C'ALL

Creative Adult Learning Levels

Workbook

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Creative Adult Learning Levels (CALL) is a European Grundtvig project which has developed research on creative adult learning levels in the field of adult education. This workbook has established a common methodology of creative learning levels which has been identified by the 7 partners from EU countries; Austria, France, Germany, Italy, Portugal, Romania and the UK.

This workbook focuses on a complex understanding of entrepreneurship in terms of life skills such as self-esteem, motivation, risk taking, creativity, being pro-active, flexibility, communication and negotiation skills, optimism, ability to work individually and collaboratively in a team and commitment to achieving objectives.

The workbook outlines best practices which have been identified through a number of study visits and seminars which took place in the seven countries involved, over a two year period. The workbook aims to exchange best practices by avoiding the common pitfall, namely expecting an automatic transfer of a formula to a very different situation. The project has aimed to build a flexible methodological tool, to research and define creative adult learning levels whereby individual organisations can find their common denominator.

CALL is a learning partnership project between various adult education organisations across seven European countries. Detail is provided on each of the partners below:

1.1 GRETA – France

The coordinating organisation is GRETA based in St Die, France. GRETA is an adult education provider that provides delivers a variety of vocational training courses in order to assist adults in gaining employment. The courses are designed around the needs of both individuals and the local labour market, and are aimed mainly at low skilled and skilled workers.

Adults are supervised by a teacher, while they follow individual tasks, linked to their educational level and own abilities. Class subjects include: French, Maths, Information Technology, English, Germany and Accountancy. Longer terms courses are available in subjects such as Cuisine, Tourism and Welding. The programmes are mainly publicly funded by are available to local people free of charge.

GRETA's main aim is to contribute to the maintenance and improvement of the vocational skills and competences of local people in accordance with the needs of the local labour market.

There are 12 GRETA centres in the region of Lorraine and 260 at a national level. Local high schools are governed by the same administrative body as GRETA and this linkage guarantees the proximity with the formal educational system and specific needs in terms of competencies and skills. The various educational partners play a major role in the management, priority setting, development, organisation and quality assurance of adult vocational training programmes in GRETA. The administrative body continuously analyses the need for new competences in the labour market and for developing relevant new vocational training programmes.

La coordination a été assurée par le GRETA, basé à ST DIE DES VOSGES, France. Le GRETA est un centre de formation pour adultes qui dispense une grande variété de cours à vocation professionnelle et visant à permettre aux adultes un retour vers le marché du travail. Ses formations sont conçues à partir de deux axes à savoir, les besoins de l'individu et la réalité du marché du travail local et visent principalement les bas niveaux de qualification. Les stagiaires, pris en charge par un formateur, sont suivis individuellement dans leur progression. Défini en fonction du niveau de chacun et de ses capacités, les thèmes de formation incluent : français, mathématiques, informatique, comptabilité, anglais, allemand. Des formations plus longues sont aussi dispensées dans les domaines comme la cuisine, le tourisme ou la soudure. L'ensemble de ces formations est accessible sans frais pour le bénéficiaire grâce aux financements publics.

L'objectif principal du GRETA est de contribuer au maintien et au développement des compétences professionnelles de chacun en concordance avec les besoins locaux du marché du travail.

Il existe 12 GRETA en région Lorraine et 260 en France. Le GRETA est dirigé par des personnels émanant des lycées et collèges locaux ce qui lui garanti un lien étroit avec le système de formation initiale et lui permet de répondre à des besoins spécifiques. Le GRETA s'entoure de nombreux partenaires, ce qui lui permet de garantir une réponse diversifiée et de qualité. Le personnel du GRETA analyse en permanence les compétences nécessaires au marché du travail afin d'adapter ses programmes de formation d'adultes.

1.2 VOLKSHOCHSCHULE – Germany

Volkshochschule is an adult education provider delivering a wide range of courses to the local community in Luneburg, Germany. The various programme departments include: society, vocational education, ICT, evening school, languages, basic education, health, culture, creativity, older adults aged 50 years +, young people and the art school. The Volkshochschule has a permanent staff of 32 people and approximately 250 freelance teachers for an average of 17,000 students per year.

The themes of training courses range from: How to prepare and hold a speech, How to solve problems and develop ideas, Speaking freely to an audience, Negotiation skills, How to moderate in controversial situations, Getting organized, Nonverbal communication, Creative project development, Presentations, How to start a business, Application forms and applying for jobs. Courses are also provided for women returners to the labour market. In addition, many courses are designed for local enterprises such as, leadership and personnel management, developing personal and team skills, communication skills, accounting, language skills, office management, ICT, health and fitness.

Creative Adult Learning Levels (CALL) ist ein europäisches Grundtvig Projekt, in dem an Möglichkeiten kreativen Lernens in der Erwachsenenbildung geforscht wurde. Mit diesem Arbeitsheft wurde eine allgemeine Methodologie kreativen Lernens erstellt, die durch die sieben Partner aus den EU-Ländern Österreich, Frankreich, Deutschland, Italien, Portugal, Rumänien und Schottland ausgewählt wurden.

Dieses Arbeitsheft legt seinen Schwerpunkt auf ein komplexes Verständnis von Unternehmertum im Sinne von Lebens- und Sozialkompetenzen wie zum Beispiel Selbstwertgefühl, Motivation, Risikobereitschaft, Kreativität, Eigeninitiative, Flexibilität, Kommunikations- und Gesprächsführungskompetenzen, Optimismus, die Fähigkeit selbständig zu arbeiten wie auch im Team und der Einsatz Ziele zu erreichen.

Das Arbeitsheft zeigt bewährte Methoden auf die, während einer Anzahl von Studienaufenthalten und Seminaren in den sieben beteiligten Ländern innerhalb von zwei Jahren, ausgewählt wurden. Es hat das Ziel, bewährte Methoden auszutauschen und dabei allgemeine Fallstricke zu vermeiden, wie zum Beispiel die Erwartung des automatischen Transfers eines Projektes in eine völlig andere Situation. Im Projekt wurde versucht, ein flexibles methodisches Werkzeug zu erschaffen, kreative Methoden des Lernens zu erforschen und zu benennen, die andere Organisationen auf ihren individuellen Nenner bringen können.

CALL ist eine Lernpartnerschaft zwischen verschiedenen Organisationen der Erwachsenenbildung über sieben europäische Länder.

**1.3 SENIOR STUDIES INSTITUTE,
UNIVERSITY OF STRATHCLYDE – Scotland**

The Senior Studies Institute is part of the Centre for Lifelong Learning at the University of Strathclyde and was established in 1991 as a European centre for excellence for lifelong learning for people aged over 50.

The Learning in Later Life programme provides a variety of learning opportunities to approximately 3,000 students per annum. Approximately 250 classes are available to students which include; art, languages, IT, creative writing, health and fitness, and genealogy. Students are aged from late 40's to early 90's and 70% of the student population is female. 40% of students have not been involved in any learning in the past ten years.

The classes have a huge social element for many people and many students belong to the 3L's students association which has around 1,000 members. This allows them to join clubs where social activities are organised in relation to the class topics. Another learning opportunity available to older people through the Senior Studies Institute is volunteering. This enables older adults to use their learning and life skills in a range of socially valuable contexts.

The Senior Studies Institute also has considerable experience in assisting older people in finding and retaining employment and overcoming discrimination. The 50+ Employability programme works with individuals and employers to create opportunities for employment and learning to help older people realise their full potential. With over 20 years experience the institute offers a wide range of specifically tailored programmes to assist both individuals and organisations

1.4 CULTURE CIRCLE – Austria

Culture Circle is a cultural organisation with headquarters in Vienna and it's main focus is dedicated to providing research in culture, art and related fields. It provides support to an umbrella organisation, smaller cultural organisations and artists aiming to develop, produce and showcase art, as well as cultural and educational projects throughout Europe. Culture Circle draws its expertise through networking with members who have gained professional experience in a variety of specialised fields. These individuals have years of diverse experience in all functional areas of arts management as well as knowledge and perception acquired through the development of personal artistic disciplines.

The Culture Circle Ensemble, founded in Vienna, is a stage-based programme designed to develop the vocal qualities of each performer. The repertoire covers major musicals as well as other musical performances. The Culture Circle Ensemble is comprised of young and dynamic performers interested in interpreting classical and well as popular music.

In seminars, performances, workshops and study related visit programmes all with international participation, Culture Circle also serves as an organisation of learning and training. Additionally, Culture Circle organises expert meetings, exhibitions, concerts, workshops and lectures. Through shared knowledge the significance of cooperating with like-minded institutions can be addressed in this context.

1.5 ESCOLA SECUNDÁRIA c/ 3º CICLO D. MANUEL I, Beja – Portugal

Escola Secundária c/ 3 Ciclo D. Manuel I, based in Beja, Portugal, is a secondary school which also offers specific courses for adults.

Integrated within a national programme called New Opportunities, which has an area dedicated to adult learners, the New Opportunities Centres were developed to offer adults with low qualification levels new learning and certification processes, making sure that they have a new opportunity to obtain a certification according to their individual profiles and needs.

The two main ways of obtaining a qualification through this programme are the EFA Courses (Adult Education and Training Courses) and the RVCC (Competences Recognition, Validation and Certification) Process.
Adults encouraged to learn/show the competences based on their life experience on an individual basis, without a traditional teacher in a traditional classroom. This system gives them the possibility to get a basic or secondary certification or to obtain a job qualification and still allows access to further education.

Creative Adult Learning Levels (C'ALL) é um projecto inserido no programa europeu Grundtvig que desenvolveu uma pesquisa em níveis criativos no ensino de adultos. O presente documento estabeleceu uma metodologia comum desenvolvida pelos 7 parceiros dos seguintes países da União Europeia: Áustria, França, Alemanha, Itália, Portugal, Roménia e o Reino Unido.

O presente documento centra-se na abordagem do empreendedorismo relativamente a competências de vida como a auto-estima, motivação, risco, criatividade, ser pro-activo, flexibilidade, comunicação, capacidade de negociação, optimismo, trabalho individual, trabalho colaborativo em equipa e compromisso no alcance de objectivos.

Este livro destaca as boas práticas identificadas através de um conjunto de visitas de estudo e seminários que tiveram lugar nos sete países envolvidos durante um período de dois anos. O documento procura partilhar boas práticas evitando lugares comuns nomeadamente a aplicação automática de determinadas estratégias em situações muito diferentes. O projecto orientou-se na construção de um instrumento metodológico flexível na investigação e definição de diferentes níveis no ensino de adultos e pelo meio do qual diferentes organizações poderão encontrar um denominador comum.

C'ALL é uma parceria entre organizações de ensino de adultos espalhadas por sete países europeus.

Para mais informações ver aqui:

1.6 ARCES COLLEGIO UNIVERSITARIO – Italy

The University College ARCES is based in Palermo, Italy. ARCES runs a vocational training centre promoting a variety of different initiatives for young people; it organises re-qualification and follow-up training courses for teachers, managers and workers: it carries out research, organises conferences and workshops at both national and international level. One of the main roles of the vocational training centre is to find new solutions to the unemployment crisis in Sicily, in particular through training in new technologies but also in other sectors such as tourism and handicraft (generational exchange). It aims to promote the development of both core skills and transferable skills which are frequently requested in the labour market. Since 2002, ARCES is also a Cisco Local Academy, credited by Cisco Systems to supply courses various IT courses with Cisco certifications.

The main aims of ARCES are as follows:
- to help students choose their formative paths after compulsory education, and University
- to increase access for young people to school/University
- to provide study skills
- to provide information on the labour market
- to prevent school drop out
- to inform parents on guidance issues and educational choice
- to train teachers/trainers on guidance issues
- to implement and update information on professions

Creative Adult Learning Levels (CALL – Livelli Creativi per l'Apprendimento degli Adulti) è un progetto Europeo, finanziato dal Programma Grundtvig (Lifelong Learning Programme), che ha sviluppato una ricerca volta a promuovere approcci creativi nell'ambito dell'educazione degli adulti. Il manuale finale espone una metodologia condivisa di approcci creativi che sono stati individuati dai sette partner dell'Unione europea, provenienti dall'Austria, Francia, Germania, Italia, Portogallo, Romania e Gran Bretagna.

Il manuale si focalizza su un inquadramento complesso della nozione di "imprenditorialità" collegabile al concetto di life skill ovvero alla promozione di autostima, motivazione, approccio al rischio, creatività, attitudine proattiva, flessibilità, capacità di comunicazione e negoziazione, ottimismo, abilità nel lavoro individuale e di gruppo, raggiungimento degli obiettivi prestabiliti, etc. Sulla base di questi elementi, il manuale identifica buone prassi che sono state identificate durante le visite di studio ed i seminari svolti nei sette paesi coinvolti, durante gli ultimi due anni. Con lo scopo di diffondere buone prassi, il manuale si propone di evitare il pericolo, spesso riscontrato, di una decalcomania automatica di formule di successo in contesti diversi. Il progetto ha così costruito una metodologia flessibile con lo scopo di identificare formule di successo condivisibili da tutte le organizzazioni. In questo modo, il partenariato CALL può essere inquadrato come una piattaforma di dialogo aperto fra strutture specializzate nell'ambito della formazione in genere e degli adulti nella fattispecie.

1.7 THE SINGLE MOTHERS ASSOCIATION – Romania

The Singles Mothers Association is based in the Jui Valley in Romania. This area was heavily industrialised and the main activity was coal mining, however most of the mines were closed down in the years following the collapse of communist regime. The entire area is characterised by high unemployment and has one of the highest unemployment rates in Europe. In addition, the area is also characterised by the underdevelopment of specific social services for families in need, especially monoparental families. The Single Mothers Association aims to train single mothers in various skills in order to build their capacity and re-integration for both mothers and their children in both society and the labour market.

The objectives of the Single Mothers Association are:
- to provide special counseling through its members or through external specialists for mono-parental families
- to organise meetings with professionals in the field of guiding and training the mothers with psychological or professional difficulties
- to organise in collaboration with institutions and other organizations, short courses for mothers who need professional guidance
- to organise debates on subjects proposed by the mothers regarding the situation and the future of their children
- to provide information and opinions from the members to the involved organisations in order to improve the legislation of the mono-parental families.

The seven organisations which make up the CALL partnership vary tremendously, however they do have a range of similarities especially in relation to their learners. Many of the learners face common challenges which are outlined below:
- difficulty in adapting to a changing economic environment
- underdevelopment of life skills essential for a flexible labour market
- difficulties in adapting to a learning environment especially later on in life
- ageing learners with specific needs in response to later retirement age
- social inclusion of migrants
- neven promotion of equal opportunities for adult learners.

These diverse organisations have come together to learn from each other and identify best practice in relation to working with adult learners and identify ways in which the best practice can be transferred.

SCURTA PREZENTARE,

AFCSC face parte din grupul organizatiilor de femei a caror activitate se concentreaza pe promovarea drepturilor femeilor, in general, a mamelor singure si a copiilor lor, in special.

Problematica cu care se confrunta aceasta categorie defavorizata, mame singure si copii crescuti in familii mono-parentale, este legata de adapost, loc de munca, acces la educatie si consiliere specifica, protectie prin legislatie corespunzatoare, egalitate de sanse, violenta domestica(Statistica arata un numar mare de cazuri de violenta asupra femeii si copiilor, discriminare, agresiune sexuala, lipsa de oportunitati, lipsa de educatie).

Militand pentru dezvoltarea unei culturi a parteneriatului si solidaritatii
sociale in promovarea politicilor de prevenire si combatere a acestor neajunsuri la nivel national, precum si responsabilizarea societatii romanesti fata de problematica drepturilor femeilor si a copiilor, asociatia noastra vine cu propunerea de realizare de parteneriate,
constand in intreprinderea de actiuni de constientizare si de informare asupra legislatiei privind familia monoparentala, discriminarea, violenta domestica si egalitatea de sanse, la care sa participe reprezentanti ai asociatiei noastre, dar si ai altor organizatii interesate, sau autoritati locale.

PARTICIPARI AFCSC LA DIVERSE ACTIUNI LEGATE DE STATUTUL FEMEILOR DIN ROMANIA, DAR SI DE SCHIMBUL DE BUNE PRACTICI INTRE PARTENERII DE PROIECT

1. Dezbaterea publica: Sustinerea financiara a familiei pentru cresterea copilului pana la varsta de 3 ani", la Ministerul Muncii, iulie 2005. ntervenit cu amendament la legea familiei monoparentale, conditii de acordare a alocatiei de sprijin, pentru eliminarea obligativitatii efectuarii de ore de munca in folosul societatii.
2. Colaborare cu Fundatia Sanse Egale pentru Femei"cu privire la serviciile sociale din perspectiva familiilor monoparentale – septembrie 2004(am trimis o pagina cu poza de la dezvatere).
3. AFCSC, partener cu AFR(Asociatia Femeilor din Romania) in proiectul european ,,Nonviolenta si Pace – Viziunea Femeilor din Romania, aprilie 2004
4. Partener in proiectul european ,,Eliminarea Saraciei din Mediul Rural, prin Dezvoltarea Spiritului Antreprenorial si ITC", alaturi de AFR, finantat de Socrates/ Grundtvig 2.
5. Participare seminar Women Commemorate Women: Apititual Leadesrs of Central and Eastern Europe", august 2006, Praga, in parteneriat european cu AFR
6. Partener in proiectul European ,,Dialogul social privind egalitatea de sanse intre femei si barbate, intr-o societate multiculturala", mai 2006, alaturi de AFR
7. Membru fondator al Federatie ONG-urilor din Prahova, din 2006
8. Membru fondator al EWL Romania - ,,International Association European Women's Lobby" din 2008.
9. Partener in proiectul European ,,Creative Adult Learning Level", 2008-2010.
10. Partener in proiectul European ,,Woman is Your Mother", 2010

Presedinte AFCSC,
Duran Mariana

2. OBJECTIVES

The general objective of the CALL (Creative Adult Learning Levels) partnership was the promotion of a platform for an exchange of best practices. The aim of the partnership was to increase the volume of cooperation between organisations involved in adult education throughout Europe.

There are four special objectives within the main aim of the project which are detailed below:

1. Tackling the difficulties in adapting to the learning environment again later in life. This partnership responds to the educational challenge of an ageing population in Europe that has to re-learn to learn and, thus, overcome the inherent difficulties in adapting to a learning environment again later in life.
2. The general aim of the project supports adult employability, their mobility in the labour market, their acquisition of key competences, while also promoting a socially inclusive labour market and society.
3. To promote educational and cultural values within the adult learning programme.
4. The partnership aims to create new tools for adult teaching based on methods of life skills development and existing learning levels.

3. Social Context

Although each country in the CALL partnership is diverse there are many similarities in relation to the social context within each of the countries. One of the main examples is the high unemployment faced by each country as a result of the current economic recession. In the Southern Italy, and more specifically Sicily, according to ISFOL statistics 45.5% of 15-24 year old men were unemployed and 59.3% of women were unemployed. For example, a total of 3,354,500 people were employed in Austria at the end of April 2009 Austria38,300 or 1.2% less than the previous year.

High unemployment is often due to the current economic recession however, it may be as a result of other factors particular to the country or area. An example of this is the Single Mother's Association whose target group are the single mother's from the Jiu Valley in Romania. This area was in the past heavily industrialised and the main activity was coal mining, However most of the mines were closed down in the years following the collapse of communist regime. As a result of this the entire area has one of the highest unemployment rates in Europe. St Die, in France also faces high unemployment levels as a result of the textile crises in the 1980's. The region has now become a metal producing area and an automobile's sub-contracting area however the unemployment rate is still growing. Thus, it is extremely difficult for young people and long term unemployed people to move into employment. The same happens in Beja, Portugal where the lack of qualifications move more and more young adults, iinto unemploynment and into migration.

As a result of the current economic crisis, in all the Countries, unemployed people have severe difficulties in gaining and maintaining employment. In addition to fewer jobs within the labour market, many job seekers do not have the right skills to access jobs that are available..

The major difficulties in finding a job are:

- skills gap between the training, knowledge and skills required by companies
- lack of experience
- high competition for a limited number of jobs
- current economic crisis
- confidence and motivational issues
- underdevelopment of life skills for a flexible employment market
- difficulty in adapting to change
- difficulty adapting to new technologies

Over the last decade, the demographic profile of each of the countries has changed significantly and is predicted to continue changing in the future. Ninety per cent of adults in Scotland, for example, live to the current State Pension Age of 65. Rapidly increasing numbers are living 20-30 years beyond that. This is the case in many of the other European countries within the CALL partnership. Improvements in health provision and life expectancy combined with low fertility rates mean a greater number of older adults will be available for work than younger adults over the next 10 years and beyond. Moreover, pension uncertainty combined with an increase in the cost of living may result in a greater proportion of older adults wishing to work beyond 65.

An ageing population together with skills shortages provides a huge challenge for the European economy. Older people will play an increasingly important role in the economy, but face major barriers in finding and retaining employment and overcoming discrimination. Employers face increasing competition for workers with the right skills and abilities. Older workers are increasingly attractive to employers as potential employees because of their life experience and people skills. However, companies may need support and guidance in organising their workforce to accommodate the needs of older workers in terms of work patterns, caring responsibilities and pensions. Moreover, the labour market is particularly interested in workers that possess soft skills, an element that is practically ignored within the academic curriculum. Soft skills refer to those competencies that enhance interactions, job performance and last but not least, the individual's career prospect. While the technical/sectoral skills are strongly related to a specific task or activity, soft skills are broadly applicable since they refer to attitudes such as optimism, responsibility, time-management, motivation etc. This aspect tends to penalize even more adult workers, less flexible and open to the relearning to learn process, as is the case in Beja, Portugual.

Another important issue is the lack of information and technology skills among unemployed people. This is even more profound in relation to older adults. The majority of unemployed people have very basic IT skills. They are unable to use their IT skills effectively in the world of work and as a consequence the skills gap in relation to IT skills is a huge barrier in accessing employment.

In Lüneburg the project mainly deals with unemployed young adults (up to the age of 25). Their percentage in the whole of Europe is about 18.3 %. With this target group both social and educational aspects and the lack of entrepreneurial skills have to be encompassed. The majority of young people looking for a job or an apprenticeship do not have the entrepreneurial skills which are demanded by the job market. This creates a high proportion of young people that find difficulty in accessing apprenticeships and jobs because of a lack of skills.

All these problems faced by the different countries community contribute to the development of social and economic problems within the community. People are more and more removed from the labour market and dependent on social funds

In summary, each of the European countries is faced with a huge challenge to;
- make labour market more flexible
- improve access to employment of disadvantaged groups i.e. women, older adults, disabled, people at risk of social exclusion, prisoners
- to ensure access to culture and art institutions
- improve skills, particularly of those people with low education and with difficulties of integration in the labour market
- close the skills gap, particularly in relation to ICT skills.

The partnership decided to work on 7 main themes which are outlined below. The themes presented as levels define the target group, or in some cases, the area of specialism that the organisation is involved in.

- Italy

- UK

- Romania

- Germany

- Austria

- Portugal

- France

Young Adult Learning

Senior Learning

Mono-parental Families

Entrepreneurship

Culture and Arts

New Opportunities

Innovation /Employee and In-depth Skill Assessment

Italy

General Overview

In accordance with CALL target group, the Sicilian labor market testifies that the young adults urgently need suitable measures to overcome the structural difficulties of their insertion on the job market. The University College provides training programs that aims to accompany the Sicilian young adults during their educational stages (high school level, university level or vocational training) until they move into the labour market. In brief, ARCES builds a bridge between the various levels of education and the vocational training aspects: school –university- labour market.

In order to reinforce the efficiency of its multilevel formative offer, ARCES provides young adults with activities that aim to reinforce the human person and, thus, to prepare the target groups to better adapt to the complex challenges of the society and, more specifically, of the labour market.

The various training programs developed by ARCES encourage not only the transfer of technical and professional competences and skills, but also a human, intellectual and cultural growth, the development of open models of behavior, the enhancement of the students' social and relational capacities. Hence, ARCES supplies a flexible approach that allows the various target groups to adapt to the evolving needs of the society and, thus, contribute to general wellbeing.

This training has been structured in various initiatives and activities developed by the ARCES halls of residence (Alcantara and Segesta), its Cultural Centers (Hybla, Kathane and Monte Grifone), the Vocational Training School, the Tutoring and Mobility School, the International Center of Calarossa. These activities reflect the so called "Chain of Value". In other words, this general framework includes:

- tutoring for new students (tutoring activities aiming to support the young people in the choice of their secondary, university or professional training in compliance with their personal attitudes, their motivations and professional expectations);
- training (professional update and training in accordance with the labour market requirements)
- human training and initiatives aiming to raise the awareness regarding models of behavior granting a smoother placement in the labour market and a cultural/intellectual growth
- courses and formative credits in support of the secondary and university education
- in itinere tutoring (personalised tutoring aiming to help the students in developing their curriculum, graduating or obtaining professional diplomas in an efficient laps of time and with satisfactory results)
- tutoring for the graduate students (self-evaluation, valorization and awareness regarding the competences and their visibility on the job market
- placement (providing stages or training in order to smoothen the placement in the labour market; a better use of the knowledge and competencies developed during the education/training program; a balanced relation between the job market requirements and the professional offer)

Italy

Name of Organisation	ARCES University College – Italy
Outline of Best practice	Together with Consel and Consorzio Elis, ARCES has become a promoter of the Junior Consulting Programme in Sicily, which is an international training programme designed for the best master's degree students in engineering, computer science, mathematics, or business in search of economic issues for their thesis. The Master program is designed to minimise the length of time young graduates spend outside the labour market and to train them to better manage their careers. The programme involves the students in real consulting activities performed on behalf real companies in order to apply the concept of «training on the job», to help them gain real experience of business and, thus, to support their development from students to professionals. The programme is implemented through a team of young professionals with experience in consultancy activities for large international organisations. The program includes six months of experience working on a consultancy project, assistance with writing for the students' graduate thesis, promotion of managerial and soft skill training and, last but not least, a fellowship.
Why do you consider this a case of successful best practice?	The effectiveness of the program is linked to the fact that Junior Consulting is not about simulation but about concrete experiences. The current labour market requires employees to possess not only technical knowledge but also soft skills as a tool to improve performance, leadership potential and interpersonal communication. The programme collaborates with small consulting firms interested in to the lifelong training of their staff. The program is thus based on a mix of on-site and classroom training in order to provide the students with a direct experience of project management. ARCES and its partners allow the graduates to face the job market as protagonists/winners.

Italy

Strengths

The program is organised in small working groups consisting of an officer Consel as a Project Manager, and two or three undergraduate Junior Consultants. These groups regularly meet to exchange ideas, work practices and knowledge. In order to create an even more stimulating environment, a regular exchange of knowledge is encouraged; each working group can illustrate to the other groups its results. This «cross-fertilisation" further enhance the quality of the program. In parallel, the program provides both technical knowledge and the basis for the development of students' relational skills. At the end of the program, the students use the materials studied during the course of the project to develop their thesis.

Techniques utilised

Knowledge management

«Cross-fertilisation» (knowledge sharing, workshops of effective communication); social experiences (sharing informal part of the career); seminars; project planning; groups of competence (students share knowledge on the key issues); Babel Day (one day a week Junior Consultants are required to speak in English)

Coaching

Project managers are responsible for developing the intellectual, behavioral and professional aspects of the participants in their team. This is accomplished through planned meetings in which, through an evaluation system, issues of personal development are compared, as well as how to improve internal processes.

Techniques utilised

Self-Evaluation and Guidance:
Effective communication; individual talks; shared Evaluation System; Problem Solving & Decision Making; Orientation to the value-added

Bottom-up Evaluation:
Effective communication; vision; empowerment

Potential for replicating best practice

This best practice could be replicated in adult education projects especially with unemployed adults, for example, women or disabled people who could work at home. ARCES methodology supports the learners in the development of their professional skills, encourages a sustained relation with active companies and, thus, facilitates a smoother and more durable integration into the labour market.

Italy

Name of Organisation	ARCES University College – Italy
Outline of best practice	The Sicilian social context is characterised by extremely high percentages of students that do not finish their university course on time, graduate with a low final mark, and encounter difficulties in utilising their academic degrees on the labour market. Moreover, students lack life-skills, an essential element required by companies and employers.
	In parallel, the Sicilian education system has invested on the vocational training system. The target group of this sector of education is characterised by learning difficulties or socio-economic disadvantages; these students need appropriate measures in order to overcome the difficulties of learning and to increase their opportunities in the job market.
	In line with its statutory mission, Arces supports students through a system of personal and professional development that includes different activities ranging from tutoring to counseling, from budget skills to the accompanying measures. Arces aim is thus to help students evolve as persons rather than ordinary human resources. Its vocational training system has been tested for over twenty years and includes :

a - Actions of tutoring	ARCES has consolidated the use of a class tutor, which acts not only as a contact point for dispatching information but also as a trained personnel in providing individual support. This professional figure is specialised in teaching activities planning and monitoring, close monitoring of individual student's management of the learning process, on-going assessment of individual student's training performance and assessment of individual training needs. Tutor tools include individual interviews, classroom reports, self-evaluation and evaluation questionnaires.
b - Company support during the training.	Arces offers both theoretical lessons and practical laboratory. This is an excellent opportunity for students to up-date their concrete competences.
c - Developing customised in-company training courses	Companies and classroom tutors customise training for each individual student.

Italy

Best Practice 2
Tutoring: tool for developing
personal and professional excellence

d - Balance of competences (during all the course):

ARCES supports its various target groups through tutoring and counselling actions allowing them to increase their results and to limit the drop-out rates. In addition to the residential facilities, ARCES provides integrative educational opportunities and back-up for university studies, aiming to support academic excellence. In each hall of residence, specialised tutors and counsellors are appointed to work with students. In general, these supporting services are conceived as individual programmes in accordance with the needs of each student. In particular, the mentoring system allows students to build freely their personal and professional project. The tutor supports (almost like a coach) the student in the planning and management of their studies, in providing on-going assessment of individual student's academic performance, an assessment of individual academic needs, in developing the sense of responsibility, in encouraging open-mindedness, in the training as future professionals, in guaranteeing attention to the humanistic dimension and in supporting the job insertion through appropriate placement actions.

e- Instruments

to assist the tutor in achieving their goal: informal personal interviews based on a scale of evaluation, forms for the planning of university study, activities of the faculty clubs implemented within the residential structures, training activities promoted by the residential structures, the guidance service In brief, ARCES system provides the young adults with a system of placement that allows them an effective integration into the labor market and also provides support in research and conduct of training in Italy and abroad.

Best Practice 2
Tutoring: tool for developing
personal and professional excellence

Why do you consider this a case of successful best practice?	Arces methodology allows students participating in vocational training to improve knowledge or skills far more rapidly than in a classroom and thus directly contributes to the fight against drop-out.
Strengths	The combined action of several interventions such as those described before can efficiently support the young adult and the overall enhancement of the human person abilities and competencies for an active professional and social life. In fact this system encourages not only the acquisition of technical and professional skills, but also the human, intellectual and cultural development, the development of role models and the enrichment of the socio-relational skills and sensitivity to grasp the needs of real society and assume it for the common good. Briefly we can so summarise them: Improving of one's own excellence, customising of actions, facilitation of placement in the labour market.
Potential for replicating best practice	The combined action of several interventions such as described, can be replicated at the level of vocational training to young people in developmental age, in presence both in case of disadvantaged young people and of non-disadvantaged to prevent the occurrence of any difficulties

General Overview

Lifelong learning is the concept that it's never too soon or too late for learning. It means learning from birth right through until death and includes early childhood learning and schooling through to adult learning. The Senior Studies Institute focuses on adult learning and in particular, learning over the age of 50 years.

Although lifelong learners have existed in every age – in second century Rome Cato is documented as learning Greek at eighty – the last thirty years has witnessed a growth in lifelong learning for everyone. Tom Schuller and David Watson (2009) in 'Learning through Life' highlight that over the past thirty years there has been a growth in the demand for adult learning in Scotland. The growth in the demand for adult learning can be attributed to three main factors. Demographic change which has resulted in a larger number of older people in the population and has significantly increased the demand for senior learning. Another factor is social change such as, increased leisure time, early retirement and the changing roles of women in society. As a result of social change education has become either necessary or more desirable for many older people. Thirdly, technological change has led to a growth in the demand for learning among older adults. Technological change means society needs to acquire the skills to adapt to new knowledge and technologies.

Lifelong Learning contains three ideas; firstly the notion of learning from life, secondly the notion of learning throughout life, and thirdly the notion of adapting to and understanding change (Macdonald, 1994). Cropley (1980) added a further dimension in his description of lifelong learning as being life wide, including all types of formal and informal learning and encompassing the concept of self-development.

It is within this theoretical framework that the work of the Senior Studies Institute has been developed and which has produced its own learning community. The Senior Studies Institute was established in 1991 to meet the increasing demand from older people for learning which matched their interests, aptitudes and needs. From small beginnings, the Institute has grown to become a centre of excellence for the provision of lifelong learning for older people, with more than 3,000 students participating each year.

It provides lifelong learning opportunities which encourage continued personal growth and intellectual development of older learners through a wide ranging programme of daytime classes, seminars and other learning opportunities. Classes are aimed at older adults who bring with them a broad range of interests and experience. Classes cover subjects and topic particularly interesting to mature people, including art, computer studies, current affairs, health, languages, literature and social studies.

The Senior Studies Institute is recognised as a centre of expertise in finding ways to assist in meeting the challenges outlined. The 50+ Employability project works with individuals and employers to create opportunities for employment and learning, to help older people realise their full potential. The Institute has considerable experience in assisting older people in finding and retaining employment and overcoming discrimination. With over 20 years experience, the Institute offers a wide range of specially tailored programmes to assist both individuals and organisations.

Name of Organisation

Senior Studies Institute, University of Strathclyde – Scotland

Outline of Best practice

Advancing Women's Employability (AWE), a European Funded project, was developed to support women who are looking for a career change to match their competence levels and skills. The project is focused on older women aged 50+ who are either returning to or recently re-entered the workplace. These individuals may be seeking to return to work or after raising their children or have taken time out to provide care for relatives and now need to return to work. Older women who have recently been made redundant or have taken a career break for other reasons may also benefit from this project.

This unique course helps older adults to overcome the barriers to employment by reconnecting them with learning to develop new skills and increase future employability. The programme adopts an engagement through learning approach which involves engaging older female participants in a personal development programme using individual exploration, coupled with peer support

Engagement through Learning

The engagement through learning approach focuses on the question 'what would you like to learn?' instead of 'what job would you like to do?' The first stage of the programme encourages individuals, through semi-structured interviews, to reflect on past learning experiences and identify barriers which may have existed thus preventing participation in learning earlier in life. This personal interaction is an important element in the programme forming a trust between the individual and project staff.

Peer supported learning

A crucial element of the majority of 50+ employability progammmes is peer supported learning. Bringing together individuals of a similar age, and who have faced similar experiences, life challenges and barriers, can provide a strong support network which, in turn, can enhance the learning process. This principle is embedded through group discussions designed to explore set topics and questions. It encourages contribution from everyone in the group and allows individuals to share their diverse range of experiences and points of view.

Why do you consider this a case of successful best practice?

The peer assisted learning approach is designed to support the needs of older learners. This sharing approach to learning can help grow confidence in individuals, particularly where there are similar shared experiences. The personal interaction is an important element in the programme forming a trust between the individuals within the group.

Older women returning to the workplace face multiple disadvantages. These include: restricted opportunity for full-time employment, lower wages, limited career advancement routes, and smaller pension provision for eventual retirement. They often re-enter the workplace by taking jobs at salaries and conditions of employment well below their prior education or employment history. They can become trapped in unfulfilling employment by their initial acceptance of a job, which is unequal to their abilities with the resultant loss of their potential contribution to the economy, their employer and themselves. This untapped reservoir of potential is the focus of the project.

There are few, if any, focused programmes to support older women re-enter the workforce, with only limited non-specialised support offered by government agencies. Mainstream public programmes have little resonance with older workers who view themselves as youth centred. This project fills the gap needed to improve support systems for older workers in general and women returners specifically

Strengths

A peer supported learning environment provides individuals with the confidence and motivation to learn. It encourages contribution from everyone in the group and allows individuals to share their diverse range of experience and points of view. This sharing approach to learning can help individuals grow in confidence, particularly where there are similar shared experiences.

Older people learn in a different way from younger people. Programmes at the Senior Studies Institute have been designed to reflect this. It is important to recognise that, more often than not, older adults learn better in a group situation with individuals of a similar age. In addition, learning should be delivered by someone who can relate to the groups feelings, fears and apprehensions, normally someone of a similar generation.

Advancing Women's Employability pulls together the lessons learned from previous programmes and adapts the systems developed to specifically address the issues faced by older women returners. Combining the expertise of the Senior Studies Institute with peer assisted learning techniques the programme encourages individuals to reflect on past life experiences to build confidence before exploring career options.

Potential for replicating best practice.

The various components of the Advancing Women's Employability project such as learning through engagement or peer supported learning are able to stand by themselves. They can also be used in isolation, in conjunction with other types of activity or all together to create a potent career changing package.

The flexibility available in using the elements of the programme makes this potentially a valuable additional tool available to general and specialised organisations supporting employment.

Name of Organisation Senior Studies Institute, University of Strathclyde – Scotland

Outline of best practice Realising Your Potential (RYP) was a city wide programme engaging with 45 individuals receiving Incapacity Benefit aged 50+, aimed at encouraging individuals, many of whom were furthest removed from the labour market, to take time to reflect on past experiences and consider new areas of interest. Over a six month period, three groups were formed and run over separate eight-week periods.

Workability Indexing

The Realising Your Potential programme piloted the use of the Finnish concept of Workability. The Workability approach was developed by the Finnish Institute for Occupational Health (FIOH) and is now a major influence on approaches to workforce management in Europe. It is conceptually defined by the Finnish Institute of Occupational Health as 'How good is the worker at present, in the near future and how able is he or she to do his or her work with respect to work demands, health and mental resources?' In Finland, it is an important contributor to the extension of working life by decreasing work related disability and premature retirement.

To measure workability, a method called the Workability Index (WAI) was developed. The Workability Index has been primarily used to measure the Workability of people who are in employment. The Realising Your Potential project adapted the Finnish model of Workability and has developed a tool for the individual assessment of older adults and tackling the barriers to employment.

The Realising Your Potential programme piloted the use of a range of indexing tools to assist 45 individuals in identifying barriers/challenges to employability and developing individually tailored support programmes to tackle identified issues. Each participant identified personal characteristics and strengths suiting them to particular learning or employability options, as well as personal issues requiring intervention or support. Through this exercise individuals develop a greater degree of clarity of the factors preventing them moving forward, and by identifying these, plans can be put in place to progress and overcome them. The next stage is for participants to link with mainstream employment resources to locate employment opportunities

Why do you consider this a case of successful best practice?

The Realising Your Potential programme piloted a range of indexing tools to assist unemployed individuals to identify the factors preventing them moving forward. This tool is a self-administered questionnaire which allows individuals time to reflect on their strengths and weaknesses in relation to moving onto employment or training. This has proven to be a useful approach in working with older unemployed adults.

Within a few months of participating, not only were 42 out of the initial 45 involved in new learning, but 7 individuals had moved onto employment. 13 participants had moved onto further learning and 22 individuals had retained IB status. Overall, roughly half of the participants were able to move onto learning or employment, a high level of attainment for this group. Given that Realising Your Potential project lasted only 6 months and support for participants was consequently short term, these results do show that this approach for engaging older adults in lifelong learning was a potentially viable and valuable route to increased quality of life, including improved employability for the most isolated individuals.

In March 2009, the Realising Your Potential programme was recognised as a model of best practice.

RYP won the recently launched Universities Association for Lifelong Learning (UALL) award aimed at recognising projects that promote lifelong learning in the university sector. In January 2010, the Realising Your Potential programme was given an award at the fourth Silver Economy Conference in France for best practice in 'strategies for ageing in the area of employment and voluntary work.

Strengths

The Workability Index provides a unique perspective that highlights both work related and personal risk factors impacting on work ability. This process provides both management and workers and their representatives, with information they need to more accurately develop and target effective measures to improve work ability at the individual and organisational level. Or in the case of this project it enabled unemployed people to identify factors affecting work ability which may be preventing them accessing employment and to put in place measures to increase work ability.

Strengths

Assisting older adults to engage in learning, which they feel is meaningful and productive, coupled with professional indexing of workability, significantly increases motivation, confidence, self belief and the effectiveness of employability interventions. This leads participants to find employment opportunities related to their interests, which improves both work retention and future willingness to engage in learning. The project demonstrated that everyone has potential. It showed that even those furthest from the labour market can be positively influenced through lifelong learning, if engaged in a way that motivates and stimulates them. The personalisation of the project followed by a peer supported learning environment provides individuals with the confidence and motivation to learn.

Potential for replicating

The workability indexing element is a flexible element of the RYP programme offered through the Senior Studies Institute. This element is adaptable to different settings and could be both transferable and or/scaled up. It is of particular benefit when working with groups of older adults and a potentially valuable additional tool available to general and specialised organisations supporting employment.

Currently, a refined version of the RYP model, taking the lessons learned from working with such a diverse group of individuals is being developed and piloted with older adults in employment, particularly those in low skilled low paid positions. It is anticipated that the success achieved through the initial project can be mirrored with a different client group ultimately resulting in even more older adults reaping the benefits of lifelong learning

General Overview

Very important changes happened at the level of the traditional relationships of the family In the past, the traditional Romanian family in which the income was mainly obtained by the father was increased by the second resource obtained by the mother. Generally children were grown up and educated either by the grandparents which represent an important "institution", or in the kindergarten organised by the state; no private kindergarten could be organised in the communist system. After 1990, there were possibilities for a higher level income as people were able to have 2 or 3 jobs or students were allowed to work during their studies.

Migration for better paid jobs abroad has resulted in many cases in the disintegration of families. Statistics show that the number of mono-parental families has increased considerably.

The Romanian Law defines the mono-parental family by one person and dependent children living together. The mono-parental families may therefore result from different situations, such as: not married single mothers, divorce, death of one of the parents, adoption of a child by a single person. Although, lately the state has taken important measures to support the mono-parental families, the primary responsibility in raising and educating children lies with their parents. For a harmonious development, many studies show that it is preferable for a child to grow into a mono-parental family than in a traditional family dominated by conflict.

The Single Mothers Association aims to train local single mothers on their rights and responsibilities. It aims to train the mothers in various skills in order to build their capacity and re-integration for both mothers and children in the society and on the labour market.

Romania

Name of Organisation
The Single Mothers Association – Romania

Outline of Best practice
The adequate dissemination of the most needed information to motivate and support single mothers is crucial. The Single Mother's Association has created a communication group on YAHOO (afcsc@yahoogroups.com) whose members receive permanently updated information about:

- Labour Legislation in Romania
- Non Governmental Organisations and authorities current activities
- Training courses in very different subjects such as, "How to build healthy relationships with our children" , How to set up in business", "Communication and negotiation skills"
- Personal development strategies
- Individual support on a variety of topics such as; dismissal, unemployment, pay, maternity leave
- Articles, seminars, workshops, accelerated learning, bibliography, etc
- Volunteers Educational Programs, Lifelong Learning Programmes and information on job opportunities throughout Romania
- Cultural events
- Health and medicine

Why do you consider this a case of successful best practice?
Feedback received from service users has confirmed the success of this practice. The group's members have shared the high motivational effects of the strategy to keep them very good informed about all the mentioned topics. (Information=Power)

Strengths
The best practice example has the following advantages & strengths:

- Permanent contact between different socio-professional categories from the local communities
- Well informed people = competitive, adaptable& flexible, stress resistant, well balanced, trained & specialised professionals
- Excellent opportunity for personal (individual) development
- Very good support for families
- Authentic stimulation of community members activities and their social involvement
- Assists in moving people into employment
- Develops volunteering work
- Transfer of innovation and good practice
- Facilitates partnerships

Romania

Best Practice 1
Dissemination of information
to support single mothers

Potential for replicating best practice

It is possible to replicate this best practice in other projects or topics:

• Providing specialised support for different groups in the community
• Organising the follow ups for training offered
• Periodical analysis of the learning needs and development of the target group
• Creating new networks and supporting partnerships

Romania

Name of Organisation	Single Mothers Association – Romania
Outline of Best practice	Facilitating access of specialised training in different socio-professional categories from the local communities is another role provided by the Single Mother's Association.

- Communication and negotiation in business;
- Performance and career management;
- Labour legislation;
- How to set up in business;
- Problems solving and overcoming the obstacles;
- Time and stress management;
- Mentorship & Leadership;
- Empowerment in relationships;
- Ethics and power;
- How to build healthy relationships with our children

Why do you consider this a case of successful best practice? Due to the increase in the number of people in adult education and improvement in the quality of their experience, whether at home or abroad

Strengths This best practice example has the following advantages and strengths:

- Improving the conditions for mobility so that more people can benefit from adult education abroad
- Improving the quality and amount of co-operation between adult education organisations
- Developing innovative adult education and management practices, and encourage widespread application
- Ensuring that people on the margins of society have access to adult education, especially older people and those who left education without basic qualifications
- Support innovative ICT-based educational content, services and practices

Potential for replicating best practice It is possible to replicate this best practice in other projects or topics:

- Organising the follow ups for the training offered
- Periodical analysis of the learning needs and development of the target group

Germany

General Overview

Entrepreneurial Skills are all those skills that do not directly refer to a concrete working field but can be applied overall in various situations. Technical and occupational changes came along with a change of the importance of entrepreneurial skills. Technical innovations have not only increased the demands on the practical knowledge of employees but also the demands in the field of entrepreneurial skills. Today, due to the proceeding globalisation and an increasingly multicultural (knowledge-based) society, the importance of entrepreneurial skills goes far beyond the job market. It also involves the possibilities of social and political participation as well as the possibilities of personal development and social integration. For instance a good ability to communicate does not only influence the language skills and the computer skills but also the attitude towards other cultures and communication partners.

Entrepreneurial skilsl can be classified in 3 fields of competences: personal competences, social competences and methodical competences.

The field of personal competences includes all those competences, that are needed to manage the own live reasonable and refer to the personality of a person. Competences as motivation, flexibility, eagerness to learn and creativity are assigned to this field.

Social competences are those competences that people need in social relationships and that determine the interaction with people. The ability to communicate, conflict management, empathy and the ability to work in a team are to be found here.

Methodical competences are at last those competences that enable people to cope with tasks and problems. This is yet not a matter of expert knowledge but competences that can be applied generally such as abstract thinking and decision-making ability.

People need to have competences from all three fields to be able to participate actively in the society.

The increased importance of entrepreneurial skills for the job market is also mirrored by the practice. Especially juveniles and young adults that have grown up in underprivileged environments are often lacking entrepreneurial skills. One effect of this is that only about 15% of the juveniles graduating from a Hauptschule in Germany get an apprenticeship. At the same time about 25% of them drop out of their apprenticeships early. Besides poor school grades the employers especially name lacking entrepreneurial skills and a missing maturity for work as the reason for this. Many places for apprenticeships are not being filled, because the applicants do not have the maturity to work or the requested entrepreneurial skills. This leads to a high rate of unemployment among young adults since several years.

In Germany hereupon a detailed catalogue with criteria for the maturity to work has been developed with the involvement of all relevant social groups, of employers, employee representations, and state organisations. Thereby the entrepreneurial skills that are a pre-condition for the maturity to work, ability to work and employability have been identified and described as an assistance for apprenticeships. By now this criteria belong to the standard in all apprenticeships. Especially in the educational work with so called underprivileged target groups the entrepreneurial skills are taken into account because this target groups have exceedingly high deficits.

General Overview

In addition to the national level, the development of entrepreneurial skills has also been focused on the European level. The European Parliament and the Council have emphasized the importance of entrepreneurial skills for the ability to cope with complex requirements and the adaption to a constantly changing environment that is effected by high interconnectedness in a recommendation in the year 2006. An equal access to the development of entrepreneurial skills increases the motivation and the job satisfaction of the employees and thereby is a benefit for the whole job market. A European Framework of Reference for Entrepreneurial Skills for lifelong learning has been developed. It assigns detailed definitions of the competence requirements for the individual skills.

An emphasis on the importance of entrepreneurial skills can also be found in the Programme for International Student Assessment (PISA) of the OECD states which exists since 1997.It does not only assess knowledge and cognitive skills but also competences such as reading comprehension ability to learn and so on.

For the integration of young adults and long-term unemployed into the job market it is therefore not sufficient anymore to impart practical knowledge. Projects have to give the possibility to identify individual lacks in the field of entrepreneurial skills and to clear them by specific training. Hereby juveniles and young adults can be given the possibility to exhaust their potential and get an equal access to the job market and to social life.

Germany

Name of Organisation

Volkshochschule Region Lüneburg – Germany

Outline of Best practice

Background
At this time only 15 % of the young people graduating from the Hauptschule in Lüneburg have an apprenticeship position by the time they leave school. At the same time about 25 % of the young adults drop out of their apprenticeships.
The causes for this are manifold:

• lack of confidence and/or lack of career advice and support
• deficits in the field of those entrepreneurial skills that are demanded on the job market
• poor results in the school leaving certificate
• lacking ability to assess their own competencies appropriately during the search for a suitable profession
• no maturity for vocational training.

As a consequence of this there is a high rate of youth unemployment for many years.

Target group

The target group of the Youth Coach is juveniles and young adults up to the age of 25 that have graduated from school and are on welfare. As a rule they are graduates from the Hauptschule. Noticeably rare the participants have graduated from secondary modern school or grammar school or have even left school without graduation.

The participants of the Youth Coach are being referred by the responsible placement officer at the unemployment office. When a young adult under the age of 25 signs up for a new registration at the unemployment office he or she is automatically assigned to participate at the Youth Coach. Participation is regular for the period of three months

Aims

Aims of the work of the Youth Coach in the field of entrepreneurial skills are:

• detection and appropriate evaluation of their own competencies, strengths and weaknesses
• development of a systematic career orientation
• working on initiative and capacity to integrate into apprenticeship and job

Germany

Outline of Best practice

Methods

The central element of the work is the detection of their own competencies in conjunction with the acquisition of essential entrepreneurial skills. To achieve this aim each participant passes through a combination of four individual elements:

1. seminars carried out by experts
2. working in small groups
3. individual activities
4. Case-Management

Seminars

The choice of seminars covers the following issues:

- general job application training
- getting to know their own strengths and weaknesses
- communication and conflict resolution
- telephone training
- coping with stress
- computer skills

Through the seminar content participants have the possibility to develop an appropriate self-perception and to enhance important competences at the same time. Learning takes place within a group of people that are in a comparable life situation and they are given information that has been prepared especially for this target group. The seminars are designed highly activity-based so that each participant gets the possibility to apply the learned aspects to their own situation

Working in small groups

During the work in small groups the participants shall improve and implement the skills they have developed in the seminars. For instance a task for the work in small groups can be a research in of an occupational field, followed by a presentation of the results. Working in small groups shall serve to sample those entrepreneurial skills that will be asked for in their professional life such as teamwork, speaking in front of groups, presentation techniques and the completion of work assignments.

Individual activities

Beyond the seminars and group activities each participant shall develop skills to enable them to work on their own initiative on the issue of career planning for several hours per week. These can range from internet research to an analysis of the family situation or the development of a plan for the future. Thereby the participants shall be empowered to do self-dependent career orientation even beyond the time of their participation.

Germany

Outline of Best practice

Case-Management

Each participant is individually coached by a case-manager. Through counseling and intensive profiling that is updated during the whole period, participants get a detailed assessment of their competences by experts in addition to their self-assessment. Thereby specialists can find out about the maturity for vocational training and make an analysis of the individual potential for school as well as personal conditions so that any problems can be addressed.

The placement officer of the unemployment office gets informed about the results of the profiling as well as social-workers in following projects. This way one can work individually and systematically towards integration into the labour market even beyond the period of participation at the Youth Coach.

Why do you consider this a case of successful best practice?

Young people get a more attention and individual help with career orientation right at the start of their unemployment. This way long term unemployment directly after school due as a result of a lack of career orientation and entrepreneurial skills shall be prevented. Deficits can be found in time and worked on. Through activities the participants get prepared to take care of their career planning themselves. At the same time the Youth Coach is a practice that includes the whole social situation of the participants in career planning and the development of entrepreneurial skills

Potential for replicating best practice

The methods of the Youth Coach do not depend on a certain region or group of participants. The content of this method or only parts of it can therefore also be implemented in other projects or with other target-groups such as, older adults or long term unemployed. However the success of this project is especially based on the mixture of the described methods and its broad approach.

Germany

Name of Organisation	Volkshochschule Region Lüneburg - Germany
Outline of best practice	**Target group**

The "Salzwerkstadt" is a vocational preparation project. The target group are young adults between the age of 18 and 25 that are on social welfare and do not have finished a vocational education yet.

Objectives

1.   Qualification and placement of the participants into an apprenticeship or job.
2.   Reconstruction of a historical ship

Conception

In the project a normal working day shall be reproduced as realistic as possible. This includes all rules of the normal working environment, such as obliging attendance times of 40 hours per week. The individual time of participation is up to 12 months. In addition there is a very high mentoring ratio. For 20 participants there 3 practical instructors and 2 social workers. The qualification of the participants takes place in four different fields

1.   Practical qualification:

The participants spend 1/3 of their time with practical work in the projects` own workshop. Together, they reconstruct a historical wooden ship true to original. The participants are instructed by skilled craftspeople that have many years of experience on the job market. They impart the basic knowledge of the individual craft and optionally deepen previous knowledge. In addition it is possible to get professional qualification modules that are accredited by the Chamber of Crafts.

2.   School education

15 hours per week there is school education that is compulsory for all participants. It is focused on the individual needs of the participants and shall prepare for the vocational school. In addition it also includes computer training and job application training.

3.   Attendance by social workers

Each participant passes through an intensive profiling that is updated regularly. This way the needs and competences of each participant can be identified, developed and analysed with a view to the job market. Furthermore crisis intervention and individual case support as well as an individual training of entrepreneurial skills are offered.

Germany

Best Practice 2
Salzwerkstadt

Outline of best practice

4.　　　Internships

The participants spend 1/3 of their time in internships on the real jobmarket. There they get the chance to implement the things they have learned without being in danger to fail and get fired. They get the possibility to check their own abilities and expectations and to prove themselves. A positively completed internship also increases the chance to get an apprenticeship.s

Strengths

1. In the project the same demands and rules are valid than in the real job market. The participants have to be on time in the morning, have to give a notice when they are ill, have to leave their workplace tidy and so on. This way entrepreneurial skills as promtitude, tidiness, and so on are being practiced during the whole day besides the practical qualification. Participants and instructors work on the same workpiece and within a small space during the whole time. Thereby entrepreneurial skills as the ability to work in a team, co-operation, planning and staying power are trained. In this regard the instructors not only impart practical knowledge but are also role models and contact persons. With the attendance of the social workers it is additionally possible to find individual strengths and lacking entrepreneurial skills and specifically train them.

2. Because of the high contingent of internships the participants can test the learned competences on the real job market.

3. Besides the aim of the placement of young people on the job market the project also has the aim to reconstruct a ship. Thereby a link of publik interest and a vocational preparation project can be developed. This leads to a much higher public attention as usual. The participants benefit from this attention and develop a higher self-esteem. This way they can learn that working can also be meaningful and get a higher job motivation

Potential for replicating best practice

Parts of the project can easily be replicated to other projects even without reconstructing a ship.

General Overview

An important priority in Austria is to promote the participation of socially disadvantaged persons in social life and to facilitate access to culture and leisure opportunities (e.g. facilitated access to museums and exhibitions as well as sports opportunities). By supporting exchanges between the national, regional and local level (e.g. through concrete networking initiatives), the development of measures promoting participation in social life is promoted.

The activities includes for example:
• Targeted projects promoting the participation of socially disadvantaged young people in sports activities (e.g. sports equipment for rent and financial support for the provision of helmets to pupils)
• Further development of art and culture projects of and for socially disadvantaged groups (e.g. the association "Hunger auf Kunst und Kultur" ["Hungry for Art and Culture"] or "InterACT – Workshop for Theatre and Socio-Cultural Projects")

Hunger auf Kunst und Kultur - ["Hungry for Art and Culture"]

People living in precarious financial circumstances have the right to enjoy art and culture too. The so-called " Kulturpass " offers the possibility to do so. Using this "card" socially disadvantaged persons can obtain free entrance at numerous cultural institutions.
"Hunger auf Kunst und Kultur" , created 2003 by the Schauspielhaus in co-operation with the "Armutskonferenz", should be understood as an initiative that focuses on the discourse about the significance and accessibility of culture for all people.

All people who would like to participate in cultural activities, but who can not afford to, can benefit from this initiative: people who receive social welfare or a minimal retirement pensions, unemployed persons, refugees ...

Every cultural institution participating in " Hunger auf Kunst und Kultur" grants free entrance to "Kulturpass" holders. Each of these institutions is funding these tickets through the donations of individuals, organisations or sponsorship efforts.

Education is an important instrument for establishing equal opportunities in society and is of especially great importance in the context of social inclusion of migrants.

Reform projects in the sphere of education focus on boosting quality at schools and equity to provide all young people with an opportunity for social advancement. -Regardless of the social and cultural background of their parents.

Strong emphasis is also placed on teaching key skills, reducing the rate of school drop-outs as well as promoting participation in pre-school education. In addition, the spotlight is also turned on quality assurance and on strengthening positive approaches of educational facilities to linguistic and cultural diversity. Far-reaching measures to promote the linguistic development of children and young people (with a migration background) are being planned.

Under the labour market policy programme for women, women are to be encouraged and to receive active support in embarking on vocational training programmes for qualified jobs with good prospects and earnings opportunities.
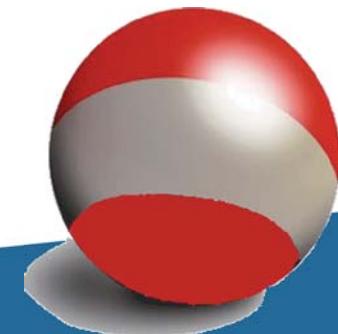
Austria

Name of Organisation	Culture Circle – Austria
Outline of Best practice	Culture Circle is a cultural organisation with particular interests in culture, science, and education. Its focus is on training for arts specialists and professional artists who intend to improve their knowledge in vocal performance. With its commitment to diversity, and lifelong learning, the organisation continues to provide opportunities for all people to see and learn about performing arts.

Founded in Vienna the Culture Circle Ensemble comprises of young and dynamic performers interested in interpreting classical as well as popular music. The ensemble performs and records classical as well as contemporary works and enjoys unveiling new interpretations taken from jazz, pop, musical theatre, and dance. This ensemble is open to new members interested in performing a wide variety of music designed for smaller ensembles, through audition. The ensemble appears in concert frequently and often travels to perform at civil, educational and professional organizations and conferences.

The Culture Circle Ensemble is a stage-based programme designed to develop the vocal qualities of each performer. The repertoire covers major musicals as well as other musical performances. Each member receives individual vocal and role coaching, stage and body movement training, professional rehearsal techniques as well as costume and makeup experience.

Research and Development
Development in the areas of research in creative practice, take an imaginative and innovative approach towards research processes and outcomes in the performing arts.
Research topics we support include:
• The processes and methods of developing new performance work in music, drama and musical theatre including collaborative and devised performance
• Performance
• Austrian Music
• Methods of specialist performance training.

Austria

Outline of Best practice

Processes and Methods

The connection to various artistic professions is a vital part of the Culture Circle Ensemble member's experience, where all are studying or have studied at the Vienna Conservatory. Distinguished performers are keen to work with the Ensemble members in workshops. They enjoy opportunities to interact with professional colleagues in diverse situations such as orchestral and operatic performance. The workshop's programme covers professional practice, technical knowledge, enhancing communication and solving creative problems. Technique classes in keyboard, scoring and arranging, working with singers and the fundamentals of conducting/rehearsal technique are part of the workshops. Independent study enables the building of a personal repertoire and exploration in working on original material with writers and performers.

Performance

Over the last year, performances have included musical theatres and concert performances. In addition, projects are prepared for internal showings. Ensemble members have individual voice tutorials with some of the finest voice tutors in Austria as we recognise the importance of staying closely linked to the industry in a rapidly ever-changing world.

Austrian Music

Specific workshops are in Austrian traditional music where performers can further develop their skills on their main instruments in the context of practical and contextual studies. Group work, singing in both the German language and Austrian-German dialect, historical and analytical studies are all integral parts of this programme. Just as important are the many varied performing opportunities, which can range from tours around Austria and all of Europe. Lecturers maintain a European status as performers, composers and scholars of Austrian traditional music.

Methods of Specialist Performance

There is a fundamental emphasis on releasing the true voice responsibly and establishing a technique for a successful, long career.

The selective admission of ensemble members enables each singer to receive a highly intensive and individually tailored educational experience.

The ensemble aims to be a pioneer in providing opportunities that shape the future of the vocal tradition, equipped with performance skills, technical facilities and business acumen required for today's profession.

Austria

Why do you consider this a case of successful best practice?

The range of programmes within the vocal performance seminars offers training at all levels up to the prestigious Opera level. There is a fundamental emphasis on releasing the true voice responsibly and establishing a technique for a successful, long career.

The workshop emphasis is on the training of imaginative performers who sing and dance creatively – we believe that live performance requires a blend of skills rooted in solid acting technique.

Strengths

The ensemble's outstanding team of experienced vocal tutors, with whom a close collaboration has been developed, have an excellent track record in helping singers to reach their potential. The singing lessons delivered on a one-to-one basis are the foundations for this success. Other key features are performance workshops and specialised coaching.

Potential for replicating best practice

An intensive yet practical programme, which has attracted many adult learners have been designed to train advanced performers for a professional career.

Name of Organisation	Culture Circle – Austria
Outline of best practice	The Europeana portal inspires ideas and understanding by sharing Europe's cultural heritage with the world online. Europeana's collection of European heritage passed the 5 million mark in early December 2009, taking the multilingual digital library, museum and archive over halfway to its target of 10 million searchable items in 2010.

Heritage is an integrated in which nature meets culture, the past meets the present, the monumental and movable heritage the intangible, the protection of cultural heritage, as an expression of living culture, contributes to the development of societies and the building of peace. By virtue of its multifarious origins and the various influences that have shaped it throughout history, cultural heritage takes different tangible and intangible forms, all of which are invaluable for cultural diversity as the wellspring of wealth and creativity.

Diversity constitutes the very essence of the different types of heritage- be they monumental, movable, intangible or world heritage. As symbolic spaces for sharing, they provide the most suitable common ground for the promotion of mutual understanding and enrichment between cultures.

The Europeana and its new valued services for end-users is a model of best practice.
www.europeana.eu: Europeana is Europe's online multimedia library. It makes it possible to search and browse the digitalised collection of Europe's libraries, archives and museums all at once. Over 1000 cultural organisations from across Europe have provided material for Europeana. Europeana is in beta-version. This means, that there might be changes to concept, content or design.
Europeana is about ideas and inspiration. It links you to 5 million digital items:
• Images - paintings, drawings, maps, photos and pictures of museum objects
• Texts - books, newspapers, letters, diaries and archival papers
• Sounds - music and spoken word from cylinders, tapes, discs and radio broadcasts
• Videos - films, newsreels and TV broadcasts
Some of these are world famous, others are hidden treasures from Europe's
• museums and galleries
• archives
• libraries
• audio-visual collections

Outline of best practice

Culture Circle also partners locally with the Austrian National Library concerning cultural heritage, music and arts and in some aspects within the framework on the research and development of the Europeana.

For instance, the Albertina Museum's art education focuses on examining art in a communicative, active manner. The contents and methods are geared to the individual requirements of the group. Visual aids, work sheets and interactive games help people to question and describe the works of art. This conversational manner of examining art stimulates their ability to associate and express themselves verbally. Never before has the art of Impressionism been elucidated with such thoroughness! This is thanks to the most modern investigation methods (material analysis, X-ray, ultraviolet and infrared photography) art detectives can be offered a new view of the painting techniques such as Gauguin, Monet, Renoir or Van Gough and are thus permitted to immerse themselves more deeply into the everyday world of Impressionist masters.

Why do you consider this a case of successful best practice?

'Digital' cultural heritage plays a central role in future strategies of the information society. One important concern in this realm is the comprehensive access to digitized assets of museums, libraries and archives. At the Albertina original works are explored in a manner suited to adult learners by explaining artistic techniques and basic painting terms such as, colour, form' light and shadow. Games, puzzles and hands-on experiments make the interactive teaching even more entertaining.

Exhibition tours with learners groups can also take part in an art workshop in the museum's Format Werk art studio. What they have seen and experienced will inspire them to produce their own artwork or to work together on a group masterpiece. An important aspect of the educational programme is to let learners give creativity free reign.

Austria

Strengths

Within Europeana is it possible to search through millions of digital items provided by Europe's museums and galleries, archives, libraries and audiovisual organisations.

The results from your search in European are grouped by type of digital item: text, images, video and sound:

•	Text includes: books, letters, archival papers, dissertations, poems, newspapers, articles, facsimiles, manuscripts and music scores.

•	Images includes: paintings, drawings, prints, photographs, pictures of museum objects, maps, graphic designs, plans and musical notation.

•	Video includes: films, news broadcasts and television programmes.

•	Sound includes: music and spoken word from cylinders, tapes, discs and radio broadcasts.

Potential for replicating best practice

Culture Institutions will also act as central data provider for digital cultural heritage to the EDL-project Europeana (European Digital Library Project of the eContent Plus Programme) and as such it will realise an important contribution to make national cultural heritage accessible on a European level.

Europeana has received the Erasmus Award for Networking Europe, an accolade that recognises media projects that help unite Europe. The award reflects Europeana's strength in supporting teaching and engaging students at all levels.

New forms of expression and images lead to the development of numerous artistic styles. During seminars, the characteristic styles of international mainstream modern art will be analysed. Learners create a 'style map' structured according to country and artist that shows the background, similarities and contrasts of each artistic form of expression.

Cultural heritage education can be effectively incorporated in curricula for all ages and levels. Implementation of heritage education at any level can be fully successful only provided that it stems on multilateral cooperation.

Portugal

General Overview

There's no doubt that continued learning can lead to increased income, self-esteem, confidence, motivation, self-belief motivation, entrepreneurial skills and flexibility, also promoting autonomy and responsibility.

Education is an important factor in increasing people's skill level. The increase in number of people attending educational institutions contributes to the increase in the supply of skilled labor, and even entrepreneurship skills specially (in this case) for some range of adult population. Moreover adults have accumulated knowledge and experience that can add to or hinder the learning experience. Furthermore most adult education is voluntary and therefore the participants are generally better motivated.

Adult new opportunities aim at significantly enhancing the relatively low qualification levels of the certain population, which generally involves adults, older generations and younger people too. Thus, the guiding objective for these opportunities could bring the general schooling up to the both lower and upper secondary education levels. Also the rapid growth in the number of adult learners presents new challenges and opportunities for adult educators and adult learning centers. These include facilitating the development of individuals as they advance in their lives.

Concerning new opportunities, they can be developed addressing the low educational levels among young adults or raise the basic qualification levels of the more properly adult population. For this requires a structuring the supply of vocational education and training courses to cover a growing number of people in qualifying paths, recognizing (lifelong acquired) competences and finally stimulating demand, mobilizing the general adult population to the challenge of lifelong learning.

Educating adults in certain disadvantages areas are a powerful tool for a country's/region's development. Through adult education programmes, educational new opportunities build life skills and provide vocational training. In doing so, it reaches economical vulnerable areas and advances social development.

Disadvantage areas can be characterised by being deep rural areas with lack of job opportunities related to low educational levels. They can also be characterized by being industrial areas with high levels of unemployment and too specialized work force. There can be also some particular groups of adult people with certain social characteristics which marginalized them or at least gives them less opportunities.

In an aging Europe older adults can also be a target group for new opportunities. Moreover being Europe home for some immigrant communities, new opportunities can be a tool for a better and deeper social and even cultural integration.

The inability of large numbers of new workers to meet ICT skills is an important issue. This forces employers to invest more on these important competence skills. The majority of workers is literate but frequently cannot use these ICT skills effectively. In fact, ICT allows adult students to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technologies.

General Overview

All these groups lead to different types of adult teaching. Consequently there's a need for differential approaches towards different adult backgrounds and social/cultural contexts. In the same way adult teachers need to access to different methodologies which prepares them for such particular targets, especially towards innovation skills which allows individuals to become innovative in what they do.

People, and in this case, adult learners need a broad range of skills in order to contribute to a modern national, regional and local economy and take their place in the demanding society of the 21st. century. The workplace all around us is changing and so are the skills that employees must have to be able to change with it. New opportunities could be the chance that most adults need to meet the demands of modern world

Portugal

Name of Organisation	Escola Secundária c/ 3º Ciclo D. Manuel I, Beja – Portugal
Outline of Best practice	The trainer challenges the trainees to come up with ideas to develop practical presentations and workshops within their own personal interests/experiences and/or field of work.
	Institutions or other technicians connected with the different areas covered by the Key Competences Referential of the EFA Courses are also invited to come to school and carry out practical demonstrations.
Why do you consider this a case of successful best practice?	The development of workshops provide a means of bringing in to class practical competences acquired by the trainees or other individuals so that the trainees themselves can enhance their competence levels. The workshops also allow the trainees to get acquainted with new areas, ideas, lifestyles, interests, and projects which may entice them to engage in new activities and beliefs. Besides, opening up these workshops to be attended by anyone within the local community, enables the school to attract new trainees.
Strengths	These workshops are designed and intended to allow the development of the adults' entrepreneurial skills and to open up the school environment to the community. The trainees are also given the opportunity to have a different approach of achieving and enhancing their competence levels. Simultaneously they are given the possibility of showing and reinforcing their own skills. These workshops also give them the opportunity of interacting with others and sharing skills and knowledge.
Potential for replicating best practice	These workshops can then be replicated later outside the class and to larger audiences that may be interested on the subjects covered. Ideally, the topics and ideas presented in the workshops should be developed into new projects and practices.

Portugal

Name of Organisation	Escola Secundária c/ 3º Ciclo D. Manuel I, Beja – Portugal
Outline of best practice	The reflective learning portfolio is part of the Recognition, Validation and Certification of Competences Process. Adult learners are asked to write their Life's biography and organise a catalogue (Portfolio) of their experiences, according to their professional and life goals. This Portfolio must contain the subjects covered by the "Key Competence Referential" to validate the competences of the adults and allow their certification. The organisation of the Portfolio is a continuous process, according to a structured set of guidelines. It joins together the reflective reports, documents, and all the evidence relevant to accomplish the set objectives.
Why do you consider this a case of successful best practice?	The adults involved in this process have given up school. Nevertheless a lot of adults have developed experiences and competences throughout their life – some of these they don't even realise the skills that they have. Putting all those reflective experiences on paper helps adults becoming aware of the competences they have acquired and of their own learning styles. It is a very effective means to enhance self-awareness, self-esteem and it is a "learning to learn" powerful tool.
Strengths	This approach provides adult learners the opportunity of having a different and structured way of achieving and demonstrating their competences. With the Portfolio adult learners feel more confident of their own knowledge and skills and, thus, it motivates them to seek further education. It improves reflective and critical thinking, autonomy and empowerment.

Potential for replicating best practice	This assessment tool can be used and adapted to every learning process. Developing a parallel meta-cognition procedure to monitor and guide any learning or validation process has proved to be a very effective way for learners/adults to become more aware of their own skills and knowledge, and thus, be more responsible for their education.

General Overview

Contrary to few decades ago, today people need to change work during their professional life. Sometimes it is due to career advancement but sometimes it is as a result of redundancy. Then they need to apply for a new job.

This is a new aspect of adult learning and we need to adapt our practices. We need to be creative as the individuals who need to develop new skills during their professional life are often older adults, and are finding it difficult to deal with the fact that they are unemployed. Therefore, it is important to understand all these issues when developing new adapted training courses.

Another point is that, in the past job seekers didn't need to have any assessment to join the labour market. This is less and less the case in the current job market. Applicants need to prove that they have the right skills for the job and they are in competition with so many other applicants. Therefore a new a new approach needs to be developed to help those people to gain employment.

The current economic crises has had a huge effect on all partners and each partner is developing a new approach to adult learning. Many of the partners are located in regions which in the past were industrial regions with a high proportion of low skilled workers. It is important to assist individuals who have been affected by economic change to get new jobs.

However, as previously mentioned this is not the only issue all partners of this project are also affected by other problems concerning the target group:
- young people trying to get their first job
- people coming from migration
- people from disadvantaged groups e.g. single mothers

These individuals face similar issues to the low skilled workers: they have skills, no valid (or no) assessments, social problems etc. Therefore, it is possible –with small modifications or adaptations – to develop the same approach, the same training courses for those people.

For the learners, they need to restore a social link, relearn the behaviors expected for remunerated work before developing their professional skills.
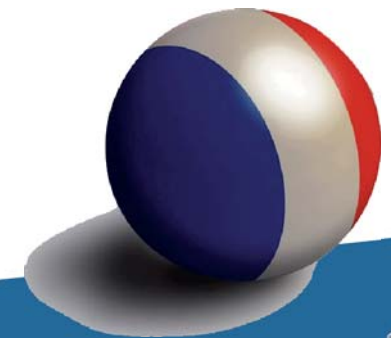
Name of Organisation

GRETA St DIE – FRANCE

Outline of Best practice

An indispensable process to help people make the right choice when they want to change their job even if they don't know what to do.

The «bilan» is analysis and evaluation of professional and personal skills, motivation and potential. The «bilan» must define a realistic professional project according to the labour market. People use the «bilan» to redefine professional objectives in order to gain a promotion.

The duration is between 16 and 24 hours per week for 2 or 3 months. The individual must be involved in the process.

Usually the program consists of :
- Initial interview (what do you expect / motivation)
- First step (synthetic view of personnel and professional background / personality)
- Investigation step (personnel and professional background analysis / personality / aptitude / valour / potential)
- Aspiration step (priority / motivation)
- Conclusion (define and validate a professional objective / build a program to reach this objective and the action plan).

Why do you consider this a case of successful best practice?

This process takes into account what the person wants to do, what he/she is able to do and the reality of the labour market.

After a few weeks with a counsellor, the person is able to make the right choice for his/her future job and knows how to reach his/her target.

In doing so, the person saves time and the institution saves money because the person will know exactly which way will be the good one for him/her.

So in a few words, it will help people define a realistic future career plan.

France

Strengths

Skills assessment is a succession of individual talks with a counsellor (a psychologist sometimes) alternatively with special actions done by the person herself (inquiries, research in a resource centre, talking with professionals).

It is also possible for the person to go and observe the reality of the job she wants to have. The counsellor can also use different tests to help the person identify their skills and/or aspirations.

Usually this process lasts for about 6/8 weeks.

There are a lot of ways in France to undertake a skill assessment for free (the cost is normally about 800/1200 €).

Staff are not required to inform their boss that they are undertaking a skill assessment

Potential for replicating best practice

This tool can be used in many occasions. Let's innovate!

Name of Organisation	GRETA St DIE – FRANCE
Outline of best practice	The APP is a special structure aimed at helping people who have a future career plan to reach their target. It can help them to take an exam, an entrance examination or just to improve their general knowledge.

The APP is a national network of 800 places which offer a local and a quick solution to people who want to develop their knowledge in a variety of areas (French, Mathematics, Foreign Languages, Sciences, Information Technology, Accounting).

In 2008 :
- 201,000 people trained
- 12,303,000 hours of training
- 467 APP's were created in France (DOM/TOM included) with 868 training site

Of the people trained:
- 74 % are women
- 72 % are aged 26 +
- 62 % are low skilled people and 11 % are illiterate
- 68 % are unemployed
- 45 % want to get a new job, 22% want to access vocational training, and 10% are keen to change their job.

One of the main objectives of the APP is to develop the autonomy of people. The teacher is there only to help people to achieve their objectives. The pedagogical approach is an individual approach. So in the same place, people can study at different levels with different individual objectives.

The APP is also a social link between people and sometimes the only time where their social skills can be improved

Why do you consider this a case of successful best practice?

APP de Riom - formatrice

Accompagnatrice relais

It's a personalised program defined with the coordinator of the APP after a discussion. The objective and the courses are defined as well as the duration (from 1 half-day to 7 half -days per week).

After meeting the coordinator, the person attends each course which has been defined. Each teacher evaluates the person individually and defines the pedagogical progression.

One teacher will be personally in charge of the learner. This will be helpful during all the training.

People need autonomy because in each course they will have a training program to follow and the teacher is there only to help people. There are no classic academic courses. In the same place somebody can prepare for an entrance examination such as a degree (license) in French and somebody else can just start learning French

France

Why do you consider this a case of successful best practice?

Courses are usually offered in general knowledge (mathematics, French, English, accountancy, biology, general culture …) but also in Information Technology and logic.

The objectives can be also very different :
- Prepare to sit an entrance examination
- Get new competences for salaries
- Acquire competences to pass an exam
- Prepare a competitive,
- Have a methodological support for distance learning,

It's proves appropriate training for small town because a lot of different objectives and courses can be developed.

Strengths

This methodology helps people to improve their self-esteem. Being in this type of group helps them to socialise with others.

However, there are also limits to this approach. It's not a good practice for people who are not autonomous or who have an educational level which is too low. It has to be stressed to individuals that the APP is just a means and is not enough to get a new job. It can help people to build their knowledge but it's not enough by itself to get a new job

Potential for replicating best practice

The individual teaching method is very convenient and is also useful in standard courses. Due to the fact that the speed of learning varies from person to person, teachers also use this method in standard courses or have learners work in small groups.

Antenne de l'APP de Millau

APP de Nancy

The CALL project has developed research on creative adult learning levels in the field of adult education. The research was carried out by the following methods;

• Partners participated in a range of study visits for staff and learners to discuss how the various challenges are approached in different learning environments and cultures
• Partners observed, analysed and learned from good practice and explored various ways to address difficulties encountered by each country
• Participation in seminars and workshops for sharing expertise among learning partners

The seven project partners from EU countries are from very diverse organisations with a range of varying target groups. The partners range from a small association dedicated to supporting single mothers in Romania to a large department within a University charged with the responsibility of providing lifelong learning opportunities to older adults. However, despite the range of types of organisations involved and target groups, it has been clear from the study visits and seminars which have taken place in the seven countries over the two year life span of the project that each organisation is able to reap practical and technical benefits from the expertise of others in the field of adult education. The feedback from the study visits and meetings was extremely positive and partners have generated new ideas and good practice which may be implemented in their prospective organisations.

The product of the Learning Partnership is the compilation of this workbook for Creative Adult Learning Levels which we will distribute to educational and cultural institutions to use in their training of adult learners. The workbook has identified best practice in a range of areas such as, entrepreneurship, senior learning, new opportunities, culture and the arts, young adult learning and mono-parental families. The workbook is an outcome of all the different experiences shared during the project process.

A range of examples have been documented in the workbook and also viewed first hand during study visits at the host country. Many of the components of these examples can effectively be transferred to other projects or topics. They can be adaptable to different settings and replicated in different countries.

The workbook is an excellent instrument which can assist adult education providers in working with a variety of target groups such as, older people, single mothers or disadvantaged people in the community. It is therefore important to the partnership that not only the 7 countries involved benefit from the project but that partner organisations in each of the countries are able to learn from and implement the good practice identified. The workbook will be disseminated to partner organisations, and more widely through virtual communities via our shared website and weblinks to enable a wider audience to take advantage of the best practice model.

In developing the CALL project a pool of experts in Creative Adult Learning Levels has been created. The creation and implementation of a network with its pool of experts focusing on creative adult learning levels will be potentially open to other organisations and stays as a sustainability measure

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References

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