i>Grunnmenntaskólinn</i>, (GRM), which means “Basic Skills-Secondary School”, is a 300 lesson programme of education for adults with limited formal education. It is usually offered on two evenings a week and every other Saturday morning. Following the increase of unemployment it is now also being delivered in the mornings for people who are not working. The curriculum includes Icelandic; grammar, spelling etc, English, mathematics, ICT, self esteem, public speaking , working in a group and an extended writing task. Finally participants produce a competence portfolio and, as part of that process, receive education careers guidance and counselling. The GRM was initially developed at MFA/Mímir. One year later, in 2004, the Education and Training Service Centre developed a curriculum and, consequently, the Icelandic Ministry of Education agreed to validate the programme as equivalent to approximately one and a half semesters in the</p>

secondary school system.

In the year 2006 it was decided that the government would pay most of the cost for those studying this curriculum. This decision played a major role in making it possible for Centres for Lifelong Learning around Iceland to offer this programme. The development of participation is shown in the table below. Please note that the numbers shown are from the different Centres for Lifelong Learning.

Table 3 - Participation development

Grunnmenntaskólinn	2003	2004	2005	2006	2007	2008
Number of courses	1	2	2	2	9	17
Number of participants	9	33	34	27	124	238

Basic information about results and impact:

It is already evident that the number for 2009 will be much higher across Iceland. Due to the financial crisis there is now high unemployment in Iceland and the GRM has proved to be a very good option for people who are unemployed.

Documentation/Sources related to the good practice

Web site(s):

www.mimir.is

www.frae.is/files/GrunnmenntaskoliBlatt_1584250038.pdf

Reports:

An evaluation using qualitative and quantitative methods has been conducted with financial support from the Ministry of Education.

An MA thesis by an education and careers counsellor from the University of Iceland focusing on the experience of women participants in GRM was written in 2008.

Interviews with GRM participants have been published in an Efling Labour Union news magazine. For example:

www.efling.is/efling/upload/files/utgafa/frettablad_eflingar/2009/eflingarblad_3_2009.pdf

Articles have been published in Gátt, the yearbook of Education and Training Service Centre, for example www.frae.is/um-fa/gatt-arsrit/gatt-2007/

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

The impact on self esteem and quality of life in a broad sense of the word

Impact evaluation:

At the beginning of each course every participant sets and writes down his or her personal goals. At the end participants are asked if they feel that they have accomplished these goals. The focus is on the individual and giving each and every one feedback throughout the process. As a result dropout has been minimal.

Evaluation of results:

GRM has proved to be an effective starting point for adults who want to re-enter the school system. The group, as a method, has proved to be a successful and dynamic way to motivate adult learners and increase their self-confidence in further learning. As already mentioned, there has been a steady rise in the number of participants. As the social situation is now in Iceland, with rising unemployment, the GRM has proved to be a good opportunity to increase peoples' prospects of either finding a job or progressing to further education. Often GRM has been the key for the individual to open the door to new opportunities in life.

Additional national/ local sources for adult basic education documentation available on line:

www.frae.is Fræðslumiðstöð atvinnulífsins-Education and Training Service Center

www.menntamalaraduneyti.is/

www.nymenntastefna.is/

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IRELAND

BACK TO EDUCATION INITIATIVE/BTEI

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JUSTIFICATION FOR INCLUSION:

Users considered are adults with less than upper secondary education, with minimal or non formal qualification or low literacy levels. The Initiative offers part-time provision of up to 400 hours a year, leading to certification through the National Framework of Qualifications, since 2002.

In 2008 27,000 people participated in courses under the Back to Education Initiative, of which 76% were women and 24% were men. 37% of the total cohort was recorded as having achieved certification in 2008.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

This good practice addresses the basic education needs of Irish adults with minimal or no educational qualifications. The Back to Education Initiative aims to increase the participation of this group in a range of flexible learning opportunities offered on a part-time basis leading to certification to upper secondary equivalence.

Beneficiaries and Typology: Adults with less than upper secondary education. Specific priority target groups have been identified as follows:

- those who left school with low or no formal qualifications or low literacy levels;
- the unemployed;
- those in the workplace with basic skills needs
- disadvantaged women and men, including those living in rural isolated locations
- lone parents
- travelers
- people with disabilities
- older people
- people with a minority ethnic status.

Information about and approximate size of the target group reached:

Education levels in Ireland are polarized according to age: while by international standards there is an above average percentage of people under 35 with third level qualifications, a significant number of people aged over 45 did not complete secondary education. The 2006 census of population demonstrated that approximately 1 million adults who have completed full-time education have less than upper second level qualifications. This group represents 40% of the total population aged over 15 who have completed their education.

This phenomenon is due to the relatively late introduction of free post-primary education in Ireland.

Institutions involved**Primary role:**

The *Department of Education and Science* is the funding agency. The Practice is co-funded by the European Social Fund under the Human Capital Investment Operational Programme (2007-13).

There are two types of providers:

Formal Strand - Vocational Education Committees (local Education Authorities responsible for adult education) and a small number of schools

Community Strand: Local community and voluntary groups (47 groups received funding in 2008).

Period of action:

From 2002 till 2009 (ongoing)

Abstract**Description of the Action:**

The overall aim of the Back to Education Initiative (BTEI) is to increase the participation of young people and adults with less than upper second level education in a range of learning opportunities. The Initiative offers part-time provision of up to 400 hours a year, leading to certification through the National Framework of Qualifications, levels 1-6 with priority given to adults accessing courses at Levels 3 and 4 on the Irish NFQ (broadly equivalent to Levels 2 and 3 on the EQF). The aim is to facilitate adults' access, transfer and progression to other education or employment pathways. The Initiative is designed to complement other further education opportunities funded by the Department of Education and Science and was one of a series of measures undertaken following the publication of the White Paper on Adult Education in 2000.

Adult literacy and community education and adult guidance initiatives were also prioritized and these measures complement and support the Back to

Education Initiative.

From an equality perspective, the Initiative is structured to respond to the needs of those who experience the strongest barriers to participation, including those barriers arising from differences of socio-economic status, gender, ethnicity and disability.

The principles underpinning the Initiative place a strong emphasis on learner-centredness, accessibility and inclusiveness.

Under the National Framework of Qualifications, participants may obtain certification on a modularized or component basis. Typically participants undertake 2 or 3 modules a year. The Common Awards System enables these components to build over time to whole awards and facilitate learners' progression towards other further learning opportunities at higher levels, or towards vocational training or employment.

Basic information about results and impact:

Statistical data are gathered on an annual basis from providers. There are 3 main performance indicators. These relate to participation, certification and progression.

In 2008 27,000 people participated in courses under the Back to Education Initiative, of which 76% were women and 24% were men.

37% of the total cohort was recorded as having achieved certification in 2008 (It is estimated that the actual figure for those achieving certification is higher, but due to delays in finalizing assessment procedures some data were not submitted.) 27% progressed to other employment or further education or training and a further 35% were reported as continuing courses into 2009, reflecting the part-time flexible nature of the initiative.

In 2006 the Further Education Development Unit of the Department of Education and Science published a Discussion Document, based on extensive consultations with BTEI providers during 2005 and early 2006.

This report indicated that adult education providers view the Initiative as a positive development. They especially noted the flexibility of the funding mechanism which has enabled an expansion of the range of learning options available, particularly in more isolated rural and community based locations. Those not comfortable with a traditional school environment are now able to learn in more comfortable settings with structured supports and courses can be tailored to meet the needs of specific target groups or local communities. The Initiative has enhanced cooperation between statutory and non-statutory providers, particularly local community groups.

Key recommendations from this process requested the development of guidelines relating to:

- Effective 'outreach' practice (moving provision outside the

<p>institutional base)</p> <ul style="list-style-type: none"> ▪ Involving more men in programmes ▪ Developing more structured supports for students with literacy difficulties ▪ Protocols for the participation of students with disabilities ▪ More structured supports for programme planning and development. <p>The development of these guidelines has been undertaken in partnership with local adult education providers.</p> <p>A formal external evaluation or impact study of the initiative has not yet taken place.</p>
<p>Documentation/Sources related to the good practice</p> <p>Web site(s): www.education.gov.ie</p> <p>Reports: <i>Back to Education Initiative Discussion Document</i> (available from Further Education Development Unit – admin@fedu.ie The first three of the five reports listed above are available. And can be required at admin@fedu.ie The fourth and fifth reports will be available by September 2009.</p>
<p>Is there documentation available to support the results achieved and the impact produced by the good practice?</p> <p>Yes. The data gathered on an annual basis allow tracking of progress towards the three performance indicators relating to participation, certification and progression.</p>
<p>Impact evaluation:</p> <p>Data relating to certification achieved on an annual basis are available (see Abstract above). However currently there is no capacity to track achievement longitudinally because of the absence of a national Management Information System.</p>
<p>Evaluation of results:</p> <p>The budget for 2009 for this Initiative is €18,000,000 (eighteen million euro). Participant numbers: 27,000 in 2008. 37% gained certification in 2008 (see note in Abstract above). The mid-term target of the Programme Activity Implementation Plan of the HCI-OP 2007 -13 is 50% by 2010.</p>
<p>Additional national/ local sources for adult basic education documentation available on line: www.aontas.com (AONTAS-The National Organization for Adult Learning). www.education.gov.ie (Department of Education and Science). www.fetac.ie (Further Education and Training Awards Council).</p>

www.nala.ie (National Adult Literacy Agency).
www.nqai.ie (National Qualifications Authority of Ireland).

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ITALY

MODULI INTEGRATI DI ISTRUZIONE E FORMAZIONE PROFESSIONALE PER PERCORSI BREVI DI DIPLOMA

(EDUCATION AND VOCATIONAL TRAINING INTEGRATED
MODULES FOR SHORT-TERM PATHWAYS AIMED AT DIPLOMA
ATTAINMENT)

Author: Giuseppe Leali

JUSTIFICATION FOR INCLUSION:

This practice provides an example of how formal education of adults in schools and vocational training can be combined, besides being an example of partnership between different institutions (State, Regions and Provinces) and integration of various sources of financing.

On a didactic level, the adoption of learning modules is worth mentioning, since it increases the flexibility of the possibilities of access and retention.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The problems that the Polis experimentation for the adoption of integrated modules intends to resolve are related to the need to bring back into

<p>education those adults with low levels of schooling who would be unlikely to request further education or training.</p>
<p>Beneficiaries: Adults interested in improving their education and professional position.</p> <p>Typology: Young adults who left school early and foreigners with educational qualifications from their home countries that are not recognised in Italy.</p> <p>Approximate information about the size of the target group reached: The good practice is exclusively for adults, with priority given to the 24 – 64 age group. The data regarding beneficiaries is divided according to each year of the experimentation.</p>
<p>Institutions involved</p> <p>Primary role: Permanent Territorial Centres (CTP-<i>Centri Territoriali Permanenti</i>) in the Piedmont Region.²⁴ Piedmont²⁵ Regional Institute of Educational Research (IRRE-<i>Istituto Regionale di Ricerca Educativa</i>).</p> <p>Other partners: Institutes of Secondary Education (high schools); Professional Training Agencies; Associations; Businesses; Trade Unions; Employment Centres; Local Authorities.</p>
<p>Period of action: The integrated modules foreseen by the good practice began in 1999 - Ongoing</p>

²⁴ The Permanent Territorial Centres (*Centri Territoriali Permanenti*) were replaced by the Provincial Centres for Adult Education (CPIA-*Centri Provinciali per l'Istruzione degli Adulti*) with the Decree of 25th October 2007, published in the Italian Official Gazette on 4th January 2008 (general series, n. 3).

²⁵ The IRRE were replaced by the National Agency for the Development of Educational Autonomy (*Agenzia Nazionale per lo Sviluppo dell'Autonomia Scolastica*) with the Decree n. 300 of 30th July 1999, "Reform of government organisation, according to article 11 of the law n. 59 of 15th March 1997", published in the Italian Official Gazette n. 203 of 30th August 1999 – Ordinary supplement n. 163.

Abstract

Description of the Action:

The good practice – activated by the Polis project – is characterized by partnership between various subjects, including Permanent Territorial Centres, Secondary Education Institutes, Vocational Training Agencies, Associations, Businesses, Trade Unions, Employment Centres and Local Authorities. Throughout the experimentation (begun in 1999) the Permanent Territorial Centres played the complex role of promoting and encouraging the coming together of those working in the same area for the planning, promotion and/or provision of educational and vocational training activities for adults.

The reason why many CTPs in Piedmont took up initiatives in the field of secondary education lies in the realisation that too many adults in Italy have inadequate education levels. The situation in the Region of Piedmont does not differ much from the national one (in 2001²⁶ 40% of the population between 20 and 54 years old had a secondary school diploma only).

The model of intervention is based on the “*flexibility*” of education and training offer that, in order to encourage the participation of a vast and varied adult public, must be quick to change and re-adapt. At the foundations of this flexibility lies a close relationship with the local area, between the various subjects who work in different ways in the planning/provision/promotion of adult education and vocational training. In operational terms the CTPs, in agreement with Vocational Training Centres, Secondary Education Institutes, Local Authorities, Employment Centres, representatives from the world of work and associations evaluate the need/opportunity to promote and support an intervention aimed at increasing and diversifying opportunities for adults to acquire secondary levels of training and education. All parts then sign a Protocol Agreement to formalise the commitments undertaken.

One of the structurally and methodologically innovative aspects of the integrated pathways is the *shortening of school courses* which leads to an appreciated increase in the number of enrolments. A complete Polis course is made up of 3 segments, each lasting 600 hours. This corresponds to an average attendance of 4 hours a day (from 6pm to 10pm) for 5 days a week for 30 weeks: a credible proposal that allows adults to reconcile study needs with the demands of everyday life (attendance of at least 70% of the total

²⁶ Region of Piedmont 2001 census.

number of hours is required). Attendance of Polis courses is free, except for ordinary school fees existing in state schools²⁷. The reduction in the length of the course is further legitimated by the choice of a “process based” educational model, aimed at allowing those people taking courses to assume direct responsibility for managing their own learning process, involving them in needs analysis, the definition of objectives and the planning of educational experiences. In this model teachers become learning “facilitators” rather than “professors”. This is where the importance of the preparation phase comes in, ending with the stipulation of a *Training Pact*, aimed at identifying projects for personal and/or professional development, building up a picture of the knowledge and skills that courses will activate (those that have already been acquired and those that are to be acquired).

The course includes intermediate steps as well as a final exam:

- An exam at the end of the 1st segment (or other previously agreed forms of assessment) to evaluate whether the student is ready to move on to the third year of upper secondary school;
- An exam at the end of the 2nd segment (with the same procedures) to assess the student’s suitability for the fifth year of upper secondary school;
- An exam during the 1st or 2nd segment to obtain a regional professional qualification;
- The public exam at the end of the 3rd segment to obtain the school qualification.

The educational activities are subdivided into modular training units, in order to be certified and recognised as educational credits. All credits are certified respectively in the Training Pact and in each student’s personal booklet, both those recognised on starting the course and those obtained during attendance.

Basic information about results and impact:

Further information is given below.

²⁷ For the year 2007/2008 the fee requested from adult users amounted to €60, including obligatory insurance.

Documentation/Sources related to the good practice**Web site(s):**

www.provincia.torino.it/fidati/informarsi/?pubblica=disabili
www.regione.piemonte.it/governo/urp/polispiemonte.htm
www.retectp.it/ie/default.htm
www.ruparpiemonte.it/servizi/polis/index.shtml
<http://share.dschola.it/ctp66martiri/polis/default.aspx>
www.sistemapiemonte.it/formazione_professionale/catal/
www.sistemapiemonte.it/polis/homeAction.do

Reports:

Region of Piedmont and Regional School Office Guidelines – Integration of 2008 Polis pathways guidelines (Linee Guida Regione Piemonte e Ufficio Scolastico Regionale-Integrazione Linee Guida Percorsi Polis 2008).

Is there documentation available to support the results achieved and the impact produced by the good practice?**What kind of results are well documented?**

Assessment of results is better documented.

Impact evaluation:

From 2007 to today some new elements appeared, indicating a possible development of the POLIS experimentation.

- a) “Agreement between the Ministry of Education, University and Research, Ministry of Employment and Social Welfare, the Region of Piedmont and the Piedmont provinces on the fight against drop out rates and education for adults”. This agreement commits subjects to a significant increase in the educational initiatives for adults and recognises the great importance of the Polis model within “back to education” activities.
- b) The taking on of the Polis project as an important part of the Region of Piedmont’s strategy for adult education. As a result of the abovementioned agreement a), the Piedmont Region decided to significantly increase the financial resources available in order to obtain an even distribution of “back to education” opportunities within the whole of the Piedmont area and to positively overcome the critical factors of the project still present today.
- c) Definition of a Feasibility Plan, requested by the Ministry for Education, University and Research from the Education Office of the Region of Piedmont, for a possible implementation of the Polis project at a national level.
- d) The possibility of activating the CTP reform as foreseen by the 2007 Finance Act. The activation process includes significant changes; firstly and above all administrative, organisational and educational autonomy to the new Provincial Adult Education Centres (CPIA) and the constitution of a working

body of staff assigned to these centres. Once put into force these elements could help to resolve some of the critical factors present in today's system.

Evaluation of results:

The Polis experimentation produced positive results regarding the objective of bringing Italian and foreign adults with low educational levels back to school. The data, subdivided into single years from 2003 to 2008, reveal a notable increase both in the subjects requesting educational activities and in those who took and completed these activities.

In the 2003–2004 time period 667 subjects applied, 467 subjects were admitted to courses and 337 actually attended them.

In the year 2007-2008 (the data for which is incomplete as the course is not yet finished) the data shows a significant increase in the number of subjects applying that amounts to 2,713, while those admitted to courses were 2,452.

The drop out rate, which shows the difference between the number admitted and the number who attended courses, demonstrates a progressive reduction during the Polis experimentation. In 2003-2004 it was 28%, in 2004-2005 14.2%, in 2005-2006 7.4% and in 2006-2007 15%.

The data on the results of the final diploma, taken by some of the beneficiaries, revealed positive results in 2005-2006 and 2006-2007 for the educational actions undertaken by beneficiaries. In 2005-2006 the total number of subjects enrolled to take the final diploma was 255, the number of those actually examined was 229 and those who passed were 204, while 25 failed. The pass rate for the diploma was 89% out of the total number of enrolments. In 2006-2007 the total number of exam enrolments was 354, those actually examined were 340, 309 passed and 31 failed. The pass rate was 91% out of the total number enrolments.

Funding sources for the Polis experimentation are in percentages for each year and subdivided into the following voices: Region of Piedmont (Regional Directive in the Work-Vocational Training Market); Ministry for Education, University and Research (Permanent Territorial Centres); Local Authorities; Ministry for Education, University and Research (High Schools); Course goers; Privates.

In the year 2003-2004 the main funding sources came from the Region of Piedmont (Regional Directive in the Work-Vocational Training Market) with 64%, from the Ministry for Education, University and Research (Permanent Territorial Centres) with 16% and the Ministry for Education, University and Research (High Schools) with 7%.

In 2004-2005 the Region of Piedmont (Regional Directive in the Work-Vocational Training Market) funded 45%, the Ministry for Education, University and Research (Permanent Territorial Centres) funded 20% and the

Ministry for Education, University and Research (High Schools) funded 20%.

The year 2005-2006 the Region of Piedmont (Regional Directive in the Work-Vocational Training Market) reduced its funding to 27%, while funding increased from the Ministry for Education, University and Research (Permanent Territorial Centres) to 25% and the Ministry for Education, University and Research (High Schools) to 37%.

In 2006-2007 the funding sources were divided between 22% from the Region of Piedmont (Regional Directive in the Work-Vocational Training Market), 33% from the Ministry for Education, University and Research (Permanent Territorial Centres) and 34% from the Ministry for Education, University and Research (High Schools).

Additional national/ local sources for adult basic education documentation available on line:

www.buoniesempi.it/print.asp?protocollo=2973

www.enaip.piemonte.it/index.php?mod=news&act=dettaglionotizia&id=865

www.irrepiemonte.it

<http://piemonte.agenziaentrate.it/site.php?id=302>

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LATVIA

JAUNI RISINĀJUMI BIJUŠO IESLODZĪTO NODARBINĀTĪBAS VEICINĀŠANAI

**(NEW SOLUTIONS FOR PROMOTING EX-OFFENDERS'
EMPLOYMENT)**

**Author: Irina Maslo-University of Latvia-Pedagogy and
Psychology department, Pedagogical Unit**

JUSTIFICATION FOR INCLUSION:

The practice consists of a national programme for people in prison with no qualifications and with very few opportunities to be employed after their

prison sentence has ended. The prisoners attend accredited training which includes theoretical and practical lessons.

In Latvia at present there are 6,548 prisoners serving time in prisons. 76% (about 5000) are prisoners with no qualifications or occupation.

In 2007, two thirds of the programme's applicants passed the centralised qualification examination and achieved the 2nd professional qualification level.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The programme, developed within the 2006 -2010 national programme "Creation, Testing And Realization Of The Pedagogic Improvement Programme For Imprisoned People", has succeeded in overcoming issues of prisoners with no professional qualification and with very few opportunities to be employed on release.

Beneficiaries: People (aged 25-64) who are serving their time in prison.

Typology: Disadvantaged groups of people.

Information about and approximate size of the target group reached:

In Latvia at present there are 6548 prisoners who are serving their time in prisons. 76% (about 5,000) are prisoners with no qualification or occupation.

By age

25 – 64: 67.29%

25 – 30: 19.8 %

30 – 40: 27.8%

40 – 50 13.9% -

50 – 60: 5.2%

60 plus: 1.3%

(data of January 1, 2008)²⁸

²⁸ The data are not accessible directly; they have been calculated by the author and picked up from the Public Report by the Department of Imprisonment 2007 (2008), available at www.ievp.gov.lv/?sadala=92. On 1 January, 2008 the number of prisoners in closed type prisons was 3,617, in partially closed type prisons – 852, in open type prisons – 232, other - 105. In the Public Report by the Department of Imprisonment 2007 the following data are available: 36 % of probation clients have acquired basic education and 32 % - secondary education, which makes it easier for them to search for job after leaving prison. However a rather big part of the prisoners (22%) has only primary education which to great extent complicates the work in the post penitentiary assistance field. *Basic education is compulsory condition for enrolment of students into the 2nd level of vocational qualification programs. Therefore only those prisoners, who got at least basic education, can be considered as a*

Institutions involved**Primary role:**

Jelgava Regional Adult Education Centre.

The contract for providing services, No.1-3.4/19, was signed on 22.12.2006. It was signed by the Jelgava Prison of the Latvian Prison Administration and State Probation Service.

Other partners:

Prison Administration of the Ministry of Justice of the Republic of Latvia, State Probation Services, Jelgava Engineering Plant, Vocational Education Administration of the Ministry of Education and Science.

Period of action:

The programme runs from 2007-2009 and was adopted by Jelgava Trade School in 2008.

Abstract**Description of the Action:**

The initiative has been developed within the 2006 – 2010 national programme “Creation, Testing And Realisation Of The Pedagogic Improvement Programme For Imprisoned People,” building on a previous EQUAL project. This project, “New Solutions for Promoting Ex-prisoners’ Employment” funded by the European Community EQUAL Initiative from 2005 to 2007, addressed the needs of prisoners who do not have a specific profession or occupation and have very few opportunities to get employment on release from prison. The EQUAL project was evaluated as Best Latvian practice.

The programme has been delivered with the cooperation of different level institutions and funded by attracting EU Structural Funds.

To provide opportunities for vocational/occupational training in prisons, the Ministry of Justice made a decision to allow companies interested in starting production in prisons to enter the prison facilities. In Jelgava Prison the Jelgava Engineering Plant opened a base for the training of welders, but the vocational continuing education programme was delivered by Jelgava

target group. It is 3,749 people. In the year under review (2007) 135 people imprisoned got certificates of general education and 358 – of vocational education. By relating the number of people who got vocational education to the number of people in the target group it is possible to get the final results reported in the sheet (9,5%).

The number of prisoners in Jelgava is not available. In the internal documentation of the Regional Adult Education centre in Jelgava (arrangements on starting studies, admission to exams, handing out certificates to those who finished the study programs, as well as practice agreements) registered information is accessible and gives evidence to the participation in this project, which is used as basis for similar calculations.

Regional Adult Education Centre. Groups were organised to consult prisoners on the programme and about employment opportunities on completion. The change of environment and activity, an opportunity to be released before the end of the serving period, and the chance to work in the prison were motivating factors.

The accredited training, including both theoretical and practical elements, comprises 480 hours of training.

Basic information about results and impact:

In 2007 two thirds of the programme's applicants passed the centralised qualification exam and acquired the 2nd professional qualification level. They started work in the prison's production unit, which enabled them to develop their professional competences further, get remuneration for their work and, through work relations, develop new social skills. Some of the prisoners bought additional course books spending their own money – an illustration of their increased motivation to learn. Six prisoners who underwent the programme were released from Jelgava prison in 2008. With the help of the State Probation Services all of them work as welders (The 2008 results have not yet been collated).

Documentation/Sources related to the good practice

Web site(s):

www.jrpic.lv

Reports:

Ministry of Justice of the Republic of Latvia (2007), *Annual Report of Prison Administration*,

http://sf.lm.gov.lv/equal/index.php?main_page_id=2&page_type=d_cat&second_page_id=&doc_id=10

The project “New Solutions for Promoting of Ex-offenders’ Employment” 2005-2007 of the European Community Initiative EQUAL

http://sf.lm.gov.lv/CMS/modules/EReditor/jscripts/tiny_mce/plugins/filemanager/files/equal/EQUAL_projektu_produkta/VPD/prezentacija.pdf

Jelgava Regional Adult Education Centre (2007), *Annual report-Year 2007*, www.jrpic.lv/?ID=110

Is there documentation available support the results achieved and the impact produced by the good practice?

Information can be obtained only in annual reports; however, these do not report in detail on this new initiative

The Cabinet regulations No.443 „Ieslodzīto izglītības politikas pamatnostādnes 2006.-2010.gadam” [“Strategic Guidelines for Education of Imprisoned People for the Period of 2006-2010.”] were adopted on June 15, 2006.

The National programme „Ieslodzīto pedagoģiskās korekcijas programmu izstrāde, aprobācija un īstenošana” [“Creation, Testing And Realisation Of The Pedagogic Improvement Programme For Imprisoned People”] for the period of 2006-2010.

Gaitis Grūtups. Mācības un darbs palīdz laboties. [Learning and work help to become better] //Zemgales ziņas, 08.05.2007.

What kind of results are well documented?

The information which is best documented can be found in the Register of Vocational Education Administration certificates. This contains information about people who have been awarded qualifications and to whom state certificates have been issued. However, this information is not publicly available.

Impact evaluation:

The prison introduced accredited level 2 vocational continuing education programmes (leading to the qualification - Welder Implementing Mechanized Equipment in Active Gas Environment, MAG). This provides prisoners with an opportunity to obtain vocational qualifications, that also enables them to work in the production unit of the prison, thus increasing their interest in gaining professional qualifications and experience that would favour their inclusion in the labour market and society on release from prison.

A further impact is the establishment of equipped premises for practical welding (learning in the work place).

Data on the number of prison inmates is not publicly available. However, it can be stated that in 2007 in Jelgava Prison 16% of the target population (inmates aged 25 to 65, with elementary education but having no specialist qualification) were involved in the training.

The programme was continued in 2008 and is still continuing by involving new educators. Other Latvian prisons provide inmates with vocational continuing education in other specialties and with the help of other learning centres.

Evaluation of results:

The cost of the EQUAL programme “New Solutions for Promoting of Ex-prisoners’ Employment” was 58,520 Ls (which is very economic compared to state-funded provision in general).

The vocational continuing education programme, “Welder implementing mechanized equipment in active gas environment (MAG)”, carried out in Jelgava Prison resulted in 67.5% of the programme’s participants gaining awards of recognised state qualifications. This is 10% higher than the average achievement rate of national or state-run EQUAL projects.

Additional national/ local sources for adult basic education documentation available on line:

Guidelines for the Lifelong Learning Strategy, http://izm.izm.gov.lv/upload_file/Izglitiba/Muzizglitiba/Pamatnostadnes.pdf
Programme for the introduction of lifelong learning policy guidelines 2007-2013 in the years 2008-2010, <http://izm.izm.gov.lv/nozares-politika/izglitiba/muzizglitiba.html>

Cabinet regulations No.443 “*Ieslodzīto izglītības politikas pamatnostādnes 2006.-2010.gadam*” (Strategic Guidelines for Education of Imprisoned People for the Period of 2006-2010) adopted on June 15, 2006.

The National programme “*Ieslodzīto pedagoģiskās korekcijas programmu izstrāde, aprobācija un īstenošana*” [“Creation, Testing And Realisation Of The Pedagogic Improvement Programme For Imprisoned People”] for the period of 2006-2010.

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LITHUANIA

MATEMATIKOS TAIKYMAI REALIOSE GYVENIMO SITUACIJOSE (MATHEMATICS IN ACTION/MIA)

Author: Natalja Kimso-Vilnius Adult Education Centre, Lithuania

JUSTIFICATION FOR INCLUSION:

The practice is characterized by a partnership built up for developing ways of teaching and coaching adults in real-life learning situations.

This is an on-going process used by Vilnius Adult Education Centres and Adult Secondary Schools (approximately 2,200 students). It works with adults without a completed secondary education, and supports them to improve their numeracy skills in out-of-school situations. Teachers in adult

learning institutions and teacher trainers were targeted for training. The support tools for teachers, designed during the project, were transferred to the national context.

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: The aim of the good practice is to support teachers in adult education in order to improve the quality of learning and teaching of mathematics in adult education. The needs of adult learners without a secondary education are also addressed by widening learning opportunities for them. The project Mathematics in Action (MiA), as a good practice, has succeeded in overcoming problems faced by adults in acquiring mathematical skills in out-of-school situations. Ways of teaching and coaching adults in real-life learning situations and providing evidence of the effectiveness of the teaching and coaching methods were developed. A handbook developed through the MiA investigations was published, presenting examples of good practice and theoretical ideas about doing and learning mathematics in actual real life situations,.</p>
<p>Beneficiaries: Adult students and learners who need to improve numeracy and mathematical competencies. Mathematics teachers and consultants in adult education, formal as well as informal. Typology: Adult students who will ultimately benefit from the project are those without secondary education and with low numeracy and mathematical competencies. They are identified as follows:</p> <ul style="list-style-type: none">▪ migrants, ethnic or other minorities;▪ unemployed persons;▪ other economically or socially disadvantaged groups.
<p>Information about and approximate size of the target group reached: Target groups reached by the Good Practice: two Vilnius Adult Education Centres and three Vilnius Adult Secondary Schools (approximately size – 2,200 students, 20 teachers of mathematics). Adult students who have:</p> <ul style="list-style-type: none">▪ developed little mathematical knowledge and skills and need to improve their numeracy and mathematical competencies;▪ developed better mathematical knowledge and skills previously at school, but had been away from education for a long time without practising and further developing their knowledge and skills. <p>Pedagogical and didactical approaches:</p> <ul style="list-style-type: none">• Teachers learnt from an action research approach by reflecting on their own ways of teaching and by doing research on their own

practice into the learning of mathematics in out-of-school situations,

- Teachers might change their views on learning mathematics and consequently their ways of teaching mathematics.

Institutions involved

Primary role:

Vilnius Adult Education Centre was the lead partner. It is an organisation with 50 staff and around 600 students studying at general and secondary school level annually.

The project was funded by Socrates, Leonardo and the Youth Technical Assistance Office, Brussels. The Good Practice was co-funded by Vilnius Adult Education Centre.

Other partners:

Vilnius Adult Education Centre and Adult Secondary School teachers who need to improve students' numeracy/mathematical competencies. Mathematics teachers and consultants in adult education, formal as well as informal. Adult students with less than secondary education were the specific target group.

Period of action:

The good practice was adopted by teachers and students of Vilnius Adult Education Centres and Adult Secondary Schools. The project ran from November 2004 until December 2007.

Abstract

Description of the Action:

The results of PISA 2000 and 2003 (OECD, 2006) confirmed that there will be a continuing need for adult student numeracy education in the coming years. Motivation among adult students to participate in adult mathematics courses is often low. Therefore there was a need to investigate alternative ways of adults learning basic mathematics, especially in out-of-school situations, coached and supported by teachers.

Due to ICT and economic changes, lifelong learning is a growing challenge. An important issue to be dealt with is mathematics in adult education. This good practice was a European project with partners from seven countries. The aim was to support teachers in adult education to improve the quality of learning and teaching mathematics. It was also important to improve the participation of adult learners, by widening learning opportunities for them.

So the goal of the MiA project was to provide teachers and adult students with models and examples of how to deal with a real life situation in which

mathematic competences can be developed at the work place, at home, in social life. It was also important to increase adult students' motivation by making learning more attractive and relevant.

Therefore the main aims of the project were:

- to help adults to acquire mathematical skills in out-of-school situations;
- to develop and to improve ways of teaching and coaching adults in real-life learning situations;
- to provide evidence of the effectiveness of the teaching and coaching methods;
- to design a teacher – training programme on facilitating and coaching mathematics in out-of-school situations.

Basic information about results and impact:

Results gained were:

- exchange of experience among the EU countries;
- questionnaire to investigate teachers' views on learning and teaching mathematics in adult education;
- manual for teachers' workshop to help teachers benefit from the handbook;
- creating a "six steps methodology";
- a handbook on learning and teaching mathematics in real-life situations.

Adult students (ISCED level 2) in 2004-2007 have developed mathematical knowledge and skills and improved their mathematical skills and competences. Adult students who have been away from education for a long time without further developing their knowledge and skills had an opportunity to do so.

On a national level action has been undertaken to set up and improve mathematics in adult education and motivate adult students to develop their knowledge and skills.

Teachers reflected on their own ways of teaching, and agreed on a common theoretical and practical basis for learning mathematics in actual real life situations.

Documentation/Sources related to the good practice

Web site(s):

<http://suaugusiujumokymocentras.w3.lt>
www.vsmc.lt

Reports:

Groenestijn, van M., Lindenskov, L. (2007), *Handbook for Teachers in Adult Education "Mathematics in Action. Commonalities across*

Differences” (the Handbook is written in English and translated into Lithuanian).

The research “Teachers of mathematics” approach to mathematics teaching of adult learners quizzed in all partners’ countries (2005).

Is there documentation available to support the results achieved and the impact produced by the good practice?

The available documentation is sufficient to document the results achieved and the impact produced by the Good Practice.

What kind of results and impact are well documented?

The following kinds of results are well documented - questionnaire, manual for teacher workshops, and a handbook.

Impact evaluation:

Every activity had a final internal evaluation with written questions, and written evaluation report. The use of the test and reflecting tool was reported in written form.

An external evaluator was appointed at the beginning, and given access to all project documentation. Every half a year the evaluator commented on progress and problems.

Teachers and students of two Vilnius Adult Education Centres and three Vilnius Adult Secondary Schools (approximate size – 2,200 students, 20 teachers) adopted the Good Practice.

Evaluation of results:

- A questionnaire for use in interviews made current situations in learning and teaching mathematics in adult education visible and helped teachers reflect on their ways of teaching.
- Reports on fieldwork on learning mathematics in action.
- Results were included in a workshop at national level.
- A manual for organizing teacher training workshop and seminar.
- Reports on teaching experiments.
- A handbook for teachers.

The budget for the project - €28,803.00 (Technical Assistance Office, Brussels), €6,206.00 (own funds).

Participant numbers - 2200 students, 20 teachers in 2004 -2007.

Additional national/ local sources for adult basic education documentation available on line:

www.lssic.lt (Lithuanian Centre for Adult Education and Information)

www.lssa.smm.lt (Lithuanian Association of Adult Education).

Additional national sources for adult basic education documentation are handbooks of 18 titles for teachers and students issued through the Expansion of Adult Learning Possibilities project. It is not available to

download.

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NORWAY

***PILOTKURS FOR SPRÅK OG KULTURGUIDER
(BRIDGES -PILOT COURSE FOR LANGUAGE AND CULTURE
GUIDES)***

Authors: Cathrine Thue-vofo–voksenopplæringsforbundet
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Education Leibniz Centre for Lifelong Learning

JUSTIFICATION FOR INCLUSION

- 1) Second language learners need social and cultural support and guidance in addition to language teaching.
- 2) Guides from immigrant backgrounds are selected and trained to act as “Language and Culture Guides” in a second language teaching context.
- 3) 18 Language and Culture Guides (LCGs) are now available to build “Bridges” between language teachers and learners in Norway.

KEY FEATURE

Problems that the good practice has been able to overcome and solve:

Solely teaching language without including guidance on the society and its culture does not always achieve desirable learning outcomes for language learners from other countries.

Beneficiaries: Teachers and potential LCGs were the primary target for the project. The ultimate beneficiaries of the project, however, are the second

<p>language learners whose motivation and achievements it aims to strengthen.</p> <p>Typology: Pilot training seminars for language and culture guides in the partner countries.</p> <p>Information about and approximate size of the target group reached: In total 182 people attended BRIDGES training courses when these were piloted during the project. Of these 75 were LCGs and 107 teachers.</p>
<p>Institutions involved</p> <p>Primary role: The Norwegian Association for Adult Learning (NAAL)</p> <p>Other partners: WEA-Oslo Regional Institute for Educational Research- Toscana (IRRE-Toscana) Cooperation for the Development of Emerging Countries (COSPE) Centre for Educational Strategies (CES) St. Cyril and St. Methodius University of Veliko Turnovo (UVT) West Sussex Adult Education Service (WSAES)</p>
<p>Period of action From October 2005 To September 2007</p>
<p>Abstract</p> <p>Description of the Action: The main focus of the project was on the LCGs and their role when working with language learners and teachers. First steps to build a new profession were included within this process. Together with teachers, LCGs were to assume the role of bridge-builders in language classes. LCGs are usually people with a different linguistic and cultural background from the majority of the population in the partner countries. The aim is that the LCGs should act as bridge-builders between language learners and teachers, and within the organisations offering language courses. They also “build bridges” between the learners, and the society and culture in the country where they now live. LCGs are typically previous participants in language courses who have advanced skills in the relevant national language as well as a good knowledge of wider society. They facilitate communication, understanding and learning and can become role models for language learners. It is important that the LCGs have themselves experienced immigration to their new country of residence. As they have gone through the process of learning the language, the culture and the society it may be easier for them than for native teachers to guide new migrants in mastering the language and getting to know the culture and the</p>

society.

Basic information about results and impact:

The objectives and activities of the project will, in the long term, enable beneficiary second language learners to integrate more effectively into the society of their country of residence by improving their motivation and achievement in language learning, building on their existing skills and achievements. It will also offer actual employment possibilities as LCGs.

Documentation/Sources related to the good practice

Web site(s):

www2.vofo.no/bridges/

Reports:

Eli K. Langset (2007), *Final evaluation report form Diversity at Work/Mangfold i arbeidslivet*, available at www2.vofo.no/bridges/docs/BRIDGES_External_evaluation_2006_MIA_Eli_Langset.pdf

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

Yes, information is available in “*Building Bridges in ESOL Teaching and Learning*”, article by Wendy Cole and Jeni Nicholson, published in *Basic Skills Professional Development*, Issue 10, Autumn 2007.

Impact evaluation:

One year after the end of the project, BRIDGES is still active in Norway. WEA-Oslo has established permanent courses for LCGs and uses the trained LCGs systematically in their Norwegian classes. There are now 18 trained LCGs available at the WEA. The feedback from course participants is exceptionally good. LCGs are also used in local community activities, for example in events bringing together elderly citizens from a range of backgrounds. LCGs have been able to use their professional skills in a range of other ways since the project. This includes 2 LCGs employed by the City of Oslo in the field of parent-school relationships and at least 10 who have had paid work as LCGs in other Norwegian as a second language classes. LCGs using the dialogue tool from the Second Language Learning for non-native Speakers-SELL project have written their own stories which have been displayed in an exhibition, presented at meetings and included in a library showcasing the voice of immigrant women. LCGs have taken part several times in a national radio programme (Nitimen) where they have shared their experiences as LCGs and spoken about their lives. They are now working to have these stories published as a book. The WEA is now applying for a

national project to continue using and developing LCGs and the BRIDGES methodology. LCGs and teachers presented a session during the national conference arranged by NAAL for Adult Learners' Week on 8 September 2008.

Evaluation of results:

There are several indications in this material that the BRIDGES project has resulted in professional and institutional development for the partners and institutions involved in the project.

The introduction of LCGs in the classrooms and the training of teachers and LCGs has proved very innovative and useful. It has resulted in better language training, with improved dialogue, retention and learning atmosphere in language classes. It has also proved useful in helping new learners to set goals for their progression in the future.

The use of LCGs in the classroom helps teachers to work more effectively and to facilitate a better working environment in the classroom.

All the partners expressed the importance of authorities at local, regional and national levels recognizing the value of the LCGs and the methodology, and contributing to permanent funding arrangements. This is needed to secure both certified training of the LCGs, and a decent payment for the innovative and successful contribution that the LCGs can make to language classes in the future (Evaluator: Langset 2007).

Additional national/ local sources for adult basic education documentation available on line:

http://193.212.214.18/bridges/archive.htm#External_Documents%C2%A0about_BRIDGES

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POLAND

CENTRA KSZTAŁCENIA USTAWICZNEGO (CKU) (CONTINUING EDUCATION CENTRES)

Authors: Adrianna Nizinska and Ewa Kurantowicz-
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JUSTIFICATION FOR INSERTION:

Continuing Education Centres are a national initiative which focuses on people with a low level of education. In Poland, 40% of the population aged 15 – 65 has not achieved an upper secondary level of education and about 16.5% of unemployed adults are below this level. This programme offers all people over 18 years old the opportunity to complete their education.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

Continuing Education Centres (CKU) are part of the national system of adult education and address the basic education needs (general education/knowledge) of Polish adults without primary, secondary or upper secondary education qualifications. The Education System Act (of June 2003) introduced some vital changes to adult education in Poland. This legislation introduced a rule which separates the continuing education centres (CKU) and practical education centres (CKP) from schools, as they are institutions with statutory aims. This new position of CKUs and CKPs allows them to integrate actions undertaken by various continuing education institutions and to create regional or national networks of continuing education institutions. In the amended act, changes concerning pedagogical supervision and the system of external exams have been introduced. The act also supports the education provided by associations, foundations and other non-government organisations active in the area of education. Local authorities can delegate tasks related to education to these organisations. The changes regulate the rules related to the financing of the non-public organisations of continuing education from the state budget. This has particular importance for the support of adult education.

Beneficiaries and Typology: Adults with less than upper secondary

education; usually people who have graduated from compulsory education (lower secondary level of education – gymnasium) or have not completed this level of education.

Information about and approximate size of the target group reached:

Poland has a population of 38.57 million. Of this, 61.3 % live in 889 towns and urban areas and 38.7 % in rural areas. In 2006, 5.6 % of the population gave up education after they reached the compulsory education level (lower secondary education – gymnasium). About 40% of the population has not got an upper secondary level of education; about 16.5% of the unemployed adult population has a lower level than upper secondary education.

Institutions involved

Primary role:

Ministry of National Education – The Minister of National Education is responsible for co-ordination in the field of adult education and in particular through the activities of the Department of Vocational and Continuing Education.

The *powiat* (district) authorities are responsible for running of post-gymnasium schools including those for adults, continuing education centres.

The *gmina* authorities are in charge of primary and lower secondary schools for adults (apart from special schools).

All public schools for adults are organised and run by territorial self-governing offices.

Period of action:

The practice is on-going since 2003 (no deadline is planned).

Abstract

Description of the Action:

Everyone over 18 years old can attend schools for adults. An 18-year old can also enrol for an extra-mural exam in any subject included in the curricula of all types of schools for adults.

Continuing education aims at the acquisition and extension of general knowledge (the main goal of CKU – Continuing Education Centres), and the upgrading of vocational skills and qualifications needed for a given occupation, job or post.

Education in post-gymnasium schools can be organised on a daily or an extra-mural basis. Daily programmes include day classes, held 3 to 4 times a week (4%) and evening classes (10%); while extra-mural classes - weekend courses - (86%) are organised as tutorials. It is possible to organise two extra-mural teaching sessions – one as an introduction to the semester’s work and the other as a preparation for exams.

The curricula in schools for adults are usually the same as in schools for young people, but adapted by teachers to the needs and requirements of adult education. The completion of public schools for adults is a chance to obtain a certificate or a state diploma. Secondary general and vocational schools offer the opportunity to obtain a Matura certificate and to continue education at a higher level. Primary or post-primary school leaving certificates can also be obtained on the basis of the extra-mural examinations (with the exception of the medical field) which are carried out by the State Examination Commissions (PKE) established by the regional educational superintendents (kurator). Specimen certificates and other school-related documents are defined by the Minister of National Education in a separate regulation.

Basic information about results and impact:

Adult education schools are located in primary schools, gymnasia, basic vocational schools, upper secondary and post-secondary schools, and in higher education establishments. In the school year 2006/2007, in 3,666 schools for adults (all types) there were nearly 273.9 thousand students enrolled. The number of general upper secondary schools for adults is increasing, while the number of basic vocational and upper secondary vocational schools for adults is going down. Primary schools for adults are very rare; there are only 8 of them in Poland.

Documentation/Sources related to the good practice

Web site(s):

www.men.gov.pl

Reports:

Raport o stanie edukacji ustawicznej w Polsce w roku 2005. H.Bednarczyk, I. Woźniak (eds), www.men.gov.pl

Is there documentation available to support the results achieved and the impact produced by the good practice? No.

What kind of results and impact are well documented?

The statistical data about the number of students are best documented.

Impact evaluation:

Continuing Education Centres help adult students to re-engage with the education system (e.g. secondary level of education or university education) and confirm the success of this practice by getting adult students a qualification and helping them to re-enter the labour market.

In the school year 2006/2007 graduations in Poland comprised:

- primary schools for adults: 30 adult students
- lower secondary schools for adults (*gimnazjum*): 2,600 adult students
- upper secondary schools for adults (general and vocational schools) – 60,670 adult students.

Evaluation of results:

CKU as public institutions (125 in Poland) have been financed by public sources (MEN, Local Government).

Attendance at public CKU was free for adults at the primary and lower secondary levels of education, which are compulsory in Poland.

As indicated in the figures above, almost 64,000 adults in Poland graduated in the school year 2006/2007.

Additional national/ local sources for adult basic education documentation available on line:

www.cie.men.gov.pl/index.php/sio/wykaz-szkol-i-placowek/27-wykaz-wg-typow.html: Adult education - national net of institutions - download the number 00045-47, 00074-75 from the Table therein available.

www.men.gov.pl/, National Ministry of Education,

www.stat.gov.pl/gus/45_737_PLK_HTML.htm, Statistical yearbook of Poland (available in English).

Contact details of the Institution with Primary Role

National Ministry of Education:

www.men.gov.pl/

Departament Kształcenia Zawodowego i Ustawicznego (DKZU)

Tel.: +48 (022) 34-74-195

Dyrektor: Ewa Konikowska-Kruk

Zastępca Dyrektora: Ewa Rudomino

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ROMANIA***PROGRAMUL "A DOUA ȘANSĂ"***

(SECOND CHANCE PROGRAMME)

Author: Andreea Dorobantu-Romanian Institute for Adult Education (*Institutul Român de Educație a Adulților/IREA*) and validated by Tania Sandu-Ministry of Education, Research and Innovation-Early Education, Schools, Performance and Programmes Department

JUSTIFICATION FOR INCLUSION:

This is a Ministry of Education, Research and Innovation initiative that is addressed to all those who have not participated in compulsory education, and who are beyond the legal age for enrolling in mainstream school. It provides basic education and vocational training and includes a large programme of level 1 vocational qualifications.

It is an ongoing activity and in the year 2008-2009, 4,848 students from all 42 counties were involved in the Second Chance For Primary Education and 5,204 students from 41 counties were involved in the Second Chance For Lower Secondary Education.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The Second Chance programme is a Ministry of Education, Research and Innovation initiative that has succeeded in overcoming problems often encountered in disadvantaged communities: low rates of entry into the labour market due to the existence of a large number of individuals with no education or with a low level of education and without a vocational qualification.

Beneficiaries: The Second Chance programme is addressed to people who have completed at least four years of legal age schooling and are in one of the following situations:

1. did not participate in formal education in school,
2. were enrolled, but left compulsory (primary and lower secondary) education for various reasons.

Other second level beneficiaries included:

- at educational system level: trainers, teachers, school mediators, school inspectors and principals who benefited from training;
- members of local communities

Typology: End-beneficiaries: disadvantaged young people and juveniles at risk; ethnic minority groups; disadvantaged and/or women who face discrimination; people with special education needs.

Information about and approximate size of the target group reached:

In 2006-2007:

- 3,993 students from 27 counties were involved in the Second Chance for primary education;
- 2,354 students from 27 counties were involved in the Second Chance for lower secondary education.

In 2008-2009:

<ul style="list-style-type: none"> - 4,848 students from all 42 counties were involved in the Second Chance for primary education; - 5,204 students from 41 counties were involved in the Second Chance for lower secondary education.
<p>Institutions involved</p> <p>Primary role: The Ministry of Education, Research and Innovation.</p> <p>Other partners: County School Inspectorate, Schools; Teaching Staff Houses (CCD); Local authorities (County Councils – CJ and Local Councils – CL); Employers, County Employment Agency, non-governmental organisations and professional associations.</p>
<p>Period of action: October 1999-ongoing. October 1999 – The Second Chance programme for lower secondary education (secondary education and apprenticeship school – vocational education providing level 1 qualifications); The programme was revised in 2002, under the PHARE Programme RO 0104.02: Access to Education for Disadvantaged Groups with a Special Focus on Roma and in 2005 it was extended to the primary education level, under the PHARE Programme 2003/005-551.01.02: Access to Education for Disadvantaged Groups. Beginning with the school year 2006-2007 the programme was extended at national level.</p>
<p>Abstract</p> <p>Description of the Action: Designed to address the needs of people who have not participated in or completed their compulsory education, and who have passed the legal age for enrolling in mainstream school, the Second Chance Education programme offers a chance to return to learning without giving up work. Second Chance aims to support children, youth and adults to improve their education and social inclusion. The programme covers two levels: Second Chance for primary education and Second Chance for lower secondary education, (the latter also includes a vocational training component). The standard duration of the programme is 2 years for primary education (corresponding to the four years of primary school education) and 4 years for lower secondary education, corresponding to forms 5 to 10 in compulsory education (the first four years of lower secondary education and the school of arts and trades).</p>

The duration may be reduced, depending on the competences acquired by the student, either in formal or in non-formal or informal contexts; these competences can be assessed on demand and recognised. Policy measures address: preliminary planning research; target identification studies; programme framework; financial support for implementation; basic skills and knowledge recovery strategies; vocational training courses aimed at specific occupational profiles and industry sectors; psychological empowerment and motivational support; training of trainers, teachers, managers in the educational system; delivery services (methodologies, curriculum and educational materials for teachers and students); dissemination activities.

Basic information about results and impact:

Evaluation of the programme found:

- A high level of student enrolment into the programme (10,000 students), and students consider that the programme is relevant, useful and beneficial for them.
- The programme meets the needs of the community in terms of its design, but the delivery process should be reviewed;
- Methodologies, curriculum and 73 educational materials titles for students and teachers were developed and distributed at national level;
- 210 trainers and school inspectors benefited by training.

Documentation/Sources related to the good practice

Web site(s):

www.edu.ro and www.acces-la-educatie.edu.ro

Reports:

Raport asupra stării sistemului național de învățământ – 2008, Ministry of Education, Research and Innovation, December 2008,

www.edu.ro/index.php/articles/10913;

Copoeru, L. Pop, V., Vermeulen, P. (October 2007), *Raport de monitorizare si evaluare a programului „A doua șansă” în România*, www.acces-la-educatie.edu.ro

Is there documentation available to support the results achieved and the impact produced by the good practice?

The available documentation offers information on the results achieved by the implementation of the programme in 2002-2007. An impact evaluation and dissemination of programme results will be included within the report on the PHARE Programme *Access to education for disadvantaged groups* in 2009.

What kind of results and impact are well documented?

The following are well documented: number and typology of beneficiaries, programme framework, methodologies, curriculum and educational materials

for teachers and students.

The monitoring and evaluation report allowed for the identification of perceptions, attitudes and needs related to the Second Chance programme and, at the same time, it generated new ideas that may support and develop the programme and, eventually, may lead to it being adopted by the educational system.

Impact evaluation:

At national level, according to data published in the *Report on State Education System - 2008*, there is an upward trend in school staying-on rates. Analysis of the specific staying-on rate regarding school related to students' age has shown, both for primary education and for lower secondary education, an increased proportion of students remaining in education beyond the official age limits for these levels. In the academic year 2007/2008 approximately 17% of students were over the age of 10 in primary education and approximately 22% of students were over the age of 14 in lower secondary education..

In 2007, compared to the previous year, the employment rate of the population from the age of 15 to 64 improved by 0.5 % reaching 57.9%.

Evaluation of results:

Evaluation outcomes are itemized below:

- a significant number of student enrolments in the programme (10,000 students);
- the majority of the students are in the 16 to 30 years age range;
- most are registered as unemployed and are trained in traditional occupations;
- students consider that the programme is relevant, useful and beneficial for them;
- schools appreciate the model of learning offered by the curriculum and educational materials;
- teachers are considered competent, but still insufficiently trained;
- an educational support team of 210 individuals was trained at national level and cascaded the training for teachers at local level;
- the programme answers the needs of the community but the implementation process should be reviewed.

The programme is attractive for the following reasons:

- it is flexible, adapted to specific conditions and individuals' needs and has a modular structure;
- students can enrol twice a year (September and/or January);
- groups of students are small: 8-15;
- the curriculum focuses on skills development and on the assessment and

<p>certification of prior competences developed by students; - students also receive additional support throughout the training period. Average cost/student/year: €600.00.</p>
<p>Additional national/ local sources for adult basic education documentation available on line: National sources: www.acpart.ro www.anofm.ro www.cnfpa.ro www.tvet.ro</p>
<p>Contact details of the Institution with Primary Role: Ministry of Education, Research and Innovation Str. Gen. Berthelot 28-30 Sector 1, 010168, Bucureşti Tel.: +40 21 4056200; +40 21 4056300 www.edu.ro</p>

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SLOVAKIA

EDUKAČNÝ PROGRAM PRE ŽENY V ÚSTAVE NA VÝKON TRESTU ODŇATIA SLOBODY NITRA CHRENOVÁ

(EDUCATIONAL PROGRAM FOR WOMEN IN PRISON)

Author: Veronika Vasilova-Comenius University,
Philosophical Faculty- Department of Andragogy

JUSTIFICATION FOR INCLUSION:

Thanks to this programme, women in prison with low education and qualification levels have the chance, to attend literacy, vocational, e-learning, community, cultural and civic courses.

Approximately 5% of the prisoners in Nitra-Chrenová are participating in these courses.

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: The Educational Programme for Women in Prison has succeeded in overcoming issues of low levels of literacy, self-knowledge, the quality of</p>
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family life, understanding human rights, improving educational levels and gaining qualifications, developing self- confidence in relation to the labour market, eliminating unemployment , improving social status.

Beneficiaries: Prisoners.

Typology: Women in prison able to take part in education based on their mental and intellectual capacity.

Information about and approximate size of the target group reached:

5% of the prisoners in Nitra-Chrenová , which means approximately 130 prisoners.

Institutions involved:

Primary role:

Women's prison in Nitra - Chrenová

Other partners:

Educational institutions

Educational Institute COOP am.

Mojmírovce 919, Mojmírovce

Tel.: + 421 37 779 82 01+ 421 908 149 233

Trnava University in Trnava-Faculty of Law and Faculty of Health and Social Care

www.truni.sk/en

Citizen and Democracy Foundation-www.oad.sk

The Municipality of Nitra

Ústav na výkon trestu odňatia slobody Ilava – Prison and Justice Guard Force in Ilava

Period of action:

The Table below gives information on some courses and their respective duration.

Table 4 – Courses and duration

<i>List of realized programs of education in Prison for women in Nitra-Chrenová</i>	<i>Period of action</i>
Course for illiterate women in prison	January – March 2008; October – December 2008
Course for graduation from compulsory school	September – May 2008
Course of administration, office correspondence, typewriting	February – May 2008
Course of tailoring	April – May 2008
E-learning - distance study of English language (realized by Humboldt Institute in Bratislava)	June 2007 – June 2008
E-learning - distance study of English and Spanish language (realized by Humboldt Institute in Bratislava)	September 2007 – January 2009
European School of Correspondence Languages, Ltd. Bratislava – English and German language	November 2008 – till now
Course of civic education „The every day law”	October 2007 – January 2008; September 2008 – December 2008
Course of sexual and family education	January 2009 – till now
Course of practices in family life	October – December 2008
Course of needlework	May 2007 – till now

Abstract**Description of the Action:**

The educational programmes include the following types of courses:

- A course for women in prison with limited or no literacy skills
- Vocational courses – gain a new qualification or update a prior qualification
- ICT courses – e-learning
- Community, cultural and civic activities
- Leisure activities
- Other individual activities
- Course leading to a school leaving certificate

As the range of learning and education is wide, so too is the attitude of the inmates towards different types of educational programmes. Many women from socially disadvantaged families do not consider education of value to

their lives – they do not even need or use basic education in their daily lives. Therefore it is necessary to explain and raise their awareness to motivate them and make them understand the importance of the positive impact education can have on their lives. Most of the time it is enough just to show them what they are unable to do because of a lack of knowledge: simple things such as reading a letter from their families or loved ones. However, to make them keep on learning is a very difficult task. Usually they learn to read quite fast but writing is much harder. To write a signature is considered to be a success. The question is how much of what they have learned will be used and not forgotten after they are released from prison. The communities they live in usually do not support them.

Participation in the different educational programmes is voluntary. As a result those who take part have a better attitude and success rates are better. The most popular are ICT courses and language courses. A very popular course called *Everyday Law* is run in cooperation with the Law Faculty of Trnavian University and the Civic and Democracy Foundation. A lively approach using games on the course gives them the opportunity to learn about their own offences against the law and makes them understand what they did wrong in the past. In this way they can get a better grasp of what acting outside the law means for the future. The project team believes this will help them to stay out of prison. There are courses which can help the inmates to get a better job or a new qualification. In the author's personal opinion these programmes prove to exceed the abilities of some of the participants, whereas others attend the courses to try to use the situation to their advantage. They try to show they have changed, or are trying to change, hoping they might get earlier release. On the other hand it is still better if they do something, whatever the reason, rather than falling into apathy, stagnation and negative thinking. It is to be hoped that some will even use the knowledge gained to improve their lives.

Basic information about results and impact:

5% of the prisoners in Nitra-Chrenová are following these courses. For example:

14 women attended literacy courses.

24 women attended vocational courses

3 women took E-learning courses.

550 women attended community, cultural and civic activities.

56 women participated in leisure activities.

Documentation/Sources related to the good practices

Web site(s):

www.zvjs.sk

Reports:

Law number 93/2008, www.zbierka.sk

Is there documentation available to support the results achieved and the impact produced by the good practice?

The number of participants taking part in programmes, but also the changes in attitude which have been observed.

Impact evaluation:

Feedback from committees suggests that the *Everyday Law* course already mentioned seems to have had an effect.

Evaluation of results:

Turnover of inmates in prison is high, so educational courses are completed by 5% of the women. Some data are given in the Table below.

Table 5- Examples of educational programme in prison for women in Nitra

<i>Educational programme</i>	<i>Ending of educational programme</i>	<i>Number of participants who take part in programmes</i>
Course for illiterate women	without certificate	2 courses - every course 7 convicted women – in total 14
Graduation from compulsory school for the young (in case lagging and imprisonment break off the compulsory attendace to secondary school, college, vocational schools)	graduation exam	1 convicted women
Vocational courses - get new or change the qualification, for example - Course of administration, office correspondence, typewriting - Course of tailoring, - Course of motivation - Course of gastronomy – chef and waiter - Course for operating and maintenance of industrial boilers	The participants to the educational programme can achieve the vocational certificate - certificate of competency after graduating the course.	2 courses in total, 24 convicted women
E-learning, distance study according to offer of programmes and courses of regional school	with certificate	3 convicted women

Informal education - Community, cultural and civic activities (lecture, workshop, discussion, training) - (Course of civic education)	without certificate	40 lectures and discussions In total, 550 convicted women
Informal education – Free time activities (Course of sexual and family education, Course of practice in family life, Course of needlework, Course of PC skills	without certificate	3 courses in total 56 convicted women
<p>Contact details of the Institution with Primary Role: Ústav na výkon trestu odňatia slobody Vašinova 124/5 950 61 Nitra - Chrenová Tel.: 037 / 653 65 37 Fax: 037 / 733 65 41 email: ustav.chrenova@zjvs.sk</p>		

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SLOVENIA

RESOLUCIJA O NACIONALNEM PROGRAMU IZOBRAŽEVANJA ODRASLIH (RESOLUTION-ACT ON THE NATIONAL PLAN OF ADULT EDUCATION/RENPAE)

Author: Vida Mohorčič Špolar

JUSTIFICATION FOR INCLUSION:

The practice covers a variety of target groups and activities and deals with 1) non-formal general learning, 2) raising the level of educational attainment and 3) learning for the labour market (national vocational qualifications by the certificate system). The practice aims to ensure that at least 50% of adults without compulsory basic education will achieve this level, at least 25% of those who have not finished upper secondary education will achieve the level for either lower or upper secondary vocational or general education, and at least one tenth of those who complete upper secondary education will achieve the level for higher vocational education. In addition, 10% of the unemployed and employed

without vocational or other education will acquire National Vocational Qualifications by the certificate system.

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: The Resolution on the National Plan of Adult Education (ReNPAAE) succeeded in overcoming issues of developing adult education in Slovenia and made participation in lifelong learning possible for a number of adults through a partnership approach.</p>
<p>Beneficiaries: Individuals Typology: More specifically ReNPAAE covers a variety of target groups and activities and deals with</p> <ol style="list-style-type: none">1) non-formal general learning,2) raising the level of educational attainment3) learning for the labour market (national vocational qualifications by the certificate system). <p>Within the second priority field adults will be assured various routes and possibilities to acquire or finish:</p> <ul style="list-style-type: none">• basic education,• lower, upper secondary vocational and general education,• higher vocational education. <p>At least 50% of adults without compulsory basic education will achieve this level, at least 25% of those who did not complete upper secondary education will achieve either lower or upper secondary vocational or general education, and at least one tenth of those who have completed their upper secondary education will achieve higher vocational education level.</p> <p>The needs of the labour market will be taken into consideration in this respect when the target group are adults without a level of education and unemployed. Priority will be given to the natural-technical field.</p> <p>Information about and approximate size of the target group reached: The table below shows the numbers of unemployed people, including the young unemployed, without vocational or professional education from 1998 to September 2003 in Slovenia.</p>

Table 6-Unemployed without vocational or professional education and young unemployed from year 1998 to September 2003 in Slovenia

<i>Year</i>	<i>Average number of registered unemployed</i>	<i>Unemployed without vocational professional education</i>		<i>Young unemployed up to 25 years of age</i>	
1998	126,080	59,147	46.9%	33,147	26.3%
1999	118,951	56,506	47.5%	30,701	25.8%
2000	106,601	50,422	47.3%	24,845	23.4%
2001	101,857	47,923	47.0%	24,502	24.1%
2002	102,635	48,221	47.0%	24,663	24.0%
I-VIII 2003	97,854	43,839	44.8%	24,855	25.4%

Source: *Resolucija o nacionalnem programu izobraževanja odraslih* (Resolution on the National Programme of Adult Education, Official Gazette 70/2004).

Table 7: Population of Slovenia aged 24-64 by educational attainment in the year 2002

Age groups	No. -Total	Educational attainment in %								
		Without education			Secondary			University		
			Unfinished elementary	Elementary	Total	Lower and secondary vocational	Professional and general upper secondary	Higher non – university education	University education	Post graduate
25-29	144,977	0.3	1.0	10.7	68.0	44.1	55.9	4.6	14.6	0.8
30-34	140,612	0.4	1.0	15.6	62.1	49.3	50.7	6.3	12.9	1.6
35-39	153,518	0.4	1.2	15.3	64.8	50.9	49.1	7.2	9.4	1.6
40-44	152,142	0.4	2.8	18.7	60.2	54.1	45.9	7.6	8.8	1.5
45-49	158,611	0.6	4.8	22.8	56.5	57.4	42.6	6.6	7.6	1.2
50-54	138,542	0.6	6.1	23.6	54.0	55.1	44.9	7.2	7.1	1.4
55-59	105,161	0.7	8.2	23.4	52.9	57.1	42.9	7.4	6.1	1.2
60-64	103,609	0.9	12.5	28.0	46.5	60.2	39.8	5.6	5.4	1.0
total	1,097,172	0.5	4.3	19.3	58.8	52.7	47.3	8.8	9.2	1.3
Total secondary and more										

Source: *Resolucija o nacionalnem programu izobraževanja odraslih* (Resolution on the National Programme of Adult Education, Official Gazette 70/2004).

Table 8 – Funds planned for the realisation of ReNAE and actual spending through annual adult education plans

YEAR	PLAN	ACTUAL SPENDING	INDEX	PLAN	ACTUAL SPENDING	INDEX
SOURCE	2005		on plan	2006		
MEdSS - own funds	1,698.50	1,156.10	68.1	1,806.00	1,118.40	61.9
MEdSS - own funds total	293.1	71.5	24.4	263.7	285.9	108.4
MEdSS - total	1,991.60	1,227.60	61.6	2,069.70	1,404.30	67.9
MoLFSA – own funds	2,504.90	1,937.20	77.3	2,755.40	2,367.30	85.9
MoLFSA – own funds total	688.5	874.8	127.1	722.7	1,336.20	184.9
MoLFSA – total	3,193.40	2,812.00	88.1	3,478.10	3,703.50	106.5
MoLFSA - EU funds	806.4	214.8	26.6	791	857.7	108.4
MoLFSA - EU funds	2,277.30	2,606.60	114.5	2,168.10	3,897.20	179.8
EU funds- total	3,083.70			2,959.10		
Other EU programmes	327.5			327.5		
OTHER MINISTRIES	206.4			233.2		
MUNICIPALITIES	322.5			364.4		
TOTAL	9,125.00	6,860.90	75.2	9,431.90	9,862.70	104.6
TOTAL EUROS	38,241,646.98	28,753,108.57		39,527,823.57	41,333,248.40	

Legend: MEdSS- Ministry of Education, Science and Sport / MoLFSA - Ministry of Labour, Family and Social Affairs / 1 Euro = 238,6142 sit (Bank of Slovenia, 31.05.2004)

Institutions involved**Primary role:**

Ministry of Education and Sport, Ministry of Labour, Family and Social Affairs.

Other partners:

Other ministries, municipalities and trade unions.

There are two types of providers: public and private. Public providers include peoples' universities, upper secondary schools and institutions of higher education (university and non-university). The private sector offers mainly higher non-university education.

Period of action:

From 2004-2010 (ongoing).

Parliament adopted the Resolution on the National Programme of Adult Education in 2004. It charged the Ministry of Education and Sport and Ministry of Labour, Family and Social Affairs to report annually to the government on the delivery of the programme and biannually to parliament. Year 2009 is the year when the results of the past four years will have to be reported to parliament. The practice was adopted in June 2004 and will last until the end of 2010.

Abstract**Description of the Action:**

In 2004 the Slovenian Parliament adopted the Resolution on the National Plan of Adult Education (ReNPAAE) in Slovenia covering the period from 2004 to 2010. The basic aim of the ReNPAAE in developing adult education in Slovenia is to render participation in lifelong learning possible for a number of adults through a partnership approach. It is more than just 'one step up'; it is a holistic approach to the development of adult education in the country.

More specifically ReNPAAE covers a variety of target groups and activities and deals with 1) non-formal general learning, 2) raising the level of educational attainment and 3) learning for the labour market (national vocational qualifications by the certificate system). Other activities addressed by ReNPAAE include: information and campaigns, guidance and counselling as well as teacher training and research activities.

Within the second goal of NPAAE - raising the level of educational attainment - the state is supporting 'one step up' at various ISCED levels (ISCED 1-2, 3-4 and also 5-6). The tasks are implemented annually by adopting Annual Plans of Adult Education.

Basic information about results and impact:

According to the ReNPAAE at least 50% of adults without compulsory basic

education will achieve this level, at least 25% of those without a completed upper secondary education will achieve either lower or upper secondary vocational or general education, and at least one tenth of those with a completed upper secondary education will achieve higher vocational education. Apart from this, 10% of the unemployed and employed without vocational or other education will acquire National Vocational Qualifications by the certificate system.

Documentation/Sources related to the good practice

Web site(s):

www.acs.si

Reports:

Analiza Uresničevanja Resolucije O Nacionalnem Programu Izobraževanja Odraslih Za Leti 2005 In 2006 (adopted on April 2008 and discussed at 166th Government session),

www.acs.si/upload/doc/61_Analiza_uresnicevanja_ReNPIO_za_leti_2005_in_2006.pdf

www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/odrasli/letni_program_izob_odrasli_29_6_07.pdf

www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/odrasli/LPIO_2008.pdf

www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/odrasli/letni_program_izob_odrasli_2009.pdf

Impact evaluation:

Judging by the analysis of the implementation of the Resolution on the National Plan of Adult Education discussed at the 166th government session, it seems probable that the goals on ISCED 1-2, and ISCE 3-4 will be attained though it is too early to confirm this.

Concerning ISCED 5-6 more adults are enrolling in higher education either through the Active Employment Policy or through ReNPAAE. It seems that the target will be achieved.

As for the National Vocational Qualifications targeting the unemployed or employed people without adequate education, the sought-after aim that 10% will achieve National Vocational Qualifications by the certificate system will probably be achieved.

At the moment it is not possible to give exact numbers of participants improving their level of education through the implementation of ReNPAAE because of the absence of relevant data.

Evaluation of results:

According to the analysis of the implementation of the Resolution on the National Plan of Adult Education, annual plans for adult education in 2005 and

2006 were quite ambitious concerning available sources of finance. It was assumed that funds would be provided by the Ministry of Education and Sport (MES), Ministry of Labour, Family and Social Affairs (MoLFSA), European Social Funds (ESF), other ministries and municipalities. In fact only 75.2% of the funding for the 2005 Annual Plan was realised, as against 104.6% in 2006 with resources from MES, MoLFSA and ESF. So far no other ministries or municipalities have been financially involved.

The 2009 budget for the Annual Plan of Adult Education is €42,152,645 which is less than planned in the ReNPAAE for 2009 (index 84.8). According to the Annual Plan, funds for raising the level of educational attainment will diminish within the total budget. According to the ReNPAAE they should reach 39.2% for the whole period 2004-2010, while in 2009 the planned share amounts to only 23.9% (plan 2008 – 28.6%, plan 2007 – 39.5%). More funding is planned for education and training to meet the needs of the labour market (2009 – 40.6%; 2008 – 37.6%; 2007 – 32.8%; plan ReNPAAE – 17.3%). The financial crisis has impacted on the ReNPAAE in two ways judging from the documents: it has restructured the relations among the three priority fields concerning the level of funding (with increased funds for the labour market needs) and has also decreased the amount of the available money for the ReNPAAE.

Additional national/ local sources for adult basic education documentation available on line:

There are a number of people's universities advertising elementary education for adults (osnovna sola za odrasle) which can be found on the Internet. (e.g. http://programoteka.acs.si/PDF/program_osnovne_sole_za_odrasle.pdf, www.ric-nm.si/sl/pridobitevizobrazbe/poklica/osnovnasolazaodrasle) Advertisements and programmes are predominantly in the Slovenian language, as shown in these examples.

Contact details of the Institution with Primary Role:

Ministry of Education and Sport-Sector for Adult Education

dr. Slavica Černoša, Head of the Sector Masarykova

16, 1000 Ljubljana

Tel. +386 1 400 54 42

Fax: +386 1 400 53 58

email: slavica.cernosa@gov.si

Ministry of Labour, Family and Social Affairs-Directorate of Labour Market and Employment

Directress general-Damjana Košir

Tel. +386 1 369 76 04

Fax: + 386 1 369 76 69

email: damjana.kosir@gov.si

SPAIN

FECEAV-FEDERACIÓN DE COLECTIVOS DE PERSONAS ADULTAS DE VALLADOLID

(COORDINATED PATHWAYS OF FORMAL ADULT EDUCATION MANAGED ON A LOCAL LEVEL IN VALLADOLID)

Author: Maria Chiara Vita Finzi-Melius srl, validated by Subdirección Gral. de Aprendizaje a lo largo de la vida

JUSTIFICATION FOR INCLUSION:

The good practice enables disadvantaged people to achieve different qualifications, from the lowest level up to access to higher education, and supports them to access formal adult education. The programme aims to increase opportunities for people with poor literacy, immigrants, people without primary education, young school leavers and unemployed people to find a job and to integrate into society.

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: Low level of qualification among disadvantaged adults. The aims are:</p> <ul style="list-style-type: none">▪ to increase disadvantaged adults' opportunities to find a job and to be able to participate in social life▪ to train young school leavers (16-21 years) so that they can achieve an initial vocational qualification. <p>It also addresses the need to raise local authorities' awareness of new demands arising in contemporary society.</p>
<p>Beneficiaries: Adults, disadvantaged citizens, immigrants, school leavers:</p> <ul style="list-style-type: none">▪ People with low literacy skills▪ People without primary education▪ Unemployed people▪ Employed people needing further vocational education▪ Women needing to participate more actively in society▪ Immigrants. <p>Typology: Beneficiaries are defined according to the following criteria:</p> <ul style="list-style-type: none">▪ Both sexes, adults (or exceptionally 16 years old)▪ Spanish, ethnic minorities, immigrants▪ Initial assessment of level of education

- Initial evaluation of level of competencies, organised at three levels (A,B,C) so that each student can customise his/her training path.

Information about and approximate size of the target group reached:

About 1,900 students in the last year just in the Valladolid area.

Institutions involved

Primary role:

FeCEAV-Federación de Colectivos de Personas Adultas de Valladolid, which includes several associations (Asociación Cultural CEPA “*Huerta del Rey Parquesol*”, Asociación Cultural Educativa “*La Palabra*”, Asociación Cultural “*La Unión*”, Círculo de Cultura Popular “*Delicias Paulo Freire*”, Colectivo Cultural “*Belen*”, Asociación Cultural “*Zona sur Puente Duero*”, Colectivo de Cultura Popular “*Pilarica*”).

Other partners:

In Castilla y León: Asociación para la Coordinación de Educadores y Colectivos de Educación de Personas Adultas(ACECEA).

In Spain: Federación de Asociaciones de Educación de Personas Adultas (FAEA).

Courses are approved and supported by the local authority (*Municipalidad de Valladolid*/ Municipality of Valladolid) as well as nationally (Ministerio de Educación) Ministry of Education.

Period of action:

FeCEAV has been working continuously in adult education in Valladolid for around 20 years.

From 1990 to the present it has been delivering the municipal adult education programme in Valladolid.

In 1996 and in 2007 it won the Miguel Hernández Literacy prize from the Ministry of Education and Science.

Since 1997 FeCEAV has taken part in European Projects, most notably the project “Building the Adult Literacy Word-generation Frame” funded by the Ministry of Education and Science’s Socrates Programme in Grundtvig 2 in 2005.

Abstract

Description of the Action:

The opportunity to access formal adult education is provided in a local authority area to enable people to achieve different qualifications (from the lowest level up to access to higher education). Continuity and coherence of formal adult education pathways are coordinated through the FeCEAV- *Federación de Colectivos de Personas Adultas de Valladolid* (Federation

of Adult Education Groups of Valladolid). The Federation provides coherent adult education resources.

A distinctive feature of the programme is the adoption and reference to a Freirian approach. It uses active methodologies - inspired by Paulo Freire tradition - that allow participants to express their objectives, needs and interests, shape their own learning programme and to systematise the selection of content and generative words as part of the process of learning to read and write.

The adult education pathways are organised in different topics and on different levels. Two examples are given below.

Adult education programme at municipal level:

- Area 1 – Access to different levels of formal education. Topics include literacy and numeracy, reading, basic culture, Spanish for speakers of other languages, preparation for secondary education (level 1 and 2), access to upper secondary education and to senior university (for people over 25);
- Area 2 - Professional development. Topics include languages, cooking, nursery, basic informatics, carpentry, etc.
- Area 3 – Personal and social development. Topics include literacy, languages, social skills, history and arts, driving licence etc, taught via open learning and workshops.

Vocational qualification programme at regional level:

- For young people (16 to 25) according to the vocational priorities agreed with the national and provincial authorities.

There are about 35 teachers involved in the courses. Special courses are organised for teachers participating in the programme.

Basic information about results and impact:

Participants numbered about 1,900 in the last academic year.

Documentation/Sources related to the good practice

Web site(s):

www.feceav.net/index.html

Reports:

Notable printed publication:

- *Carpeta Didáctica par Educación Ambiental*, Colección Biblioteca de Educación Ambiental, Junta de Castilla y León, 1990.
- *Yo podría escribir un libro*, Junio 1997, Dep: Legal, VA-387/1997
- *Alas Palabras*, Junio 1997, Dep: Legal VA-541/1997
- “Sueños, Lágrimas y Risas”, Colección Experiencias Educativas, ISBN 84-86808-71-5, Dep.Legal: VA-465/1998
- *Retales de Memoria*, Dep.Legal: VA-216/2009.

- Guía y Cuaderno de Trabajo, *Democratizando la participación*, Diputación de Valladolid, Dep. Legal: VA-953/04

Notable resources on CD:

- *Aula TIC para la alfabetización digital*. This material was developed as a result of FeCEAV and the municipality of Valladolid in the Socrates Grundtvig 2 programme, *Sharing European Experiences in the NICT Adult Training Field*, 2002/03.)
- *Toma nota*. Método de Alfabetización Básica. Resources for teaching basic literacy to adults in a digital format produced by the General Education, Training and Educational Innovation Department at the Ministry for Education in collaboration with FAEA (Federation of Adult Education Associations in 2004).
- *Un Viaje seguro por Castilla y León*. A pack of activities on road safety for adults developed using a Clic platform (a freeware application with a GNU GPL licence which is used for a variety of multimedia educational activities). This material was produced by a FeCEAV Road Safety Working Group with the Traffic Department in 2006-07.

Is there documentation available to support the results achieved and the impact produced by the good practice?

The documentation contains substantial information on the results and the impact of the action. However the possibility of publishing more didactic materials for dissemination and use by other trainers would be of interest.

In numerical terms the results include:

- Almost 2,000 people from the city of Valladolid participating in the learning process in different training areas.
 - Teaching an average of 170 people to read and write in each academic year.
 - EPA training²⁹ for about 700 people at a basic level.
 - 300 people achieving skills qualifications.
 - 150 students taking exams as private candidates.
 - Teaching Spanish to 60 speakers of other languages.
 - An average of 500 people participating in socio-cultural and open activities.

What kind of results and impact are well documented?

- Methodologies applied at initial levels for skills in communicating in home language, digital skills and learning to learn.
- Educational offer.

²⁹ It is a municipal training programme.

<ul style="list-style-type: none"> ▪ Number of participants.
<p>Evaluation of results:</p> <p>Two types of tools are used for continuous and final assessment:</p> <ul style="list-style-type: none"> • A monitoring portfolio for continuous assessment: attitudes and the application of learning are assessed and recorded daily for each student and group. • Final Test: this uses different tasks and activities which require application and use of the knowledge and skills acquired during the learning process.
<p>Additional national/ local sources for adult basic education documentation available on line:</p> <p>www.educacion.es http://biblioteca.universia.net/html_bura/ficha/params/id/38106756.html www.wsz.edu.pl/iro/adpa/aulatic/FeCEAV1.htm</p>
<p>Contact details of the Institution with Primary Role:</p> <p>FeCEAV: C/ Pelicano s/n 47012 Valladolid, España. Tel: +34 983 291 396 Fax: +34 983 210 162 www.feceav.net email: feceav@feceav.net</p>

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SWEDEN

X-PRESS ON TRACKS

Author: Henrik Zipsane -Jamtli Foundation

JUSTIFICATION FOR INCLUSION:

This programme targets young unemployed early school leavers with unsatisfactory basic key competences. It aims to inspire and motivate the participants to re-engage and re-enter formal or non-formal education. The approach used relates to the European key competence of '*learning to learn*' which is about creating and nurturing the need and desire to learn throughout one's entire life.

Overall, 50% of the participants have been successful. 40% have re-entered education afterwards and 10% have got a job.

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: Xpress on Tracks is designed to transform early school leavers with unsatisfactory basic key competences into learners by inspiring them to re-engage and re-enter formal or non-formal education.</p>
<p>Beneficiaries: The target group are people aged 18-24 who have been officially registered unemployed for 90 days and have unsatisfactory grades in their mother tongue (Swedish), another European language (probably English) and mathematics.</p> <p>Typology: Preparatory courses to enable and motivate the participants to start again with basic or vocational education and training.</p> <p>Information about and approximate size of the target group reached: 12-15 young people at a time. So far more than 60 people have been involved in the programme during the first phase in 2006-2008. Since January 2009 the approach has been continued in a new project and is financed for 2009-2010.</p>
<p>Institutions involved</p> <p>Primary role: <i>Nordiskt Centrum för Kulturarvspedagogik/NCK</i> (The Nordic Centre for Cultural Heritage Learning)</p> <p>Other partners: Jamtli Museum, Regional museum in Jämtland. The State Regional Archives in Östersund. Birka Folk High School. The Unemployment Office in Östersund. The Östersund Municipality. The European Social Fund.</p>
<p>Period of action: From April 2006 – ongoing, the practice has been adopted by Östersund Municipality.</p>
<p>Abstract</p> <p>Description of the Action: The approach used in the <i>Xpress on Tracks</i> programme relates to the European concept of the key competence <i>learning to learn</i> which is very much about creating and nurturing the attitude of the need and desire to learn during one's whole lifespan. The programme aimed to inspire young early school leavers to re-engage with education by enabling the participants to have a positive experience of</p>

learning. That has been done through the use of cultural heritage resources/services at museums and archives, as well as out in the countryside, and by letting the young people, through inspiration, develop self-confidence.

Basic information about results and impact:

40% of the participants have re-entered education – mostly in non-formal educational environments. Another 10% of the participants have gained employment – typically as unskilled labour.

So far, the results show that a third have begun basic education, another third have found employment – unfortunately mostly short-term and with one or another form of government subsidy—and the final third are either still with the project or have left it for various reasons. Financially it is a question of major savings for the municipality and the employment service in the short term, but even more so in the long run. The financial arguments alone make this initiative interesting.

Documentation/Sources related to the good practice

Web site(s):

www.nckultur.org
www.jamtli.com/english/

Reports:

Harriet Augustén, H. (September 2006), *X-press on trax-Report from a participant perspective*. Mid Sweden University-Department of Education.
Nilsson, Mia (2007), *Activities in the programme X-Press on Tracks*.
Palomaa, S. (2008), *X-press on Tracks-Unconventional approaches to helping young adults -a bridge to the future*.

Is there documentation available to support the results achieved and the impact produced by the good practice?

See above (basic information about results and impact).

What kind of results and impact are well documented?

Further documentation with a more holistic analysis is: Zipsane, Henrik (2007), *Cultural learning in the transition from social client to learner*.

Impact evaluation:

An evaluation of impact is in progress.

Apart from the number of successful participants completing the course, the project will be funded and continued until 2010, which indicates that X-press is on track and is likely to become an established measure.

Evaluation of results:

Currently a research project is about to start. The aim is to focus on a cost/benefit analysis of the approach compared with others used by municipalities, unemployment agencies and social insurance agencies.

Additional national/local sources for adult basic education documentation available on line:

www.sweden.gov.se/

www.regionfakta.com/templates/

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4.2 Learning at the workplace for professional qualification on basic education

AUSTRIA

JUMP PROJEKT “JUGENDLICHE IN BEWEGUNG”

(BASIC EDUCATION FOR APPRENTICES)

Author: Gerhard Bisovsky

JUSTIFICATION FOR INCLUSION:

Companies in Austria assert that apprentices often show lack of competence in numeracy, literacy and ICT skills. Through the JUMP Project specially tailored training for apprentices has been developed and integrated into the dual vocational education system. The training was designed to improve the apprentices' skills and help them to overcome their learning barriers. After completing the training, the apprentices showed improved performance in most subjects, especially mathematics. Furthermore they reported improvements in terms of overcoming their learning barriers.

KEY FEATURES

Problems that the good practice has been able to overcome and solve: Employers are critical of the educational standards of apprenticeship education and training. They complain that they cannot find qualified apprentices because of a lack of knowledge and competence in mathematics and in German. An appropriate strategy was to offer tailor-made training.

Beneficiaries and Typology: Apprentices lacking basic competences in literacy, numeracy and ICT.

Trainers and teachers in vocational schools.

Information about and approximate size of the target group reached:

150 apprentices have been reached by JUMP project and 20 teachers and trainers have attended the train-the-trainer seminars.

Institutions involved

Primary role:

Die Kärntner Volkshochschulen (Carinthian Adult Education Centre)

Other partners:

ISOP (Innovative Social Projects),

ÖGB-Landesorganisation Oberösterreich (Austrian Trade Union, Upper

Austria),
abc Salzburg,
Volkshochschule Floridsdorf (Adult Education Centre Vienna),
Volkshochschule Linz (Adult Education Centre Linz),
BHW Niederösterreich (regional centre for homeland activities),
Steirische Volkswirtschaftliche Gesellschaft (Styrian Association for Economics), NOWA (Regional Network for Occupational Training),
LLL Projektmanagement GmbH
Bundesarbeitskammer (Federal Chamber of Labour),
AMS Landesgeschäftsstelle Steiermark (Styria Labour Market Service),
LWK Oberösterreich (Chamber of Agriculture in Upper Austria).

Period of action:

The practice started in July 2007 and will run until June 2010.

Abstract

Description of the Action:

The JUMP project has been developed within the *in.bewegung* (In Movement) network partnership funded by the European Social Fund and the Austrian Ministry of Education and Culture. The *in.bewegung* network is working to increase access to literacy, numeracy and basic ICT provision and provides information to increase awareness. The JUMP project complements the education and training process within the dual education system.³⁰ Young people get additional education and training at vocational schools and regional training centres.

The apprentices were supported and mentored on their route to graduation. Recruitment took place in close cooperation with the management of the school. The selection criteria was: bad school grades and/or risk of failure in apprenticeship training because of poor basic competences. Participation was voluntary, guaranteed at a confidential first interview.

The target group showed different starting points. The majority had bad school experiences and deficits in basic education. The age of the target group required additional sensitivity.

Vocational school teachers and trainers attended awareness training.

The recruitment process was supported by the management of the schools in co-operation with a pedagogical university.

Complementary courses were designed and delivered in co-operation with the directors of the vocational school and the management of the training

³⁰ Company based apprenticeship training complemented by part-time attendance at a vocational school for apprentices.

centres. A needs analysis was carried out in an information exchange workshop. Training needs were investigated via interviews with teachers and trainers and with learners.

An individual curriculum was developed with the learners.

The whole process is as follows:

- contact with interested vocational schools and training centres;
- presentation of the JUMP project to teachers and trainers and managers;
- creation of an appropriate infrastructure within the vocational schools;
- shared recruitment of participants;
- confidential interviews with potential participants;
- start of courses [taking place once or twice a week];
- voluntary social pedagogical mentoring of the apprentices;
- close co-operation between the basic education trainers, training centre management and teachers at the vocational schools;
- agreement that details of the course are not given to the training centres and vocational school to maintain confidentiality.

Basic information about results and impact:

At least 80 % of the participating apprentices reported that their performance has improved. The JUMP project has been nominated by the German Association for Literacy and Basic Education as a best practice example of support for adolescents with reading and writing problems at transition from school into the labour market.

Documentation/Sources related to the good practice

Web site(s):

www.vhsktn.at/index.php/news/mainnews_more/589/

Reports:

Die Kärntner Volkshochschulen, In.Bewegung (2009), Kurzbericht „JUMP“ – „Jugendliche mit Perspektiven“.

Die Kärntner Volkshochschulen, In.Bewegung (2009): Evaluation des Projekts JUMP

Both papers are available at Die Kärntner Volkshochschulen.

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

The quoted documents are excerpts from the final evaluation of the JUMP project which will be published in Autumn 2009.

Impact evaluation:

Benefits for the apprentices:

- apprentices' increased motivation and understanding of course content;
- although deficits in basic skills? had negative implications for the apprentices, the training had positive effects on their self-esteem and they had been able to work on their deficits successfully;
- grades at the vocational schools had improved;
- understanding of mathematics, including specific skills such as mental arithmetic, had improved;
- some participants had improved their skills in writing and reading;
- improved competences in German and mathematics had led to better and more self-confident behaviour with customers;
- 80 %of the apprentices reported improvements in one or more subjects;
- fear of school has been reduced through improved competence;
- the more the apprentices were involved in the programme the more they saw the transferability of learning
- participation in the courses was voluntary and trainees responded differently; some apprentices took the opportunity and participated immediately, others needed more time to realise the advantages;
- trainees' expectations were not very specific;
- apprentices' needs had not been met by learning-to-learn provision;
- a high level of satisfaction with the teachers and the trainers, the learning facilities and the organisational framework was seen to be good;
- interaction between teachers and the apprentices was positive, the apprentices took more personal responsibility than before;
- nearly all apprentices expressed their wish to continue participating in these courses in the next academic year.

From the directors and the management's perspective, the results from the evaluation showed that:

- all were satisfied with the organisation of the JUMP-courses;
- the co-operation with the teachers from the vocational schools was seen very positively;
- JUMP-courses dealt with issues which had not been addressed previously at school;
- working on topics which were also being taught in the vocational schools helped to deepen knowledge and skills; .
- numeracy skills especially had been improved;
- directors and the management of the training centres and vocational schools had been given positive feedback from apprentices;
- the courses should be continued as the learners could see their value;
- the voluntary nature of the courses was important.

- a positive change had been observed especially in mathematics. The apprentices were less fearful when they were faced with mathematics in training centre workshops;
- apprentices attending the vocational school achieved better marks;
- one director mentioned that the apprentices had improved their skills in mental arithmetic.

However, training centre directors could not be expected to evaluate gains that are personal to individual learners.

Evaluation of results:

145 apprentices attended the JUMP-courses. Three quarters were male and a quarter was female.

23 trainers and teachers attended the train-the-trainer-courses and the awareness raising courses, one half were male, the other half female.

The apprentices' needs varied considerably, from those who required very specific support for dyslexia or communication skills or revision of work on school subjects and topics to those with very unclear needs.

The experience shows that there was a great need to support apprentices with low levels of basic education. Growing publicity about the JUMP-project is leading to an increasing demand from vocational schools, training centres and firms. The number of courses offered is increasing, additional courses are being delivered outside of the project funded by the European Social Fund and the Ministry of Education.

Additional national/ local sources for adult basic education documentation available on line:

- www.alphabetisierung.at/uploads/media/07_02_08_JUMP_Basisbildung_fuer_Kaerntner_Lehrlinge_Presseaussendung_04.pdf
- www.kleinezeitung.at/kaernten/voelkermarkt/1921735/index.do
- www.kleinezeitung.at/kaernten/voelkermarkt/1921736/index.do
- www.vhsktn.at/index.php/news/mainnews_more/589/

Contact details of the Institution with Primary Role:

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BELGIUM

TAALONDERSTEUNING BIJ BEROEPSOPLEIDINGEN IN DE CENTRA VOOR VOLWASSENENONDERWIJS

(LEARNING DUTCH LANGUAGE)

Author: Renilde Reynders

JUSTIFICATION FOR INCLUSION:

Immigrant trainees in professional child care training in Flanders show weak Dutch language skills. Additional modules for Dutch language training have been developed for embedding in the standard training program. Trainees who took part in the Dutch language training programme noticeably improved their Dutch language skills.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

a) Language difficulties/needs of immigrants and Dutch speaking trainees with low levels of literacy and b) An increasing percentage of linguistic minority students (actually about 35 home languages).

Beneficiaries: Immigrants, non-native individuals, Dutch speaking trainees with low levels of literacy.

Typology: Development and implementation of Dutch Language Modules to be embedded in training courses

Information about and approximate size of the target group reached:

In the academic year 2003-2004 8 out of 24 students enrolled were non-native speakers. In this period Dutch language support was not provided.

In 2005-2006 the Dutch Language Support project started for 16 out of the 68 students. Eight were non-native speakers.

In the current year (2008-2009) there are 32 non-native speakers, of whom 31 take extra Dutch classes. 28 native speakers also registered for extra Dutch support.

Institutions involved

Primary role:

Centre for adult education SCVO Sité

Other partners:

VDAB Social Profit

Huis van het Nederlands Antwerpen

<p>Period of action: The practice was adopted in September 2005 and was planned to be available till June 2009.</p>
<p>Abstract</p> <p>Description of the Action: Since September 2007 the <i>Learning Dutch language</i> project (“<i>Taalgericht naar Werk</i>” project): teacher’s support has been provided for the planning of the course, for writing clear questions for assignments, a clear Dutch language marking scheme and tips for oral and visual language support during teaching.</p> <p>Basic information about results and impact: Since 2004-2005 there has been an entry procedure policy in place to check motivation and insight, as well as the trainee’s learning capacities and level of Dutch. In 2004-2005 one module of Dutch language support was offered alongside the actual training programme. From 2006-2007 until the present three modules of Dutch language support have been offered alongside the actual training programme. The Dutch programmes are completely integrated in the training programme. Since February 2009 the Dutch programme, <i>Social Profit</i>, has been offered as a preparation for the actual training programme.</p>
<p>Documentation/Sources related to the good practice</p> <p>Web site(s): www.nt2antwerpen.be/taalbeleid_voor_centra_voor_het_volwassenenonderwijs (The website provides general information on integrated language courses into professional training programmes.)</p>
<p>Is there documentation available to support the results achieved and the impact produced by the good practice? What kind of results and impact are well documented? Porte, G. (Ed.) 2008: Language teaching</p>
<p>Impact evaluation: The Table 9 below shows a continued increase in the number of students registered in the professional training child care programme. The number of non-native speakers has been more or less constant since 2006-07, but the take up of Dutch language support has increased. Thanks to this support, these trainees have increased their chances of success, as have their low-literate native speaking co-trainees who have participated in the same support programme.</p>

Table 9 – Number of students registered in the professional training childcare programme

Year	Registered childcare trainees	Minority ethnic trainees	Trainees in Dutch language support programme	Non-native speakers
03-04	24	8		
04-05	62	17		
05-06	68	23	16	8
06-07	97	34	29	12
07-08	100	33	63	37
08-09	107	32	59	31

Evaluation of results:

Several tools have been uploaded on www.nt2antwerpen.be/actieplannen_taalgericht_naar_werk that show the instruments used to evaluate and monitor the courses, such as questionnaires. The website also hosts the didactic and methodological instruments that formed the basis of the evaluation results, as well as documents that present the evaluation conclusions.

Contact details of the Institution with Primary Role:

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BELGIUM

***ANALFABETEN INGEBURGERD AAN HET WERK
 (LITERACY INTEGRATED INTO THE JOB)***

Author: Els Coecklbergh

JUSTIFICATION FOR INCLUSION:

Non-literate immigrants have a low participation rate in educational and vocational programmes in Flanders.

The Literacy Integrated Into The Job programme developed specific vocational training, customised to the special needs of illiterate additional language learners.

The programme helped participants to overcome barriers to learning and the learners acquired vocational skills. After the training all of the participants managed to find a job.

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: To shorten the length of time spent in general Dutch courses by non literate second language learners and to lower the threshold for entry to vocational training. To prepare them to get a job in the cleaning sector. To integrate different programme parts to a close and coherent unity.</p>
<p>Beneficiaries and Typology: Adult speakers of other languages who are not literate in Dutch, learners with job aspirations in the cleaning sector Information about and approximate size of the target group reached: 11.</p>
<p>Institutions involved Primary role: Centre for Adult Basic Education in Mechelen (provided the Dutch language courses). Prisma-Integration Centre for New Immigrants in Mechelen (provided career guidance, the introductory course into Flemish society, initially in the mother tongue of the participants and later, in the Dutch language). Levanto-Non-Profit Organisation for Vocational Training (provided career guidance, personal coaching and part of the Dutch language course). VDAB Mechelen - the Government Agency for Employment and Vocational Training (provided the vocational training). Karel de Grote-Hogeschool (co-ordinated the whole project and gave methodological support to the teachers).</p>
<p>Period of action: The practice ran from December 2005 till November 2007.</p>
<p>Abstract Description of the Action: Non-literate Dutch language learners have a very low participation rate in educational and vocational programmes in Flanders. The levels of Dutch language and literacy required for entry to these programmes is a difficult threshold for this group to reach. As a result, non-literate Dutch language learners have to follow a general Dutch course for many years in order to reach the required starting level for vocational training. The Literacy Integrated To The Job project experimented with recent</p>

insights into educational organisation and methodology. The experimental training, which took place from January 2006 until October 2007, suggests that it is possible to provide successful vocational training for non-literate Dutch language learners and to prepare them for the job market in a reasonable amount of time. This experiment was the foundation for a model of an integrated vocational training for illiterate or low literacy Dutch language learners.

Some observations on the project have been made and are given below.

1. Observations concerning methodology

The type of methodology used in this programme is in accordance with the needs of the target group, because literacy learners use learning strategies that are based upon practical experience. Therefore active learning and authentic learning is in line with earlier experiences.

Literacy learners have to deal with low self-esteem, therefore self-assessment and a positive approach improves their self esteem.

Literacy learners have poor mastery of key skills such as solving problems, making choices and self-assessment. Active and authentic learning in a real life setting creates many opportunities to work on these key skills.

2. Conclusions concerning organisation

The target group can cope with and benefit from an intensive programme.

The target group needs extensive guidance on career coaching, job seeking and other personal problems during the programme.

The target group benefits from an integrated programme that combines language acquisition with vocational training.

A regular and close consultation with all partners is necessary.

Work experience was a big success:

- It helped participants to overcome reluctance towards working.
- It gradually enabled the participants to become more self-reliant.
- It brought the real world into the classroom: apprenticeships are an important additional context (for content-based language learning).
- It contributed to the positive perception of literacy learners by employers.
- It bridged the gap between the learning and job situation.

3. Conclusions concerning the acquired skills

The vocational skills were easily acquired.

The motivation and dedication and class attendance rate was high. The participants' acquisition of reading and speaking skills was varied and unpredictable.

4. Conclusions concerning employment

All participants managed to find a job in cleaning: four participants in regular economy, five participants in the subsidised economy.

Employers were satisfied with participants.

Attitudes towards work and high level of motivation compensated for low linguistic competence.

Apprenticeships contribute to positive perception of literacy learners by employers.

Basic information about results and impact:

The project gave an interesting perspective on how to organise vocational training for Dutch literacy and language learners. For this research project only one experience group was used so no scientifically proven conclusions can be drawn. However, some observations have been made and might give interesting results if researched further.

Documentation/Sources related to the good practice

Web site(s):

www.kdg.be/equal

Reports:

Aerts, B., Maton, E. , Menten T. (2008). *Analfabeten, ingeburgerd aan het werk: een geïntegreerde beroepsopleiding voor laaggeletterde anderstaligen: methodiekb beschrijving en voorbeeldmateriaal*. Antwerpen, KdG, 146 p.

Is there documentation available to support the results achieved and the impact produced by the good practice?

As stated above.

What kind of results and impact are well documented?

A summarised analysis of the project and the subsequent conference with the presentation of the project results and impact is available on www.kdg.be/main.aspx?c=EQUAL&n=3442.

Impact evaluation:

Aerts, B., Maton, E. , Menten T. (2008). *Analfabeten, ingeburgerd aan het werk: een geïntegreerde beroepsopleiding voor laaggeletterde anderstaligen: methodiekb beschrijving en voorbeeldmateriaal*. Antwerpen, KdG, 146 p.

Evaluation of results:

9 people found a job in the cleaning sector after a training of 14 months.

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DENMARK

KOMPETENCECENTRET PÅ AMU-NORDJYLLAND
(COMPETENCE CENTRE)

Author: Morten Lassen

JUSTIFICATION FOR INCLUSION:

There are too few learning activities taking place among employees – especially low skilled workers- in small and medium sized enterprises

This project established a Competence Centre to initiate contact and cooperation between training institutions, respective businesses, using the Centre for Labour Market Research to observe and analyse the progress. Competence training in the workplace, especially for lower skilled workers, has been initiated.

Lower skilled workers have been assisted and motivated to develop and/or improve their professional competences in the workplace.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The problems are related to

- a) too few learning activities among employees (especially unskilled workers) in small and medium sized firms and
- b) limited cooperation between public training institutions and other relevant actors, e.g. the labour market authorities.

Beneficiaries: Vocational training institutions, firms, unskilled workers.

Typology: Co-ordinated actions between members of the Competence Centre and qualitative studies, using scientific research methods.

Information about and approximate size of the target group reached: Approximately 200 firms and groups of teachers and consultants in the training institutions.

<p>Institutions involved</p> <p>Primary role: Lead partner for analysis. CARMA - Centre for Labour Market Research, Aalborg University.</p> <p>Other partners: New Insight A/S.</p>
<p>Period of action: Developmental processes at the training institutions involved inspired other institutions and the Ministry of Education. The practice was adopted in 2006 and is still continuing.</p>
<p>Abstract</p> <p>Description of the Action: A Competence Centre was established with AMU-Nordjylland as lead partner and several other training institutions as partnership members, joined by other relevant actors from the labour market authorities. The main activity was focussed professional and co-ordinated activities with private small and medium sized firms with the intention of raising their training activity, especially for unskilled workers. Members of the partnership co-operated at both operational level and management levels.</p> <p>Basic information about results and impact: The final evaluation has assessed project results in relation to its quantitative goals for the number of businesses, employees, competence centre middle managers, and teachers and trainers, who have participated in competence development and continuing education. The project goals were</p> <ul style="list-style-type: none"> ▪ Participation by 450 enterprises, especially small enterprises with fewer than 20 employees. ▪ Participation in competence development and continuing education and training by 3,750 employees. The target group included skilled and unskilled workers in private and public sector enterprises, including employees with a low or insufficient qualifications level. ▪ Participation in competence development etc. by 375 education and training institution middle management, teachers and trainers, and other staff members, for example counsellors or administrators. <p>The Competence Centre's institutions have over-performed in a number of dimensions compared to the original targets:</p> <ul style="list-style-type: none"> ▪ Compared to the target of participation by 450 enterprises, the Competence Centre's contact statistics show that over 900 enterprises agreed to participate in activities.

<ul style="list-style-type: none"> ▪ Compared to the participation target of 3,750 employees in competence development and adult education and training, the collected statistics show that over 9,000 participated in education and training and practice-based competence development. A substantial proportion of those participants had low levels of education attainment. ▪ Compared to the target of participation by 375 education and training institution middle management, teachers and trainers, and staff, in in-house capacity building and competence development, project statistics from the self-evaluations show that a total of 584 competence centre employees, middle management, and teachers and trainers participated in internal development activities.
<p>Documentation/Sources related to the good practice</p> <p>Web site(s): www.AMUNordjylland.dk www.socsci.aau.dk/KvaliNord</p> <p>Reports: Several reports are available in Danish at the KvaliNord website mentioned above (www.socsci.aau.dk/KvaliNord), Maria Appel Nissen, M., Harder, M., Bang Andersen, M. (2008), <i>Socialrådgiveres fremtidige kvalifikations- og kompetencebehov – en pilotundersøgelse</i></p>
<p>Is there documentation available to support the results achieved and the impact produced by the good practice? Yes, as mentioned above.</p> <p>What kind of results and impact are well documented? See www.kompetencecentre.dk/_root/media/31307_Competence Centres%20in%20Learning%20Regions%20in%20Denmark.pdf where the summary documents the aims, objectives, outcomes and impact of the Competence Centre.</p>
<p>Impact evaluation: The experiences of the project have been disseminated and used at three levels:</p> <ul style="list-style-type: none"> ▪ by a new project to developing the organisation of AMU Nordjylland; ▪ by systematic knowledge sharing among the other institutions supplying training; ▪ by political decisions in parliament about establishing permanent coordinating centres of adult vocational training courses for the whole country. This will be implemented from 1.1.2010.
<p>Evaluation of results: As well as centre at AMU Nordjylland 14 other centres have been established.</p>

“*Teknologisk Institut*”, Copenhagen evaluated the whole programme and reported on it in several articles. Please look at www.kompetencecentre.dk, where you will find an English summary.

Additional national/ local sources for adult basic education documentation available on line:

www.uvm.dk (ministerial web source)
www.teknologisk.dk
www.rn.dk/RegionalUdvikling/Erhverv/Fremkom/
www.ncfk.dk
www.kompetencecentre.dk

Contact details of the Institution with Primary Role:

AMU Nordjylland, Director Lars Bo Breddam
CARMA, Head of Department Morten Lassen

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FRANCE

EVOLUANCE

(EVOLUTION-BASIC EDUCATION FOR WORKERS IN DANONE)

Author: Jean-Pierre Jeantheau-National Agency for Combating Illiteracy (*Agence nationale de lutte contre l'illettrisme*, ANLCI)

JUSTIFICATION FOR INCLUSION:

The *Evoluance* programme implemented by Danone (a well-known food company) aims to provide its low-skilled employees with an on-the-job certified qualification by combining further training with validation of prior knowledge, skills and competencies. Since 2004, 670 workers have gained a diploma, and 250 workers are following the same route. The company is able to anticipate organisational changes and emerging needs for new skills and competences.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

Danone, a major food company, has initiated a programme called “*Evoluance*” that has succeeded in overcoming issues of poor literacy and

of guiding workers towards vocational training so as to acquire skills and diplomas. With a view to a successful outcome, terms of reference were written, the programme was introduced to counsellors, and workers' representatives were consulted. All these actions were prepared and undertaken in cooperation with the Education Department.

Beneficiaries: Workers of Danone company.

Typology: Workers with poor literacy.

Information about and approximate size of the target group reached:

It involved 39 establishments/company branches and has been used by 1,035 workers.

Institutions involved

Primary role:

Danone company

Other partners:

National Agency for Combating Illiteracy (ANLCI).

Period of action:

The practice adopted by Danone started in 2004 and will be available till 2009.

Abstract

Description of the Action:

Danone, a major food company has initiated a programme called "Evoluance" to improve literacy skills and guide workers towards vocational training in order to acquire skills and diplomas. With a view to a successful outcome, terms of reference were written, the programme was introduced to counsellors, and workers' representatives were consulted. All actions were prepared and undertaken in cooperation with the Education Department.

Two project managers coordinate the programme.

Prior to] panel assessment there are seven phases planned in the programme for each participating worker:

1. negotiation between one of the project managers and the manager of an establishment
2. marketing the programme to workers
3. individual interview
4. group session (8 workers) to explain what they have to do
5. individual advice to help them to prepare their portfolio
6. workshop on writing the portfolio
7. preparation for panel assessment

<p>Basic information about results and impact: Over five years, 670 workers gained a diploma and 250 workers are enrolled on the same programme.</p>
<p>Documentation/Sources related to the good practice Web site(s): www.agefaforia.info/interview.php?interview_id=1 www.anlci.gouv.fr www.greta.ac-versailles.fr/docs_pdf/article_danone.pdf www.halde.fr/spip.php?page=article&id_article=9129 Reports: www.halde.fr/spip.php?page=article&id_article=9129</p>
<p>Impact evaluation: The aim was to enable the workers to work towards one of 38 diplomas, especially a National Education diploma. Most of the workers are very satisfied with the programme: they achieved recognition of their skills and gained a diploma. The company is able to plan for organisational change and development and emerging needs for new skills and competences</p>
<p>Evaluation of results: Over five years, 670 workers gained diplomas (a special basic certificate and current levels 1 or 4) by using accreditation of prior experience and complementary training. 250 workers are enrolled on the same programme.</p>
<p>Contact details of the Institution with Primary Role: Danone Laurence Kopelman email: laurence.kopelman@danone.com</p>

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GERMANY

DEUTSCH AM ARBEITSPLATZ

(GERMAN IN THE WORKPLACE)

Author: Iris Beckmann-Schulz

JUSTIFICATION FOR INCLUSION:

Increasing literacy and communication requirements in the workplace are placing heavy linguistic demands on migrant workers.

German in the Workplace addresses this issue through the development of appropriate in-company literacy training courses that meet the job related language needs of migrant workers, improve literacy skills and upgrade qualifications.

Concrete outcomes for the participating workers such as improved reading and writing abilities, communication skills and integration in operational processes on the job have been observed and documented by supervisors, works councils, trainers and project coordinators.

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: The increasing requirement for good communication skills in the workplace constitutes a significant challenge for migrant workers. With suitably developed in-company training, employability is protected by offering opportunities for migrant workers to upgrade their qualifications.</p>
<p>Beneficiaries and Typology: Employees from a migrant background. Information about and approximate size of the target group reached: In this example: 20 workers.</p>
<p>Institutions involved Primary role: Passage gGmbH Other partners: Manufacturer: ‘Saturn Petfood’</p>
<p>Period of action: The practice started in 2007 and is still ongoing.</p>
<p>Abstract</p> <p>Description of the Action: Since 2007, Passage gGmbH³¹ has been delivering in-house training for German language in the workplace in businesses. Firms wish to integrate workers who have been working for them for several years into operational and managerial processes. Fostering the workplace-related communication skills (in German language) of workers may also be understood as a job-saving measure. This process aligns itself with human resource development which generally aims at improving communication processes among company personnel. The Co-ordination Centre (German in the Workplace) works with companies</p>

³¹ gGmbH means a non-profit limited liability company.

to develop a plan for implementing, and evaluating in-company training programme. Initially, individual workplace-related language requirements are analysed so that training modules can be developed according to these requirements.

The main aim of the training is to improve communication at work and to encourage workers to contribute their ideas and competences, and to participate in qualification upgrading measures. The participants bring in their expertise to the learning content while the teacher, on the other hand, is the expert for the literacy aspects of the work, as well as for teaching these skills.

Basic information about results and impact:

Participants actively participate in the sessions and are well motivated even though they have to attend the course in their free time or after their shift. In line with the Coordination Centre philosophy, the training is precisely geared towards the language needs of the participants, and the applied topics and materials are entirely related to their daily work. The participants' motivation remains constant and is maintained despite the extra time pressure.

Documentation/Sources related to the good practice

Web site(s):

www.deutsch-am-arbeitsplatz.de (partly provided in English).

Reports:

La Mura Flores, T. (2008), *Jetzt habe ich das verstanden! Innerbetriebliche Weiterbildung in einem Produktionsbetrieb* (only in German).

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

Further in-company training opportunities could be carried out and co-financed within the framework of the *EQUAL* programme as a pilot course. The results provided the first indication for the development of needs-based qualifications in the company

Impact evaluation:

Evidence that participants' both upgraded their literacy skills and improved their integration into operational processes has been documented in the interim and final evaluations. (presentation of participants, interviews with supervisors). These results, together with the good results of other Coordination Centre *German in the Workplace* in-company training, has resulted in the measure being taken on as an integral part of the National European Social Fund programme for workplace-related second language advancement in Germany.

Evaluation of results:

The course was assessed by the various stakeholders involved in the whole qualification scheme: The works council, heads of department, shift leaders, the participants and human resource personnel. The general conclusion was that the work-related language course was considered to be a success.

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GERMANY***TÜV SÜD AKADEMIE***

(TRAINING OFFERED TO INDIVIDUALS AND COMPANIES BY THE ACADEMY)

Author: Peter Bieheim

JUSTIFICATION FOR INCLUSION:

The issues dealt with by the practice are relevant to:

- a) the lower employability of lower skilled workers,
- b) funding training courses and offering support to companies and individuals who want to improve their skills and competences at work.

KEY FEATURES**Problems that the good practice has been able to overcome and solve:**

Employees with no vocational training or with training that is not commensurate with their current position, suffer redundancy more often than more highly qualified people. At the same time companies often making savings by not investing in further training for their under qualified staff whose employability decreases accordingly.

Beneficiaries: Employed, under-qualified people, in particular those who

have no vocational training at all. The target group also includes those who have completed vocational training but who can be classified as low qualified in cases where they lack a suitable qualification for a particular position and are unlikely to resume working in a job for which they had originally qualified.

Typology: Financing qualification measures for lower skilled workers.

Information about and approximate size of the target group reached: 4,000 – 5,000 people a year. The number of individuals reached is steadily increasing due to the ongoing economic downturn and the responding economic stimulus plan. These measures involve additional large scale governmental spending on further vocational training courses for less qualified people, supported by strong public relation efforts to reach this group.

Institutions involved

Primary role:

Finance:

Federal Employment Office

Regional Job Centres in the Federal State of Bavaria

Other partners:

Customer companies

Period of action:

The practice started in 2006 and is still ongoing.

Abstract

Description of the Action:

Companies cut back or save on spending for the enhancement of skills and knowledge of low qualified employees, and the costs of training courses are mostly out of reach of an individual's own financial resources. At the same time, alternative ways of financing training courses are widely unknown although extensive resources are available. Even before the economic stimulus, plan funds were available for the low qualified. However, the most extensive funds can only be used for training offers certified according to the relevant Federal regulations.

TÜV SÜD Akademie (TUV SUD Academy) has aligned its training offer with these regulations and most of its courses provide certification, thus making vocational training courses available and affordable for the low qualified.

Interested individuals and companies get support during the funding application procedure as these funds have to be applied for by the learners or the companies themselves. In most cases training courses can be attended for

free or at a highly reduced price. Training needs are matched to appropriate training courses during training counselling sessions with prospective learners. Various channels of information are used to raise awareness of the importance of training especially for the less qualified and to highlight the different funding possibilities, including newsletters, direct marketing, personal discussions with personnel managers, viral marketing, and other information campaigns. In addition, an on-line database and information platform has been established to guide interested individuals through the highly differentiated funding opportunities.

Basic information about results and impact:

All those who took part in one of the (co-)funded courses were able to improve their knowledge. If the relevant training course included certification the individuals concerned could enhance their original training, providing they were able to obtain enough points in the exams.

Documentation/Sources related to the good practice

Web site(s):

www.tuev-sued.de/akademie/foerderung

What kind of results and impact are well documented?

Currently, there are no overall studies or surveys of the direct impact on the target group.

Impact evaluation and Evaluation of results:

As there is no data available on the overall size of the target group it is difficult to tell to what percentage the problem has been solved. Therefore no reliable data can be submitted here.

This also applies to the number of people reached by public relations efforts and the actual enrolment figures.

All those who took part in one of the (co-)funded courses were able to improve their knowledge. If the relevant training course included certification the individuals concerned could enhance their original training, providing they were able to obtain enough points in the exams.

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GERMANY

WEGEBAU-ABKÜRZUNG FÜR WEITERBILDUNG GERINGQUALIFIZIERTER UND BESCHÄFTIGTER ÄLTERER ARBEITNEHMER IN UNTERNEHMEN

(LEARNING FOR LOW-SKILLED AND OLDER WORKERS)

Author: Alexander Urban

JUSTIFICATION FOR INCLUSION:

The practice addresses enabling older and lower skilled workers gain formal qualification certificates, lack of which generally raises problems in applying for a job in the German labour market.

The measure aims to raise people's employability by offering vocational training. In some cases the training supports lower skilled workers to make up for lack of a completed apprenticeship and a formal certificate.

To date, about 30,000 employees nationwide have taken part in training and improved their prospects on the labour market.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The project qualifies unskilled or older people at a place away from their workplace. In most cases, the qualification leads to a completed vocational training for the participants. The employability of the employee in the job market increased.
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Beneficiaries: Lower skilled and older workers.
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Typology: The beneficiaries are unskilled employees or older employees who no longer work in the occupation for which they were originally trained. Mainly people with a migrant background are involved.
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Information about and approximate size of the target group reached:
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There is no reliable numerical data available as yet. Approximately 30,000 employees nationwide.
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Institutions involved

Primary role:

Nationwide Employment Office as main funder.
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Other partners:

Chamber of Industry and Commerce

Chamber of Crafts

Period of action:

The project was initiated by the Federal Employment Office, (*Bundesagentur für Arbeit*) in 2006, started in January 2007 and will last till December 2010.

Abstract**Description of the Action:**

In German industrial firms employees who have not previously acquired vocational training increasingly find themselves in a difficult position. Although deployed as qualified employees, they do not receive the appropriate payment and risk being fired in times of crisis. If low qualified workers are dismissed, there are fewer opportunities for them to get a new job. The low-skilled workers are more likely to remain unemployed for longer than other average job applicants.

Paradoxically, on the one hand, companies are noticing an increasing shortage of skilled workers, brought about, on the other hand, by their own organisational strategies for efficiency.

The project implements job training and apprenticeships for lower skilled people to acquire formal qualification.

The Federal Employment Office awards funding to remunerate the costs (including the allocated social insurance contribution) and the expense of training courses in several fields of vocational and basic skills (education vouchers).

The project is marketed through by the press and by regional road shows.

Basic information about the results and impact:

Due to its magnitude (nationwide fund: €200 million), the real effect of the project on the employment situation has not yet been determined.

Nevertheless, an improvement of the situation for lower skilled on the labour market can be anticipated.

Documentation/Sources related to the good practice**Web site(s):**

www.arbeitsagentur.de/nn_29892/zentraler-Content/HEGA-Internet/A05-Beruf-Qualifizierung/Dokument/HEGA-04-2009-VA-WeGebAU.html

Reports:

Agentur für Arbeit – Federal Employment Office (2009), *Förderung der Weiterbildung Geringqualifizierter und beschäftigter Älterer in Unternehmen* (Programm WeGebAU),

www.arbeitsagentur.de/zentraler-Content/HEGA-Internet/A05-Beruf-Qualifizierung/Publikation/HEGA-04-2009-WeGebAU-Anlage-GA.pdf

Additional national/ local sources for adult basic education documentation available on line:

www.bildungserver.de/zeigen.html?seite=24

www.die-bonn.de/zeitschrift/

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NORWAY

PROGRAM FOR BASISKOMPETANSE I ARBEIDSLIVET, (BASIC COMPETENCE IN WORKING LIFE)

Author: Graciela Sbertoli-Vox (Norwegian Institute for Adult Learning)

JUSTIFICATION FOR INCLUSION:

Employees with poor basic skills have limited opportunities to acquire further vocational education and training, which reduces their employability.

A nationwide programme, monitored, promoted and coordinated by VOX, combats lack of basic skills competences by delivery of training courses through various education providers (public and private) for basic skills at the workplace.

Participants benefit from their improved skills and gain new motivation to foster their professional careers.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

Lack of basic skills is an important cause of early retirement and seriously impedes people's employability. Reducing hazards created by poor reading skills is an issue in many industries. Poor basic skills competence is an

obstacle for many people when it comes to the theory part of vocational training. Overall, basic skills constitute the gateway to further education.

Beneficiaries and Typology: Employees with poor basic skills (and their employers).

Information about and approximate size of the target group reached:

By April 1st 2009 there were 5,642 individuals who had benefited from this programme since it began at the beginning of 2006. The number will rapidly increase when the 2009 projects gain momentum.

Institutions involved

Primary role:

Vox, Norwegian Institute for Adult Learning, an agency under the Ministry of Education and Research.

VOX is the programme administrator and a number of adult education providers are involved at county and municipal level, in addition to private providers. Vox receives project applications and decides on funding of projects, monitors project development and runs courses for programme teachers.

Other partners:

Run the actual in-service training for the various enterprises.

Period of action:

The Programme for Basic Competence in Working Life started in 2006 and is still ongoing. The programme opportunities have been taken up by a number of private and public enterprises with employees who need basic skills training.

Table 10 - Projects submitted (2006-2009)

Year	Number of applications	Number of project grants
2009	270	106
2008	279	96
2007	208	70
2006	167	65

Table 11 - Funds distributed (2006-2009)

Year	Amount applied for:	Amount received:
2009	122 mill. kr.	34 mill. kr.
2008	119,5 mill. kr.	30 mill. kr.
2007	78,2 mill. kr.	20 mill. kr.
2006	85,5 mill. kr.	14,5 mill. kr.

Abstract

Description of the Action:

The total budget funding for the Action comes from the Norwegian national budget via the Ministry of Education and Research. The programme is part of the government's overall competence policy. The background for adopting this kind of measure arises from the results of surveys of basic competences (the IALS and ALL surveys). These surveys indicate that as many as 400,000 adults out of a total Norwegian population of 4.7 million may have difficulties with the basic skills required to function well in Norwegian society with its many challenges when it comes to handling written texts and other communication challenges.

Vox has been given the responsibility of running the programme in the sense of marketing it through various publicity channels and meetings, receiving and assessing applications, distributing the funding to the successful applicants, monitoring the projects and assessing final reports from finished projects.

The education providers, which may be public and private provider and even companies themselves, if they have the necessary teaching staff, organise the courses and help recruit the participants in cooperation with enterprises. An initial screening is often used in the recruitment process. Trade union representatives often play an important part in the recruitment phase and throughout the whole process of setting up a course.

Basic information about results and impact:

Results that can be reported are not very accurate, but there is a great deal of positive feedback from satisfied beneficiaries who feel that they have got a new incentive to get on with their professional careers. The impact will be more easily measured when the testing by Vox of participants at course entry and exit is carried out, beginning in 2009. The competence goals set by the Framework for Basic Skills for Adults have helped the providers define the competence levels of the various participants.

Documentation/Sources related to the good practice**Web site(s):**

www.vox.no/bka (in Norwegian).

A shorter version in English at

www.vox.no/templates/CommonPage.aspx?id=2641&epslanguage=NO

The Ministry has the following in English:

www.regjeringen.no/en/dep/kd/Selected-topics/Policy-for-lifelong-learning/Programme-for-Basic-Competence-in-Workin.html?id=498247

UNESCO has the following on the programme:

<http://unesdoc.unesco.org/images/0018/001811/181107e.pdf>

Also mentioned in a White House symposium on Global Literacy:

www.globalliteracy.gov/lit_eur.html

Is there documentation available to support the results achieved and the impact produced by the good practice?

The Vox Mirror for 2008, an annual statistics report on adult learning in Norway, written by Karl Bekkevold and Lene Guthu, states that the programme reaches its target group. The report – in Norwegian – is available at

www.vox.no/templates/CommonPage.aspx?id=3406&epslanguage=NO

What kind of results and impact are well documented?

The results for individuals and enterprises are to some extent documented by the monitoring reports, and this probably constitutes better documentation than the impressions received of the overall impact. A series of qualitative evaluations have taken place at local level. The collection of examples of initiatives for adults with weak formal educational backgrounds contains one specific example from the programme,

www.vox.no/upload/7586/Eksempelsamling_SEC.pdf

Impact evaluation:

So far information about impact has been more of a qualitative than a quantitative nature. The figures may be lacking, but there has been a considerable quantifiable impact in the form of the increased consciousness of the problem among employees and, perhaps even more importantly, within the trade unions. A network of providers (nationwide) is involved in continuously providing practical training; all counties are involved and experience is exchanged.

Providers and learners relate to a pedagogical framework in the sense of the competence goals set by the Framework for Basic Skills for Adults, which allows the learner to know what level they are at.

Some more examples that reflect the impact are given below:

www.vox.no/templates/ArticleOverview.aspx?id=2537&epslanguage=NO
(Video reports made by Vox).
www.seniorpolitikk.no/faerre-feil-med-tydelige-beskjeder.4570642.html
(On the reduction of errors made during industrial production)
www.frifagbevegelse.no/loaktuelt/article3126121.ece?service=print
(On ways of making employees accept learning needs).

Evaluation of results:

At the Ministry's request ECON evaluated the first year of the programme in terms of both VOX's organisation of the programmes and of the results achieved in the various projects. The report is briefly described on the web page:

www.econ.no/modules/module_123/proxy.asp?D=2&C=9&I=2230&mnusel=a185a190a

The full report is available in Norwegian at

www.econ.no/stream_file.asp?iEntityId=3304

One recommendation in the report called for a review of the amount of attention given to computer skills versus that given to reading and writing. It is a fact that a very large number of the projects resulting from the 2006 call had a focus on ICT skills. This has been considerably altered for the ensuing years.

This first report was followed up by a second on May 2008. The Ministry web site has this description in Norwegian at

www.regjeringen.no/nb/dep/kd/dok/rappporter_planer/aktuelle-analyser/Aktuelle-analyser-om-kompetansepolitikk/mer-apenhet-om-svake-ferdigheter.html?id=520434

The article says that there is general satisfaction with the programme and that openness around difficulties with basic skills has been achieved. The full report in Norwegian can be read at

www.econ.no/stream_file.asp?iEntityId=3869
The latest Vox Mirror confirms that the programme reaches its target group.

Additional national/ local sources for adult basic education documentation available on line:

Vox has a national responsibility for surveying and documenting adult learning in Norway. The web site includes a great deal of information about basic education for adults in Norway. Specifically on basic skills:

www.vox.no/templates/CommonPage.aspx?id=2610&epslanguage=NO

The report on the issue, called Basis, may be found at

www.vox.no/templates/CommonPage.aspx?id=2664

The Norwegian version is available at

www.vox.no/templates/ArticleOverview.aspx?id=2986

Contact details of the Institution with Primary Role:

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ROMANIA

FORNETTI – CALIFICAREA LA LOCUL DE MUNCĂ
(FORNETTI – QUALIFICATION IN THE WORKPLACE)

Authors: Chilariu Daniela-Fornetti , Quality Manager and
Andreea Dorobanțu-IREA, Romanian Institute for Adult
Education

JUSTIFICATION FOR INCLUSION:

The Fornetti factory supports people from rural areas by providing learning in the workplace and a nationally recognised vocational qualification certificate. 130 people have been accredited since 2007, and by the end of this year almost 170 more will have received this vocational qualification certificate. Even though it appears that the numbers are not very high, this example is important because it is about qualifying and employing people from rural areas.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The Fornetti factory is a producer of frozen bakery and pastry products that employs people from villages around Timisoara and provides them with a qualification as an operator in the production of frozen pastry and bakery, which is recognized at national level.

Beneficiaries: People from surrounding villages.

Typology: Usually low skilled people with no more than lower secondary schooling. Aged between 19 -55 years.

Information about and approximate size of the target group reached:
Since December 2007 130 people have received a vocational qualification certificate which is nationally recognised.

Institutions involved

Primary role:

Fornetti Romania

Period of action

From 2007 and still continuing (due to the Territorial Institute of Labour and the Classification of Occupation in Romania the Fornetti factory must have qualified staff and therefore there is no deadline).

Abstract

Description of the Action:

Fornetti is a producer of frozen bakery and pastry products mainly employing operators in the production of frozen pastry and bakery. The Fornetti factory is located in a rural area in the western region of Romania and offers employment to low skilled people from the villages around Timisoara. They employ unqualified people who are trained in the workplace for a professional qualification.

The process includes the following phases:

1. One week trial to see if the person is able to learn and meets the work requirements.
2. Learning in the workplace period which lasts two weeks during which the employee goes through all the stages of production.
3. After 3 months the employee's work is assessed and then he/she receives the vocational certification.

In the assessment process the following competence units are taken into consideration:

Fundamental Units: interactive communication and teamwork;

General Units: application of the rules of health and safety at work and prevention of accidents and firefighting ; organising their own work and applying hygiene rules;

Specific Units: preparation of raw and auxiliary materials, dough preparation, pastry preparation, fillings preparation, and end product preparation and processing.

The evaluation process consists of: a written and oral test, observation in the workplace and a report on the employee by the head of production.

The Fornetti factory has a competence assessment centre for the *Operator in the Production of Frozen Pastry and Bakery* qualification because staff must be qualified in line with the Territorial Institute of Labor and the

Classification of Occupation in Romania. After Fornetti have trained their staff they are therefore able to assess them and then offer them a vocational qualification certificate.

Basic information about results and impact:

From December 2007 there were 130 people certificated. Currently the company employs almost 300 people and, by the end of the year, all will have received a vocational qualification certificate.

Documentation/Sources related to the good practice

Web site(s):

www.fornetti.ro

Reports:

Quarterly Centre Reports on assessments activities. Every three months the centre sends a report to the National Adult Training Board about the assessments they have completed.

Is there documentation available to support the results achieved and the impact produced by the good practice?

Yes, the information was directly provided by the staff of Fornetti.

What kind of results and impact are well documented?

The number of certificated employees is very well documented by the National Adult Training Board.

Impact evaluation:

Fornetti has succeeded in creating job opportunities in rural area where the standard of living is very low. Besides providing jobs, the employees receive a vocational qualification certificate which is recognised at national level. To date almost 300 people from villages around Timisoara have managed to get a job and 130 gained a professional qualification.

Evaluation of results:

From December 2007, 130 people were certificated and by the end of the year another 170 will receive this vocational qualification certificate that is recognised at national level.

The costs are borne by the company because they are obliged by law to have qualified staff and therefore this is a benefit for people from the countryside.

Contact details of the Institution with Primary Role:

Fornetti

Contact Person : Chilariu Daniela

Quality Manger

Tel: +4 0256 379 901

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UNITED KINGDOM

BASIC SKILLS IN THE BRITISH ARMY

Author: Richard Spear-National Institute of Adult Continuing Education/NIACE

JUSTIFICATION FOR INCLUSION:

Basic skills in army programme improve literacy and numeracy of soldiers, because up to half of the British Army's soldier recruits enter training with literacy or numeracy skills at levels at or below those expected of a primary school leaver. Up to 25,000 applicants across the UK are assessed annually.

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: The British Army has succeeded in overcoming the sound literacy and numeracy skills that are foundation skills that underpin the ability of Service men and women to assimilate training, to carry out their duties effectively and safely, and to take advantage of career opportunities.</p>
<p>Beneficiaries: British Army Service men and women. Typology: People with literacy or numeracy skills at or below the basic skills levels.</p>
<p>Information about and approximate size of the target group reached: Up to 50% of recruits join the Army with literacy or numeracy skills at or below the basic skills levels necessary to undergo training and operate effectively as they progress through their Service career. Organised on a regional basis, basic skills learning opportunities (including full diagnostic assessment and access to national testing) are available through in-house provision delivered via an extensive network of 30 Army Education Centres (AECs),³² six initial Army training units and over 120 ICT-based learning centres in the UK and overseas (including a virtual learning centre).</p>
<p>Institutions involved Primary role: Ministry of Defence (MOD) and Director of Education and Training Services (Army)/DETS(A). National Institute of Adult Continuing Education/NIACE.</p>

³² Plus additional education centres in operational theatres (e.g. In Iraq and in Afghanistan).

Period of action:

From 2000 to present the Basic Skills Agency (now NIACE) has worked in partnership with the British Army.

Abstract**Description of the Action:**

Up to half of the British Army's soldier recruits enter training with literacy or numeracy skills at levels at or below those expected of a primary school leaver. This is broadly comparable with the national Skills for Life survey conducted by DfES-Department for Education and Skills (October 2003). This means that the Army must work not only to train its annual intake of around 12,000 soldier recruits in the skills of soldiering, but also improve their levels of basic education so that they are better placed to take advantage of training and career opportunities in the Service.

A pan-Army approach was developed to enable those whose literacy and numeracy have not benefited fully from the civilian education system to meet (and exceed) the basic skills standards that Army life demands. Supported by NIACE, the Army has put in place an infrastructure of basic skills provision that provides a range of learning opportunities, tailored around the rigorous demands and routines of Service life. Up to 25,000 applicants across the UK are assessed annually.

Minimum basic skills standards have been set for completing initial training (Entry Level 3), for promotion to the rank of Corporal (Level 1) and to the rank of Sergeant (Level 2). Additionally, all personnel are required to attain at least Level 1 literacy and numeracy standards within three years of joining.

Basic information about results and impact:

Up to 25,000 applicants across the UK are assessed annually. Also, training through in-house provision is delivered via an extensive network of 30 Army Education Centres (AECs),³³ six initial Army training units and over 120 ICT-based learning centres in the UK and overseas (including a virtual learning centre).

Documentation/Sources related to the good practice**Web site(s):**

http://shop.niace.org.uk/media/catalog/product/a/2/a2139_ArmyBooklet_spreads.pdf

Reports:

Army Basic Skills Provision Whole Organisation Approach: Lessons

³³ Plus additional education centres in operational theatres (e.g. In Iraq and in Afghanistan).

Learnt 2007 (BSA/NIACE), http://shop.niace.org.uk/army-basic-skills.html
Is there documentation available to support the results achieved and the impact produced by the good practice? What kind of results are better documented? Army Basic Skills Provision Whole Organisation Approach - Army Booklet
Impact evaluation: In 2008 the MOD and Department for Universities and Skills commissioned NIACE and its partner organization, the National Research and Development Centre for adult literacy and numeracy/NRDC, to conduct a three year longitudinal study (Armed Forces Basic Skills Longitudinal Study/AFLS) involving 1,600 Army recruits to assess the impact of improving literacy and numeracy skills on the operational effectiveness of Service personnel. The report will be produced by June 2011.
Evaluation of results: The preparatory Phase 1 of the AFLS has now completed. It reviewed the relevant Service, national and international research literature on the impact of basic skills improvements in relation to retention, trainability, social well-being, the role of organisational culture and the impact of embedding basic skills provision within vocational training. It also examined the Armed Forces' approach to addressing their basic skills challenges.
Additional national/ local sources for adult basic education documentation available on line: Short briefing papers summarising this work and an overview of the Study are available at www.niace.org.uk/development-research/programmes-of-work/armed-forces-basic-skills-longitudinal-study
Contact details of the Institution with Primary Role: National Institute of Adult Continuing Education/NIACE 20 Princess Road West Leicester LE1 6TP, UK Tel. +44 (0)116 204 4200/4201 Fax: +44 (0)116 285 4514 Minicom: +44 (0)116 2556049 email: enquiries@niace.org.uk

4.3 Guidance, counseling and validation of informal and non formal learning

DENMARK

VEJLEDNING OG FOLKEOPLYSNING

(GUIDANCE AND COUNSELLING AT NON-RESIDENTIAL FOLK-HIGH SCHOOLS)

Author: Agnethe Nordentoft

JUSTIFICATION FOR INCLUSION:

- 1) Learners at folk high schools with lower levels of education need incentives to learn and motivation to persevere with learning.
- 2) To offer folk high school participants counselling and guidance with their learning, to avoid drop-outs.
- 3) Evaluation by researchers from the Danish University of Education demonstrated that the participants who received guidance and counselling showed increased motivation to learn.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

Through guidance and counselling, participants at non-residential folk high schools have been able to experience new ways of learning which build self confidence and motivation for further learning. Guidance and counselling support progression from the non-residential folk high school to the labour market, traineeship (*praktikophold*) or to the formal educational system (depending on the participant's goal). The intention is to minimise drop-out.

Beneficiaries: The target group for the courses at the non-residential folk high school is people over 18. 20-25% are under 25, and the average age is 35. The participants are typically unemployed; have little interest in getting an education; have physical, mental or social problems, etc. Approximately half of the participants are at an educational level equivalent to, or lower than, primary school.

The courses at the school are often a part of the participant's job plan provided by a job centre.

Typology: The non-residential folk high schools are part of the Danish Adult Education Association, DAEA, which is the umbrella organisation

for non-formal adult learning in Denmark.

The length of courses at the schools varies depending on the participant's needs. Some are at the schools for 12 weeks and some for a year.

Information about and approximate size of the target group reached:

In Denmark there are 25 non-residential folk high schools, where guidance and counselling is integrated into the teaching. Around 2/3 of the schools include work on motivating adults for further learning and every school has around 300 participants a year. This gives a total of (16 x 300) 4,800 people, who participate in courses and receive guidance and counselling at the schools.

There are no statistics on the number of participants who go on to formal education or get a job. A case study from one school working with unemployed adults who also have other problems shows that 25 % of the participants continued with their education and 28 % got a job. Given the target group, these numbers are high.

Institutions involved

Primary role:

Non-residential folk high schools - Aim to motivate participants to participate in learning, to improve basic skills and to review and build on prior learning.

Other partners:

At a local level the schools co-operate with other organisations and adult education and training institutions to ensure a gradual transition for the participant into formal education. Guidance and counselling play a very important role in that transition process.

In a recently completed development project, two researchers from the Danish University of Education identified how motivation for learning is developed at the non-residential folk high schools. They carried out observational studies and interviews with participants, teachers and counsellors from the schools. The results show that the schools are successful in creating pattern-breaking approaches to learning which motivate the participants to continue.

The researchers concluded that the good results are achieved because of the pedagogical approach that characterises non-formal adult learning, where the participant is viewed as resourceful and the focus is on the participant's needs, flexible and individual timetabling and cooperation between teachers and counsellors.

Period of action:

The non-residential folk high schools specialise in supporting adults in personal development and improving their opportunities for employment or

formal education. The non-residential folk high schools are still running: the university research activity lasted one year (2006-2007).

Abstract

Description of the Action:

The overall aim of the schools is to motivate adults and to improve their opportunities for employment or formal education. The approaches used to reach these goals vary from school to school, and different courses are offered to meet participants' needs.

For example:

One school has made an agreement with a food delivery company, where among other things the participants are responsible for delivering the food. The involvement in 'a real job' enables the participants to develop self esteem and gain concrete working experience. Besides being involved in the job, the participants receive teaching and counselling.

Another school focuses on the development of competencies in relation to maintaining a job or staying in education. The participant stays in contact with the counsellor from the school when she or he begins a new job or course. The counsellor supports helps and motivates the adult in maintaining the job or completing the course.

Basic information about results and impact:

Results are positive in terms of participants going on with their learning activities as motivation is high.

Documentation/Sources related to the good practice

Web site(s):

www.daghojskoler.dk/ (The website of the Association of Non-residential Folk High Schools, only in Danish).

Reports:

The website of the Association of Non-residential Folk High Schools includes a summary of the project 'Guidance and Non-formal Adult Learning' (available only in Danish), Randi Jensen (2007), "*Vejledning og Folkeoplysning*" www.daghojskoler.dk/

Report (only in Danish):

Hedegaard Scheuer, Nanna, Randi Jensen (2008), "*Flytter det noget? Progression, vejledning og folkeoplysning*".

The report contains recommendations and ideas for work in relation to guidance on progression at the non-residential folk high schools. A collection of case studies is also available. The report is not yet available online, but available on request from foreningen@daghojskoler.dk

The report concerning the development project by researchers from the

Danish University of Education is not yet available online, but available on request from foreningen@daghojskoler.dk and at dfs@dfs.dk

Is there documentation available to support the results achieved and the impact produced by the good practice?

The researchers from the Danish University of Education have provided qualitative data which shows that the participants do develop motivation for further learning during the courses. Teachers and participants at 5 schools were involved in the study, and 70 people from the sector participated in a research and development seminar and discussed the results with the researchers.

Scientific standards and methods have been used to ensure a high level of validity for the results.

The percentages mentioned above are calculated by the schools. A systematic use of data collection would be desirable to generate more quantitative data.

What kind of results and impact are well documented?

Results and impact are well described in the Danish report “*Formel og uformel vejledning*” by Randi Jensen, (2007)

Impact evaluation:

Impact evaluation is documented in:

Sammenfatning af resultater og anbefalinger til god vejledningspraksis i daghøjskolen (only in Danish),
www.daghojskoler.dk/pdf/sammenfatVejl1.pdf

Undervisningsministeriets vejledningsfaglige tidsskrift, Via Vejledning, nr. 13-2007 om Undervisningsbaseret vejledning (only in Danish),
www.daghojskoler.dk/infotxt.php?ID=30

God praksis i daghøjskolevejledningen - et casekatalog til inspiration for daghøjskolelærere, -vejledere og -ledere (only in Danish),
www.dfs.dk/media/65997/casekatalogvej11.pdf

Evaluation of results:

A significant number of participants continue either in work or on an educational programme.

An important success criterion is that many of the adults are motivated to go on to further learning after having participated in courses at the schools where guidance and counselling are a part of the teaching. The work done by the researchers from the Danish University of Education emphasises that the schools are successful in developing the participants’ motivation for learning.

Additional national/ local sources for adult basic education documentation available on line:

Danish Adult Education Association: <http://dfs.dk/inenglish.aspx>

Contact details of the Institution with Primary Role:

The Association of Non-residential Folk High Schools (only in Danish),

www.daghojskoler.dk/

Secretary General, foreningen@daghojskoler.dk

Danish Adult Education Association, <http://dfs.dk/inenglish.aspx>

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FINLAND

MANU (*MANU PROJECT-VOCATIONAL TRAINING AND COMPETENCE-BASED QUALIFICATIONS FOR IMMIGRANTS*)

Author: José Cerf

JUSTIFICATION FOR INCLUSION:

Due to the lack of formal qualifications and linguistic competence migrant workers are unable to evidence their actual professional skills.

The creation of support models allows the recognition of individual skills that would otherwise not have been recognised because of linguistic difficulties or a missing formal qualification.

After demonstrating their professional competence through specialized competence-based testing, several participants got a job or continued additional further education.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

A problem faced in the appraisal of immigrants' competence-based qualifications is the ability to draw a distinction between the assessment of professional skills required for a given job and the assessment of linguistic competence. To address this problem, the Manu project has created support-models which individualise competence-based qualifications in order to enable immigrants to accurately demonstrate their professional skills in competence-based test situations.

Beneficiaries: Unemployed people living in Finland, immigrants in employment in Finland and Finnish students in integrated training or educational groups who wish to demonstrate their professional skills through competence-based qualifications.

Teachers of vocational subjects who wish to develop their pedagogic and professional skills in order to function effectively in diverse competence-based teaching and working environments.

Cultural mediators and employer and staff representatives who carry out competence-based performance assessments.

Information about and approximate size of the target group reached:

Directly during the project:

Adult immigrants living in Finland - around 30

Teachers from adult education sector - around 30

Mediators and other representatives - around 10.

After the project:

Final product printed orders from institutions and individuals - 2,800

Downloads from website in Finnish: over 6,000

In English also from abroad - around 1000 times

In Russian - around 300 times

In Swedish - around 300 times.

Institutions involved

Primary role:

AIKE International Oy, Project coordinator.

Joint Municipal Authority for Education
in South Karelia, Adult Education Centre
AKTIVA.

South-Kymenlaakso Vocational College,
Adult Education.

Kouvola Vocational Adult Education Centre

Other partners:

Institut für Sozialpädagogische Forschung Mainz e.V., Germany.

Association Regionale des Missions Locales, France.

Unione generale del lavoro, Italy.

Občianske združenie „Za dôstojný život“, Crises centre.

“Amoret”, Citizen Association "For Dignified Life", Slovakia.

Period of action:

Before the products were issued, several seminars were held about the topic around Finland, as well as one in Estonia disseminating the support models to other organisations, teachers and students, from 2006 until 2008.

Abstract

Description of the Action:

The practice is focused on

- developing support models for competence-based qualifications
- enabling immigrants to demonstrate their professional skills in competence-based test situations
- supporting immigrant participation in vocational education and training
- developing measures to prevent immigrants from dropping out of education or training programmes
- promoting the development of diverse working and training environments

Basic information about results and impact:

Through the interrelations between organisations, institutions, coordinators, mediators and the clients involved an interesting environment was developed where information was flowing from many sides to analyse the best solutions to develop the right modules and models for immigrants in this type of qualification/ assessment of competences.

The impact of the final products can be also measured by the number of times products are down-loaded. The project has also been selected as a candidate for the EAEA Grundtvig Award 2008.

Documentation/Sources related to the good practice

Web site(s):

www.aike.fi/eng/projects/manu/products

www.ekakk.fi/english

www.inbez.de

Reports:

Further information about the situation in Finland and good practices related to the project, see:

www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/National_Reports/Europe%20-%20North%20America/Finland.pdf

Impact evaluation:

Due to dissemination and marketing, teachers / advisers are aware of encouraging immigrants to see the possibility of acquiring qualifications through assessment of competences. Also immigrants themselves have started to consider this possibility, and this competence-based testing approach is increasing rapidly, especially for adults born in Finland.

Evaluation of results:

Evaluation of results showed that shortly after finalising the studies: several people got a job, continued on another further qualification or started work

experience at a company.

Additional national/ local sources for adult basic education documentation available on line:

www.oph.fi/pageLast.asp?path=1,436,22200,22219

Online publications in English (free-of-charge).

Sources of Information on Finnish Education System:

www.oph.fi/english/pageLast.asp?path=447,4699,41303

Contact details of the Institution with Primary Role:

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FRANCE

SAVOIRS POUR RÉUSSIR

(KNOWLEDGE FOR SUCCESS)

Author: Jean-Pierre Jeantheau-National Agency for Combating Illiteracy (*Agence nationale de lutte contre l'illettrisme*, ANLCI)

JUSTIFICATION FOR INCLUSION:

The practice was developed as a result of a contract signed in 2003 with the Ministry of Defence. This led to over 1,000 adults identified at the JAPD with major literacy problems achieving qualifications. The goal is to help them to join adapted adult training courses, supporting them both educationally and socially.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

Knowledge for Success has successfully addressed the major issues faced by young adults who have literacy needs, are unemployed, and have social difficulties, in particular relating to social exclusion. These young people are not motivated to join adult courses.

The programme's goal is to help them to join adult training courses adapted to their needs.

Beneficiaries: Unemployed young adults who have no real contacts with social services and have refused adult learning courses.

Typology: Unemployed people with low levels of literacy.

Information about and approximate size of the target group reached: 1,000 young adults in France.

Institutions involved

Primary role:

Fondation des caisses d'épargne pour la solidarité (private foundation), Coordination by the national staff (national foundation) grassroots development by local staff in local foundations.

Other partners:

Ministry of Defense,

Local authorities (including regions, departments, municipalities, local associations),

Agence nationale de lutte contre l'illettrisme-ANLCI (National agency for combating Illiteracy),
Ministry of Education.

Period of action:

The good practice was adopted by the *Fondation des caisses d'épargne pour la solidarité* and started in 2003 in Marseille. It is still continuing.

Abstract

Description of the Action:

All young French adults have to undergo a "Defence Preparation Day" (JAPD). During this day they take literacy tests. Young adults who fail the test meet an officer who recommends them to join adult training programmes or to contact local or national associations. "*Knowledge for Success*" was commissioned in 2003 with a brief from the Ministry of Defence as one of the options offered to young adults with literacy problems, especially to those who refused to join state or local training courses. Young adults meet one of the professional staff in the organisation as soon as possible after the tests (normally no more than a week). A total of 40 staff are employed in this role at present. The professional decides if the young adult's needs match the goal of the association and if he/ she is suitable for the programme. The selected young people work with one of 360 volunteers to define what their main problems are, what they want to do and how the association can help. Support is offered with both social and educational issues. The young adults can follow courses including literacy and computer training (ICT) on the association's premises. The association considers that their goal is achieved when the young adults join a professional training programme or create their own jobs (supported by the bank).

Basic information about results and impact:

The association reports that to date 100% of young adults have succeeded in two years of tutoring.

Documentation/Sources related to the good practice

Web site(s):

www.savoirspoureussir.fr

Reports:

Annual report to the *Fondation des caisses d'épargne pour la solidarité*.

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

The percentage of young adults who joined an official programme

(provided by the state or local authorities).
<p>Impact evaluation: About 10,000 young adults leave the educational system each year without diplomas, and probably without a good level in literacy and/or numeracy. This means that the potential population targeted by the project could be up to 70,000 young adults (aged from 18 to 25). 1,000 young people are currently involved in a total of 21 associations. The number of associations increases each year and the number of young people joining those associations is also increasing.</p>
<p>Evaluation of results: Using volunteers means costs are very low and shared by the bank and local authorities. For example, the room given to the association could be a former bank office or a free room in a local administration building. Identification of needs by the Ministry of Defence during JAPD is free. Professionals are generally paid both by local foundations and local authorities, and in some cases partially by state programmes. Computers can be old computers (from the bank offices) or gifts from other private or public partners.</p>
<p>Additional national/ local sources for adult basic education documentation available on line: www.anlci.gouv.fr</p>
<p>Contact details of the Institution with Primary Role: Fondation des caisses d'épargne pour la solidarité email: francis.lavoine@fondation.caisse-epargne.fr and arnaud.calle@fondation;caisse-epargne.fr</p>

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GERMANY

ALPHABUND-FORSCHUNG ZUR ALPHABETISIERUNG & GRUNDBILDUNG
(LITERACY FOR THE JOB MARKET)

Author: Marco Pomsel

JUSTIFICATION FOR INCLUSION:

The relevance of the practice relates to the following issues:
➤ the low participation rates in continuing vocational education of lower skilled people and those with poor literacy;

- counselling, mentoring and guidance of lower skilled people in different contexts and places (i.e. at small and medium sized companies or ARGE (The Working Group For Vocational Advancement Services)).

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: Raising the participation of lower skilled people in basic skills continuing education, and implementing the required structures and methods to improve the integration of the target group into the labour market and vocational processes.</p>
<p>Beneficiaries: Lower skilled people, focused on those with poor literacy. Typology: Guidance and counselling courses programme for unemployed people and workers threatened by unemployment. Information about and approximate size of the target group reached: Lower skilled in the Federal State of Sachsen: 450,000; adults with poor literacy: approximately 200,000.</p>
<p>Institutions involved Primary role: bsw - <i>Beratung, Service & Weiterbildung GmbH</i> Other partners: <i>ODS-Ostsächsische Dienstleistungs- und Service GmbH</i> <i>JKL-Kunststoff Lackierung GmbH</i> <i>bbb-Büro für berufliche Bildungsplanung</i> <i>IFAK-Institut für angewandte Kulturforschung e.V.</i> <i>Stephanuswerk Isny</i> <i>Impulse Agentur für Projektentwicklung u.</i> <i>Kaiserswerther Seminare</i></p>
<p>Period of action: The practice runs from October 2008 till September 2010.</p>
<p>Abstract</p> <p>Description on the Action: The practice consists of counselling, mentoring and guidance of lower skilled people in different contexts. The fields of activity are middle-sized/SMEs? companies, companies in transition and ARGE (The Working Group For Vocational Advancement Services in Germany). The measure has been initiated, organised and funded by ARGE which in Germany is the institution, linked with the Federal Employment Office, that</p>

supervises the unemployed who receive social benefit but do not receive unemployment benefit This group includes a large number of lower skilled people. They can be trained without the vocational background or placement. At the same time for public institutions like the ARGE, it is not very difficult to contact the small and medium sized firms and reach lower skilled workers. Within a framework of three projects, different training offers are developed and adjusted to suit the needs of the participants. The work contexts are mainly the companies and the ARGE centres. Experience of this work and participants' feedback has shown that continuing education and training are not the 'ends in themselves', but that the aims of each individual participant have to be taken into account from the very beginning. As well as this, it is important to consider personal competences, and the actual job practice and contexts of the participants, to ensure the transferability of the learning outcomes. Moreover, basic skills should be an integral part of every vocational training for the lower skilled. Consequently, the experiences of this project suggests that there should be a turning away from traditional didactic approaches in favour of a mentored access to organisations and participants.

Basic information about results and impact:

The target group so far reached by the Good Practice is composed of 450,000 lower skilled and literacy learners in the Federal State of Sachsen.

Documentation/Sources related to the good practice

Web site(s):

www.bsw-gmbh-online.de

www.bbb-dortmund.de

Reports:

Neumann, U., Pomsel, M. (2009), *Diskontinuierliche Erwerbsbiographien als Chance nutzen*.

In progress:

Maier, M., Pomsel, M. (2010), *Transfermaßnahmen und Outplacementprojekte für Geringqualifizierte*

Neumann, U., Pomsel, M. (2010), *Handreichung, Weiterbildung für Geringqualifizierte in mittelständischen Unternehmen*.

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

See the detailed scheme and description of the whole framework of the measure in addition to the particular projects on www.alphabund.de/GiWA_Grundbildung_in_Wirtsch.86.0.html, short description available in English on

www.alphabund.de/fileadmin/downloads/alphabund_flyer_english.pdf

Impact evaluation and Evaluation of results:

An evaluation and impact analysis regarding the teaching, teachers and organisations is planned and will be implemented by 2009.

Additional national/ local sources for adult basic education documentation available on line:

www.alphabetisierung.de/

www.alphabund.de

www.ifak-goettingen.de

www.impulse-agentur.de

www.kaiserswertherseminare.de

www.stephanuswerk-isny.de

Contact details of the Institution with Primary Role:

bsw - Beratung, Service & Weiterbildung GmbH

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GERMANY

EXISTENZGRÜNDUNGSEMINARE FÜR FRAUEN IN WETTERAU

(GUIDANCE AND ENTREPRENEURSHIP FOR WOMEN IN WETTERAU)

Author: Dagmar Stumpf

JUSTIFICATION FOR INCLUSION:

The project addressed ways of supporting unemployed women in rural areas who wish to set up their own business. It targeted unemployed women with no competence in terms of designing a business plan and provided local coaching, mentoring and counselling to enable the women to start up their own business.

In terms of results achieved approximately half the participants got employment or actually realised their business idea after completing the project.

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: The project addressed the needs of unemployed women who wanted to start up business. These women often had no idea of, for example, how to design a business-plan, how important it is to create the business-plan or which organisations can support them. The project aimed to provide information and individual support.</p>
<p>Beneficiaries: Unemployed women in Wetterau, a rural area,. Typology: Coaching and mentoring activities and seminars for women intending to go into business for themselves. Information about and approximate size of the target group reached: 46 women decided to take part. The project aimed to reach all unemployed women in the Wetterau rural area and show them that starting up one's own business can be the real way to get out of unemployment.</p>
<p>Institutions involved Primary role: FAB gGmbH für Frauen Arbeit Bildung Other partners: <i>Jobkomm (Friedberg, Butzbach, Büdingen, Bad Vilbel). Wetteraukreis. Gemeinschaftsinitiative Equal. German Federal Ministry of Labour and Social Affairs (Bundesministerium für Arbeit und Soziales). Europäischer Sozialfond. NEJO-Neue Energien und Neue Jobs Mittelhessen. Office for Business Development (Wirtschaftsförderung Wetteraukreis). Office for Migration (Flüchtlingshilfe Wetterau gGmbH, Fachstelle Migration). Chamber of Industry and Commerce (IHK).</i></p>
<p>Period of action: The practice ran for more than 24 months (July 2005 until December 2007).</p>
<p>Abstract Description of the Action: The practice was implemented within an EQUAL Project (2005-2007).</p>

Target group was unemployed women in the rural area of Wetterau (Germany, near Frankfurt) who wanted to set up their own business. The women were reached with the help of an intensive public relations campaign and personal discussions.

The women were coached in four groups.

The first group stayed 18 months, the next three groups each stayed for six months.

Basic information about results and impact:

46 women decided to take part in the project, 90 % completed it, 30 % started up business and 10 % got new employment. The women developed an exemplary business and financial plan as a whole group and transferred the ideas and experience gained to their individual business and financial plans. At the same time they had input from external teachers on different topics such as financial facilities, market analyses, position-fixing, taxes, insurances, book-keeping, calculation, orthography, market-mix, computing and how to win new customers).

A very important theme was the development of their individual personality. For example, the women had courses on style counselling, individual coaching, public speaking and scheduling and executing discussions with their bank.

At the end of all four courses, the women presented their plans to experts who discussed it with them. They included the results of these discussions in their individual business-plan. After the course had ended the women continued to receive support.

Documentation/Sources related to the good practice

Web site(s):

www.equal.de

www.fab-wetterau.de

Reports:

Dokumentation EQUAL Wettbewerb 2007, published by “Thematisches Netzwerk Gründungsunterstützung im Rahmen der Gemeinschaftsinitiative EQUAL“, www.equal.de.

Erfolgreich selbstständig –Leitfaden für Existenzgründerinnen, published by FAB gGmbH, available at dagmar.stumpf@fab-wetterau.de.

Leitfaden für die Existenzgründung. Tipps zur Beratung auf dem Weg in die Selbstständigkeit, published by EQUAL Thematisches Netzwerk Gründungsunterstützung, available at dagmar.stumpf@fab-wetterau.de.

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

The first report mentioned above shows the ideas of some people who took part in a competition for successful business start-ups.

The second and third reports are handbooks for people who want to start up business.

Impact evaluation:

All women involved were asked about the benefits they had got from the entrepreneurship activities. They confirmed that the individual coaching and the opportunity to ask many questions as they wanted had been very helpful. The exemplary business and financial plan were difficult to handle, but it helped to create their own plan. Most women felt more confident about their future.

Evaluation of results:

46 women started the project, 42 women (90%) completed the courses, 14 women (30%) got a job, 10 women (10%) started-up business, 22 women were still unemployed after the end of the project.

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GERMANY

BRÜCKENBAUEN ZUM BERUF

(OPEN COUNSELLING FOR WORK, TRAINING AND VOCATION)

Author: Priscilla Brosig

JUSTIFICATION FOR INCLUSION:

This programme is concerned with supporting immigrant women to access the job market. It aims to:

- a) disseminate relevant information about the labour market particularly for immigrant women seeking jobs in Germany;
- b) implement training on job application and compilation of an individual job application dossier for the target group..

In terms of results achieved, participants learn to manage job application processes independently.

KEY FEATURES

Problems that the good practice has been able to overcome and solve: The kind of problems related to the practice are a) Unemployment-Completion of attractive job application dossiers and b) Disseminating information relevant to obtaining work in Germany.
Beneficiaries: Unemployed women with an immigrant background. Typology: Job-application training courses for immigrant women. Information about and approximate size of the target group reached: 40-45 participants per year on various courses.
Institutions involved Primary role: beramf erufliche Integration e.V. Other partners: Frauenreferat Frankfurt (Department of Women's Affairs, Frankfurt).
Period of action: The programme started in January 2008 and will last until December 2010.
Abstract Description of the Action: The practice - <i>Brückenbausteine zum Beruf</i> - is a learners' package with group work and training programmes for women with immigrant

backgrounds. The subject is *Fit and Prepared for Employment*. The programme supports berami e.V.'s individual counselling programme. *Open Counselling for Work, Training and Vocation*, and targets small groups of clients.

Participants are offered current and suitable information on relevant subjects such as information on school leaving and vocational training certificates in Germany, further education opportunities in Frankfurt and so on. In addition, they are offered training in small steps to develop competences, for example. completing attractive, up-to-date job application dossiers, training to develop self-marketing and self-presentation strategies necessary for inclusion or return to vocational education or directly to employment).

Every three months, a training package totalling 91 hours is delivered with the following focus: a) job application training (28 hours) and b) group counselling sessions (10 hours).

Basic information about results and impact:

In 2008, 39 women took part in one or more training sessions.

Documentation/Sources related to the good practice

Web site(s):

www.berami.de

Reports:

An annual report on the results of the programme is submitted to the Frauenreferat Frankfurt.

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

So far no report has been released but the results so far are promising and further data will be published at the end of the first phase.

Impact evaluation and Evaluation of results:

In 2008, 26 participants took part in job application courses. All participants produced standardised job application dossiers, which they completed with IT instruction.

12 participants took part in group counselling sessions on recognition of school leaving or vocational training certificates. Out of these, 10 participants were supported through the process of recognition.

7 participants were accepted into further education or training programmes.

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ITALY

SOSTEGNO INTEGRATO INSERIMENTO LAVORATIVO/SIIL

(INTEGRATED SUPPORT FOR LABOUR MARKET INTEGRATION)

Author: Francesca Gelosi, Alessandra Graziani-Province of Ravenna

JUSTIFICATION FOR INCLUSION:

The Ravenna Province's experience shows how a service addressed to unemployed and marginalised adults can be set up with the aim of helping them back into the work world. The service is based on an integration path which is made up of three steps: a) counselling b) training c) introduction into the job market.

KEY FEATURES

Problems that the good practice has been capable to overcome and solve: *Problems:* Risk of social and labour market exclusion of disadvantaged people.

Overcoming the fragmentation of actions for disadvantaged people by the social and health services.

Solution: SIIL Service – Integrated Support for Labour Market Integration (hereinafter SIIL).

Creation of a working methodology connecting the SIIL and the social-health services through the setting up of Evaluation Teams.

Note. The information that follows refers to good practices carried out in the Province of Ravenna in the areas of Ravenna, Lugo, Faenza.

Beneficiaries: People with psychological, social and economic disadvantages as a result of low level basic and transversal skills, personal fragility and social vulnerability, in care with the social-health services.

Typology: disabled, drug and alcohol addicts, ex prisoners and prisoners on alternative schemes, people with uncertified psychiatric problems, people in multi-problematical situations, single women with children, migrants, transsexuals.

Information about and approximate size of the target group reached: From 2003 to 2008 1,414 people have been taken on.

Institutions involved**Primary role:**

Province of Ravenna-Employment, Training and Education Department.

Other partners:

Consortium of social services from the Municipalities of Ravenna, Cervia, Russi.

Associated Social Services of the Faenza Municipality.

Social Services of the Union of Municipalities of Bassa Romagna.

Department of Mental Health and pathological addictions of the Ravenna Health Authority (AUSL).

INAIL- Italian Workers' Compensation Authority.

Period of action:

From 2nd April 2002, date in which the protocol agreement was stipulated with the Province of Ravenna and the other partners - Ongoing

Abstract**Description of the Action:**

SIIL is a service designed to reduce the risk of social and labour market exclusion of people with psychological, social and economic disadvantages as a result of low level basic and transversal skills, personal fragility and social vulnerability.

Its objective is to provide for the acquisition of the social and professional role that everyone needs to gain and that belongs to the experiential and relational life of all people. One's role is learnt through action, by living and interacting within social contexts where that role is played out; one's professional role is put into practice within the work place, according to its organisation, rules and forms of relationship.

SIIL encourages the acquisition of social and professional roles through work place mediation that consists in accompanying the person throughout his/her professional integration process, stimulating its emancipatory aspect – "I will support you until you can manage on your own". This activity is promoted within real contexts with the proposal of various forms of internship according to the situation of the person taken on:

- *Observational\experimental internships*, aimed at carrying out initial observation of those clients not already known by the local social-health services, before being taken on;
- *Observational\training internships*, aimed at verifying the client's skills; these projects are not immediately aimed at obtaining employment;

- *Employment Mediation internships*, specifically for those clients who have acquired transversal and professional skills with the specific objective of obtaining employment.

The people taken on by the SIIL are indicated by the Evaluation Team, boards made up of social and health services operators and SIIL who meet monthly to decide who will be taken on.

Basic information about results and impact:

446 people employed between 2003 and 2008 out of 1,414 who benefited from the support scheme.

Documentation/Sources related to the good practice

Reports:

Customer satisfaction – SIIL Service – Year 2008,
www.lavoro.ra.it/binary/centri_impiego/ricerche/Customer_satisfaction_attivit_SIIL_2007.1238770998.pdf
 SIIL – Summary of Activities 2007 – Year 2008,
www.lavoro.ra.it/binary/centri_impiego/ricerche/SIIL_Relazione_di_sintesi_delle_attivit_2007.1238660308.pdf
 SIIL – Summary of Activities 2005-2006 – Year 2007,
www.lavoro.ra.it/binary/centri_impiego/ricerche/SIIL_Relazione_di_sintesi_delle_attivit_2005_2006.1238661993.pdf
 SIIL_Relazione_di_sintesi_delle_attivit_2005_2006.1238750043.pdf
 SIIL – Summary of Activities 2003-2004 – Year 2005,
www.lavoro.ra.it/binary/centri_impiego/ricerche/

Is there documentation available to support the results achieved and the impact produced by the good practice?

Documentation is provided by the monitoring reports in which recruitments and activities carried out are recorded. A customer satisfaction survey is also carried out with those companies who have taken on internships.

What kind of results are well documented?

Details documented regard those people taken on by the service, recruitments, activities carried out and the satisfaction of those companies who have used the service (detailed data are given below).

Impact evaluation:

Impact on the people

1,414 people were taken on by the service between 2003-2008 and about 31% have been recruited.

Both categories have had the opportunity to participate in a personalised learning process that has allowed for growth both at a personal and a professional level, managing to acquire those skills necessary for entering

and, in some cases, staying within the labour market.

Another positive impact is that whichever part of the network people refer to they receive a single response to their professional project. The network manages to overcome the fragmentation of responses provided by single services. There is understanding and intention behind the response given to the person and clients are aware of this.

Impact on the quality of services offered

SIIL ensures the real functionality of the network through the work carried out by the 3 Evaluation Teams, boards made up of social and health services operators and SIIL that meet monthly to decide who to take on. From 2003 to 2008 1,892 people were evaluated during 242 meetings.

Number of meetings

63 in 2003-2004

77 in 2005-2006

102 in 2007-2008

Number of people evaluated

336 in 2003-2004

665 in 2005-2006

891 in 2007-2008

Within the logic of the network, once a project has been activated meetings with social-health services (social workers, doctors, educators) are planned in order to check the progress of the project. In the last two years there were 1,380 meetings between the SIIL and social-health services.

Impact on companies

The relationship of trust with companies, earned by the SIIL over the years, has allowed for the growth of social awareness and the bringing down of prejudices regarding the recruitment of more fragile people. Companies have become vehicles for learning and places of training for these kinds of citizens.

Companies like the mediation service because it means they do not feel alone in facing problems they perceive as complex and they therefore continue to collaborate with the service, ensuring their availability. This is revealed by a survey carried out on those companies who have used the SIIL service.

Relationships with companies are generated through new contacts for the promotion of the service, consultation and the activation of new projects.

The service guarantees constant progress checks on the integration of the

disadvantaged person.

New companies contacted

290 in 2003-2004

275 in 2005-2006

345 in 2007-2008

In-company checks

2,379 in 2007

2,446 in 2008

Companies with projects in course

420 in 2007

262 in 2008.

Evaluation of results:

The costs for the realization of the service are approximately 500,000 € a year (1,007,696 € for 2002-2004, - 921,665 € for 2005-2006, 1,026,041 € for 2007-2008). The European Social Fund (B1 and Social Inclusion Axis) and the Regional Disabled Fund have been used.

Results

SIIL manages to effectively reduce the risk of social and labour market exclusion of people who are psychologically, socially and economically disadvantaged through the acquisition of a social and professional role that leads to recruitment and the preservation of professional and relational skills by living in situations of intense social exchange.

The 446 people recruited and the 1,414 people taken on by the SIIL between 2003 and 2008 testify to this.

The people taken on, in total 1,414 (248 for the period 2003-2004, 450 for the period 2005-2006, 716 for the period 2007-2008), have made use of personalised support and work place accompaniment services that have allowed them to experience an approach to and within the world of work. A complex working methodology aimed at the most vulnerable categories has been developed, focused on the value of training not necessarily in order to immediately help people find work but to help them develop the social and relational skills necessary for their professional role. The acquisition of a professional role is in fact a necessary condition for access to and preservation of dignity within the work place.

In the two year period from 2007-2008 280 new people were taken on by the service (138 in 2007 and 142 in 2008).

The number of people recruited through the SIIL mediation service is in total

446 (129 for 2003-2004, 156 for 2005-2006 and 161 for 2007-2008).

Both those taken on by the service and those recruited have made use of interviews in order to monitor the experience in the company and clarify the professional skills acquired, critical aspects and how to cope with them. In 2007 2,481 interviews were carried out and in 2008 2,104.

Meetings with families, where the person has a particularly significant family relationship, are also planned in order to share the project and face difficulties together. In 2007 95 meetings took place, while in 2008 84 meetings were carried out.

Additional national/ local sources for adult basic education documentation available on line:

www.isfol.it

www.buonepratichefse.it

<http://bancadati.italialavoro.it>

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MALTA

Z.VILUPPI FIL-POLITIKA TAL-KUNSILL MALTI G?AL-KWALIFIKI

(POLICY DEVELOPMENTS BY THE MALTA QUALIFICATIONS COUNCIL)

Author: Suzanne Gatt-*University of Malta*

JUSTIFICATION FOR INCLUSION:

Recognition of all forms of learning (formal, informal and non formal) is the main focus of the practice. Malta Qualifications Council-MQC has been set up with this purpose having in mind low-skilled users, early school leavers, people without any qualifications. Informal and non formal skills

gained in working and social settings are considered as well in view to having them recognized and validated. Among the others, MQC set up up the National Qualifications Framework that pegged to the European Qualifications Framework.

<p>Problems the good practice has been able to overcome and solve: The Malta Qualifications Council is working to recognise all forms of learning taking place in Malta: the learning of people who have left school without any qualifications; informal and non-formal learning; as well as all forms of short courses that people take to develop their knowledge, skills and competences.</p>
<p>Beneficiaries: The main beneficiaries include: school leavers with no qualifications; people who have learnt skills and competences in informal and non-formal learning; and those involved in lifelong learning experiences which so far have not led to formal qualifications.</p> <p>Typology: The groups tend to be: unqualified school leavers (also at risk of unemployment) and workers with few or no qualifications.</p> <p>Information about and approximate size of the target group reached: Every year there are about 25% of the school leavers with no qualifications. Since a year's cohort is about 4-5,000, this amounts to about 800-1000 youngsters a year. In the case of workers, it is difficult to quantify the size of the target group, but many workers with initiative will tend to benefit from the new opportunities that will be available once the validation of informal and non-formal learning starts.</p>
<p>Institutions involved Primary role: Malta Qualifications Council Other partners: State and local vocational training institutions, employers, trade unions.</p>
<p>Period of action: The initiative started in 2005 and is still ongoing. It is managed by the Malta Qualifications Council.</p>
<p>Abstract</p> <p>Description of the Action: The initiative started soon after the establishment of the Malta Qualifications Council (MQC) in 2005. During 2007 and 2008, the MQC has published four policy documents that covered: setting up the National Qualifications Framework pegged to the European Qualifications Framework (EQF); proposing a new system of vocational qualifications</p>

that allows progression from level 1 qualifications; a quality assurance system for vocational training institutions; and one on the validation of informal and non-formal learning. It has also published the level descriptors for the different key competences for levels 1-3.

The MQC is soon to publish its referencing document through which all training in Malta can be mapped to the Malta Qualifications Framework (MQF) and consequently to the European Qualifications Framework. MQC has also worked with the local education system to give a level 1 qualification value to the school leaving certificate – this certificate had no value before.

Basic information about results and impact:

The work by the MQC will provide all school leavers with the opportunity to have some form of qualification which was not possible before and which gives them potential entry to further training, particularly in the vocational field. The MQC referencing exercise will allow learners to build their learning experience leading to possible qualifications, particularly within the vocational track. The system for the validation of informal and non-formal learning is targeted at levels 1-3 and will provide individuals with the opportunity to work up through the MQF and to plan their learning experiences, building on what they already know.

Documentation/Sources related to the good practice

Web site(s):

www.mqc.gov.mt/

Reports:

Malta Qualifications Council (2009), *Brochure*, www.mqc.gov.mt/files/uploaded/PROFILE-Jan09.pdf

www.mqc.gov.mt/files/uploaded/Tri_annual.pdf

Malta Qualifications Council (2008), *Valuing all Learning*. Volume 4: Frameworks for the validation of informal and non-formal learning in Malta - A Working Document prepared by the Malta Qualifications Council [www.mqc.gov.mt/files/uploaded/MQCBook4\(lowres\).pdf](http://www.mqc.gov.mt/files/uploaded/MQCBook4(lowres).pdf)

Malta Qualifications Council (2007), *Valuing all Learning Volume 1: A National Qualifications Framework for Lifelong Learning*. A Working Document prepared by the Malta Qualifications Council www.mqc.gov.mt/files/book1.zip

Malta Qualifications Council (2007), *Valuing all learning*. Volume 2: Guidelines for a Vocational Education and Training System for Malta's National Qualifications Framework A Working Document prepared by the Malta Qualifications Council www.mqc.gov.mt/files/book2.zip

Malta Qualifications Council (2007), *Valuing all learning*. Volume 3: A

<p>Quality Assurance Policy for Vocational Education and Training A Working Document prepared by the Malta Qualifications Council www.mqc.gov.mt/files/book3.zip Malta Qualifications Council (2007), <i>Descriptors of Key Competences in the National Qualifications Framework. Levels 1 to 3</i> www.mqc.gov.mt/files/kc.pdf Malta Qualifications Council (2007), <i>Malta's National Qualifications Framework for Lifelong Learning</i>, A second Guide book, www.mqc.gov.mt/files/uploaded/brochurenew.pdf Malta Qualifications Council, (2007), <i>Malta's National Qualifications Framework for Lifelong Learning</i>, www.mqc.gov.mt/pdfs/card.pdf</p>
<p>Is there documentation available to support the results achieved and the impact produced by the good practice? With respect to work done so far – yes. The impact on learners will start with the school leaving certificate – but the full impact will be visible in 2-3 years time.</p> <p>What kind of results and impact are well documented? The establishment of the Malta Qualifications Framework pegged to the EQF, as well as the referencing document – soon to be published.</p>
<p>Impact evaluation There is a very positive response to these reforms in the system from all the key stakeholders, from employers, trainers, trade unions and particularly from workers.</p>
<p>Evaluation of results: This has not really been done.</p>
<p>Additional national/ local sources for adult basic education documentation available on line www.mqc.gov.mt</p>
<p>Contact details of the Institution with Primary Role: Dr. James Calleja-CEO Malta Qualifications Council james.j.calleja@um.edu.mt</p>

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POLAND

PROGRESS - WYKSZA SZKOLA KOMPETENCJI ZAWODOWYCH DLA KOBIET

(PROGRESS-SCHOOL FOR PROFESSIONAL COMPETENCES FOR WOMEN)

Authors: Adrianna Nizinska and Ewa Kurantowicz-University of Lower Silesia. Institute of Pedagogy-Department of Social Research Methodology and Andragogy

JUSTIFICATION FOR INSERTION:

PROGRESS - Schools for Professional Competences for Women targeted middle-aged women who were unemployed or from disadvantaged regions or were returning after parental leave and searching for a job. PROGRESS succeeded in helping 40% of participating women to find a job and 55% of them re-engaged with the education system.

Problems that the good practice has been able to overcome and solve:

Progress - Schools for Professional Competences for Women – targeted women who were unemployed, looking for a job or planning to start their own business, and especially those from rural areas and disadvantaged regions.

It was a project co-funded by the European Union through the Sectoral Operational Programme for Human Resources Development 2004-2006

Priority 1: Active labour market and vocational and social inclusion policy

Action 1.6 Vocational integration and re-integration of women

Scheme A: equal opportunities for women in access to the labour market and employment.

Beneficiaries and Typology: Beneficiaries were 100 women:

- Unemployed or looking for a job (all participants were unemployed, in this group 40% unemployed for longer than 12 months), but planning to re-enter the labour market;
- Planning to start their own business (less than 15%);
- Living in the countryside or in a small town (fewer than 5 thousand inhabitants): 60%.

The age groups were varied: 33% were under 30 years old, the rest of the

group were 40-45 year old women, trying to re-enter the labour market after maternity leave. 14% of the cohort were single mothers. In terms of educational level, 80% of them had completed secondary education and 20% of them higher education.

Information about and approximate size of the target group reached:

The project planned to reach a target group of 100 women, of whom 2 left in the middle of the programme: one found a job, one decided to engage in voluntary action.

Institutions involved

Primary role:

- *University of Lower Silesia*, Wroclaw, Poland – independent university established in 1997, offers teaching, research activities and services.
- *Society for Knowledge Popularisation*, unit Wroclaw (TWP oddzial Wroclaw) – is one of the oldest educational societies in Poland with centres across the whole country, specially focused on adult learners.
- *Foundation for the Study of Education and Culture* by ULS, Wroclaw, Poland, is a foundation for action and improvement of plural democratic culture, civil society and international cooperation in the field of educational research.

Period of action:

23 months – from August 2005 until July 2007.

Abstract

Description of the Action:

The main focus of the project was to promote equal opportunities for women in the labour market by developing the strategy of successful and efficient job search, creating resourcefulness and an active attitude towards employment. The designed set of training courses particularly focused on improving vocational qualifications by training in the area of skills and knowledge acquisition and application:

- A flexible approach to one's vocation;
- Working in the third sector;
- Business start-ups;
- Training courses for women in the area of preparation for work, compilation of tailored individual action plans;
- Supporting women's entrepreneurship: training courses for women in the area of developing their own business.

The project aimed to deliver an in-depth preparation for effective job search or starting a business by providing courses and workshops (120 teaching hours) on:

- Preparation for work (40 th);
- Psychology (40 th);
- Labour law and women's rights (15 th);
- Entrepreneurship and ICT (25 th);
- Working on Individual Action Plans (IAP) and guidance from lawyers, psychologists and vocational counsellors.

There were 5 groups of 20 participants each, designed to fit all women's schedules and responsibilities:

- 3 day-time groups;
- 1 afternoon group;
- 1 part-time group (weekends).

The project provided:

- free classes;
- free counselling;
- certificate of participation;
- refund of travel costs;
- free meals;
- day care for children during the classes.

Basic information about results and impact:

One of the features of the Project PROGRESS was a 4 stage evaluation.

- Stage one – mid-term evaluation based on a questionnaire (assessment of the classes, workshops, trainers, relationships and organisation);
- Stage two – end evaluation (how adequate was the curriculum, was it attractive, interesting and relevant to the participants);
- Stage three – evaluation of the individual counselling by professionals (psychologist, lawyer and vocational counsellor);
- Stage four – final evaluation.

The results of the final evaluation: 60 % of the participants agreed to be interviewed after the project. From this group:

- 40 % gained employment;
- 55 % re-engaged in education;
- 100 % demonstrated a higher level of soft skills;
- 100% experienced changes in behavioural and cognitive areas.

Documentation/Sources related to the good practice

Web site(s):

www.dswe.wroc.pl/index.php?id=758

Reports:

Post – project guide book in Polish (financed by the European Social Fund):

Krzychala, S. (2006), *Evaluation Reports on PROGRESS Project, final evaluation - Evaluation of the progress results six months after the end of the project*, www.dswe.wroc.pl/index.php?id=918M. Siurdyban, M. and Zembrzuska, A. (2007) (ed. by), *Progress – Wyzsza Szkola Kompetencji Zawodowych dla Kobiet. Przewodnik*, Publishing House of Lower Silesia University, Wroclaw.

Is there documentation available to support the results achieved and the impact produced by the good practice? Yes. The data gathered half a year after the end of the courses (4th stage evaluation) shows how well the project achieved its goals. The goal was to promote equal opportunities for woman in the labour market by developing the strategy of successful and efficient job search, creating resourcefulness and a positive attitude towards employment.

What kind of results and impact are well documented? Statistical data on the results.

Impact evaluation:

The percentages of women that found a job and re-engaged into the education system confirm the success of this project. These courses helped them in finding a job and succeeded in raising awareness about the importance of lifelong learning.

Final evaluation also proved changes in attitude, growth of self-esteem, new knowledge and skills (confirmed by 94% of participants evaluated at this stage of the process). As mentioned before, the final evaluation demonstrated that:

- 40 % gained employment;
- 55 % re-engaged in education;
- 100 % demonstrated a higher level of soft skills;
- 100% experienced changes in behavioural and cognitive areas.

Evaluation of results:

The budget for this Initiative was:

403,044 PLN (103,344.62 Euro).

96,498 Euro (376,344 PLN) was covered by the ESF grant.

6,846.15 Euro (26,700 PLN) was ULS' own funding.

The estimated cost in Euros is based on the relative values of the Euro and PLN at the beginning of the project (2005).

It was a not-for-profit project.

Participant numbers: 100 (as planned and applied for in the grant).

Goals achieved: 40 % employed, 55 % reengaged in education.

Additional national/ local sources for adult basic education documentation available on line

National Ministry of Education: www.men.gov.pl/
Statistical yearbook of Poland (available in English):
www.stat.gov.pl/gus/45_737_PLK_HTML.htm
Adult education - national net of institutions download the number 00045-47, 00074-75 from the table: www.cie.men.gov.pl/index.php/sio/wykaz-szkol-i-placowek/27-wykaz-wg-typow.html

Contact details of the Institution with Primary Role:

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University of Lower Silesia-Institute of Pedagogy
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PORTUGAL

CENTRO NOVAS OPORTUNIDADES

(CENTRE FOR NEW OPPORTUNITIES)

Author: Priscila Soares-Associação In Loco

JUSTIFICATION FOR INCLUSION:

The recognition, validation and accreditation of competences constitutes a solution that validates the existing knowledge of an adult lacking a school leaving certificate, thereby reducing the duration of his or her training path. The “*In Loco*” experience demonstrates how this may be achieved at an extremely low cost.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The *Centro Novas Oportunidades* (CNO-Centre for New Opportunities) identifies and validates skills that have been developed through informal, non-formal or formal learning by adults with limited schooling and ultimately awards a diploma equivalent to an official certificate. This enables adults to raise their self-esteem, to improve their careers and to pursue further studies.

Beneficiaries and Typology: Adults without a diploma of compulsory school: 4 years, 6 years (level 1), 9 years (level 2) or 12 years (level 3), but with skills that can be certified by mapping them to an officially recognised grid of key-competencies.

Information about and approximate size of the target group reached:

The CNO managed by In Loco every year deals with more than 1,000 adults and has to accredit around 250.

Today there are almost 500 CNOs in Portugal spread all around the country; this innovative measure started in 2001 on an experimental basis.

Institutions involved

Primary role:

In Loco (a non profit organisation that works as a local development agency in Southern Portugal) - deals directly with the adult learners within this process of recognition, validation and accreditation of previously acquired knowledge and skills.

Other partners:

ANQ (National Agency for Qualification) - representing the Ministries of Education and Labour - sets up the legal and technical frameworks of the whole process.

Municipalities, enterprises, public services facilitate the involvement of their personnel in the recognition, validation and accreditation process (although a large number of the adults involved come to the CNO on an individual basis).

Period of action:

From 2003 and still going on

Abstract

Description of the Action:

The process of recognition, validation and accreditation carried by a Centre for New Opportunities, such as In Loco's, consists of guiding an adult learner through a process of:

- analysis of his or her life story in order to identify skills developed in different contexts (personal, family, work place, in social or leisure activities, at school, in vocational training...);
- demonstration of the actual possession of those skills;
- further training in order to develop skills that are missing from those set out in the pre-set list of key skills formally required to obtain a diploma at a particular level (4, 6, 9 or 12 years of formal schooling);
- validation of skills by trainers who are specialists in the four skill areas

(Language and Communication, Mathematics of Everyday Life, ICT, Citizenship and Employability) required for diplomas equivalent to 4, 6 or 9 years of schooling, or in three skill areas (Culture, Language and Communication; Society, Technology and Science; Citizenship and Work Ethics) needed for the diploma equivalent to 12 years of schooling;

- public presentation before a jury and audience of a personal portfolio that has been compiled during the process .

When an adult enters the CNO s/he goes through a preliminary diagnostic process and if s/he does not have the minimum level of skills required by the official list of key competencies, a specialist member of staff will advise the adult to take a different and more appropriate educational/training programme.

At present the CNO team consists of a coordinator, 1 member in charge of the preliminary diagnosis, 3 professionals engaged in skill recognition, validation and accreditation, 5 trainers and an administrative worker. It costs annually around €200,000. Every year the number of adults registered should be at least 1,000 and the target set for the number of adults who obtain a diploma is 250.

Basic information about results and impact:

To date, the In Loco CNO has accredited more than 1,100 adults.

Documentation/Sources related to the good practice

Web site(s):

www.in-loco.pt

Reports:

Annual reports available only in Portuguese:

Centro Novas Oportunidades da Associação In Loco-Relatório de Actividade de 2008 (Março de 2009).

Centro de RVCC da Serra do Caldeirão-Relatório de Actividade de 2005 (Fevereiro de 2006).

Centro de RVCC da Serra do Caldeirão-Relatório de Actividade de 2004 (Fevereiro de 2005).

Centro de RVCC da Serra do Caldeirão-Relatório de Actividade de 2005 (Relatório de Actividade de 2003).

Impact evaluation and Evaluation of results:

The annual reports give all the data about the adults involved (enrolled, undertaking the process, accredited) in each centre. To date the In Loco CNO has certified more than 1,100 adults.

To fully understand this recent but now widespread practice it is necessary to read the official documentation that establishes the theoretical and legal

frameworks for the work that is carried on by the Centres (only in Portuguese).

There also are several studies and evaluation reports on this type of educational work but not specifically dealing with the work of In Loco Centre.

Additional national/ local sources for adult basic education documentation available on line:

www.anq.gov.pt

Contact details of the Institution with Primary Role:

Associação In Loco
Avenida da Liberdade, 101
8150-101 São Brás de Alportel
Portugal
Tel: +351 289 840 860
Fax: +351 289 840 879
email: in-loco@mail.telepac.pt

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ROMANIA

RECUNOAȘTEREA ȘI VALIDAREA COMPETENȚELOR PROFESIONALE DOBÂNDITE ÎN CONTEXTE NON-FORMALE ȘI INFORMALE

(RECOGNITION AND VALIDATION OF VOCATIONAL
COMPETENCIES ACQUIRED IN NON-FORMAL AND INFORMAL
CONTEXTS)

Author: Andreea Dorobantu-Romanian Institute for Adult
Education (*Institutul Român de Educație a Adulților/IREA*)

JUSTIFICATION FOR INCLUSION:

People who acquired competencies in non-formal and informal contexts have the opportunity to certify their competencies and get professional recognition through a validation procedure.

Between 25.06.2004 and 16.10.2008, 4654 people have received awards at qualification level 2 for different qualifications.

A national system of validation and recognition of competencies acquired in non- and in-formal contexts has been put in place in Romania. Even big food companies, such as *Fornetti*, were accredited as evaluation centres, and thus have been able to combine training on the job with the validation procedure in order to provide a recognised qualification for their employees.

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: The recognition and validation of vocational competencies acquired in non-formal and informal contexts has succeeded in overcoming the problems faced by people in this situation. As a result of the validation procedure their competencies have been certified and they were granted professional recognition.</p>
<p>Beneficiaries: People who have learned in informal and non-formal contexts where their knowledge and competencies were not validated or certified.</p> <p>Typology: People from different vocational areas who have acquired competencies within non-formal and informal contexts.</p> <p>Information about and approximate size of the target group reached: Between 25.06.2004 and 16.10. 2008, 4,654 people were awarded qualifications at level 2.</p>
<p>Institutions involved Primary role: National Adult Training Board Other partners: Assessment Centres</p>
<p>Period of action: Recognition and validation of vocational competencies acquired in non-formal and informal contexts are carried out by the assessment centres authorised by the National Adult Training Board (NATB) in accordance with the <i>Procedure of the assessment and certification of the competencies acquired in non-formal and informal contexts (Procedure)</i>, approved through the Joint Order no. 4543/468/2004 of the Minister of Education and Research and of the Minister of Labour, Social Solidarity and Family, with subsequent modifications and completions. The practice was adopted in 2004 and is still going on.</p>

Abstract

Description of the Action:

Individuals who would like vocational competencies acquired through non-formal and informal routes to be assessed with a view to recognition apply to an assessment centre authorised for the appropriate occupation or qualification.

The National Adult Training Board is responsible for the authorisation of the assessment centres. Authorisation is considered for occupations/qualifications included in the *Romanian Classification of Occupations/List of Qualifications*.

The candidate receives a certificate of competency for all the competency units for which he/she was declared “*competent*”. The certificates of competency have the same value as the nationally recognised graduation or qualification certificates issued in the authorised formal accreditation system.

The assessment process for competencies acquired in non-formal and informal ways has the following characteristics: it is voluntary; it is in line with and relates to the occupational standard or vocational training standard; it is carried out at a specified time and place; it is independent from the vocational training process; and it leads to assessment as “*competent*” or “*not yet competent*” for each unit of competency. Assessment is only possible for occupations for which occupational standards have been developed and approved.

While the main function of the assessment of competencies is to certify competence and grant professional recognition, the assessment guarantees that the person has demonstrated the knowledge and skills necessary for the performance of activities described in the standard used for the assessment.

Basic information about results and impact:

Between 25.06.2004 and 16.10. 2008, 4,654 people were awarded qualifications at level 2. As a result of this all these people whose competencies were acquired in non-formal and informal ways have been able to integrate more easily into the labour market.

Documentation/Sources related to the good practice

Web site(s):

www.cnfpa.ro

Reports:

National register of professional skills evaluation and certification centres authorised by the National Adult Training Board,

www.cnfpa.ro/index.php?lang=ro&l=ce1.

The procedure for the assessment and certification of the competencies acquired in non-formal and informal contexts was approved through the Joint Order no. 4543/468/2004 of the Minister of Education and Research and of the Minister of Labour, Social Solidarity and Family,

www.cnfpa.ro/Files/Norme%20metodologice/

[Procedura%20de%20evaluare%20non%20formala.pdf](#)

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

Statistical data about the number of assessment centres and the number of individuals gaining accreditation.

Impact evaluation:

All these people who have received awards for their competencies acquired in non-formal and informal ways are able to integrate more easily and more quickly into the labour market, as the certificates of competency have the same value as the nationally recognised graduation or qualification certificates issued in the authorised formal accreditation system.

Evaluation of results:

Since 25.06.2004 till 16.10. 2008, 4,654 people have gained qualifications at level 2.

The following table shows the current position in relation to assessment centres and people gaining awards for several occupation/qualifications:

Table 12 – Assessment centres, individuals gaining awards, occupation/qualification

No.	Occupation/qualification	Number of assessment centres	Number of awards
1	Carpenter	18	1,112
2	Mason	18	521
3	Chef	13	256
4	Commercial agent	11	1,464
5	Waiter	10	222
6	Assembler of gypsum walls and ceilings	9	189
7	Welder	9	183
8	Baker	4	305
9	Butcher	3	226
10	Miller	2	15
11	Sausages operator	3	35
12	Operator in the production of frozen pastry and bakery	2	126
Total		102	4,654

Source: NATB

Contact details of the Institution with Primary Role:

National Adult Training Board
P-ța. Valter Mărăcineanu nr. 1-3
Intrarea B, etaj 2, cam. 164-166
Sector 1, 010155 București
email: cnfpa@cnfpa.ro

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SWEDEN

VÄGLEDNINGS-OCH LÄRCENTRUM/VLC (*GUIDANCE, VALIDATION AND PREPARATORY TRAINING*) Author: Nils Friberg

JUSTIFICATION FOR INCLUSION:

Migrant learners suffer from linguistic difficulties when it comes to accessing a higher vocational training.

A preparatory course and a vocational training programme support the learners to achieve a higher competency both in literacy and professional skills.

The majority of learners got a job after they successfully finished the training.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The practice improved the conditions for immigrant learners to access higher vocational training. A three-step strategy was used. A crucial question was how to overcome the linguistic difficulties of the learners and how to give them enough support to acquire both the professional skills and corresponding vocabulary. Crucial, too, was how to involve the instructors at the different workplaces.

Beneficiaries: Unemployed immigrants who had studied the Swedish For Immigrants course for about 1.5 years.

Typology: Preparatory vocational education and training courses.

Information about and approximate size of the target group reached: About 15 people. The same strategy has been used in other similar projects comprising about 90 persons.

Institutions involved

Primary role:

The Guidance and Learning Centre in Kristianstad – Guidance, validation, and preparatory training.

The Office of Integration in Kristianstad – Recruitment of students.

The Employment Agency – Funding.

The European Social Fund – Funding.

Lernia – Vocational training.

Period of action:

First run from August 2005 until July 2007; from 2007 onwards the practice has been adopted by the adult education and training organisation in Kristianstad.

Abstract**Description of the Action:**

Step 1. 40 participants with C or D level knowledge in the *Swedish. For Immigrants* course were recruited to be trained as caretakers. These people received study and vocational guidance before choosing to apply for the training course. They could also validate any prior competence or knowledge. From these, 15 people were selected for the project.

Step 2. The course that followed was managed by two teachers – one was a Swedish language teacher and the other had knowledge of the technical areas in question. These two teachers often worked together. The aim was to improve the learners' knowledge of Swedish and particularly the vocabulary of their vocational areas. The text book used was one with general texts from the vocational areas. During the course, one of the teachers also produced a handbook for linguistically weak learners with pictures and an easy vocabulary. The course also contained four different work placements. The students were at different workplaces during these placements. A steering group was created to include the teachers and some representatives of the learners' future employers.

Step 3. This was the vocational training programme carried out by Lernia and funded by the Employment Agency. During this step, which lasted a year, the teacher from the preparatory course with the technical background guided the students, gave them different kinds of support and was the contact person for the different work places involved.

Basic information about results and impact: 11 learners completed the course. All of them got a job after the project. This good result was based on

- the combination of support in Swedish parallel to training at the workplaces;
- good instructors at the workplace;
- a solid preparation with an emphasis on technical vocabulary.

Documentation/Sources related to the good practice**Website(s):**

www.vux.kristianstad.se

Reports:

A special evaluation report has been produced in Swedish:

André Halai and Jan Resebo (October 2006), *Evaluation of a work and*

integration project in Kristianstad municipality, Blekinge Institute of Research and Development.

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

A special evaluation report has been produced in Swedish, see information above.

Impact evaluation:

The learners have achieved a higher competency both in linguistic ability and professional skills.

Evaluation of results:

11 of 15 people completed their studies.

11 got a job after completing the training.

The costs for a two-year period were about €250,000.

Additional national/ local sources for adult basic education documentation available on line:

www.skolverket.se/sb/d/387

www.skolverket.se/sb/d/2655

Contact details of the Institution with Primary Role:

The Guidance and Learning Centre in Kristianstad (VLC-Väglednings- och lärcentrum)

Götgatan 2, S-29133 Kristianstad

Tel.: +46 733135221

www.kristianstad.se/vlc

Contact person: Nils Friberg-Director

email: Nils.friberg@kristianstad.se

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THE NETHERLANDS

1001EMPOWERED PROJECT

(*EDUCATION, GUIDANCE AND COUNSELING FOR MIGRANT WOMEN*)

Author: Jumbo Klercq

JUSTIFICATION FOR INCLUSION:

Migrant women are the beneficiaries of education, guidance and counseling actions. The practice highlights the importance of diversity and the success of cooperation.

KEY FEATURES :

<p>Problems that the good practice has been able to overcome and solve: In three years time 50,000 migrant women will participate actively in Dutch society. “Project 1001empowered is not about a problem, but strength is the issue. The strength of diversity, of cooperation, of thousand and one possibilities, and of every individual.” (R. Plasterk, Dutch Minister of Education).</p>
<p>Beneficiaries: Female immigrants and/or asylum seekers. Typology: Focus on training and participation of women immigrants. Information about and approximate size of the target group reached: 50.000 women.</p>
<p>Institutions involved</p> <ul style="list-style-type: none">- Government Commission PaVEM- Ministry of Education and Culture- Ministry of Social Affairs and Employability- Ministry for Housing and Social Integration- Ministry of Health, Welfare and Sport- MOVISIE the Netherlands centre for social development <p>Primary role:</p> <ul style="list-style-type: none">- The <i>Ministry of Education and Culture</i> is responsible for the implementation of Commission PaVEM’s recommendations.- <i>MOVISIE</i> collects, develops and disseminates relevant knowledge and formulates recommendations for social development for this project. <i>MOVISIE</i> has set up a team of consultants who advise and monitor the local projects. Moreover <i>MOVISIE</i> is running a project in which language

volunteers are trained and supported to coach women in voluntary work.

Other partners:

25 local authorities: initiate and coordinate local projects

Local socio-cultural work organisations, local ethnic minority community organisations, local voluntary centres, local centres for work and income (employment agencies): coordinate all projects which are implemented within the framework of *1001 empowered* and support women from immigrant communities to volunteer within their municipality.

Local centre for work and income (employment agencies)

The National Platform of (ethnic) Minorities (LOM) works within its own member organisations to achieve the objectives of *1001 empowered* and leads a project that encourages women to do voluntary work.

The Knowledge Centre for Approval of Prior Learning (*Kenniscentrum EVC*) is collaborating with the National Refugee Work Institute of the Netherlands and MOVISIE in a project where migrant women participate in an EVC-traject/APEL pathway (APEL – Accreditation of Prior Experiential Learning) and receive an Experience Certificate, linked to voluntary work.

The Dutch Organisation of Voluntary Organizations (NOV) and foundation PaFemme have committed themselves to *1001 empowered* and support the project wherever possible.

Gilde Netherlands (active seniors) organises language meetings and is enabling female participants to act as language volunteers themselves.

Humanitas, like the *Gilde*, finds opportunities in its own language buddy provision (*taalmaatjestracten*) to engage the women in voluntary work.

The Dutch Red Cross runs a project for voluntary work within its own organisation through which a considerable step will be taken towards increasing the cultural diversity of the organisation.

Period of action:

6 pilots, each for 12 months.

19 new projects also for 12 months at present.

First year pilots in 6 cities: Nijmegen, Breda, Amsterdam, Den Haag, Rotterdam and Utrecht.

Projects for the next three years in 25 local communities including: Amersfoort, Arnhem, Den Bosch, Delft, Deventer, Dordrecht, Eindhoven, Enschede, Gouda, Groningen, Haarlem, Hengelo, Leeuwarden, Lelystad, Sittard-Geleen, Tilburg, Venlo, Zaanstad en Zeist.

The project started on 1 January 2007, and will run till 31 December 2011.

Abstract

Description of the Action:

1001 empowered wants to link as much as possible to existing projects. Local organisations are invited to present or to improve their offer to the target group. The partner organisations in *1001 empowered* are developing a common set of activities in which the women can choose to participate and get an insight into possible next steps. The attention given to correlating the opportunities in this offer creates a chain of education, guidance and counselling activities through which they identify and reinforce their own strengths. The women are challenged to take new steps and possibly even to enter the labour market. Women can, sometimes with the support of a voluntary coach, mentor or buddy, choose where they want to start and create their own learning pathways, based on what they want to achieve themselves and corresponding to their own competences.

The following list from a local project illustrates their activities and offer:

- Free information on voluntary work for groups of women;
- One-to-one discussion to identify individual's needs and options;
- APEL/EVC-traject/ – in association with Refugee Work - focusing on self reflection and discovering individual strengths and opportunities, with the help of a volunteer mentor;
- Linking with a language buddy (*taalmaatje*). This is a volunteer who supports someone learning the Dutch language and may act as a guide to Dutch society;
- Visits to volunteer organisations for 4 or 5 women at a time;
- A Market of Possibilities at which the women can meet a variety of volunteer organisations in an attractive environment;
- Experts to provide recommendations and referrals to appropriate organisations;
- Staff are always available during office hours, and they can be contacted to speak personally to users;
- Information meetings are organised every 6 weeks for volunteers on the *taalmaatjes* (language buddies) project;
- A chain approach comprising a coherent set of activities and options is being promoted. This means that increase and throughput are essential for an effective integration process and creating access to the labour market;
- Advice is also provided for organisations which need a volunteer policy with respect to people from a non-western background.

Basic information about results and impact:

As result of the process many women are improving their level of participation – and in the process getting additional education and sometimes a certificate – *one step up* is not just a slogan for them, but a real personal achievement.

Documentation/Sources related to the good practice**Web site(s):**

www.duizendeneenkracht.nl

www.1001kracht.nl

Reports:

- Publications related to method and project organization

Wilbrink, I. (2009), Guidelines to starting project 1001 empowered - *Duizend en één kansen op een nieuwe markt. Marketing, allochtone vrouwen en vrijwillige inzet*,

www.duizendeneenkracht.nl/Publicaties//2009/125272/1001kansen%20versie3%20DEF.pdf

1001 empowered leaflet for professionals,

www.duizendeneenkracht.nl/Duizendeneenkracht/Docs/Movisie1001krachtprofessionals.pdf

1001 empowered leaflet for participants,
www.duizendeneenkracht.nl/Duizendeneenkracht/Docs/Movisie1001krachtvrouwen.pdf

Handleiding voor bemiddeling van allochtone vrouwen naar vrijwilligerswerk *Naar een grotere wereld: een volgende stap*

(Guidelines for matching immigrant women with voluntary work: Next step to a larger world) (2007),

www.vrijwilligerswerkregionaal.nl/nijmegen/bestanden/185/Naar%20een%20grotere%20wereld-scherm1.pdf

Vrouwen Vooruit-Aanpak voor welzijnswerkers en opbouwwerkers (Guidelines for Women Forward) (2008),

www.acbkenniscentrum.nl/upload/UserFiles/Image/Handleiding%20vrouwen%20vooruit.pdf

Opkomen voor jezelf. Het vergroten van de assertiviteit van allochtone vrouwen. Methodiekverslag (Assertiveness training for Women) (2008),

www.acbkenniscentrum.nl/upload/UserFiles/Image/OpkomenVoorJezelf.pdf

Assertiviteit Allochtone Mannen. METHODIEKVERSLAG (Assertiveness training for Men) (2008),

www.acbkenniscentrum.nl/upload/UserFiles/Image/AssertiviteitAllochtoneMannen.pdf

Popovic, M., Wilbrink, I., Achahchah, J. (2008), *Inburgeren met een mentor Handleiding mentorprojecten voor inburgeraars* (Integration supported by a mentor. Guidelines for mentoring in integration projects), MOVISIE,
www.duizendeneenkracht.nl/Publicaties//2009/122818/inburgeren_met_een_mentor.pdf

van Hinsberg, A., Repetur, L. (2008), *DiversiteitswijzerHinsberg-Check je project op diversiteit* (Diversity Guidelines), MOVISIE
www.1001kracht.nl/Publicaties//2008/799/diversiteitswijzer_definitief.pdf

Publication Voluntary work brings new self-understanding,
www.1001kracht.nl/Duizendeneenkracht/Docs/92074_621_1209225833020-Binnenwerk_boekje.pdf

Ministry of Social Affairs, Guidelines for Migrant Women in the Labour Market (2008), *Handleiding Allochtone vrouwen en arbeid*,
www.1001kracht.nl/Duizendeneenkracht/Docs/88158_621_1207915111365-Handleiding_allochtone_vrouwen_en_arbeid.pdf

MOVISIE (2008), *Ouders Actief* (Guidelines for Active Parenting) (2008),
www.1001kracht.nl/Duizendeneenkracht/Docs/87126_621_1205061857803-boekje_DVD_ouders_actief.pdf

MOVISIE (2008), *Empowerment van vrouwen door EVC (Erkennen Verworven Competenties)* (Accreditation of Experiential Learning in Voluntary Work),
www.1001kracht.nl/Duizendeneenkracht/Docs/81833_621_1191576527528-MOVISIE_leaflet_EVC_1001K_2007.pdf

Distelbrink, M., de Gruijter, M., Pels, T. (2008), *ZELFREDZAAMHEID BEVORDEREN VOOR ALLOCHTONE VROUWEN - Handreiking aan gemeenten* (Promoting Self-help for Immigrant Women – Guidelines for local authorities),
www.1001kracht.nl/Duizendeneenkracht/Docs/91493_621_1216822186227-zelfredzaamheid_oudere_allochtone_vrouwen.pdf

Alleato, *Centrum voor Maatschappelijke Ontwikkeling* (2007), *Handleiding VROUWEN BURGEREN VOORT - van inburgering naar participatie* – (Guidelines for Further Integration Projects for Immigrant Women),
www.alleato.nl/upload/documenten/07866_handleiding_voortburgeren_13_12_07.pdf

Front Office Integration, VNG (2007), Guidelines for policy development, integration and participation of immigrant women,

[www.1001kracht.nl/Duizendeneenkracht/Docs/77666_621_1182754865900154_Routeplanner_instrument_voor_visieontwikkeling_inburgering_en_participatie_vrouwen\[1\].pdf](http://www.1001kracht.nl/Duizendeneenkracht/Docs/77666_621_1182754865900154_Routeplanner_instrument_voor_visieontwikkeling_inburgering_en_participatie_vrouwen[1].pdf)

▪ Publications related to policy development and policy analysis
Merens, A., Hermans, B. (2008), *Emancipatiemonitor*, CBS/SCP,
www.cbs.nl/nlNL/menu/themas/dossiers/allochtonen/publicaties/publicaties/archief/2009/emancipatie-2008-publ.htm

The monitor gives a picture of the current situation in the emancipation process. Recent developments come up for discussion in the areas of education, paid labour, combination of labour and care, income, political and social decision-making, violence against women and - for the first time in this monitor – health PaVEM, Participatieagenda 2010, 2005

www.1001kracht.nl/Duizendeneenkracht/Docs/95562_621_1227097616880-Participatieagenda_pavem.pdf

Participation Agenda 2010 contains the results of two years of PaVEM's work with 30 large cities, companies, civil society organisations and the commission appointments, and training instruments. It describes the whole of the national action plan for language, the local participation agenda, the rural appointments and instruments, policy and research on issues such as emancipation.

Yearly report on integration (2008), CBS,

www.cbs.nl/nlNL/menu/themas/dossiers/allochtonen/publicaties/publicaties/archief/2008/2008-b61-pub.htm

Immigrants are participating more and more on the labour market and in education. A growing middle class, especially of young immigrants, is becoming rapidly weary of delays in many areas. The position of non-western immigrants at the same time remains vulnerable, especially at times of economic crisis. In which areas are immigrant groups most densely settled? Where do delays continuously exist? Which factors play a role? The yearly report integration 2008 of CBS is a source of information on the current situation in social integration processes. It is an important source for anyone who is active in the field of integration policy or who is substantively interested in developments in the integration of immigrant populations.

Delta Integration Plan Fixed foot in the Netherlands, Ministry of VROM (Housing and Social Integration),
www.vrom.nl/pagina.html?id=2706&sp=2&dn=7523

The cabinet wants to improve the quality of integration strategies and they want greater involvement of immigrant groups. The *Delta Integration Plan: Fixed foot in the Netherlands* has been established to

achieve that aim. Through the *Delta Plan* approximately 60,000 people annually can start the process of naturalisation. The new law on integration became effective on 1 January 2007. This law lays more emphasis on the personal responsibility of the individual who wants to integrate. The government wants to raise integration outputs. The requirements are highlighted in the *Delta Plan*.

de Gruijter, M., Boonstra, N., Pels, T., Distelbrink, M. (2007), *Allochtone vrouwen doen mee!* (Migrant women participate!), VWJ, www.verwey-jonker.nl/doc/vitaliteit/D2561103_def.pdf

Training for ethnic minority women is one of the spearheads of Rotterdam's social agenda. A considerable proportion of first generation women immigrants in Rotterdam takes little part in social life, because of limited training and limited knowledge of Dutch language and society. The Verwey-Jonker institute published this study on how migrant women in four Rotterdam districts are involved in their neighborhood and on the barriers and opportunities that affect their participation.

Isn't it like that for you? Gender, ethnicity and class in the social capital of Moroccan women, van den Berg, M., (2006), "*DAT IS BIJ JULLIE TOCH OOK ZO?*" *Het sociaal kapitaal van Marokkaanse vrouwen*, www.1001kracht.nl/Duizendeneenkracht/Docs/91461_621_1216821349137-Dat_is_bij_jullie_toch_ook_zo.pdf

The book is the result of intensive research carried out by M. van den Berg in 2005, and 2006 in Delfshaven on first generation Moroccan women in the Rotterdam municipality. She succeeded in reaching a group which usually tends to avoid approaches from researchers and policy makers. The result is a book with an original approach to the well-known topic of participation and social mobility

- Evaluation reports

Not available yet.

Is there documentation available to support the results achieved and the impact produced by the good practice? What kind of results and impact are well documented?

The available documentation contains a variety of views on the methodological approach and the way in which local projects can be established. There is also material analysing the problems of migrant women, the obstacles and barriers to social participation that confront them. However, there are only a few documents that describe the difficult process of developing a chain of social agencies to create a coherent offer and until now there are no evaluation documents at all. There is a lack of

statistical data about financial investment, number of participants, the achievements of participants and the number of participants gaining certificates, length of time in the programme. Moreover there is a lack of insight into specific factors that influence specific successes or failures.

Impact evaluation:

The methodical approach – linking on-going initiatives into a coherent set of activities for this particular target group of migrant women - is simple and popular. The commitment of several national organisations with their own projects is particularly valuable.

However, the projects have to succeed at a local level and here it is not often common that different local organisations work jointly together as a chain. Local organisations are strongly focused on their own interests and need support from the local authorities to deliver their activities. The local authorities however are dependent on the initiatives of the local organisations. Starting the project is one thing, creating an effective partnership focused on the participants is something completely different. Much depends on the experience and the knowledge of the local authorities and on which organisation has the coordinating role.

Evaluation of results:

No evaluation report is available, not even for the 6 pilots. However, it seems that it takes time and investment to make the local projects run smoothly. Although the concept might seem simple, it is difficult to get the partners together, to make the partnership productive and to avoid competition, the dominant behaviour of one or more of the partners, or the prioritisation of their own interests. Nevertheless, if and when these issues have been resolved, good access provision has been created and experience seems to show that many ethnic minority women are really interested. This will be strengthened when the project really starts and people tell enthusiastic stories about it. Furthermore it seems that more than 50% of the participants will become active volunteers, but it is not yet clear what kind of voluntary work is more popular than others nor why. Numbers of people who receive the Experience Certificate for Voluntary Work are also unknown, although in Breda 54 participants have gained a certificate.

Additional national/ local sources for adult basic education documentation available on line:

Dutch Language 2 learning online

www.nt2taalmenu.nl/index.shtml

De deur uit, VU Amsterdam (2008),

www.dedeuruit.info/De_deur_uit/De_deur_uit.html

„The door uit” is a methodical approach that has been based on a project

aimed at women who are difficult to engage for different reasons, and who do not, or hardly, speak Dutch and frequently are also illiterate. The project has been implemented by the Department of Dutch as a Second Language of the Free University in Amsterdam. In close cooperation with contacts from Amsterdam neighbourhood women, and thanks to a subsidy from the Orange Fund, an assessment tool has been developed. This assessment map stimulates the women's interest and culminates in a personal step-by-step plan. To make it widely applicable it has been developed both for individual (home-based) situations and for group meetings such as training in empowerment and buddy projects

Participation Radar Toolkit www.toolkitparticipatie.nl/

This toolkit has been developed at the request of the Ministry for Social Affairs and Employment and the Ministry of Justice. With this instrument a municipality should be able to develop and implement its policy for women from ethnic minority groups. The toolkit provides guidelines to the municipality to improve the position of women from ethnic minority groups.

Direction Learning and Work Project – joint project by Ministry of Education and Culture and the Ministry of Social Affairs; policy site: www.leren-werken.nl/

Learning and Work - web portal by the Dutch Learning and Work project www.lerenenwerken.nl/pob

Information for employers, employees, employees just starting a job, unemployed and/or less skilled people.

Contact details of the Institution with Primary Role:

For information about policy:

Ministerie van Onderwijs, Cultuur en Wetenschappen

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For national coordination of the project

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THE NETHERLANDS

INTEGRATIE DE VROUWEN IN DE GEZONDHEIDSSECTOR (REINTEGRATION OF WOMEN IN THE HEALTHCARE SECTOR)

Author: Amnon Owed

JUSTIFICATION FOR INCLUSION:

Women with rural and/or migrant backgrounds struggle with getting back into the labour market after a long period out of employment.

Different healthcare institutions provided training courses for this target group to learn and validate healthcare skills and competences.

The successful participants of the training courses not only validated their skills, but also found employment at one of the participating healthcare institutions.

KEY FEATURES

Problems that the good practice has been able to overcome and solve: Reintegrating women, mainly migrant and/or with a rural background back into the labour market after a long period of time outside it. Combating labour shortages in the healthcare sector.
Beneficiaries: The candidates in this project were mainly women with a migrant and rural background. These women did not have formal qualifications, but <i>did</i> have experience in care, including healthcare, for example in caring for their children or elderly parents.
Information about and approximate size of the target group reached: There were two pilots. In both cases almost 100 people attended the information meetings, and 24 candidates were selected after interview to start with the programme. A total of nearly 50 people participated in this project. Another pilot was started at the end of 2008, beginning of 2009.
Institutions involved Primary role: Arbeid Opleidingen Consult (project management) ROC Vitalis College in Breda (education provider) Local government of Breda Other partners: Organisations in the healthcare field: Kober Kindercentra, Amarant, Oranjehaev/De Ijpelaar/Aeneas, Stichting Elisabeth, Surplus/Circonflex Public employment services (CWI, UWV)

Welfare organisations SES West-Brabant (learning and working project).
Period of action: The practice was adopted in October 2007 and is still going on.
Abstract Description of the Action: The project is active in healthcare fields such as caring for the elderly, caring for people with disabilities and childcare. The demographic groups targeted for the project were people without formal qualifications but with care experience, for example, in caring for children or elderly parents. In practice, the group recruited was mostly migrant women and women with a rural background who had been out of the labour market for a long period of time. In the initial phase of the project the basic competences needed to function as a care professional in this sector were mapped. Following this, a programme was developed to lead people towards and prepare them for a level 3 work-based training programme. Moving from no formal qualification to starting a level 3 course represents a substantial step forward. The selection of suitable candidates was achieved by using a set of different tools, consisting of an interview, Accreditation of Prior Learning (APL) and other assessments and tests. Subsequently the participants developed a skill set relevant to the general healthcare field by working (two work placements) and learning (1 day per week). The total duration of the project was a maximum of 20 weeks. After participants had completed a full programme, another assessment was carried out. This assessment was based on the sector-wide competences mentioned earlier. Basic information about results and impact: The participants who successfully completed the project got a job at one of the participating healthcare institutions in combination with a work-based learning programme at level 3.
Documentation/Sources related to the good practice Web site(s): www.aoconsult.nl www.vitaliscollege.nl
Is there documentation available to support the results achieved and the impact produced by the good practice? What kind of results and impact are well documented? A written application for the Ginjaar-Maas Prize is available (in Dutch) with details of, among other things, the results of the project.

Impact evaluation and evaluation of results:*Quantitative results:*

In the first pilot almost 100 people came to the information meetings. Of these, 50 candidates were interviewed. 24 people were selected to start the programme. Of the 24 selected, 21 people successfully reached the end of the programme. In the second pilot the numbers were approximately the same, with 100 attending, 50 interviewed and 24 selected. By the end of 2008/ beginning of 2009 a new group started, and it remains an ongoing project.

Qualitative results:

The participating healthcare institutions are very enthusiastic about the people participating in this project. They find these participants extremely motivated to learn. This is further reflected in the number of participants successfully completing the programme. By agreement with local government, arrangements were made to find a suitable programme for people who were judged at the initial interview to be unsuitable for participating in a level 3 programme.

Contact details of the Institution with Primary Role:

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UNITED KINGDOM**RECOGNIZING AND RECORDING PROGRESS AND ACHIEVEMENT IN NON-ACCREDITED LEARNING/RARPA**

Author: Richard Spear-National Institute of Adult Continuing Education/NIACE

JUSTIFICATION FOR INCLUSION:

It has proved to be a particularly effective building block to assist people to move from entry level to level 1 programmes. The process has five defined stages which taken together allow learning to be recognized by both learners and provider organizations, and recorded in a form that enables the learner to demonstrate their learning and achievement to others,

for example employers. Approximately 500 provider organizations receive funding for ‘first steps’ learning and for Personal and Community Development Learning from the Learning and Skills Council.

KEY FEATURES

Problems that the good practice has been able to overcome and solve: Recognizing and Recording Progress and Achievement in non-accredited learning/RARPA has succeeded in overcoming issues of making sure that learners identify the outcomes they are looking for when engaging in non-accredited learning and help to build a platform from entry level provision to level 1. Also, that teacher understands this and can provide the best support for learners. Providing a basis against which learners and tutors can evaluate and record learning progress and achievement.

Beneficiaries: Adult learners engaged in learning not leading directly to qualifications in community settings. These include adults seeking to return to learning with a view to entering or re-entering employment who do not possess baseline qualifications necessary for employment; and adults engaging in learning for purposes relating to their families’ or communities’ needs.

Whilst the concept of recognising and accrediting informal learning has value across a range of programmes at different levels, RARPA has proved to be a particularly effective building block to assist people to move from entry level to level 1 programmes

Typology: The good practice relates to a ‘staged’ process for Recognizing and Recording Progress and Achievement in non-accredited learning. It is known by the acronym RARPA. The process has five defined stages which taken together allow learning to be recognized by both learners and provider organizations, and recorded in a form that enables the learner to demonstrate their learning and achievement to others, for example employers.

Information about and approximate size of the target group reached: Approximately 500 provider organizations receive funding for ‘first steps’ learning and for Personal and Community Development Learning from the Learning and Skills Council. This funding is intended for programmes that do not lead directly to qualifications but encourage adults to progress onto qualification-bearing programmes, and support them in this. Around a million adults are engaged in such publicly funded programmes at any one time. All 145 (approximately) local authorities that provide learning and skills programmes of this kind will have RARPA processes in place. Local

authorities are the largest group of providers of non-accredited learning.

Institutions involved

Primary role:

Local authorities, adult education colleges, further education college.

Other partners:

Third Sector/Voluntary Sector organizations who offer learning and training as part of their remit.

Period of action:

The Learning and Skills Council (www.lsc.gov.uk) provides public funding for non-accredited learning and requires providers to have RARPA processes in place. Organizations that receive LSC funding have the primary role for the quality of the provision they make and will have RARPA processes operating.

RARPA has been in force since 2002 and is still going on.

Abstract

Description of the Action:

All organizations receiving public funding for learning and skills provision are required to design their programmes to meet quality standards set out by the national bodies responsible a) for funding such provision on behalf of the government and b) for external inspection of the quality of provision and reporting to government. These standards require providers to ensure that at the outset of any non-formal or informal learning programme that is organized and delivered using public funding certain processes are in place. The RARPA process is an important one and is reported on by inspectors. The practices involved in RARPA include working with learners to identify their goals in undertaking learning, and their objectives/desired outcomes; ensuring that these are recorded, for two purposes: first, that the teacher can plan the learning programme to help the learner achieve these goals and objectives/outcomes; and second, that the learner has a record, usually in the form of a learning plan, to help them and against which the learner and the teacher/s can review progress and achievement, during the programme and at the end.

Basic information about results and impact:

When external inspection takes place inspectors consider and evaluate the effectiveness of these processes and include reference to this in reports that are published so that other providers and potential learners can understand the features of best practice, the benefits to learners, and how practice can be improved. Best practice ensures that learners get the support they need, so that they can fulfill their potential; results in learners' increased

confidence in their ability to learn and make progress; provides a record to take with the learner of the outcomes of their learning (for example new knowledge and/or skills); motivates the learner to continue learning; and assists them in doing so.

Documentation/Sources related to the good practice

Web site(s):

<http://excellence.qia.org.uk/page.aspx?o=158532>

<http://rarpa.lsc.gov.uk>

Examples of good practice in relation to Initial Assessment and Individual Learning Plans from the government external inspection organisation

www.gloucestershire.gov.uk/index.cfm?articleid=15616

www.hertsdirect.org/scholearn/adult/aclprov/RARPA/

www.stockton.gov.uk/citizenservices/learning/adulted/Informationfortutors/rarpadocs/

The three websites above give examples of the documentation developed by local authorities to support best practice in RARPA

www.suffolklearningconsortium.org/DOWNLOADS/NLDC/NLDC%20Briefing%20-%20RARPA%20Aims.pdf

This site gives access to documents used by a learning provider consortium

<http://archive.niace.org.uk/projects/RARPA/Default.htm>

This website provides several reports on the early stages of the development of RARPA.

Reports:

Learning and Skills Development Agency/LSDA and NIACE (April 2003 to March 2004), *Evaluation report on the pilot projects*,

<http://archive.niace.org.uk/projects/RARPA/FullReport.pdf>

Impact evaluation:

Ofsted, the government external inspection agency specifically considers the effectiveness of RARPA processes when inspecting providers of non-formal adult learning/non-accredited learning, and includes a comment in all published inspection reports which evaluates this.

Evaluation of results:

Ofsted inspectors comment on the various stages in the RARPA process in relation to learners' progress and achievement, and assessment practices. They also consider the extent to which RARPA processes assist learners in moving on to higher level learning or into employment.

Additional national/ local sources for adult basic education documentation available on line:

Many local authorities and a number of other learning providers give access to the documentation they use to support RARPA processes on their

websites. The Learning and Skills Council has a dedicated web page for RARPA.

Contact details of the Institution with Primary Role:

Learning and Skills Council

www.lsc.gov.uk

info@lsc.gov.uk

4.4 Information, campaigns, network and partnership

BULGARIA

МОДЕЛ ЗА МЕЖДУИНСТИТУЦИОНАЛНА ИНТЕГРИРАНА ИНФОРМАЦИОННА СИСТЕМА

(A MODEL OF INTER-INSTITUTIONAL INTEGRATED INFORMATION SYSTEM)

Author: Liliya Bratoeva-National Agency for Vocational Education and Training/NAVET

JUSTIFICATION FOR INCLUSION:

This is a model of networking between the relevant agencies dealing with low-skilled adults, using ICT tools. The inter-institutional integrated information system allows a transparent, interlinked communication in real time between the employment agencies that maintain records of unemployed low-skilled adults on a website, and the training providers who have direct access to them. Since 2007, over 300,000 low-skilled adults have benefited from the integrated system.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The inter-institutional Integrated Information System (IIS) model has succeeded in overcoming difficulties that adults with low skills experience in finding a job because they are listed at the employment agency and registered on a website that gives adult education providers direct access to them.

Beneficiaries and Typology: Beneficiaries include adult education providers and adult learners – both employed and unemployed – and low-skilled adults.

Approximate size of the target group reached: More than 700 adult education providers have been reached so far and 1 million adult learners have benefited from the programme (according to National Statistics).

Institutions involved

Primary role:

National Agency for Vocational Education and Training.
National Employment Agency.

Other partners:

Ministry of Labour and Social Policy

Znanie Association.
Admin Soft Ltd.

Period of action:

This is an ongoing programme that has been adopted by the primary role agency mentioned above and other partner institutions since June 2007.

Abstract

Description of the Action:

A model of an inter-institutional integrated information system for gathering, maintaining, processing and provision of data and information on demand and supply of adult education and guidance. It is also a source of information at local, regional and national level for all stakeholders and institutions, depending on their access level.

Low-skilled adults are direct beneficiaries of the integrated system as they are listed at the Employment Agency and registered on a website that allows adult education providers direct access to them.

Advantages:

- Transparency at all stages of the observed processes with the objective of more qualitative managerial and political decision making.
- Data to support improved quality control of adult education provision.
- Data to support improved quality control of the guidance and counselling provision.
- Improvements in the socio-economic outcomes of training and improvements in qualifications and guidance for the labour force.
- Establishment of an informational database for analyses of adult education and guidance processes.
- A new opportunity for issuing a qualification portfolio for the trainees.
- Information on the deployment of EU structural funds in adult education and counselling provision

Development potential:

The technical opportunities for expansion and development are practically unlimited. The process of expansion and development depends on financial resources, political tolerance, the direct interests of social partners, employers and adult learners.

Basic information about results and impact:

Basic information about results and impact can be found in the reports, listed below.

However the most significant ones may be summarised as follows:

- Reliable tool for information on adult education providers' location, capacity, experience, trainers and further employment of the learners
- Cross-reference analyses on EU funds usability and application.
- Unemployment social inclusion measures, labour market adaptability and lifelong learning strategy implementation – both at system and provision level
- Information on the processes of VET and adult education as a whole in the country and the opportunities for obtaining initial qualifications, further qualifications and additional qualifications in the lifelong learning context.
- Public access level – basic information on the mission, main objectives and tasks of the institutions with a key role and the performance of the system.
- References on the accredited adult education providers throughout the country: contact data and the vocational training they are licensed to provide.
- Expanded access: regional employment services, labour offices, adult learners, trainers, the details of the EU Structural Fund trends and monitoring processes.
- A pilot module allows cross-referencing of data on the adult learners: by geographic location, by vocation, by gender, by educational level, by further and ongoing employment.

Documentation/Sources related to the good practice

Web site(s):

www.navet.government.bg

Reports:

Report on the Integrated system by the Social Partners (2008), www.bcci.bg

Report on the Integrated System in the periodical, *Economic Analysis*, February (2008).

www.ceeol.com/aspx/issuedetails.aspx?issueid=cda53088-1483-42f6-8cb6-4e8f9e057b7d&articleId=edab8f68-f62f-42c6-8c8e-3a1dffe8945f

Report on the Vocational Education and Training system and the level of access to information by the Adult learners, Human Resources Development Centre (2008).

www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIIL/confintea/pdf/National_Reports/Europe%20-%20North%20America/Bulgaria.pdf

Report of the National Agency for Vocational Education and Training for the implementation of the Action Plan on the National Further Adult Education

and Vocational Training for the period 2005 – 2010 (2007),
www.navet.government.bg/assets/cms/File/prodaljivashto_pobuchenie/DOKLAD%202007%20NAPOO%20PPO.pdf
Report on the Action plan for the introduction of the system, Ministry for Education and Science (2005), www.mon.bg/opencms/export/sites/mon/left_menu/professionaleducation/action_plan.doc

Is there documentation available to support the results achieved and the impact produced by the good practice?

Yes. There is sufficient information that may be provided by the institutions with a primary role listed here, as well as by all the other stakeholders and third party beneficiaries of the system.

What kind of results and impact are well documented?

There are two general reports – one mid-term and one annual for the pilots testing:

- consumer behaviour towards usability of the system
- transferability between this and other systems
- competition between adult education providers
- awareness raising amongst adult learners on the processes and available opportunities
- use of funding.

There is documentation by the National Agency for Vocational Education and Training, as well as by the National Employment Agency, on the percentage of adult learners accessing the system and guidance on potential expansion.

There are two EU projects: PHARE and another within the Operational Programme Human Resources Development undertaking analyses and field-work on:

- adult education providers: capacity, EU funding project spending, specialisation, internal and external quality evaluation
- adult learners: gender, access, educational level, EQF, in- and outflow.

Impact evaluation:

The impact evaluation of the good practice can be measured by four indicators:

- percentage of adult learners, who improved their educational level due to the awareness raising through the integrated system – 25%
- percentage of adult education providers improving the quality of provision arising from the direct competition inherent in the system – 30%
- percentage of documents amended because of the existence of the Informational Integrated System – 3%

- percentage increase in EU HRD fund deployment due to the IIS – 9%.

Evaluation of results:

- Cost of the introduction of the system – €50,000.
- Participants - Primary role: National Agency for Vocational Education and Training; National Employment Agency. Other partners: Ministry of Labour and Social Policy; Znanie Association; Admin Soft Ltd.;
- Users: public, adult education providers, adult learners, economic and social partners, researchers, and so on.
- Number of monthly users – 3,500 on average.
- Number of users who gained learning outcomes because of use of the IIS – 270 monthly.
- The number of low-skilled adults benefiting from the system 300,000+.

Additional national/ local sources for adult basic education documentation available on line:

www.az.government.bg
www.bcci.bg
www.bia-bg.com
www.euro.who.int/document/MPS/BUL_MPSEURO_countryprofile.pdf
www.hrdc.bg
www.minedu.government.bg
www.mlsp.government.bg
www.ophrd.government.bg
www.socialwatch.org/en/acercaDe/organizacionesParticipantes.htm
www.znanie-bg.org

Contact details of the Institution with Primary Role:

National Agency for Vocational Education and Training (NAVET)
 125 Tzarigradsko schosse Blvd, block 5, fl. 5
 1113 Sofia, Bulgaria
 Tel.: + 359 2 971 20 70 (Office of the President of the NAVET)
 email: napoo@navet.government.bg
 For digitally signed documents: agencia@navet.government.bg

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ESTONIA

TÄISKASVANUD ÕPPIJATE NÄDALAL

(ADULT LEARNERS' WEEK)

Author: Evelin Tiitsaar-Ministry of Education and Research-Expert of Adult Education Department

JUSTIFICATION FOR INCLUSION:

The practice is a powerful information campaign aimed at getting more adults to study, by making them aware of the benefits of learning. Since 1998, over 16,000 people have been reached annually by such campaigns, specifically targeted at adults with low levels of education and without the skills to compete.

KEY FEATURES

Problems that the good practice has been able to overcome and solve: Adult Learners Week has succeeded in overcoming issues with recruitment by setting up a strong network to get more adult people to study specifically targeted at people with low education and without the skills to compete.

Beneficiaries: People with low education and low competitive skills who have taken part in the activities throughout the years.

Typology: Campaign to get more adult people to study, specifically targeted at people with low education and low competitive skills, because all surveys show that these people are less likely to take part in education than those with a higher level of education and skills.

Information about and approximate size of the target group reached: Over 16,000 people a year.

Institutions involved

Primary role:

Association of Estonian Adult Educators (Andras)

Other partners:

Estonian Ministry of Education and Research,

Local networks in every county – county governments, adult gymnasiums, vocational education institutions, adult education centres etc.

Period of action:

The Adult Learners Week (ALW) promoting lifelong learning has been organised by Andras in co-operation with the Ministry of Education and Research since 1998. It has become an annual event taking place in the

second week of October, but project activities now take place throughout the year.

Abstract

Description of the Action:

Adult Learners Week has been an ongoing event since 1998 and it has grown to include activities throughout the year. The following activities now form part of Adult Learners Week:

- Adult Education Forum (annual event since 1997).
- Adult Education Pre-Forum (annual since 2003).
- Adult Learners Forum (annual since 2005, connects active adult learners).
- A Learning Bus has been travelling since 2007. The aim of the bus is to promote learning opportunities for adults and offer an educational guidance service. In autumn 2008 the bus covered 4775 kilometres, stopped in 64 places in all 15 counties of Estonia and was visited by 1475 people.
- Finding the Adult Learner of the Year (annual since 1999) – local heats are held in all 15 counties and a grand final jury elects the Adult Learner of the Year, Adult Educator of the Year, most education-friendly organisation and most education-friendly local government.
- Adult Education Seminar – where adult education surveys, policies and examples of good practices are presented (annual since 2008, will be delivered twice in 2009).

Additionally, there are local events during the week such as open-door days arranged by educational institutions, family days, workshops etc. A learning-train, learning-tram and learning-boat have featured in some years.

Since 2005, Adult Learners Week has been organised using funding granted by the European Social Fund (ESF) and since 2006 local events have been supported by the gambling-tax fund.

In 2008-2012 Adult Learners Week is being organized as a part of the ESF funded programme “Popularisation of Adult Education.” Some new events have been planned for this period as .. part of this programme – an adult education magazine is being published 3 times a year, an adult education radio-broadcast has been on air every week since the beginning of 2009 and an adult education TV show starts from autumn 2009, with 53 shows on air weekly.

The main purpose of all these activities is to promote adult education and to get more adult people to return to learning, to carry on with and finish their education, to attend continuing education courses or to study something

totally new.

Basic information about results and impact:

The impact has been good. One proof is that the adult learners of the year have formed the adult learners forum to share their experiences and to encourage others to take charge of their destiny and return to learning.

Documentation/Sources related to the good practice

Web site(s):

www.andras.ee

Reports:

Reports are available in Estonian.

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

All the reports are in Estonian.

Impact evaluation:

The most important thing about the project is that it covers the entire country. It took time and effort to make the network work, but this has finally been achieved and the events are taking place in every county of Estonia.

There has been very positive feedback to the project and it has encouraged many people to study again. A number of courses have been organised as part of the programme, and all the people that attended were very pleased and planned to learn more.

Evaluation of results:

Most of the evaluation results will be available when the programme finishes in 2012. So far all the actions have been achieved on time, and all expert-groups are working. Hard data is available annually on numbers of participants in seminars, forums, the “adult learner of the year” event, visits to the learning bus etc.

Contact details of the Institution with Primary Role:

Association of Estonian Adult Educators-Andras

email: andras@andras.ee

www.andras.ee

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FINLAND

NOSTE

(NOSTE PROGRAMME-*OUTREACH ACTIVITIES FOR LOW SKILLED WORKERS*)

Author: Ari Antikainen

JUSTIFICATION FOR INCLUSION:

The challenge to reach out to lower skilled workers and to motivate them to participate in competence based vocational education.

Outreach activities such as seminars, workshops, meetings, networking to raise awareness by adult educators, project workers, peer study counsellors, official outreach specialists.

Increasing cooperation and partnership between educational institutions, implementing new contacts, a growing interest concerning the issue.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The initial problem to be solved, using the special funding for outreach activities within the Noste Programme, was how to reach out to low skilled adults (age range 30-59 years) who are active in working life and to motivate them to participate in competence-based vocational education or 'computer driving licence' courses. Problems addressed included how to reach out, motivate and support low skilled working adults with little experience of post-compulsory education.

Beneficiaries: Adults (age range 30-59 years) in Finland without a full secondary education, who are active in working life. Some unemployed people and people completing basic education programmes were also involved.

Typology:

By gender: 2007: 60 % women. 2006: 57 % women. 2005: 67 % women.

Participation of unemployed: 2007: 13 %. 2006: 10 %. 2005: 7 %. 2004: 5 %.

Participation of employers: 2007: 3.8 %. 2006: 5.0 %. 2005: 3.4 %.

Less than 10% each year did not complete the programme.

Information about and approximate size of the target group reached:

The size of the target group for the programme was 350,626 (31.12.2002).

The aim was to reach approximately 11 % of the target group (38,700). By

the beginning of the year 2009 a total of 25,205 people had been reached (13.2.2009), which is 7.2 % of the target group. The year 2009 is the last year of the programme, and the number reached will not increase significantly.

Institutions involved

Primary role:

The Noste is a national programme launched by the Ministry of Education in cooperation with the Ministry of Labour and social partners in 2003. The programme consists of 59 regional and provincial Noste projects organised as networks of various providers of adult education (including vocational adult education centres, vocational institutes, adult education centres, folk high schools, upper secondary schools, apprenticeship training centres, business centres, associations and job centres) and their working life partners. The Noste Programme includes one national outreach project, coordinated by the Central Organisation of Finnish Trade Unions (SAK).

Other partners:

Ministry of Education and Ministry of Labour (Ministry of Employment and Economy since the beginning of the year 2008), their respective local offices, and social partners.

Period of action:

The Noste programme has been in place since 2003 and is still going on in 2009.

The Development Plan for Education and Research 2007-2012 of the Ministry of Education states that the good practices developed within the Noste programme will be applied more broadly in adult education in the future.

Abstract

Description of the Action:

The Norte's programme outreach activities were carried out by people in various roles (adult educators, project workers, peer study counsellors, specifically employed outreach officials) with allocated special funding. They had considerable autonomy in choosing and developing outreach methods and practices suitable for their specific training programme or region. Management, training and support measures for the outreach work included centrally produced guidebooks describing examples of good practice, various seminars, workshops and benchmarking meetings, follow-up research and recommendations by the Ministry of Education and the programme steering group. The network organisations of the regional Noste projects supported the outreach work by enabling cooperation between

different educational organisations and training programmes, exchange of knowledge and expertise and use of existing relationships and networks with workplace contexts, as well as providing a broad range of programmes and courses for the students.

The central features of the good practice are:

- use of multiple media in attempts to reach the target group, including advertising through conventional media (newspaper advertisements, brochures, internet, radio and TV), providing information in interactive contexts (information meetings, service points, face-to-face contacts), and engaging in capacity building in cooperation with employers (conducting surveys of companies' educational and skills needs)
- outreach work in workplace contexts outside educational institutions and organisational settings
- engaging in face-to-face contacts and negotiations with the target group and with employers
- tripartite collaboration at various institutional levels
- providing advisory services, guidance and counselling as part of the outreach process.

Basic information about results and impact:

The results and impacts of the good practice are as follows:

- The number of adult students reached by means of outreach work (see above: the impact of outreach activities is difficult to estimate in this context).
- The development of outreach methods contributed significantly to the set of practices and working models in use in educational organizations.
- It contributed also to cooperation and partnership between various educational institutions.
- The use of outreach strengthened the existing relationships and networks that educational organizations had with employers and economic life, and contributed to establishing new contacts.

Documentation/Sources related to the good practice**Web site(s):**

www.noste-ohjelma.fi

Reports:

The reports of the follow-up and evaluation research of the Noste programme are available only in Finnish on the above-mentioned website.

A brief description of the Noste programme in English is available at www.noste-ohjelma.fi/fin/sivusto.asp?T=1&R=471.

Article in English by Prof. Ari Antikainen (2005), *Between Empowerment and Control: A state intervention into participation in adult education in Finland*, http://cc.joensuu.fi/~anti/publ/in_english/161.pdf (a manuscript).

Hulkari, Kirsti & Kosonen, Toni & Luukkainen, Anne & Pakaste, Marja (2008), *Hyvästi pulpettikammo*, www.noste-ohjelma.fi/fin/bitmap.asp?R=1045 (a book on the good practices developed in the Noste programme).

Pakaste, Marja & Laukkanen, Hanne (2006), *Hakeva löytää*, www.noste-ohjelma.fi/fin/bitmap.asp?R=725 (a guidebook for the outreach workers).

Is there documentation available to support the results achieved and the impact produced by the good practice?**What kind of results and impact are well documented?**

It is not possible to measure the impact of outreach activities on the number of students reached and degrees and courses taken in strict terms of cause and effect. Data from the follow-up research consists mainly of surveys and interviews conducted with people doing outreach work, students and employers. The documented results are thus based on the experiences and self-evaluations of the various participants on the impact of various approaches and methods used in doing outreach work.

Impact evaluation:

The total number of participants in the NOSTE programme was 25,205 (13.2.2009) which is over 7 % of the target group. It is a very good result for this group of low-skilled people. The follow-up studies show that the outreach activities played the key role in this achievement.

Evaluation of results:

The specially ear-marked funding for outreach activities in 2007 was 3,913,378 Euros which represents about 16 % of the budget of the whole Noste programme.

In 2006 it was 15 % (3,641,554 Euros), in 2005 it was 16 % (2,730,735 Euros) and in 2004 it was 25 % (3,280,419 Euros). In some big projects there were special officials responsible for outreach activities, but usually project co-ordinators and especially teachers did the work. (See above for

the range of participants involved.)

Additional national/ local sources for adult basic education documentation available on line:

www.minedu.fi/OPM/Koulutus/aikuiskoulutus_ja_vapaa_sivistystyoe/?lang=en

(Ministry of Education of Finland).

www.oph.fi/english/frontpage.asp?path=447

(Finnish National Board of Education).

www.vsy.fi/en.php?k=10261

(Finnish Adult Education Association).

Contact details of the Institution with Primary Role:

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80101 Joensuu

Finland

email addresses: toni.kosonen@joensuu.fi, jonna.tossavainen@joensuu.fi,
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Antikainen (ari.antikainen@joensuu.fi).

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FRANCE

FORUM PERMANENT DES PRATIQUES

(PERMANENT FORUM FOR EXCHANGING GOOD PRACTICE)

Author: Jean-Pierre Jeantheau-National Agency for
Combating Illiteracy (*Agence nationale de lutte contre
l'illettrisme*, ANLCI)

JUSTIFICATION FOR INCLUSION:

This offers an example of a networking platform among practitioners dealing with low skilled adults. The platform has been coordinated since 2004 by the National Agency for Combating Illiteracy (ANCLI) and brings

together more than 40,000 examples of good practice shared by practitioners all over France, in training adults with poor literacy skills.

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: The Standing Forum for Exchanging Good Practice (FPP) has succeeded in overcoming issues of dissemination and exchange of good practice over a large country like France (64,000,000 citizens).</p>
<p>Beneficiaries: 3 million people with poor literacy skills, 10,000 teachers and vocational trainers, hundreds of stakeholders in private companies, in governmental institutions, in NGO's, local institutions or organisations. Typology: People with poor literacy skills. Approximate size of the target group reached: 3 million people with poor literacy skills.</p>
<p>Institutions involved Primary role: The State, represented by:</p> <ul style="list-style-type: none">▪ The Ministry of Social Affairs, Employment and Solidarity▪ The Ministry of Justice▪ The Ministry of Defence and War Veterans▪ The Ministry of Youth, National Education and Research▪ The Ministry of Agriculture, Food, Fishing and Rural Affairs▪ The Ministry of Culture and Communication▪ The Ministry of Overseas Territories▪ The Ministry for Urban Affairs and Renovation. <p>And</p> <ul style="list-style-type: none">▪ The Nord-Pas-de-Calais region▪ The Poitou-Charentes region▪ The <i>Département</i> of Essonne▪ The National Employment Agency▪ The National Association for Professional Training for Adults▪ The National Educational Research Institute▪ The National Youth and Citizens' Education Institute▪ The National Agency for the Integration and Promotion of Workers from Overseas▪ The Association for the Management of the Training Fund for Employees in the Agrifood sector (Agefatoria)▪ The Cleaning Sector Training Fund (<i>Faf propriété</i>)▪ The Training Fund for employees of SMEs (Agefos-PME).

Other partners:

1. Professional organizations, unions and chambers of commerce:

- Assembly of the French Chambers of Commerce and Industry (ACFCI)
- Permanent Assembly of the Chambers of Agriculture (APCA)
- Permanent Assembly of the Chambers of Trade (APCM)
- Centre for Young Managers (CJD)
- French Democratic Federation of Employees (CFDT)
- French Confederation of Managerial Staff, General Confederation of Managerial Staff (CFE-CGC)
- French Confederation of Christian Employees (CFTC)
- General Confederation of SMEs (CGPME)
- General Confederation of Employees (CGT)
- National Federation of Agricultural Employers' Unions (FNSEA)
- *Force Ouvrière* (Workers' Force) (FO)
- Unified Federation of Unions (FSU)
- *Mouvement des entreprises de France* (Movement for French Enterprise) (MEDEF)
- National Union of Independent Unions (UNSA)
- Professional union of Small Contractors-Craftsmen (UPA)

2. Family and parent organisations:

- Federation of parents' associations (FCPE)
- Federation of public school parents (PEEP)
- National union of family associations (UNAF)
- National union of private school parents' associations (UNAPEL)

3. Associated associations and institutions:

- Cultural Action against Exclusion and Segregation
- National Agency for the Improvement of Working Conditions
- Agir ABCD
- Assembly of French Economic and Social Councils
- Assembly of *Départements* of France
- French Mayors Association
- French Regions Association
- National Association of Continuing Education Counsellors
- National Association of Human Resource Executives and Managers
- Association "Savoir lire" (knowing how to read)
- ATD-Quart Monde
- National Health Insurance Fund for Salaried Employees

- National Family Benefit Fund
- Centre for Active Education Methods
- Michel Delay Centre
- National Centre for Reintegration through Economic Means
- National Centre for Local Civil Servants
- National Centre for Distance Learning
- National Centre for Educational Documentation
- Coordination Committee for the Regional Apprenticeship and Continuing Education Programmes
- Coordinating Committee for the Promotion of Migrants and People with Integration Difficulties
- Conference of Directors of University Teacher Training Institutes
- National Council of "Missions locales"
- *Conservatoire National des Arts et Métiers*
- French Red Cross
- Bureau of Illiteracy Resource Centres
- Emmaüs France
- Professional Training Federation
- French Federation of Youth and Culture Centres
- National Federation of Social Readaptation and Support associations
- National Federation of Workshops to Fight Illiteracy
- National Federation of Training Organizations
- National Federation of the Specialized Press
- National Federation of "reading" cities
- Caisses d'Épargne Foundation for Solidarity
- Crédit Mutuel Foundation for Reading
- Parliamentary Group to Fight Illiteracy
- Agora
- Teaching League
- National Observatory of Reading
- OECD
- *Restaurants du Cœur*
- *Secours Catholique*
- *Secours Populaire Français*
- Social Press Syndicate
- UNESCO
- People and Culture Union
- National Union of Centres for Social Action
- National Union of Hostels and Services for Young Workers
- - National Union of Private Health and Social Welfare Charities.

Period of action:

The Forum started in 2004 and will run till 2010. The first Standing Forum for Exchange of Good Practice dated from 2004-2005, the second from 2006 to mid 2008, the third from mid 2008 to 2010.

The Standing Forum for Exchange of Good Practice (FPP) is managed by the ANLCI and approved by ANLCI Board of Directors which brings together representatives of the various ministries and public agencies, representatives of the local authorities, three approved fund-raising organizations and one company.

The FPP was initially set up with funding from the European Commission.

Abstract**Description of the Action:**

The goal of the action is to identify and collect good practice in addressing literacy needs in France, to analyse this, to formalise/validate and to make it available to all the trainers in France or abroad. Although the Forum is a standing committee, a number of different workshop sessions are organised. Each Forum session follows the same pattern.

An expert group in each French region is created: the regional representative of ANLCI, working with the representative of the state in the region, and supervisor of all state administrations in the region, is in charge of convening the expert group, which has to be approved by the ANLCI national team. The group's theme or focus is determined both by the group itself (taking into consideration its own expertise and local conditions) and the national team in charge of the coordination of the Standing Forum for Exchange of Good Practice (taking account of the scope of the different work plans of all expert groups). When the theme is defined, the expert group identifies good practice examples in the field, meets the key players, invites them to explain their approaches, analyses the practice, highlighting any innovative features and the proposed input. A regional forum is organised for presentations by the expert group and for practitioners to disseminate their practice to all the regional stakeholders involved in adult training, especially those delivering basic skills³⁴ A lead expert is charged with producing a document presenting (and validating) the good practice examples collected in the region.

Currently more than 40,000 pages of good practice examples are available on the ANLCI website and on DVD.

³⁴ In 2006-2007, 26 regional forums were organized with attendance ranging from 50 to 200 specialists and stakeholders.

<p>To bring the investigative phase to a close, a national forum is organised in Lyon. Each regional expert group is invited to give a presentation on the most interesting practice identified at a round table gathering for regions which have worked on a similar topic. International organisations are also invited to give presentations, such as the OECD, UNESCO and the European Commission which has provided half of the funding. In 2007 more than 600 specialists and trainers attended the national forum.</p> <p>Basic information about results and impact: The development of a national evaluation system began in 2007 and is not yet completed.</p>
<p>Documentation/Sources related to the good practice</p> <p>Web site(s): http://fpp.anlci.fr/</p> <p>Reports: http://fpp.anlci.fr/?id=domaines http://fpp.anlci.fr/index.php?id=entreprise (where good practices are available, i.e. at the workplace).</p>
<p>Is there documentation available to support the results achieved and the impact produced by the good practice?</p> <p>What kind of results and impact are well documented? Training organised by the National Association for Adult Training (AFPA). AFPA organised a survey, involving their own specialists in assessment (psychologists, psychometrics) and other specialists from ANLCI and the National Institute for Statistics.</p>
<p>Impact evaluation and Evaluation of results: The development of a national evaluation system began in 2007 and is not yet completed.</p>
<p>Additional national/ local sources for adult basic education documentation available on line: http://fpp.anlci.fr/index.php?id=ouils_agir</p>
<p>Contact details of the Institution with Primary Role: National agency for combating illiteracy (ANLCI) 1 Place de l'Ecole BP 7082, 69348 Lyon Cedex 07 Tel. : +33 4 37 37 18 65</p>

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FRANCE

JOURNÉE D'APPEL DE PRÉPARATION À LA DÉFENSE (DEFENSE PREPARATION DAY)

Author: Jean-Pierre Jeantheau-National Agency for Combating Illiteracy (*Agence nationale de lutte contre l'illettrisme*, ANLCI)

JUSTIFICATION FOR INCLUSION:

All young adults (17-25, mostly 17-19) are involved in a national day of testing for the army. Testing enables the identification of people with literacy problems. This group is then provided with counselling to join literacy courses. Since 2000, all French citizens must attend Defence Preparation Day (*Journée d'Appel de Préparation à la Défense/JAPD*), meaning that nearly 800,000 young people take tests concerning their mastery of written French every year. There are clear statistics by region about the percentage of young adults with low levels of literacy who can benefit from the practice.

KEY FEATURES

Problems that the good practice has been able to overcome and solve: The Defence Preparation Day (JAPD) succeeded in identifying young adults (17-25, mostly 17-19) who have literacy problems and providing them with counselling to join literacy courses.
Beneficiaries: All French young adults.
Information about and approximate size of the target group reached: About 800,000 young adults each year.
Institutions involved Primary role: Ministry of Defence Other partners: Ministry of Education, ANLCI- <i>Agence nationale de lutte contre l'illettrisme</i> (National Agency for Combating Illiteracy), Local initiatives for the inclusion of young adults (provided by local authorities), Private Foundations, Volunteers etc.

Period of action:

The good practice started in 1998 and is still going on.

Abstract**Description of the Action:**

According to French Law from October 28, 1997, all young French men and women aged around 17 years old, after having met the requirements of a census at age 16, must attend a military information and registration day called the "Defence Preparation Day" (JAPD). This system, in place since October 1998, concerns all the metropolitan "*départements*" as well as the overseas territories. A certificate of JAPD participation is required to apply for any state diploma, including a driver's license.

Basic information about results and impact:

Since 2000, all young French men and women have been required to attend the JAPD, which means that nearly 800,000 young people take tests concerning their mastery of written French every year.

If a young person's score is very low, he or she is sent to a meeting describing the assistance that can be offered through the integration network (*Permanence d'Accueil, d'Information et d'Orientation-PAIO*, Permanent Place for Contacts, Information and Guidance) and the organisations or associations working on remedial basic skills near the young person's home. If the young person is still in school, a report is sent to his public school district, to the religious authorities for religious schools, or to the regional agricultural authorities for agricultural and forestry schools.

The figures available continue to be extremely useful for local project managers in helping them decide on the size of the support programmes required for young people with literacy needs. It must however be taken into account that since these tests are not exactly similar to those of the *Information et Vie Quotidienne* (IVQ-Information and everyday life' survey, from 2002-2008), the results of the two cannot be directly compared, even if at a first glance they appear to be of the same magnitude (4.3% for the 17-19 year olds at the JAPD, 4.5% for young people between 18-25 in the IVQ survey– 2004-2005).

Documentation/Sources related to the good practice**Web site(s):**

www.anlci.gouv.fr

Reports:

Each year a report is published by the Ministry of Education. This report is available on the Ministry of Education web site - www.education.gouv.fr.

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

The work of the *Caisses d'Epargne Foundation* (a bank foundation responsible for a programme with young adults identified as having literacy needs), is quite well documented. There are also annual reports from the Ministry of Agriculture, private schools and the Ministry of Defence.

Impact evaluation:

96% of French young adults (men and women) take the JAPD literacy tests. About 70% of those who have difficulties go on to individual counselling. It is difficult to evaluate the concrete effects for the whole population with literacy needs. Effects have been assessed in local programmes working with young adults with needs identified during the JAPD.

In 2004, in France, 4.4% of young people who attended JAPD were identified with literacy needs. The figures for 2005 and 2006 were 4.3% and 4.8% respectively.

Table 13 - Young people facing illiteracy by region

Region	2004	2005	2006
ILE-DE-FRANCE	3,8%	3,9%	4,5%
CHAMPAGNE-ARDENNE	6,4%	5,3%	5,2%
PICARDIE	6,8%	7,0%	8,1%
HAUTE-NORMANDIE	5,2%	5,4%	6,8%
CENTRE	4,4%	4,0%	4,3%
BASSE-NORMANDIE	4,8%	4,9%	5,6%
BOURGOGNE	5,1%	4,5%	5,3%
NORD-PAS-DE-CALAIS	7,2%	6,7%	7,5%
LORRAINE	3,6%	3,7%	4,0%
ALSACE	5,2%	5,2%	5,3%
FRANCHE-COMTE	4,6%	2,9%	2,8%
PAYS DE LA LOIRE	3,8%	3,8%	4,1%
BRETAGNE	3,1%	3,1%	3,3%
POITOU-CHARENTES	4,6%	4,2%	4,1%
AQUITAINE	3,7%	4,0%	4,4%
MIDI-PYRENEES	2,7%	2,6%	3,4%
LIMOUSIN	4,0%	3,7%	3,9%
RHONE-ALPES	3,5%	3,7%	4,1%
AUVERGNE	3,2%	3,1%	2,6%
LANGUEDOC-ROUSSILLON	5,2%	4,8%	5,0%
PROVENCE-ALPES-COTE D'AZUR	5,1%	4,5%	4,9%
CORSE	5,9%	3,1%	4,5%
Total	4,4%	4,3%	4,8%

Evaluation of results:

Since 2000, all young French men and women must attend the JAPD, which means that nearly 800,000 young people take tests concerning their mastery of written French every year.

Contact details of the Institution with Primary Role:

Ministry of Defense

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IRELAND**DISTANCE LEARNING SERVICE**

Author: Tom O'Mara-National Adult Literacy Agency/NALA-Distance Learning service

JUSTIFICATION FOR INCLUSION:

Since 2000, the National Adult Literacy Agency/NALA has developed nine television series, totaling 49 hours of broadcast contents to highlight literacy issues, trying to increase awareness of literacy provision options and to motivate previously hard-to-reach learners to return to adult education. Also, didactic content was included. Thus the mass medium of television is being used in conjunction with a confidential free telephone tutoring service.

KEY FEATURES**Problems that the good practice has been able to overcome and solve:**

Increasing awareness of literacy provision options and motivating previously hard to reach learners to return to adult education. This was done through use of broadcast media in conjunction with a confidential free telephone tutoring service.

Beneficiaries and Typology:

- Adults 17years of age and over
- Early school leavers
- Adults who have experienced educational, financial and social disadvantage
- Adults who have had poor experiences with previous school based education and are unwilling or unable to access centre-based provision

- Adults who want to improve their basic literacy and numeracy skills for work
- Adults who want to improve their basic literacy and numeracy skills to help their children with school work
- Adults who want to achieve an accredited award at their own pace of learning
- Adult learners who have not achieved accreditation for learning at Level 2 on the Irish National Framework of Qualifications (broadly equivalent to Level 1 of the EQF).

Information about and approximate size of the target group reached: Since 2000, the National Adult Literacy Agency (NALA) has developed nine television series, totaling 49 hours of broadcast content, 37 of which were shown on prime time viewing at 7.30pm on weekday nights. To date, an average of 132,555 people, approximately 12% of the total viewing public have watched the series. This has resulted in 44,372 phone calls being taken by free phone tutors.

Institutions involved

Primary role:

The National Adult Literacy Agency is the organizing agency.

Other partners:

Ministries and agencies that have provided funding are:

The Department of Education and Science.

The Department of Enterprise, Trade and Employment.

RTÉ (national broadcaster).

The Broadcasting Commission of Ireland.

An Post (national postal service)

Euro Changeover Board

Period of action:

From September 2000 – Ongoing

Abstract

Description of the Action:

Since 2000, NALA has been using the mass medium of television to highlight literacy issues, outline supports that are available, motivate people to return to education and provide adults with opportunities for learning in the privacy of their home. In 2008 the number of people involved in adult literacy tuition had risen to 49,000, but in 1997, the year in which the OECD International Adult Literacy Survey was published in Ireland, only 5,000 people were participating. The OECD survey found that about 25% of the Irish population, some half a million people, had literacy problems. Recognising the barriers to

participation,³⁵ NALA embarked on the development of tools and methodologies to improve literacy levels through the application of mass media techniques. With few other international examples to follow, this proved to be groundbreaking, but challenging work.

The first seven series of *Read Write Now* and *The Really Useful Guide to Words and Numbers* included motivational and teaching content and was designed to both encourage people to return to education and to improve skills by watching didactic content within the programmes. Each of these 84 programmes was 26 minutes in duration.

In 2007, NALA modified the format of its television content to maintain a prime time slot and to reflect more contemporary viewing habits. The two series of *Written Off?* broadcast to date are in a fly-on-the-wall documentary format, following the progress of learners undertaking an intensive learning course. These series are designed to motivate learners and do not contain any direct teaching content. However, those who watch the programme may access:

- A Freephone distance learning tutor support team;
- Print materials; *and*
- Web sites.

The service is advertised through a national promotional campaign, and each television programme broadcasts the Freephone number, 1800 202065.

In September 2008, NALA also launched www.writeon.ie, the first Web site dedicated to offering interactive learning and accreditation to Level 2 learners.

Costs:

The total costs for each of the projects, including funders is detailed below:

Table 14 - Costs of the projects

Project (includes production of TV/Radio series plus distance learning resources)	Funders	Total Budget
Read Write Now 1	Department of Education and Science RTÉ	€298,851
Read Write Now 2 (TV)	Department of Education and Science RTÉ	€586,076

³⁵ Bailey, I. & Coleman, U. (1998), *Access and Participation in Adult Literacy Schemes in Ireland*. Dublin: NALA.

Read Write Now Radio Series	Euro Changeover Board	
Read Write Now 3	Department of Education and Science RTÉ	€317,168
Read Write Now 4	Department of Education and Science RTÉ	€317,168
Read Write Now 5	Department of Education and Science RTÉ	€300,836
The Really Useful Guide to Words and Numbers	Broadcasting Commission of Ireland Department of Education and Science RTÉ	€1,980,000
Written Off? 1	Broadcasting Commission of Ireland Department of Enterprise, Trade and Employment Department of Education and Science RTÉ An Post	€1,080,000
Written Off? 2	Broadcasting Commission of Ireland Department of Enterprise, Trade and Employment Department of Education and Science RTÉ An Post	€1,000,000

www.writeon.ie	Department of Enterprise, Trade and Employment Department of Education and Science	€180,000
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Basic information about results and impact:

Further information is given below.

Documentation/Sources related to the good practice

Web site(s):

www.literacy.ie
www.literacytools.ie
www.nala.ie
www.readwritenow.ie
www.writeon.ie
www.writtenoff.ie

Reports:

Evaluation of Literacy Tools Website,
www.nala.ie/common/download_file.cfm/file/littools_eval.pdf/
EXODEA-Europe Consulting Limited (February 2009), *NALA Distance Learning Service-Final Evaluation,*
www.nala.ie/common/download_file.cfm/file/211-Final%20Report1.pdf/
Grummell, B. (May 2001), *Read Write Now TV Project-Evaluation Report,*
www.nala.ie/common/download_file.cfm/file/read_write_evaluation.pdf
KW Research & Associates (August 2007), *An Evaluation of “The Really Useful Guide to Words and Numbers (RUG)”- Final Report,*
www.nala.ie/common/download_file.cfm/
file/RUG%20Final%20Evaluation%20Report%20Sept07.pdf
KW Research and Associates Ltd. (November 2005), *An Evaluation of the Role of ICT in Read Write Now Series 5 and the use of Learner Support Packs by Adult Literacy and Education Service Providers-Final Report,*
www.nala.ie/common/download_file.cfm/file/
Read%20Write%20Now%205%20Evaluation%20Report.pdf
McSkeane, L. (July 1999), *Literacy Through the Airwaves-Evaluation Report,*
www.nala.ie/common/download_file.cfm/file/report_literacy_airwaves.pdf
McSkeane, L. (September 2003), *Read-Write-Now-TV Series 3,*
www.nala.ie/common/download_file.cfm/file/rwn3_eval_report.pdf
McSkeane, L. (July 2002), *Read Write Now 2-Evaluation Report,*
www.nala.ie/common/download_file.cfm/file/rwn2_evaluation.pdf
National College of Ireland (February 2009), *Usability Testing Report on*
www.writeon.it,
www.nala.ie/common/download_file.cfm

/file/NALA_usabilityReport_0902161.pdf

Westmeath Employment Network-NALA (September 2004), *Read Write Now 4 TV Series Evaluation Report*,
www.nala.ie/common/download_file.cfm/file/rwn4_evaluation_report.pdf

Impact evaluation:

NALA is not involved in the direct provision of literacy services in Ireland. It is primarily a lobbying and awareness raising organization. The majority of adult literacy provision is undertaken by Vocational Education Committees (local education authorities) funded by the Department of Education and Science. The Department of Enterprise, Trade and Employment also provides funding for some workplace literacy initiatives. As a result, it difficult to provide data on the impact of NALA's awareness raising activities through broadcast media. However, Department of Education and Science (DES) statistics reveal that the total number of participants in adult literacy schemes funded by the DES in 1997 was approximately 5,000. Figures for 2008 show that there are now 49,000 adults involved in adult literacy schemes. Given that NALA's work is the only national awareness campaign, it is reasonable to assume that an average series viewership of 132,000 people has in some way contributed to this 900% increase in uptake in adult learning.

As regards distance learning, 44,000 adults have contacted the telephone service since 2000. NALA has distributed over 230,000 workbooks to independent learners and learning providers during this time. Some of the key findings of the 2008 Distance Learning Service Evaluation were:

- Distance Learning is an effective method of engaging male learners in adult education;
- 94% of all callers interviewed were satisfied with the NALA Freephone service;
- 93% of learners engaging with the service felt they made the right decision
- Large improvements were experienced by learners in all skills after working with a tutor;
- Some learners interviewed stated that would like to work towards accreditation;
- 87% of learners in the evaluation had improved confidence after working with a tutor.
- The TV series attracted an average of 210,000 viewers every week, representing 14.1% of the viewing public;
- 57% of learners who worked with a tutor in the service watched the show, compared with 33% of callers who were referred to other support services; and

■ Learners would like increased computer and Internet usage with tutor. Since 2008, NALA has presented learners for certification at level 2 of the Irish National Qualifications Framework since 2008 and was the first organization in Ireland to present learners' portfolios for accreditation at this level. To date 88 minor award qualifications have been awarded with another 110 due by mid 2009. Offering certification in this way is a new initiative, but one we believe will become increasingly important in the future. NALA expects demand for qualifications to increase and is uniquely positioned to address this need through its free phone and Web offerings. NALA is seeking funding to expand accreditation offerings to Level 3 on www.writeon.ie. NALA is currently seeking funding for a new TV series, *Stuck for Words*, and associated distance learning resources from the Broadcasting Commission of Ireland, RTÉ, the Department of Education and Science and the Department of Enterprise, Trade and Employment. If funding is secured, this series will be broadcast in late Spring 2010.

Evaluation of results:

Table 15 - Projects details

Project	Funders	Average Weekly Viewers (% of viewing public)	Number of Workbooks Issued	Number of learners calling helpline
Read Write Now 1 (12 programmes)	Department of Education and Science RTÉ	136,000 (19%)	40,000	10,258 (12 weeks)
Read Write Now 2 (12 programmes)	Department of Education and Science RTÉ	188,000 (16%)	36,880	5,672 (12 weeks)
Read Write Now 3 (12 programmes)	Department of Education and Science RTÉ	130,000 (10%)	38,170	7,100 (12 weeks)
Read Write Now 4 (12 programmes)	Department of Education and Science RTÉ	124,000 (9%)	38,150	7,067 (12 weeks)

Read Write Now 5 (12 programmes)	Department of Education and Science RTÉ	35,000 (5.4%)	32,530	4,117 (12 weeks)
The Really Useful Guide to Words and Numbers (24 programmes) €1.98m	Department of Education and Science Broadcasting Commission of Ireland RTÉ	85,000 (10%)	46,480	3,500 (24 weeks)
Written Off? 1 (8 programmes) €1.08m	Department of Education and Science Department of Enterprise, Trade and Employment Broadcasting Commission of Ireland RTÉ An Post	210,000 (14.1%)	NA (books not distributed to literacy centres)	648 (8 weeks)
Written Off? 2 (6 programmes) €1.18m	Department of Education and Science Department of Enterprise, Trade and Employment Broadcasting Commission of Ireland RTÉ An Post	200,000 (14.5%) To date	NA (books not distributed to literacy centres)	1,200 (5 weeks to date)

Table 16 - Projects information

Project	Funders	Total Budget	Hits to date
www.writeon.ie	Department of Enterprise, Trade and Employment	180,000	5,363,466

Additional national/ local sources for adult basic education documentation available on line:

www.nala.ie/index.cfm/section/publications/top/1/ext/publications

Contact details of the Institution with Primary Role:

National Adult Literacy Agency/NALA
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Ireland
www.nala.ie
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ITALY

ALFABETIZZAZIONE PER GENITORI DI ALUNNI IMMIGRATI

(ADULT BASIC EDUCATION ADDRESSED TO PARENTS OF IMMIGRANT PUPILS)

Author: Giuseppe Leali

JUSTIFICATION FOR INCLUSION:

The Good Practice which has been implemented in Prato aims at training young immigrants and their parents at the same time.

This synchronic approach is accompanied by a local policy developed by a pool of institutions which work together to create a synergy among their actions.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:
Train young immigrants and their parents at the same time, both of whom are characterised by low educational levels.

Beneficiaries: Children and young immigrants in the provincial area. Children and young people in Prato based schools. Parents. Teachers.

Typology: Adult immigrants. School-age immigrants.

Information about and approximate size of the target group reached:
The results documented refer to the province of Prato in the years 2007 and

2008. 16 adults, within the area network of the Vernio-Vaiano-Cantagallo municipalities, benefited from this measure.

Institutions involved

Primary role:

Province of Prato

Other partners:

Region of Tuscany

Prato Municipality

Montemurlo Municipality

Carmignano Municipality

Poggio a Caiano Municipality

Vaiano Municipality

Vernio Municipality

Schools

Regional and Provincial schools office

Ministry of Education, University and Research.

Period of action:

Policies supporting immigration within the provincial territory of Prato were first taken up at the beginning of the nineties. The good practice being examined was part of a project set up in 2007 and is still going on.

Abstract

Description of the Action:

The Province of Prato has a high migratory influx, as a result of which the percentage of foreign school children, currently at an average of 13%, is destined to increase, although not at the same rate throughout the area. The data for the school year 2006/2007 sees the province of Prato at 4th place in Italy,³⁶ with 11.4% of foreign school children compared with the 4.8% recorded at a national level. Even among province capitals, Prato is at second place, after Milan, for the presence of immigrants in schools.

The percentage of foreigners enrolled in educational activities is visibly higher in comparison to the rest of the region in schools of all levels and the data collected at the end of the school year 2006/2007 by the Provincial Scholastic Observatory reveals a further increase (the total percentage of foreign school children in Prato is at an average of 13%, but this figure seems destined to increase further). This migratory phenomenon has a significant and permanent influence on the make up of the school population and therefore requires structural interventions in both resources

³⁶ After Mantua, Piacenza and Reggio Emilia.

and planning.

The good practice adopted at provincial level in the Prato area is distinguished by the use of inter-institutional networks and partnerships between various subjects. This tool has been seen to be particularly effective in the access of adult immigrants to the educational system and in the promotion of the integration of these subjects through intercultural dialogue. The local institutions and schools in the area, also supported by the Region of Tuscany, the Ministry and the Regional and Provincial Schools Office, have set up a joint project at a provincial level, aware that the integration of immigrant students can only be undertaken effectively through coordinated and integrated actions.

Within this context, in 2007 a Protocol Agreement was stipulated – in which the good practice (included within a provincial project) plays an integral part – and signed by all the schools in the area, the seven municipalities of the province, the Provincial Board, the Region of Tuscany and the Ministry of Education with all its regional and provincial bodies. The strong integration of the various subjects comes about not just as a result of shared agreement on policy and contents but also due to the integration of economic resources. In fact, the financial resources made available are made up of consistent funds from the Region of Tuscany, local authorities and the educational world. The objective is to support and develop a collaborative relationship between schools and local authorities in order to research new strategies for integrating foreign school children and promote courses aimed at educating for diversity through the full involvement of all teachers, parents and students.

The actions planned are related to the following areas:

- **Reception services:** schools are called either individually or as networks to set up a reception protocol and activate the relative services. Services must guarantee the same treatment to all students throughout the area and must facilitate the entrance of foreign school children into schools and classes with personalised study plans as far as it is possible. Reception services include the welcoming of parents and young people, guidance, recognition of skills, certification of educational credits and debits.
- **Italian language workshops:** the workshops for the teaching of the Italian language aim to facilitate the learning of Italian and, within the specific cultural and social context, improve skills and knowledge in mathematics-logic, history, geography and science. They are organised out of school hours and in the summer period by single schools or at a local level.

- **Intercultural workshops and active citizenship workshops:** these are addressed to all students and aim to promote knowledge regarding the rights and duties of citizens, the value of cultural interaction, peace and the positive awareness of differences and affinities between cultures.
- **Staff training:** teachers, administrative and technical personnel, auxiliary staff (ATA staff), cultural mediators and linguistic facilitators.
- **Parenting support through the involvement of voluntary and third sector associations:** local authorities and schools promote and coordinate interventions following on from the setting up of adult basic education for parents and/or Italian and foreign adults; intercultural activities for parents and/or Italian and foreign adults; educational activities in active and responsible citizenship for parents and/or Italian and foreign adults; educational activities regarding equal opportunities and the role of women in family and society; educational activities in family education (educational methods, help with study); educational activities in civic and social solidarity for parents and/or Italian and foreign adults with the involvement of voluntary and third sector associations; setting up of a help desk.
- **Counselling for teachers and non-teaching staff** by cultural mediators and linguistic facilitators.

The educational activities are coordinated thanks to the governance of the local authorities (town counsellors for education and social policy), schools and third sector.

Basic information about results and impact:

From the monitoring of activities carried out in the school year 2007/2008 some assessment data emerges related to:

- The management of the pieces of information that pass between the various authorities and within the single schools;
- The integrated approach to the initial inclusion phase for foreign minors and their families within the Italian education system. To this regard, the Reception Commission, provided for by the 2007 Protocol and therein described in its specific composition, objectives and working methods, is perceived as a point of strength that needs to become a “system”;
- The building of new school networks and the reinforcement of existing networks. Networks are synergic models that encourage the optimization of the use of human and financial resources within a perspective that rationalises the fields of planning, education, parenting and the organisation of workshops for the arrival of foreign students throughout the year.

Documentation/Sources related to the good practice**Web site(s):**

www.liceolivi.prato.it/intercultura/home.php

Reports:

Protocollo di Intesa per l'accoglienza degli alunni stranieri e per lo sviluppo interculturale del territorio pratese. Monitoraggio attività – anno scolastico 2007/08 (Protocol agreement for the reception of foreign students and the intercultural development of the Prato area. Monitoring activity – 2007/2008 school year), edited by the Scientific Technical Commission.

Is there documentation available to support the results achieved and the impact produced by the good practice?**What kind of results are well documented?**

The Monitoring Report (relative to the 2007-2008 school year) provides data and information on the initial results obtained a year after the implementation of the Protocol Agreement. Specifically, the data and information are related to single actions activated and implementation methods within the Prato area, with reference to beneficiaries and targeted groups.

Impact evaluation:

Below some of the monitored information is shown regarding actions set up in the province of Prato for the integration of immigrant students and their families. The data refers to the years 2007 and 2008.

The first assessment regards the number of schools that were part of the networks: high in the Prato municipality and gradually decreasing within the Province. It follows that horizontal communication (also object of assessment) recorded a certain degree of physiological malfunctioning due on the one hand, to the high number of subjects involved, despite consolidated experience, and on the other hand, the impasse of the experiment related to structural changes.

Furthermore, the “urban” networks are characterised by a high presence of foreign school children, so much so that financial and human resources are essentially directed towards “emergency” responses, such as workshops and reception classes that cannot and must not however be the only response adopted in relation to immigrants, particularly not to the sacrifice of the other actions foreseen by the Protocol.

In reality, some networks find it impossible to satisfy demand: this points out the need to open up other networks and to be able to have access to immediate computerised information on the reception capacity of other

schools, in order to avoid families' often useless pilgrimage and to allow for the immediate inclusion of students within the education system.

In the "territorial" networks of the province, even in the presence of high numbers of foreign school children, such saturation limits are not reached and so the workshops, structured in different ways, are an exhaustive response to the migratory influx and attention is also directed towards other interventions. So, while the setting up of language workshops is a common denominator for all schools and networks, there are also specific situations that require differentiated and integrated responses, with particular reference to the social services managed by the Local Health Authority (*ASL-Azienda Sanitaria Locale*).

Other areas, in which the networks have operated, mainly regard integrated planning and teacher training, in response to a growing need expressed by teachers for specific training, not exclusively related to the teaching of Italian.

During the monitoring process the necessity emerged as a unanimous request from the Administrative staff for training on the specific themes of the Protocol and cultural knowledge related to the various immigrant communities present in the area. In fact, this can play an important role, particularly where the preconceived administrative-educational division is overcome, not just with regard to reception but also on the wider level of planning support.

The presence of mediators and facilitators is considered indispensable throughout the various moments of the educational process: from the reception phase to the workshops to school-family relationships.

The difficulties met in involving parents, resulting in difficult school-family relationships, are clear and wide spread. This component was found in only one of the networks; in the others, school representatives and local authorities played a fundamental role. Some schools preferred to set up multicultural workshops that also involved foreign parents.

Summer courses and/or out of school classes (Italian, Arabic, Chinese and Information Technology) and intercultural workshops contributed on the one hand to satisfying needs and on the other hand to creating good interpersonal relationships.

Evaluation of results:

During the project 108 first level basic adult education workshops were activated as well as 34 second level basic adult education courses, 7 intercultural workshops, 4 active citizenship workshops and 6 summer workshops.

The economic resources used refer to a single year's activity and were

issued by various organisations.

The Region of Tuscany provided 250,000 euros, the Province of Prato 72,000 euros.

Related child care and transport services contributed to facilitating participation in the workshops organised in schools that were seen to be the best places of reference.

Additional national/ local sources for adult basic education documentation available on line:

Protocol agreement for the reception of foreign students and the intercultural development of the Prato area, 23rd April 2007 (*Protocollo di Intesa per l'accoglienza degli alunni stranieri e per lo sviluppo interculturale del territorio pratese, 23 Aprile 2007*).

Ministry of Education, Research and University (2006), Guidelines for the reception and integration of foreign school children
www.istruzione.it/normativa/2006/cm24_06.shtml

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LIECHTENSTEIN

ILLETRISMUS KURSANGEBOTE, INFORMATION UND PRÄVENTION

(FUNCTIONAL ILLITERACY AND PUBLIC AWARENESS CAMPAIGN)

Author: Dunja Hoch

JUSTIFICATION FOR INCLUSION:

An estimated 6-10% of the adult population in Liechtenstein is not functionally literate.

A public campaign and training course offer was developed and established to support people in improving their reading and writing skills.

Noticeable improvement of the participants' reading and writing skills has been achieved to date.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:
An estimated 6-10% of the Liechtenstein (German speaking) adult population are not functionally literate. Until 2007 there was no possibility for these people to improve their reading and writing skills.
Beneficiaries: Adult learners from the age of 17 – 65 with German as their mother tongue, or with good knowledge of German, who are not functionally literate or want to improve their reading and writing skills.
Information about and approximate size of the target group reached:
As courses started only in 2008, 19 people have been reached with the good practice to date.
Institutions involved
Primary role: Verein für interkulturelle Bildung, Liechtenstein
Other partners: Stiftung Erwachsenenbildung Liechtenstein Schweizerischer Dachverband Lesen und Schreiben.
Period of action:
The good practice started in January 2007 and is still on-going.

Abstract

Description of the Action:

In 2006, the problem of functional literacy in the country was recognized. As a result, a survey was carried out in the country using a self-assessment test. The survey indicated that the percentage of people who are not functionally literate must be about the same as that in Switzerland (6-10%). The government decided to give financial support for the development of a strategy on which a course offer could be established. This strategy was developed in 2007. The resulting good practice is a course offer that has been established in the country and the local regions in Switzerland with financial support from the government.

At the same time, a public campaign (radio interviews, a radio spot, articles in the newspaper, flyers, a public information day) was set up targeting the whole population in order to provide information about the issue, the project and the planned courses.

The first course started in January 2008 and ended in January 2009.

At present (2009) two courses are in progress.

Basic information about results and impact:

It is difficult to measure the impact of the good practice due to the short period of implementation. Feedback from the learners is positive and initial results show noticeable improvements in reading and writing skills.

Documentation/Sources related to the good practice

Web site(s):

www.erwachsenenbildung.li

www.lesenschreiben.ch

www.vib.li

Reports:

Hoch, D. (2006), *Illettrismus in Liechtenstein-Kurskonzept*-Verein für interkulturelle Bildung Schaan.

Olbrich-Baumann, A. (2006), *Illettrismus in Liechtenstein-eine empirische Annäherung an ein tabuisiertes Thema*

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

Due to the recent implementation of the practice, no evaluation and impact is documented at the moment (also in consideration of the small population of the country being 35.000 -).

Additional national/ local sources for adult basic education documentation available on line:

www.erwachsenenbildung.li

www.lesen-schreiben-schweiz.ch

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TURKEY

ANNE-KIZ OKULDAYIZ KAMPANYASI OKUMA YAZMA KAMPANYASI

(MOTHER AND DAUGHTER IN SCHOOL)

Author: Halis Yeşil-Ministry of National Education-
General Directorate of Apprenticeship and Non-Formal
Education

JUSTIFICATION FOR INCLUSION

The *Mother and Daughter* campaign is a national initiative which offers the opportunity for low skilled people to return to school and complete their basic education. From 2001 to 2009, 1,896,562 people have completed basic education and received certificates which are recognized by the Ministry of National Education.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

Based on the results from the 2000 census in Turkey, 6.5 million individuals are illiterate; of these, 5,097,607 are women and the rest are men. The target is to reduce the rate of illiteracy, especially of those living

in rural areas.
<p>Beneficiaries: Low skilled adults that have not had the chance to attend school who, through this campaign, may return to school and take courses of primary education to enable them to find a job and to reintegrate into society.</p> <p>Typology: Housewives; older people; those who have not attended school.</p> <p>Information about and approximate size of the target group reached: As a result of campaigns carried out since 2001, a total 1,896,562 adults have become literate by 2009 with the assistance of public institutions, private bodies, voluntary organizations, local governments, non-governmental organizations and volunteers. The first campaign included 973,759 females and 566,792 men. With the second campaign, starting from September 2008, the Ministry has reached 356,011 people all over Turkey for literacy courses.</p>
<p>Institutions involved</p> <p>Primary role: Ministry of National Education General Directorate of Apprenticeship and Non-Formal Education.</p> <p>Other partners: 969 Public training centres all over the country City Governorships Municipalities Turkish Public Bank (for the last campaign)</p>
<p>Period of action</p> <p>Ongoing . 2001-2007 First Campaign 2008 - 2012 Second Campaign</p>
<p>Abstract</p> <p>Description of the Action: The national campaign <i>Mother and Daughter in School</i> was initiated in 2001 as a concrete proof of the commitment of the Government of Turkey to the UNESCO member countries' decision to make a 50% improvement in adult literacy by 2015 and to provide equal access of all adults to primary and continuous education and as a consequence of the Dakar (2000) <i>Conference for Education for All</i>. In addition, the Ministry of Education implemented the campaigns in order to increase the literacy rate and to provide basic skills and more advanced level programmes based on the Lisbon 2010 targets. 4,863,414 individuals aged 15+ in Turkey were illiterate in September 2008</p>

(966,698 men and 3,896,716 women) because they could not take up their right to primary education. Due to the success of the first campaign, a new more extensive campaign has been initiated from 2008 until 2012.

The adult literacy courses are at two levels. The first level primary education course lasts 120 hours and the second level lasts 180 hours. Since September 2008, certificates have been awarded to 258,717 of the 356,011 participants [171,281 at the first level and 65,751 at the second] - the 2nd level is equivalent to level 1 EQF)

In-service training courses have been provided for the managers and teachers who have been involved in the campaign.

Basic information about results and impact:

Between 2001 and 2009, 1,896,562 people achieved basic education awards. Illiterate people in rural areas in particular have shown great interest in the courses. The literacy course participation rate is almost double that achieved previously. The first campaign lasted from 2001 to 2007 and 1,540,551 people attended courses. The second campaign, supported by the Turkish Public Bank, started in 2008 and will end in 2012. The main objective of this campaign is to reduce the illiteracy rate in the country by 40% by the end of the campaign.

With this campaign, the individuals who have not had access to primary education will have the opportunity

- to meet their primary learning needs
- to complete their education.

At the end of the courses all the participants will receive a literacy attendance certificate which is recognized by Ministry of National Education. As mentioned above, the second level is equal to the 5th grade of primary education or EQF level 1.

Documentation/Sources related to the good practice

Web site(s):

www.cygm.gov.tr

Reports:

Reports are not published. Statistical data is kept by the Ministry of National Education and published in *Statistics of the Campaign Mother and Daughter in School*.

Is there documentation available to support the results achieved and the impact produced by the good practice?

It is possible to obtain information. It is possible to monitor developments directly via a central database, and data on the registration and certification of the participants is compiled daily.

What kind of results and impact are well documented?

Number of participants and certificates awarded.

Impact evaluation:

Data related to the number of participants and number of those who are entitled to be awarded certificates is monitored on a daily basis. This data is not available on the institution's web page nor is an English version of the web site available.

Due to these courses, a significant awareness of literacy and learning has been achieved and the number of illiterate individuals has decreased significantly.

Evaluation of results:

Because the first campaign was a success, the second was started in 2008 and has attracted a larger number of participants who want to complete their primary education. The number of participants increases every year. In this way the goal to reduce the number of illiterate individuals by 40% throughout the country by 2012 will be achieved.

Between 2001-2009 the costs were:

Trainer charges: 12.5 million TL (€5,813,953)

[Building heating and electricity and office costs excluded]

Number of participants 1,896,562

Marketing and information costs: 4,500,000 TL (€2,100,000) for 2008-2009 academic year paid by the sponsor.

People are very keen to participate at these courses. The number of people who attended courses in 2008- 2009 was 90% higher than the previous year. 90% more people attended in 2008-9 than in the previous year.

Contact details of the Institution with Primary Role:

Ministry of National Education General Directorate of Apprenticeship and Non-Formal Education

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UNITED KINGDOM

ADULT LEARNERS' WEEK IN WALES

Author: Richard Spear-National Institute of Adult Continuing Education/NIACE

JUSTIFICATION FOR INCLUSION:

The campaign promotes and celebrates adult learning and supports the development of a culture of lifelong. Also, it provides an umbrella for a range of organizations at national and local level to work together to raise awareness of adult learning issues. The independent evaluation of 2008 Adult Learners' Week highlighted that 11,763 individuals -most of whom had a background of little or no learning- had taken positive action as a result of the campaign.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

Adult Learners' Week in Wales has succeeded in overcoming issues of building local partnerships and has supported the development of 22 Learning Festival Groups. Also, motivating adults to learn: Adult Learners' Week combines national promotional with local action. Working in partnership with the broadcast and print media to present positive images of lifelong learning, supported by a range of local outreach events to offer guidance, advice and bite size tasters.

Beneficiaries: 20,282 people took part in events across Wales during Adult Learners' Week 2008. Beneficiary numbers have risen steadily in the last four years – in 2005, 14,000 people took part in local learning activity. Learning Festival Groups are having an impact on this growth in participation through improved co-ordination and partnership delivery and by implementing more robust tools for evaluation.

Typology: 55% of participants had a background of little or no learning in the last three years. 58% of participants had taken some form of positive action since attending an event. Most learners who participate are at entry level and then move up to level 1 (and beyond) following engagement with the campaigns.

Information about and approximate size of the target group reached:

The independent evaluation of 2008 Adult Learners' Week highlighted that 11,763 individuals, most of whom had a background of little or no learning,

had taken positive action as a result of the campaign. In most instances, this would involve learners undertaking programmes and/or qualifications at one step above their previous level of qualifications.

Institutions involved

Primary role:

NIACE Dysgu Cymru

Other partners:

Nationally/Locally – Welsh Assembly Government, Ufi Cymru, WEA, Colleges, local authorities, Careers Wales, TUC, libraries, museums Arts Council of Wales, Basic Skills Cymru.

Period of action:

The practice was adopted by By NIACE Dysgu Cymru in 1992 and is still going on.

Abstract

Description of the Action:

Adult Learners' Week was launched in the UK in 1992. In Wales the campaign aims to promote and celebrate adult learning and to support the development of a culture of lifelong. The campaign provides an umbrella for a range of organisations at national and local level to work together to raise awareness of adult learning issues; to lobby politicians and policy makers and to target local outreach events at those who are low skilled, economically inactive and are not engaged with adult learning.

A range of initiatives support the campaign;

The Inspire Awards – celebrate the achievements of existing learners, their stories are told through television, radio and the press to inspire others. In many cases award winners become community advocates for learning.

Learning Festival Groups ensure that a range of local activities are targeted and responsive to local need. Members of Learning Festival Groups are able to share good practice and learn together to develop better methods of marketing, promotion and communication with the target groups.

Signposting to information, advice and guidance it delivered though a partnership with Learndirect (a national helpline offering free information and advice) – in addition nearly 1,000 local events are free, at a time and a place to suit the needs of the communities being targeted.

Learning Promotion Grants enable a wider range of voluntary or community based organisations to deliver activities - this ensures a broad range of activities in a broad range of venues such as village halls, community centres, shops, pubs, museums and galleries.

Television and radio advertising reinforce the messages of the campaign

and signpost viewers and listeners to the national helpline, this is supported with a press features and supplements. In addition TV and Radio news features are generated.

Basic information about results and impact:

The numbers of people accessing Adult Learners' Week continues to rise – for ALW 2008 this was 20,282, a rise of 14.9% on the previous year. Evaluation has shown that 58% of participants at local events have taken some form of positive action since the event.

An independent review of NIACE Dysgu Cymru (Arad 2007) stated that, “ALW is making it easier for individuals to access learning opportunities, in venues that are most familiar to them.”

Documentation/Sources related to the good practice

Web site(s):

www.learnersweek.org.uk

Reports:

Adult Learners' Week & Learning @ Work Day 2008-Evaluation Report (July 2008), made by Strategic Marketing, <http://niace.rcthosting.com/en/learnersdetail.asp?Section=17&Ref=2464>

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results are well documented?

NIACE past research has shown some fantastic results – proving that the events are really work in getting people to take the first step back into learning and inspiring them to carry on and sign up for more. Better documented are statistical data related to the number of participants.

Impact evaluation:

An external marketing company (Strategic Marketing) has regularly evaluated the impact of these Campaigns. In each piece of research, respondents were asked if they have taken any positive action since attending an event, e.g. making more enquiries or signing up for a course. The 'conversion rate' has always been good.

ALW 2008 47% had taken some form of positive action

ALW 2007 60%

ALW 2006 63%

ALW 2005 42%

ALW 2004 56%

ALW 2003 57%

This impact is high in real terms when studied in conjunction with the actual figures of new learners taking part in ALW each year

ALW 2008 20,282 new learners participated

ALW 2007 17,469
ALW 2006 16,893
ALW 2005 14,000
ALW 2004 13,333
ALW 2003 10,500

Evaluation of results:

The WAG commissioned Evaluation Report of NIACE DC campaigns (2007), stated that “Adult Learners’ Week stands out as NDC’s most effective campaign. The total number of participants has increased fourfold in six years.... 84 per cent of learning providers surveyed consider ALW to be an effective campaign. Learning Festivals are a positive development and are an indication of enthusiasm among practitioners and providers for year-round promotion of adult learning opportunities”

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UNITED KINGDOM

***NETWORKING AND PARTNERSHIP WITH ADULT LITERACIES
TUTORS IN SCOTLAND***

Author: Clare ElAzebbi-Learning Connections, Lifelong Learning Directorate, Scottish Government

JUSTIFICATION FOR INCLUSION:

The quality of the “adult literacy” provisions also depends on the continuing education of the tutors. With the “Learning Connection”, we

show how this result is reached via the creation of permanent knowledge-exchange networks, supported by national governments.

KEY FEATURES

Problems that the good practice has been able to overcome and solve: Scotland's adult literacies³⁷ provision, while branded under one marketing campaign (www.thebigplus.com), is structured differently in each of the country's 32 local government areas and through a range of partner delivery organizations. In addition, it is delivered in a variety of modes (for example, individual, group, online) and in different settings (for example, college, community, prison, workplace). Also many tutors, particularly in the more remote areas of Scotland (Highlands and Islands) may work in isolation and not have a great of professional interaction, sharing of ideas and knowledge, which in turn can improve confidence in teaching and ultimately provide a higher quality learning experience for the learner and support them to progress with their learning. The diversity in the modes of delivery and range of partners involved in delivery can lead to tutors feeling isolated and not part of a "whole" community of practice. The networking and partnership approach that Learning Connections of the Lifelong Learning Directorate of the Scottish Government has implemented brings together (virtually and actually) tutors from across Scotland so that they feel less isolated, and so that they can share good practice, particularly with regard to learning and teaching expertise and the use of learning materials and resources. This active, facilitated sharing of practice aims ultimately to increase the quality of the learning experience (and thereby the effectiveness of the learning) for adult literacies learners.

Beneficiaries: The "end" beneficiaries for this Good Practice are Scotland's adult literacies learners, who receive a more effective and higher quality learning experience.

Typology:

- People with limited initial education, particularly young people
- People who are unemployed and workers facing redundancy
- People with English as a second or additional language
- People who live in disadvantaged areas
- Workers in low skill jobs
- People on low incomes

³⁷ Scotland uses the term "literacies" in order to reflect the complex ways in which we use literacy and numeracy skills in everyday interactions and tasks.

- People with health problems or disabilities.

Approximate information about the size of the target group reached:

The International Adult Literacy Survey (1996) suggested that approximately 23% of Scotland’s adults (800,000 people) had some level of literacy or numeracy difficult. New research (New Light on Adult Literacy and Numeracy in Scotland (2008) suggests that 36% of Scotland’s adults do not have the literacy skills they need to be able to achieve everything they might in their personal lives and in their work and that 71% of adults lack the numeracy skills they need in order to be able to achieve everything they might.

From 2001 – 2007 over 180,000 adults attended literacy and numeracy classes. Adult literacies tutors greatly value the networking and partnership opportunities facilitated by Learning Connections.

Institutions involved

Primary role:

Learning Connections, Lifelong Learning Directorate, Scottish Government.

Other partners:

Scotland’s Colleges and local delivery partners including local government, voluntary organisations, prisons, unions.

Period of action:

Learning Connections has facilitated a variety of networks, taking different forms, since 2003. From 2003 is going on.

Abstract

The networking and partnership approach that Learning Connections has implemented brings together (virtually and/or actually) tutors from across Scotland so that they can share good practice, particularly with regard to learning and teaching expertise and the use of learning materials and resources. This active, facilitated sharing of practice aims ultimately to increase the quality of the learning experience (and thereby the effectiveness of the learning) for adult literacies learners.

The networking takes two main forms:

- (1) Learning Connections funds and facilitates “actual” practitioner network events and larger seminars.
- (2) Learning Connections, in partnership with Scotland’s Colleges, funds and facilitates an online “Community of Practice in Adult Literacies”(CoPAL).

Description of the Action:

- (1) The actual practitioner network events take place between two and four times per year. Currently Learning Connections hosts events for

practitioners interested in or specializing in: teaching literacy, numeracy, with families, using ICT to develop literacies learning, working with offenders and ex-offenders, working with young adult literacies learners and delivering literacies for and in the workplace.

These networks are very much membership led, with members identifying the objectives and themes for the coming year. They are organized democratically: members choose meeting dates and venues; they also choose the theme and present on their respective projects.

Minutes are taken and published on the online CoPAL site for members who could not attend the “actual” network meeting to read.

(2) The online network, CoPAL/Communities of Practice in Adult Literacies, takes the form of a membership-only virtual environment with sections for news and events as well as areas for key themes, such as “accreditation and assessment”, “workplace learning” and “numeracy”. Learning Connections facilitators post news stories, discussion threads and host debates. Tutors are encouraged to post their own threads and to reply to each other’s. Tutors have said that they enjoy being able to interact with other tutors, to reflect on their practice in this way, and to ask for others’ help in sourcing resources for particular groups of learners or for individuals.

Basic information about results and impact:

At May 2009, CoPAL has 973 members. An evaluation of the site’s impact on tutor’s professional development (and the resulting impact on their learners’ progress and achievements) was planned by summer 2009. Meantime, we know that this online networking has enabled many tutors who may be working in more remote or rural areas of Scotland to feel and be part of a community of practitioners, and to keep abreast of new ideas and practice.

Actual networks are evaluated regularly, following each meeting and following national events such as the Scottish Adult Numeracy Seminar.

Documentation/Sources related to the good practice

Web site(s):

www.copal.org.uk

www.scotland.gov.uk/learningconnections

Reports:

New Light on Adult Literacy and Numeracy in Scotland (2008), www.scotland.gov.uk/Resource/Doc/216990/0058169.pdf

Report on the Scotland’s Adult Literacy and Numeracy Strategy (2004-05, 2005-2006, 2006-2007, 2007-2008), www.scotland.gov.uk/Publications

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results are well documented?

Evaluations of the impact of networking events can be produced. An evaluation of the effectiveness of CoPAL is planned in summer 2009.

Impact evaluation:

Network events evaluated through online survey, measuring impact of event on practice, and ultimately a more positive learning experience for the learner.

Evaluation of results:

973 practitioner members on COPAL as of May 2009.

Over 400 members attend the different practitioner networks Increased participation of practitioners across Scotland to share knowledge of teaching, resources, ideas and opinions. Practitioners report less isolation, increased confidence in supporting adult literacies learners and feeling part of a practitioner community.

Additional national/ local sources for adult basic education documentation available on line:

www.scotland.gov.uk/About/Directorates/Smarter/Learning-connections

www.thebigplus.com

www.aloscotland.com

Contact details of the Institution with Primary Role:

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4.5 Grants, loans and financial incentives

CYPRUS

TACHYRYTHMA PROGRAMMATA ARCHIKIS KATARTISIS (ACCELERATED INITIAL TRAINING)

Authors: Ioannis Zenios and Klitos Simeonides

JUSTIFICATION FOR INCLUSION:

Accelerated Initial Training is an initiative that assists young people and adults who lack adequate education to enter the job market. The measure is significant because it focuses on the transition between unemployment, or poorly paid employment, and the first, or new, job. Moreover, it combines classroom learning and on-the-job training, and provides financial support. The outcomes of the programme rely on the mix of these diverse elements.

KEY FEATURES

Problems that the good practice has been able to overcome and solve: Skills shortages in specific sectors of the economy, such as construction, metal working and the hotel and catering industries, as well as unemployment among young people.
Beneficiaries: Mainly young people over 16. Typology: New entrants in the labour market, unemployed persons, either skilled or unskilled, who wish to acquire new skills in order to change their occupation. Approximate size of the target group reached: Around 200 each year.
Institutions involved Primary role: Human Resource Development Authority of Cyprus (HRDA) Other partners: Cyprus Productivity Centre. Higher Hotel Institute of Cyprus
Period of action: From January 2002 and continuing under HRDA

Abstract

Description of the Action:

Accelerated Initial Training is a multi-company initial training programme operated by HRDA that aims to train mainly new entrants into the labour market, unemployed school-leavers, as well as workers who wish to retrain in order to change their occupation.

The intention is to meet needs in occupational sectors where there are significant labour shortages.

The length of this type of training programme ranges from 12 to 24 weeks, depending on the requirements of each occupation. The programme includes theoretical and workshop sessions at a training institution and practical training in industry. Training programmes are available for construction workers, plumbers, welders, mechanics/fitters, cabinet makers/carpenters, cooks, waiters, assistant IT technicians and auto body repairers. Special emphasis has been given to attracting women to the labour market. A programme for office support staff has also been delivered.

The HRDA covers all costs for the institutional training. In addition trainees receive a weekly allowance. Enterprises employing trainees receive subsidies for the duration of the practical training depending on the size of the enterprise and trainee salaries. Candidates must be at least 16 years of age. The participants who successfully complete the programme receive a training certificate.

Basic information about results and impact:

In 2007 HRDA subsidized the training of 146 individuals, compared to 132 in 2006.

Documentation/Sources related to the good practice**Web site(s):**

www.hrdauth.org.cy

www.refernet.org.cy

Reports:

Human Resource Development Authority (November 2008), *The Vocational Education and Training System of Cyprus: A Thematic Overview 2007*, www.refernet.org.cy/publications/Publications/VocTraining/VocTrainingThematic2007_en.pdf

Human Resource Development Authority (November 2008), *The Vocational Education and Training System of Cyprus: Initial Vocational Education and Training 2007*, www.refernet.org.cy/publications/Publications/VocTraining/VocTrainingInitial2007_en.pdf

Is there documentation available to support the results achieved and the impact produced by the good practice?**What kind of results and impact are well documented?**

Numbers of beneficiaries.

Impact evaluation:

Contribution to the reduction of unemployment and the reduction of skills shortages.

Evaluation of results:

Number of participants, Subsidies and allowances paid, etc.

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ITALY

CARTA DI CREDITO FORMATIVO INDIVIDUALE (INDIVIDUAL CREDIT CARD FOR TRAINING)

Author: Giuseppe Leali

JUSTIFICATION FOR INCLUSION:

The Individual credit card for training combines three different aspects: institutional financing of training, information and counselling services' supply, subject's freedom of choice in the field of training.

This measure allows the subject to develop a multi-year, varied training path.

This practice is particularly significant because it works on factors which are essential to the individual freedom of choice in the field of training

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The individual credit card for training is based on the Individual Learning Account - ILA- model and is intended to overcome obstacles to access to education, the development of ways back to work and the integration and personalisation of training courses for the subjects involved. It is particularly effective in helping those with low educational levels (EQF2) back into training and education.

Beneficiaries and Typology: Atypical workers; Unemployed men and women in job mobility or who have been made redundant; Women job returners; Immigrants; Transexuals.

Information about and approximate size of the target group reached:

The recorded results refer to the Region of Tuscany in 2006-2008. In this period 3051 citizens benefited from the measure (1,122 in the Province of Arezzo; 962 in the Province of Pistoia; 481 in the Province of Grosseto; 477 in the Province of Livorno; 9 in the Province of Terni). The sample used for the research shows 2,257 beneficiaries interviewed, 2,526 beneficiaries contacted, 269 beneficiaries not contacted or not available for interview. The educational level of the beneficiaries, expressed as a percentage, shows that 0,5% had reached primary school level, 19,6% had reached middle school level, 44,5% had reached secondary school level, 33,3% had a degree and 2,1% had a post graduate qualification. Most beneficiaries were Italian citizens (91,9%), while the percentage of European citizens (3,8%)

and non European citizens (4,3%) was less relevant. The sample also reveals a high percentage of women (79,5%) who benefited from the credit card for training in comparison to men (20,5%). The most common age range was that of 26-35 year olds (48,1%), followed by 36-45 year olds (23,8%), over 45 (13,8%), 18-25 year olds (14,3%).

Institutions involved

Primary role:

Region of Tuscany

Province of Pistoia – Centre for Employment and Social Policy Department

Province of Grosseto – Job Centre, Social Policy and Equal Opportunities

Province of Arezzo – Department of Professional Training and Employment

Province of Livorno – Department of Professional Training and Employment

The measures were also experimented in the Region of Umbria and in the Province of Terni – Department of Training and Employment Policy.

Other partners:

Banks

Job Centres

Territorial Employment Services.

Period of action:

Start in April 2005 - Ongoing

Abstract

Description of the Action:

The individual credit card for training (also called ILA as it results from a process of policy transfer with the English Individual Learning Account) is a tool for overcoming barriers to education for citizens. It is a measure aimed at subjects that risk exclusion from the job market (with low or average skills), unemployed people between the ages of 18 and 35, atypical workers with no age restrictions, redundant workers waiting for work replacements and immigrants.

Action is based on several components:

- The employment services issue the card to valid subjects for a maximum of 2,500 euro to be used to pay for educational and training activities as well as to cover accessory costs (educational material, travel, board and lodging).
- Card holders decide where and when to use the resources made available and can make use of support from guidance counsellors who monitor the process.

- Once the resources have been used up, further resources can be requested.

Basic information about results and impact:

Further information is given below.

Documentation/Sources related to the good practice

Website(s):

<http://bancadati.italialavoro.it>

http://bancadati.italialavoro.it/BDD_WEB/bdd/publishcontents/bin/C_21_Strumento_5324_documenti_itemName_0_documento.pdf.

http://bancadati.italialavoro.it/BDD_WEB/directly.do?w=3&p=MEDIAALAV&titolo=strumenti_5324.jsp

http://bancadati.italialavoro.it/BDD_WEB/directly.do?w=3&p=MEDIAALAV&titolo=buoneprassi_179.jsp

http://bancadati.italialavoro.it/BDD_WEB/bdd/publishcontents/bin/C_21_BuonePrassi_179_documenti_itemName_0_documento.pdf (2005).

www.buonepratichefse.it

www.cartacreditoformativo.it

[www.cedefop.europa.eu/etv/upload/etvnews/news/3098-att1-1-](http://www.cedefop.europa.eu/etv/upload/etvnews/news/3098-att1-1-pier_giorgo_cattini.pdf)

[pier_giorgo_cattini.pdf](http://www.cedefop.europa.eu/etv/upload/etvnews/news/3098-att1-1-pier_giorgo_cattini.pdf)

www.cepil.it/doceboCms/index.php?special=changearea&newArea=87

www.formazione80.it

www.isfol.it

[www.lavoro.gov.it/NR/rdonlyres/08028235-7930-4769-ADDE-](http://www.lavoro.gov.it/NR/rdonlyres/08028235-7930-4769-ADDE-A4F0CB80DF81/0/05_dispositivi.pdf)

[A4F0CB80DF81/0/05_dispositivi.pdf](http://www.lavoro.gov.it/NR/rdonlyres/08028235-7930-4769-ADDE-A4F0CB80DF81/0/05_dispositivi.pdf).

Reports:

Research assessment report of the ILA experiment,

http://213.92.85.159/ccfi/index.php?option=com_docman&task=doc_details&gid=138

Analysis of conditions for the transferability of the ILA card,

http://213.92.85.159/ccfi/index.php?option=com_docman&task=doc_details&gid=137

Final Report Line A,

http://213.92.85.159/ccfi/index.php?option=com_docman&task=doc_details&gid=136

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results are better documented?

Assessment of Occupational and Educational Impact is documented.

Impact evaluation:

The *Assessment of Occupational Impact* revealed that 66% of the interviewed sample (in the time period between December 2007 and February 2008) who were about to finish their training activity declared an improvement in their professional situation and of these almost all recognise the effectiveness of the card in improving one's professional condition. Within the category of interviewees who maintained that the training experience was very or quite useful, 47% attribute this to professional development. Specifically, an improvement in working conditions was verified by those who were already working when the request for the card was submitted, while the development of knowledge and skills was confirmed by those beneficiaries looking for work. 23% of previous beneficiaries defined the training experience as useful because directly connected to a job search or a specialisation capable of facilitating access to the job market. More restrained, yet interested, was the percentage of interviewees who attributed the effectiveness of the card to the economic help received (7%), or to certificates or qualifications obtained (4%).

The percentages regarding social development were small (3%) as were those related to the possibility, ensured by the card, of undertaking training activities abroad thus developing an International environment (2%). The analysis also highlights the fact that about 70% of the interviewed sample had already started looking for work during the training experience, while the percentage of individuals who started their job search 18 months after the end of the course was particularly low.

The *Assessment of Educational Impact* shows that in 85% of cases, subjects declare that they have acquired completely new knowledge and skills. Regarding the impact that ILA has had on the social sphere, about 58% of beneficiaries who concluded the Card maintained that the training activity was indispensable for their personal development and 55% said it was useful in encouraging new relationships.

The survey of the effects produced differentiates according to the Provinces involved.

Development of knowledge and skills is recognised where the sample was mainly made up of people with high level qualifications (Terni), while attainment is recognised where a particularly low educational level was prevalent (Grosseto).

Evaluation of results:

The total number of beneficiaries registered in the month of April was 3,051 citizens. Surveys, carried out on a sample of 2,257 interviewed

beneficiaries (of which 2,526 beneficiaries contacted, 269 beneficiaries not contacted or not available for interview), show a population mostly made up of Italian citizens (around 92%), characterized by a high female component (nearly 80%). The main age group was the 26 to 35 year olds (around 48%).

Regarding the level of education, it can be noted that around 20% of card holders had medium-low level qualifications, 44,5% had attained the secondary school diploma and 35% were in possession of an undergraduate or post graduate degree.

From the assessment of occupational impact it emerges that 66% of the sample believe their professional condition to have improved. This data can be verified by the estimate that around 70% of beneficiaries began job searching during their training course. The positive value of access to training is supported by the same beneficiaries who recognise the acquisition of new knowledge, attained through the completed training experience (36% sustain that they have acquired a discreet knowledge in the subjects studied).

Costs were divided by Province and include any additional funding provided:

Province of Arezzo: 2.000.000,00 euro (50% regional funds - 50% provincial funds) for 800 cards.

Province of Pistoia: 2.000.000,00 euro (50% regional funds - 50% provincial funds)

150.000,00 euro (100% regional funds) for the trans ILA project for 800 cards + 50 (ILA trans).

Province of Grosseto: 500.000,00 euro (100% provincial funds), additional funding for 202.5000,00 euro (100% provincial funds) for 200 cards + 81 (re-funded).

Province of Livorno: 2.000.000,00 euro (50% regional funds - 50% provincial funds) for 800 cards.

Region of Umbria

Province of Terni: 100.000,00 euro (50% regional funds - 50% provincial funds) for 39 cards.

Additional national/ local sources for adult basic education documentation available on line:

http://213.92.85.159/ccfi/index.php?option=com_docman&task=doc_details&gid=138

http://213.92.85.159/ccfi/index.php?option=com_docman&task=doc_details&gid=137

http://213.92.85.159/ccfi/index.php?option=com_docman&task=doc_details

s&gid=136http://bancadati.italialavoro.it

Contact details of the Institution with Primary Role:

Region of Tuscany

www.regione.toscana.it

Employment and Continuing Education Department

Piazza della Libertà 16 - 50129 Firenze

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E-mail gabriele.grondoni@regione.toscana.it

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LUXEMBOURG

LA FORMATION PROFESSIONELLE

(FINANCIAL INCENTIVE FOR ADULT APPRENTICESHIPS)

Author: Jos Noesen

JUSTIFICATION FOR INCLUSION:

The issue addressed is lack of formal vocational certification among over 18 year old adults.

The practice is a legal measure offering adults the opportunity to make up for a lack of vocational education and certification or to acquire an additional certification.

Participants get a contract of employment and a salary after admission because of the dual vocational system (company based apprenticeship training complemented by attendance at a vocational school). After finishing the apprenticeship, opportunities in the Luxembourgish labour market noticeably increase.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

The practice is trying to solve the problem of enhancing training and education opportunities for adults within the apprenticeship (dual) system.

Beneficiaries: Adults over 18 years with or without any certification.

Typology: Adult apprenticeship in the framework of the dual system.

Information about and approximate size of the target group reached:

Each year there are approximately 900 applications, some 800 people are accepted within the framework of the legislative requirements (18 years,

having left initial education and training for at least 12 months, and fulfilling the entry requirements for one of the certificates of vocational training in the Luxemburg system).

Because of the dual system operating in Luxembourg (company based apprenticeship training complemented by attendance at a vocational school) people need to have an apprenticeship contract. On average 250 people get a contract after admission to the scheme.

Institutions involved

Primary role:

Ministry of Education and Vocational Training

Other partners:

Labour Market Office

Chambers of Crafts and Chamber of Commerce

Chamber of Salaried Employees.

Period of action:

The measure was introduced in 2000 on the basis of a «*Règlement grand-ducal*» dated 17 June 2000 concerning apprenticeship for adults. It is part of the action planned under Article XV from 12 February 1999 concerning the National Plan for Employment. The practice is still ongoing.

Abstract

Description of the Action:

This is a legal measure giving adults the opportunity to obtain either a first professional certification or a complementary professional certification. Each adult who fulfils the requirements for adult apprenticeship (as established by the Regulation) and who gets an apprenticeship contract can undergo the apprenticeship. At present, adults can be admitted to a first, second, or third year of apprenticeship (apprenticeships take up to 3 years) depending on their previous experience. This will change in future by implementing a system of recognition and validation of formal, non-formal and informal learning.

This new measure, introduced by the Reform of Vocational Training (14 November 2008), will change the existing system into a lifelong learning system and will require a new approach for the current adult apprenticeship system.

During the apprenticeship, the individual either attends the vocational school part-time in normal classes with young people or attends classes specially set up for adults. The latter occurs either if there are sufficient adults doing the specific training or if a full-time course for young people has been planned. In this situation the full-time system is converted to a

dual apprenticeship for adults. In terms of the company-based aspect, it has to be stressed that, if young people get an allowance for the apprenticeship, the adults get the social minimum salary. The difference is reimbursed by the State to the company.

Basic information about results and impact:

Out of 900 applications, around 800 applicants are accepted if they meet the requirements.

Documentation/Sources related to the good practice

Web site(s):

www.men.public.lu/publications/syst_educatif_luxbg/systeme_scol_luxbg/vocational_training_education/vocational_training.pdf

www.men.public.lu/priorites/formation_professionnelle/index.html

Contact details of the Institution with Primary Role:

Ministère de l'Éducation nationale et de la Formation professionnelle-Grand Duché de Luxembourg

29, rue Aldringen

L-1118 Luxembourg

Tel.: +352 2478 51 00

Fax: +352 2478 51 13

E-mail: info@men.public.lu

www.men.public.lu

4.6 Access to and use of ICT

AUSTRIA

MOBILE IKT LERNWERKSTATT
(MOBILE ICT-LEARNING STUDIO)
Author: Gerhard Bisovsky

JUSTIFICATION FOR INCLUSION:

A lack of ICT skills is a barrier to access to the 'information society' and the labour market among low-skilled employees and unemployed women.

The mobile ICT-Learning Studio offers training in basic ICT skills and reaches out to the target group in a familiar environment. To facilitate access to provision, consideration is given to daily routines and relationships as part of the training process.

Following the training course all the female participants were able to use the ICT skills they gained. This measure is embedded in a wider educational network called "Learn Forever" (financed by ESF and the Austrian Federal Ministry for Education, the Arts and Culture, see www.learnforever.at)

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

Low participation of the target group in adult learning.

Limited competence in ICT as a barrier to access to the information society and the labour market.

A lack of provision in rural areas and strategies to reach the target group.

Negative learning experiences and a lack of independent learning skills.

Beneficiaries: Employed and unemployed women with no or very low level vocational qualifications.

Women who have no more than an apprenticeship and have not participated in a vocational learning activity for two years.

Employed and unemployed women with limited ICT skills who are interested in learning activities, wish to acquire basic skills for lifelong learning and become independent ICT users. Women who have only completed compulsory education are prioritised.

The focus is on women aged 45+. 50 % of the women are employed and 50 % are unemployed.

Approximate size of the target group reached:

135 women were informed about the Mobile ICT-Learning Studio (*Mobile IKT Lernwerkstatt*).

80 women participated in the learning activities.

35 of the 80 women participated in the continuing learning network (*Lernnetzwerk*).

The learning activities have been replicated in other institutions in another länder (counties), namely the Adult Education Centres (*Volkshochschulen*) in Carinthia, where 16 women have attended the ICT-Learning Studio.

Institutions involved**Primary role:**

Prisma/Frauenplattform Bezirk Voitsberg

Other partners:

Arge Müllvermeidung (Waste Avoidance)

eb-projektmanagement gmbH (Project Management)

Peripherie – Institut für praxisorientierte Geschlechterforschung (Institute for Practice-oriented Gender Research)

Nowa – Netzwerk für Berufsausbildung (Network for Vocational Education and Training)

*Abz*Austria – Kompetent für Frauen und Wirtschaft* (Competence for Women and for Business)

Agenda - Chancengleichheit in Arbeitswelt und Informationsgesellschaft (Equal Opportunities in Working Life and in the Information Society)

Bildungszentrum Saalfelden (Educational Centre in Saalfelden)

Frauenstiftung Steyr (Women's Foundation Steyr)

Wirtschaftsuniversität Wien (Business University of Vienna)

OCG - Österreichische Computergesellschaft (Austrian Computer Society)

Wirtschaftskammer Österreich (Chamber of Commerce)

Arbeiterkammer Österreich (Chamber of Labour)

Arbeitsmarktservice Steiermark (Labour Market Service in Styria)

VHS Kärnten, VHS Salzburg (Adult Education Centres of Carinthia and Salzburg)

Alom – Frauentrainingszentrum (Women's Training Centre)

Communities in the district Voitsberg

Mayors, local deputies (*Gemeinderat*), local agencies, shop stewards, enterprises, counsellors from the regional labour market service.

Period of action:

Learn Forever 1 – EQUAL initiative – supported by the Austrian Ministry for Education and Culture and the European Social Fund

Learn Forever 2 – Target 2 Programme – supported by the Austrian

Ministry for Education and Culture and the European Social Fund Learn Forever is a development partnership comprising an Austrian expert network specialising in women's education and training. Prisma is a member of this development partnership. The Mobile ICT-Learning Studio was delivered by Prisma in cooperation with various communities (mayors), the labour market service and agencies for disadvantaged women. The project ran from July 2005 till June 2007, and again from September 2007 till December 2009.

Abstract

Description of the Action:

The Mobile ICT-Learning Studio (*Mobile IKT Lernwerkstatt*) as a model for successful learning for disadvantaged women has been delivered ten times in six communities in the *Voitsberg* district in Styria. A description of the model has been published. Two ICT-Learning Studio activities were carried out in two communities in Carinthia during the transfer phase of the Learning Studio to the Carinthia Adult Education Centres (*Kärntner Volkshochschulen*).

A network for self-directed learning has been established. The women's social and personal context has been integrated into this learning network: the participants learn how to share their skills and competences with their partners and after having done this they bring in new knowledge and competences into the learning network.

Strategies and tools to reach the target group have been developed and implemented.

New learning and teaching methodologies have been developed and published as a toolkit.

A curriculum for learning process moderators has been developed and published.

In 2007 an International conference was held in Vienna on the topic of learning with disadvantaged women.

A DVD on successful learning for disadvantaged women has been developed.

A handbook on the effective transfer of learning activities for disadvantaged women has been produced.

Basic information about results and impact:

The Mobile ICT-Learning Studio demonstrates that it is possible to reach the target group of educationally disadvantaged women and to motivate them to learn. It develops ICT skills, promotes independent learning skills, and encourages self-organisation and the empowerment of women. Access

to the information society and skills in coping independently with new technologies are achieved. The mobile learning activities fill an existing educational gap in smaller communities.

The inclusion of the women's mutually supportive relationships in individual learning processes produces a better understanding and solidarity between the learners. This results in a change of attitude towards learning and offers a sustainable approach to establishing lifelong learning.

At labour market and employment policy level, a new target group has been reached: a target group which previously did not show any ambition to participate in continuing education. Women in employment safeguarded their job security with their newly obtained qualifications and knowledge of the opportunities continuing education and lifelong learning offer, in addition to increasing their motivation to learn. These changes increase opportunities for integration into the labour market. All the participants have had to deal with new decisions and responsibilities, brought about by access to the information society and the acquisition of ICT competence as a cultural tool, strengthening their independent learning skills and self confidence. Through a special replication strategy it has been possible to recreate this example of good practice in other countries and institutions.

At a political level, and within the adult education institution system, the target group and their needs and interests achieved a higher profile.

Documentation/Sources related to the good practice

Web site(s):

www.learnforever.at

Reports:

Dohr, A., Weiss, C. (2007), *IKT-Lernwerkstatt – das Modell. Entwicklungspartnerschaft learn forever* (Hrsg.), Graz.

Kapeller, D., Thurn, N. (2006), *Start ins Lebensbegleitende Lernen - Wege zur Erhöhung der Weiterbildungsbeteiligung lernungewohnter Frauen. Expertise. Entwicklungspartnerschaft learn forever* (Hrsg.), Graz.

Stiftinger, A. et al (2007), *Neue Bildungswege mit Frauen. Vom Training zur Moderation von selbstgesteuerten Lernprozessen. Curriculum. Entwicklungspartnerschaft learn forever* (Hrsg.), Graz.

Weiss, C., Eichberger-Jesenko, A., Pretterhofer, I., Auer, M. et.al. (2007), *Methodensammlung. Learn forever. Methoden zur Förderung selbstgesteuerten Lernens mit IKT für lernungewohnte Frauen. Entwicklungspartnerschaft learn forever* (Hrsg.), Graz.

DVD - Changing Learning – Changing Lives (Neue Horizonte für Lernen und Leben) (2007) – als Produkt der Transnationalen Zusammenarbeit *Lisabon - Connecting Policy with Practice. Beschreibung befindet sich auf*

der homepage von learn forever. Zu bestellen bei eb-projektmanagement gmbh.

Stiftinger, A., Auer, M., Pretterhofer, I. et.al. (2009), *Gelungene Lernprozesse ermöglichen. Bildungsbenachteiligte Frauen an Weiterbildung beteiligen – ein Transferangebot. Entwicklungspartnerschaft learn forever* (Hrsg.), Salzburg.

Is there documentation available to support the results achieved and the impact produced by the good practice?

Yes. Mainly in the description of the model presented on the DVD *Changing Learning – Changing Lives*.

What kind of results and impact are well documented?

The description of the model and how the Mobile ICT-Learning Studio (*Mobile IKT Lernwerkstatt*) works. The analysis and description of how learning and teaching processes have to be designed to enable self-directed learning processes for educationally disadvantaged women.

Analysis of a curriculum designed to develop practical skills and knowledge as well as self-directed learning strategies.

Analysis of the successful transfer of learning activities to other adult learning institutions.

Impact evaluation and Evaluation of results:

The evaluation was based on two pillars: written and oral participant feedback during their involvement in the Mobile ICT-Learning Studio, on completion and three months later. Secondly, through teacher self-evaluation.

Effects and efficiency of the Mobile ICT-Learning Studio

The mayors in all the communities have recognised the need to offer community-based learning opportunities for women. This is documented in official community newspapers.

All mayors are prepared to enable learning provision for women in the community and to support it within the local infrastructure.

A total of 135 women who had not considered lifelong learning before or were afraid to attend a computer course were motivated to participate in an educational information event. The limited number of places did not allow all those who were interested to participate in the mobile ICT-Learning Studio.

All the participants have increased their confidence in learning, acquired independent learning skills and enjoyed the experience.

There was no drop-out from the learning activities.

All participants have changed their attitude towards lifelong learning and have an improved awareness of learning.

All participants are able to use computers and have acquired this important communication skill.
All participants were able to overcome exam nerves and successfully complete a test (PC Start).
All the employed women were able to use their new ICT competences at their work places.
The employed women have improved their original position in the labour market.
85 % of the participants have continued learning – either through independent learning with new media or by attending a course.

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CZECH REPUBLIC

E-ŠANCE PRO ŽENY

(INFORMAL ICT TRAINING FOR WOMEN)

Author: Hana Danihelkova-Association for Education and Development of Women (ATHENA)

JUSTIFICATION FOR INCLUSION:

The practice was originally a Leonardo da Vinci project targeting middle-aged women with low levels of education and women re-entering the labour market after bringing up children who had problems with and a fear of learning ICT. Since 2004, hundreds of women have been, and are being, guided and counselled in accessing and using ICT. They also attended ICT courses and improved their ICT skills and knowledge.

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: The practice has succeeded in overcoming issues experienced by middle-aged women, women with low levels of education and women re-entering the labour market after bringing up children who have problems with and fear of learning ICT. The combined approach (empowerment, guidance and informal learning) helps them to overcome psychological barriers.</p>
<p>Beneficiaries: Women of every age, both employed and unemployed who are willing to change their lives and/or their professional careers. Typology: Women of every age, both employed (at risk of unemployment) and unemployed but especially those with low levels of education. They are not used to study and are not motivated because they are unfamiliar with learning. Information about and approximate size of the target group reached: Many women were involved in the testing phase of the project. By the end of the 'e-Chance for Women' (ECW) project in 2004 hundreds of women had benefited, both in the Czech Republic and in other EU-countries.</p>
<p>Institutions involved Primary role: ATHENA – Association for Education and Development of Women (CZ) Other partners: Ostravska universita (CZ), Regionalni hospodarska komora Ostrava (CZ), DIE-Deutsches Institut für Erwachsenenbildung (DE), TÜV Akademie GmbH, Unternehmensgruppe TÜV Rheinland/Berlin-Brandenburg (DE), ALONSO Y GARAY S- L- ASIMAG (ES), DIAN (GR), ATHINA (GR), CAFOC Auvergne (FR), Délégation Régionale aux Droits des Femmes et à l'Égalité (FR), Tulossilta Ltd. Tampere (FI), TRANSFER Slovensko (SK).</p>
<p>Period of action: Activity started in 2004 and continues to date. New Transfer of Innovation projects are based on the practice.</p>
<p>Abstract Description of the Action: The practice is based on a Leonardo da Vinci pilot project (e-Chance for Women-CZ/02/B/F/PP-134004-ECW) that aimed to develop effective ways to empower women and informal training approaches to help them to overcome psychological barriers towards the use of ICT across Europe. IT-trainers also needed training in finding the best way to train middle-aged women with low levels of education and minimal or no experience in adult</p>

education. A special gender-sensitive methodology has been developed and implemented during testing, and put into practice in much of the training delivered after the end of the project.

The results are used in many countries; and form the basis of new European projects (LdV-ToI programme).

ATHENA implemented this for women in the Czech Republic (CZ) by combining it with various informal activities offered by its regional partner 'Institute for Women' (www.institutprozeny.cz). Women can access the Institute's offer and enrol for any of the activities provided. They are then contacted personally and are recommended to make use of the ECW programme as part of their development. A gender sensitive approach with regards to a lower qualification of women is emphasised. ATHENA offers training for IT-trainers separately.

Some applied ECW courses for specific target groups are now also available in the Czech Republic in various sectors where women are employed but have minimal competences in ICT, such as, for example, nurses, women starting their own business, and women engaged in handicraft trades.

Basic information about results and impact:

The gender-based methodology (<http://e-chance-m.euweb.cz/>) has been accepted very positively because this is a core tool in helping to overcome fear of and psychological blocks relating to ICT. This takes the form of guided e-learning. At the beginning of training women are given written instructions in how to learn and how they can contact tutors is explained.

Having learned this, they can go on to various IT courses.

The e-course for trainers <http://e-chance-m.euweb.cz/> is used successfully for other groups of teachers as well. It has been especially effective in enabling teachers of young people to see the process of adult education through the eyes of adult learners. The emphasis on adult learners with possibly lower levels of education is the most important innovative element in this course.

The *Good Practice Guide* and the above mentioned *Report on the Survey* are available as a CD-ROM and in a printed version in ATHENA (see the website). To be able to teach adult women ICT successfully, trainers should be aware of the ways in which men and women differ in their perceptions and ways of processing information. The *E-learning course for teachers and trainers of IT* provides solutions to this problem.

Documentation/Sources related to the good practice

Web site(s):

<http://e-chance.euweb.cz/>

<http://e-chance-m.euweb.cz/>

www1.osu.cz/leonardo

As the product is freely available there is no exact evidence on the number of participants. There is some indirect information that the product is used not only in partner countries involved in the e-Chance for Women project but also in other European countries and in Turkey.

Information on the *e-Chance* project, and in particular on its impact and use after the end of the project, has been presented at several Czech national seminars and conferences organised by Employment Offices, the National Agency for European Programmes and the National Agency of Euroguidance. It has also been presented at several European conferences (Edinburgh, September 2007, Riga, December 2007, Pitesti, May 2009).

Reports:

Danihelkova, H. (October 2003), *e-Chance For Women-Survey Report about IT-Trainers and Women in IT-courses*, R.Preisser (available in Czech, Finnish, French, German, Slovak and Spanish), www1.osu.cz/leonardo/report_survey.pdf

ECW partners (September 2004), *Handbook for Women*, www1.osu.cz/leonardo/handbook.pdf

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

The proof of the success of this project is the number of women without any previous IT-knowledge and with a lower level of education who successfully participate in IT courses organized by Employment Offices and other providers.

Women who take part in courses in the Institute for Women are given the opportunity to benefit from the results of the ECW project. Combining the ECW project with empowerment activities and courses for women in the Institute for Women ensures that an increasing number of women will be able to access the programme.

Impact evaluation:

The impact of this Good Practice is crucial for the region of North Moravia and Silesia, where both ATHENA and the Institute for Women are located. There are many people with low levels of education in the region because of the decline of the former heavy industries. Many women lost their jobs. Middle aged women in particular were likely to be long-term unemployed, and to lack necessary competencies and self-confidence. It was seen as very important that such women were empowered and newly equipped to be able to find a job or to start their own business. A very similar target group consists of mothers who would like to enter the labour market and to start working. The number of both target groups registered at Employment Offices

decreased dramatically during the years 2004-2008. This year the trend reversed itself as a result of the financial crisis. The Institute for Women therefore strengthened its activities with the aim of driving down the number of women looking for the professional help of doctors (psychiatrists), visiting centres for psychological consultancy and registering at Employment Offices. Unfortunately there are no statistics that demonstrate the impact of this Good Practice alone.

Evaluation of results:

This good practice does not contribute to the activities of any formal adult education institution, or to any school or university curricula. It is a voluntary activity of two institutions in the non-formal and informal adult education sector. For this reason it is only possible to refer to the number of women involved in delivery and in additional lifelong learning activities. Figures for the Czech Republic indicate that about 80-90 % of participants improved their educational performance. They returned for further training and took part in additional activities. Many of them were sufficiently empowered to be able to start their own businesses or to be successful in their future professional career. The practice has also been included in the national “Women in Business” project supported by the European Social Fund (www.podnikavazena.cz). The set of training courses enables learners to use informal learning approaches in key topics such as marketing, sales skills, communication, ICT literacy and time management. It is estimated that about 75 % of participating women are at Level 2 EQF and 15 % at Level 1 EQF. The remaining 10 % are women with university degrees (prevalingly 50+ women). There is no budget for this initiative. All follow-up activities are carried out within other projects or by people who were recommended by Employment Offices.

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SPAIN

AULA MENTOR

Author: Maria Chiara Vita Finzi-Melius srl. Validation by Subdirección Gral. de Aprendizaje a lo largo de la vida

JUSTIFICATION FOR INCLUSION:

The Aula Mentor has been designed to provide upskilling programmes for adults using ICT with internet connections and “*mesas de trabajo*” (work stations) consisting of a virtual environment for studying and communicating included in the Mentor server platform. It is an open training system and a system for validating informal and non-formal learning. Aula Mentor also provides students with tutor support. The effectiveness of this model has been validated by its extension beyond the Spanish borders.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:
The Aula Mentor has been designed to provide upskilling programmes for adults and enable citizens to participate fully in social, cultural, political and economic life.
The aims of the good practice are: To offer learning facilities to people of all educational levels and respond to the particular needs of underprivileged social groups. To help the unemployed acquire the skills they need for a change of occupation, and their personal development.
Beneficiaries: Young people and adults who wish to improve their cultural understanding irrespective of their level of formal education.
Typology: Mainly adult learners, including disadvantaged groups, such as prisoners or low-skilled migrants.
Approximate size of the target group reached: In addition to Spain, countries like Costa Rica, Honduras, Nicaragua, Panama, Paraguay, Peru and Dominican Republic have set up Aula Mentor courses. About 25,000 students took one or more courses during 2008.
Institutions involved
Primary role: Ministry of Education (<i>Ministerio de Educación</i>). Spanish Agency for International Cooperation (<i>Agencia Española de</i>

Cooperación Internacional).

Other partners:

Education Ministries of some Latin American Countries;
Chiefs of the Education Councils of the Autonomous Communities;
Provincial Authorities;
Non-Governmental Organisation managing Mentor classrooms.

Period of action:

Aula Mentor was adopted by *Ministerio de Educación* in 1992 and still going on.

Abstract

Description of the Action:

Aula Mentor is an open learning system. It comprises

- “*Aula Mentors*” (about 350), with a PC and internet connection, where students can access tutor support, find materials, and get assistance in deciding on their training pathway;
- the “*mesas de trabajo*” (work stations), virtual environments for studying and communicating included in the Mentor server platform.

Participants have to register and to pay a fee of about €24 per month for their training.

There are several courses, designed to offer training in different fields: SME management, audiovisual media, programming, web design, electronics, health and education basic informatics, office automation, networking, graphics and editing, internet, environment, general culture, English and so on.

Courses are characterised by their high level of flexibility: the duration, training pathway and training hours can be decided by participants. Courses are validated by Spain’s *Ministerio de Educación* and Autonomous Communities (or the corresponding institutions in Latin American countries participating in the project) after participants pass a final exam. The certificates are accepted and recognised by the Autonomous Communities as part of the training curriculum for civil servant posts in the local communities.

Basic information about results and impact:

The Aula Mentor system, after being widely disseminated in Spain, has been increasing its presence in Latin America in recent years. New courses have been developed in response to local needs, also through agreements between the Latin American Ministries of Education and the Spanish Ministry of Education.

Extending and strengthening the impact of the Aula Mentor programme

continues to be a priority in the Ministry's agenda for 2009. Latin American Countries developing the programme are: the Dominican Republic, Paraguay, Nicaragua, Peru, Honduras, Panama, Costa Rica.

The main features of Aula Mentor may be summarised as follows: flexibility, range of subjects, designed to facilitate participation of individuals in areas of disadvantage. Additional characteristics are the affordable course fees, as well as the possibility of gaining a certificate.

Documentation/Sources related to the good practice

Web site(s):

<https://cve.mec.es/mentor/inicio.html>

www.isftic.mepsyd.es/

Reports:

World summit on the information society, Geneva 2003-Tunis 2005, www.itu.int/wsis/stocktaking/scripts/documents.asp?project=1142437675&lang=en

Réunion sobre Cooperacion Educativa al Desarrollo y nuevas tecnologias de la informacion y la comunicacion: el programa Aula Mentor en Iberoamerica, Madrid (España), 27-28 de octubre de 2003.

Is there documentation available to support the results achieved and the impact produced by the good practice?

Available documentation records general results achieved. The first set of data is about the number of students: they increased considerably, from fewer than 5,000 in 1998 to 25,000 in 2008.

Although more detailed data on accreditation or employment rates is not available. some further information is given below:

- in Nicaragua in 2002, 28 courses were delivered and 141 students passed the final examination;
- in the town of Gijon, in Spain, during 2007/2008, 14% of 116 students participating in 99 courses passed their final examination;
- in Peru, where the Aula Mentor has been part of a wider programme (*Programas de Alfabetización y Educación Básica de Personas Adultas- PAEBA*) since 2003, the five Aula Mentor learning centres set up in 2007 catered for more than 949 students, of whom around 650 (68.5%) completed their courses.

What kind of results and impact are well documented?

Information on the number of students using the system, and the countries adopting it, is available. Information on the total number of students per year is also available (25,000 in 2008). However, information on the kind of courses delivered and data on student success is available only on some local websites. As programme delivery is decentralized, each country, or

Spanish autonomous community, region or municipality, managing the programme has its own website, as do some “aulas”, where students can access information, as described in the above paragraph about Gijon, Nicaragua and Peru. All the local websites or web pages in Spain or in Latin America can be accessed via the main site of the Aula Mentor project (<https://cve.mec.es/mentor/inicio.html>) under the section “aulas”.

Impact evaluation:

Currently there are no data available for measuring the impact (effects and efficiency) of the Good Practice. Nevertheless Aula Mentor has been commended by several institutions and e-learning experts, as shown in the following references where Aula Mentor has been:

- included as one of the Spanish good practice examples for e-learning on the website of the einclusion@eu project developed in the VI FP (www.einclusion-eu.org)
- included in the Eurydice European webportal (<http://eacea.ec.europa.eu/portal/page/portal/Eurydice>)
- mentioned as one of the good practice examples in the *World Summit Information Society Golden Book* (February 2006) for e-learning goals
- mentioned as one of the good practice examples in the *www.ictinedtoolkit.org* handbook about ICT for Education (www.ictinedtoolkit.org/user/login.php)

Evaluation of results:

Information on results achieved on a regional/local level may be found above.

Additional national/ local sources for adult basic education documentation available on line:

All sources can be found in the *Ministerio de Educación* website www.educacion.es/portada.html

Contact details of the Institution with Primary Role:

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SPAIN

COMPETENCIAS BÁSICAS EN TIC (COMPETIC)

(BASIC ICT TRAINING)

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JUSTIFICATION FOR INCLUSION:

ICT learning activities, within the framework of lifelong learning, enable adults to develop their abilities, to enrich their knowledge and to improve their professional skills and know-how and to reduce the digital divide. The Good Practice aims to enhance ICT skills for both students and teachers.

An aspect explored was their sustainability plus the possibilities of mainstreaming the activity or extending the practice from local/regional to national level, or from one country to another.

The ICT Training pilot lasted from the academic year 2006/07 till 2008/09. After a thorough analysis it has become a permanent programme in adult education and is updated periodically. From 2009/10 all those who undertake COMPETIC training (basic skills in information, technology and communication) will get recognition for the equivalent levels through the new ACTIC accreditation (accreditation of competence in information, technology and communication) of the Generalitat of Catalonia.

The experience can easily be transferred widely provided that it is aimed at people with little knowledge of ICT training. The global nature of ICT knowledge and tools makes this possible.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

ICT learning activities, within the framework of lifelong learning, enabling adults

- to develop their abilities,
- to enrich their knowledge and
- to improve their professional skills and competences to reduce the digital divide.

This is achieved by providing tools and resources to undertake basic training

<p>in two aspects of Information Communication Technologies (ICT):</p> <ul style="list-style-type: none"> - as tools that facilitate the accomplishment of a variety of tasks - as tools to promote learning and facilitate the empowerment of learners and their self-assessment.
<p>Beneficiaries: People over 18 years. Typology: People over 18 years with no qualifications or minimum education qualifications and those who wish to improve their basic skills or to access a higher level of training. Information about and approximate size of the target group reached: The project started in the academic year 2006-2007 and has affected more than 20,500 people:</p> <ul style="list-style-type: none"> - 2006-2007 up to 5,550 - 2007-2008 up to 6,500 - 2008-2009 more than 8,000 people.
<p>Institutions involved Primary role: Generalitat de Catalunya, Departament d'Educació Direcció General de Formació Professional, Artístics i Especialitzats Unitat d'Educació Permanent Other partners: Centers Network of Catalonia Adult Education</p>
<p>Period of action: Basic Skills in Information and Communication Adult Education From September 2006-2007 and still going on. The Good Practice began in the academic year 2006-2007 and is continuing at present with a view to making necessary adjustments.</p>
<p>Abstract</p> <p>Description of the Action: Five aspects of basic skills in ICT were selected with reference to:</p> <ol style="list-style-type: none"> 1. Computer Systems (hardware, networks, software) 2. Operating System 3. Using the Internet 4. Using Basic Programs 5. Attitudes necessary to ICT. <p>The first two items are for developing the general understanding that is necessary for working with ICT. The third aspect focuses on using the internet, as this is the communication</p>

and information tool that is being used much more every day in our society. The fourth concept develops some skills in using software, enabling users to become familiar with computer programs without being scared of them: word processing, editing, creating charts.

Finally, the last dimension takes into consideration the ethical side that must not be left out of any educational activity.

From 2005 to 2006 an ICT teacher training programme tools were produced. These were distributed to all schools and classrooms to train adults and create the best conditions to achieve good results.

Basic information about results and impact:

An ICT teacher training programme has started via the network of 122 adult education centres and classrooms in Catalonia, which has reached 20,500 people and contributed to the achievement of 54.5 % of the objectives.

2,400 teachers will be trained to teach these courses.

Documentation/Sources related to the good practice

Web site(s):

<http://evifa.xtec.cat/moodle/>

(Virtual training for adult trainers).

<http://xtec.cat/fadulcs/competic/index.htm>

(Basic Skills in Information and Communication for training adults, COMPETIC)

Reports:

Law.

Resolution of 14 May 2007, establishing the objectives and contents of initial and basic education and the skills for the information society, establishing centres and classroom networks for adult education, owned by the Generalitat de Catalunya, *Full de disposicions i actes administratius d'Educació*, Num. 1141, Year XXV, May 2007 / p. 4234.

Dossier:

Generalitat de Catalunya-Departament d'Educació-Direcció General de Formació Professional i Educació Permanent-Subdirecció General de Formació de Persones Adultes Competències (2006), *Competències Bàsiques en Tecnologies de la Informació i la Comunicació Formació de Persones Adultes:*

- Preliminary Module
- Home Computer Course
- Basic Computer Course
- Introduction to office automation

Book:

Generalitat de Catalunya-Departament d'Educació-Direcció General de

Formació Professional i Educació Permanent-Subdirecció General de Formació de Persones Adultes Competències (2006), *Towards the digital training of adults*.

Is there documentation available to support the results achieved and the impact produced by the good practice?

What kind of results and impact are well documented?

Number of people who have benefited from training and the results.

Number of teachers who have undertaken ICT training and the results.

Number of adult education centres that have incorporated ICT tools in teaching to take advantage of e-learning and mitigate problems by encouraging learners to work collaboratively.

Evaluation of results:

Adult education activities are integrated into the general annual budget of the Education Department of “Generalitat de Catalunya”.

Around 57% of those who participated have completed training and achieved the desired result in terms of gaining the specified skills and understanding.

During the academic year 2007-2008, around 7,000 people were enrolled on ICT courses with a drop-out rate of 23%.

The skills achievement rate is 57.8%. A number of centres and classrooms for adult education courses have been designed using a moodle platform and ICT tools to help students in their learning process.

The Generalitat de Catalunya has implemented this project to improve the following concepts:

- Improvement of quality to reduce drop-out rates
- Enhancement of levels of achievement
- Improvements in flexibility and adaptability in the learning process.

Some examples are given below.

Bank of moodle courses in adult education centres:

<http://agora.xtec.cat/cr-fpa/moodle/>

CFA Mestre Esteve

CFA Els Tarongers

CFA Edelia Hernández

CFA Montcada

Other areas of collaborative work in adult education centres include:

En xarxa!

<http://blocs.xtec.cat/pladebesos/>

<http://cfafreire.blogspot.com/>

Additional national/ local sources for adult basic education documentation available on line:

<http://xtec.cat/fadulcs/>

Contact details of the Institution with Primary Role:

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SPAIN

ICT IN TEACHING AND LEARNING

Author: Servicio de Educación Permanente-DG
Formación profesional y Educación Permanente de la
Consejería de Educación de la Junta de Andalucía

JUSTIFICATION FOR INCLUSION:

This Good Practice provides internet access in all adult schools in Andalucía and promotes the availability of computer facilities in schools depending on the size of the school. It supports the promotion of basic ICT in adult schools that are found in every council in the Andalucía Region. Its relevance arises from the use of web sources and tools for learning with a view to teaching formal and non-formal adult courses.

KEY FEATURES

Problems that the good practice has been able to overcome and solve:

Access to the internet in all adult schools in Andalucía, together with providing between 10 and 30 PCs per school, depending on the size of the school (total of 10,500 PCs in 2007, in addition to 7,000 already available). Promotion of basic ICT in the adult schools found in every council in the Region.

<p>Access to information on a lifelong learning website and learning resources specifically designed to teach formal and non-formal courses for adults (www.juntadeandalucia.es/averroes/~epermanente/nuevo_portal) Teacher training in the use of ICT.</p>
<p>Beneficiaries: 2,500 adult teachers. Around 160,000 adult learners. The Andalusian population in general to promote independent learning.</p> <p>Typology: Adult digital literacy learners. Adult learners on formal courses or working towards formal exams leading to a specialist qualification. Adult learners on non-formal courses.</p> <p>Approximate size of the target group reached: Potentially, the ones mentioned above. It is estimated that around 30-40% of learners use the provision daily.</p>
<p>Institutions involved Primary role: The Regional Education Board through the Vocational Training and Lifelong Learning (LLL) General Direction (specifically the LLL Service).</p> <p>Other partners: Provincial Offices of the Regional Education Board Adult schools.</p>
<p>Period of action: It began in January 2007 and continues with the uploading of new materials and the promotion of ICT in teaching and learning.</p>
<p>Abstract</p> <p>Description of the Action: In 2007:</p> <ul style="list-style-type: none"> ▪ Wireless access to the Internet in 625 adult public schools ▪ Allocation of 10,500 PCs. At least 10 per school, with more in larger schools ▪ Design and development of digital teaching and learning resources (pdf files and interactive multimedia materials uploaded onto the LLL Regional Education Board website), created by working groups of teachers. <p>In 2008 and 2009 :</p> <ul style="list-style-type: none"> ▪ Continuation of teaching and learning materials production for: <ul style="list-style-type: none"> ○ Formal learning leading to an official certificate. ○ Basic foreign language skills. ○ Entrepreneurship. ○ Basic ICT skills.

- Access to vocational training.
- Regional Heritage and Environment.
- Healthy Living and Health and Safety at Work

Basic information about results and impact:

- Growth in the number of learners in the last 2 years.
- Improvement in teacher satisfaction surveys.
- A percentage increase in secondary and post secondary official qualification achievement rates.
- Increase in cooperation between basic and secondary adult schools through the establishment of school networks based on geographical criteria and population.

Documentation/Sources related to the good practice

Website(s):

www.juntadeandalucia.es/averroes/educacion_permanente/nuevo_portal
www.juntadeandalucia.es/educacion/adistancia/avep

Reports:

Sources are available in Spanish language.

Junta de Andalucía (2008), *El aprendizaje permanente en Andalucía*, available at

www.juntadeandalucia.es/averroes/educacion_permanente/nuevo_portal/index.php

(Sections *Recursos* and *Publicaciones*).

Moreira, A.M. (2009), *Introducción a la Tecnología Educativa*, Universidad de La Laguna

Is there documentation available to support the results achieved and the impact produced by the good practice?

It may be necessary to supplement the documentation with Junta de Andalucía system data which is recorded on a centralized electronic database.

What kind of results and impact are well documented?

The number of ICT learners has risen from 3,130 to 11,655.

The number of learners in other curriculum areas using ICT as a tool for learning has produced the following results:

- From 2,247 to 19,615 learners working towards the School Leaving Certificate (the learning resources are available through our website).
- Others use it to reinforce various fields of knowledge.

Impact evaluation:

Highly positive.

Evaluation of results:

Overall results are in terms of promoting the use of ICT as:

- An objective in itself
- As an active tool to access other knowledge.

Additional national/ local sources for adult basic education documentation available on line:

www.juntadeandalucia.es/educacion/adistancia/semipresencial/login/index.php

www.juntadeandalucia.es/educacion

Contact details of the Institution with Primary Role:

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TURKEY***KAMU INTERNET ERIŞİM MERKEZLERİ***

(PUBLIC INTERNET ACCESSING CENTRE)

Author: Halis Yeşil-Ministry of National Education-
General Directorate of Apprenticeship and Non-Formal
Education

JUSTIFICATION FOR INCLUSION

874 Public Internet Accessing Centres offer the opportunity for low skilled people in Turkey to become familiar with computers and the internet. These centres have provided internet courses and internet access to about 30,000 low skilled people in the 2008-2009 academic year.

KEY FEATURES

<p>Problems that the good practice has been able to overcome and solve: A high proportion of the Turkish population is low skilled in using the computer, especially people living in rural areas. Therefore this project aims to support people to become computer literate and to create opportunities to enable them to access the internet.</p>
<p>Beneficiaries: Low skilled adults (mainly over 24 years old). Typology: House wives; people living in rural areas; people lacking computer literacy and internet access. Information about and approximate size of the target group reached: Public Internet Accessing Centre (KIEM) classes, available in 874 Public Training Centres, have provided internet courses and internet access to about 30,000 low skilled people in the 2008-2009 academic year.</p>
<p>Institutions involved Primary role: Ministry of National Education-General Directorate of Apprenticeship and Non-Formal Education. Other partners: 874 Public Training Centres throughout Turkey.</p>
<p>Period of action From September 2008 and still going on (No end date has been set, a decision on this will depend on the impact of the project and it is likely that the project will be supported by the government for more than another 5 years).</p>
<p>Abstract</p> <p>Description of the Action: Public Training Centres are institutions that provide the largest number of non-formal activities and have the largest organisation network in Turkey. In The National Development Plan (2007-2013), it has been pointed out that steps will be taken to increase access to life-long learning in society. The Supreme Planning Council's <i>Information Society Strategy</i>, [published in the Official Journal, no. 26424 and dated 11/07/2006] and its attachment <i>Activity Plan (2006/2010)</i>, in Activity #2 stipulated the principle of establishing Public Internet Accessing Centres (KIEM) and Public Training Centres under the Ministry of National Education throughout the country. The Ministry of National Education has provided sufficient equipment [computer hardware and infrastructure system] for the 874 KIEM classes based in Public Training Centres. KIEM classes are open for 17 hours</p>

between 07:00-24:00. The centres are equipped to provide access to 10+1 computers for tuition (10 computers for users and 1 computer for the operator), and 20+1 for internet access purposes. Computer and internet courses and guidance services on internet access are free for participants. The duration of a course is 30 hours and at the end the participants receive an attendance certificate. This is recognised by the labour market and providers of further computer education.

Basic information about results and impact:

KIEM classes, which are available in 874 of 969 public training centres throughout the country, have provided internet courses and internet access for about 30,000 low skilled people during the academic year 2008-2009. It is expected that this number will greatly increase as a result of awareness campaigns to inform the public planned for the next few years.

This project has made a great contribution to encouraging people, especially those living in the rural areas where internet access is restricted, to use Information and Communication Technology (ICT) and to increasing the rate of ICT use.

In addition, free training in these centres has been provided to a large number of participants at any time during the day.

Documentation/Sources related to the good practice

Web site(s):

www.cygm.gov.tr

Reports:

Reports KIEM annual statistics.

Is there documentation available to support the results achieved and the impact produced by the good practice?

Data on the number of participants is being collected. This is why data is not available on the institution's web page and, unfortunately, the English version of the web page is also unavailable.

What kind of results and impact are well documented?

Number of participants and certificates awarded.

Impact evaluation:

People's interest in the centres is quite high, even though they have opened recently and are well not known.

These courses have made a significant contribution to adults' participation in life-long learning and in ICT .

They were designed for adults who had never used a computer before and live in remote places (less developed). The target group have had a chance to participate in the training and now they are able to use a computer in their daily work. The courses support their basic personal skills and

increase their employability. There is no data for rate of employment.

Evaluation of results:

874 KİEM classes have provided internet courses and internet access to about 30,000 low skilled people during the 2008-2009 academic year.

All the costs of establishing these classes, equipment and teachers' salaries are met by the Ministry of National Education.

Participants' knowledge of using the internet, how to access and to browse it easily has been increased and they are now able to carry out their daily work via the internet and computer.

The budget to date: approximately 3,464,000 TL. (€14,635,000)

Teachers' salaries are excluded from these figures, but are also paid by public funds.

Contact details of the Institution with Primary Role:

Ministry of National Education

General Directorate of Apprenticeship and Non-Formal Education

Contact: Hasan Terzi

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UNITED KINGDOM

LEARNDIRECT

Author: Angela Fomison, Ufi Cymru

JUSTIFICATION FOR INCLUSION:

Learndirect provides high quality learning to people over the age of 16 in England, Wales and Northern Ireland and improves skills to help people find a job, change careers or progress at work. Learndirect deliver learning in two ways: learndirect skills and qualifications and learndirect business. Since 2000, more than two and a half million learners have gained new skills, new confidence and new opportunities with learndirect.

KEY FEATURES:

Problems that the good practice has been able to overcome and solve:

Barriers to participation – One of the unique selling points of **learndirect** are the flexibility of the provision. Learners can log in to their learning at a time and place that suits them. **Learndirect** is appealing to a large number

of individuals who would otherwise not be able to access learning because it breaks down some of the common barriers to learning such as Childcare / transport / time.

Beneficiaries: Since the establishment of Ufi/learndirect in Wales; over 143,000 learners have enrolled on over 290,000 **learndirect** courses. The total volume of learners engaged equates to 6.3% of the 16+ population of Wales. During the current academic year (August '08 to July '09) over 16,800 learners have enrolled on over 31,700 learndirect courses.

Typology: Of the 31,700 course enrolments this academic year, over 14,900 (46.4%) have been basic skills enrolments. In 2007/08, 36.1% of all course enrolments were basic skills enrolments. In real terms, this represents an increase of 28.5%. Additionally, over 12,600 have been Vocationally Related Qualifications. Nearly three quarters (73%) of our learners are deemed as being priority learners (Pre Level 2 or Skills for Life).

74 per cent of learndirect learners are qualified below level two or are assessed as having a basic skills need.

Currently 48% of our learners are below the age of 25; with 37% being aged between 25 & 54; and 15% being aged 55+. Female learners account for 57% of all learners and male learners account for 43% of all learners

Information about and approximate size of the target group reached:

In Wales, over 143,000 learners have enrolled on over 290,000 learndirect courses. The total volume of learners engaged equates to 6.3% of the 16+ population of Wales. During the current academic year (August '08 to July '09) over 16,800 learners have enrolled on over 31,700 learndirect courses.

Institutions involved

Primary role:

Ufi Ltd (Cymru)

Other partners:

Contracted Partners include: Coleg Menai, Coleg Llandrillo, Deeside College, Yale College, Coleg Ceredigion, Pembrokeshire College, Swansea College, Neath Port Talbot College, Bridgend College, Ystrad Mynach College, WEA Merthyr Tydfil and Coleg Gwent.

Other third party institutions include: Coleg Sirgar, Coleg Morgannwg, Coleg Glan Hafren, Barry College, WEA South, Gorseinon College.

Period of action

Ongoing. Started in 1998 by Ufi Ltd (Cymru).

Abstract

Description of the Action:

The concept of a 'University for Industry' led to the creation of Ufi in 1998. The organisation then set-up learndirect, now a nationally recognised brand for learning. In ten years learndirect has become the largest e-learning network of its kind in the world, and has individualised the delivery of learning to a mass audience through a unique combination of flexibility, accessibility and support

The creation of Ufi and the two strands of the learndirect service – learndirect Skills and Qualifications and learndirect Business - means the UK is now leading the world in online learning for individuals and the country's workforce. Through learndirect, Ufi has enabled millions of people across England, Wales and Northern Ireland to access learning and acquire new skills.

Ufi was set to provide a platform of e-learning that supports Government agendas and aspirations. It is the company behind the strong and highly visible learndirect brand, identified as the UK's largest online training provider. Learndirect is helping to improve national productivity by providing widespread access to world class e-enabled learning. In partnership with our providers we are supporting the learning and skills agenda in Wales by focussing on key groups of individuals such as those with employability and basic skills needs.

Learndirect offers a platform of learning that is personalised to the learner and allows the individual to progress at a place that suits them. This and the flexible approach to learning, is what distinguishes us from other online learning providers and makes learndirect so appealing to a large number of individuals who would otherwise not be able to access learning.

Ufi Cymru works in partnership with a range of organisations such as the Welsh Assembly Government, FE Colleges, Training Providers, library service and employers to share resources and capabilities. Our local delivery model provides us with the opportunity to work with innovative providers inside local communities, opening up wider access to learning and providing new and flexible ways of learning for some of our hardest to reach clients.

Basic information about results and impact:

In Wales, over 143,000 learners have enrolled on over 290,000 learndirect courses. The total volume of learners engaged equates to 6.3% of the 16+ population of Wales. During the current academic year (August '08 to July

<p>'09) over 16,800 learners have enrolled on over 31,700 learndirect courses.</p>
<p>Documentation/Sources related to the good practice</p> <p>Web site(s): www.learndirect.co.uk www.ufi.com</p> <p>Reports: Evaluation of learndirect learning conducted by Wolverhampton University. www.ufi.com/home/section5/7_research/Final.pdf Additional Reports - www.ufi.com/home/section5/7_research.asp Publications - www.ufi.com/home/section5/8_publications.asp Working with learndirect – A guide for public libraries in Wales’ www.ufi.com/home/section6/9_wa/Learndirect%20Library%20English%20Final.pdf</p>
<p>Is there documentation available to support the results achieved and the impact produced by the good practice?</p> <p>The one listed above. An additional sources is the learndirect Cymru newsletter at www.ufi.com/home/section5/8_publications/newyddion.asp</p> <p>What kind of results and impact are well documented?</p> <p>Better documented are statistical data about number of participants, type of courses.</p>
<p>Impact evaluation:</p> <p>Learndirect has a proven track record of attracting hard to reach learners - 47% of our learners (nationally) are new to learning i.e. have not undertaken learning in the last three years. 66% of our learners (nationally) last year progressed on to a further learndirect course (either at the same level or higher level). Satisfaction shows a year on year increase in overall satisfaction from 76% in 2002 to its current level of 91% in Wales, with 97% of all those using learndirect saying that they would probably/definitely recommend learndirect to someone like themselves. In 08/09, word of mouth referrals accounted for 1,123 enrolments. A bank of case studies that demonstrates the success of learndirect in providing skills to individuals is available at www.learndirect.co.uk/wales-eng/casestudies/</p>
<p>Evaluation of results:</p> <p>Since 2000, more than two and a half million learners have gained new skills, new confidence and new opportunities with learndirect.</p>

Additional national/ local sources for adult basic education documentation available on line:

A Case Study Report: investigating the value of 'e' learning in areas of deprivation within Mid-Wales

www.ufi.com/home/section5/8_publications/MidWalesReportfinal210508.doc

Technology and learning – Sharing best practice.

www.ufi.com/home/section5/10_goodPracticeGuides/goodPracticeGuides.asp

Contact details of the Institution with Primary Role:

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