



EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS

ASOCIACION EUROPEA PARA LA EDUCACION DE ADULTOS

ASSOCIATION EUROPÉENNE POUR L'ÉDUCATION DES ADULTES

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## COMMENTS ON THE MEMORANDUM OF LIFELONG LEARNING

### A. INTRODUCTION

The EAEA has undertaken a wide consultation exercise with Non-Governmental Organisations involved in Adult Learning in member states, candidate countries and the wider Europe. The consultation process is described in the Appendix. The EAEA expert also distributed a questionnaire based upon that drawn up by the Commission, but developed to contain additional questions aimed at NGOs and which invited proposals to include in an action plan. The majority of the EAEA member organisations carried out consultations with their own member organisations within their particular countries and/or networks. As a consequence over 3000 organisations from sixteen countries were involved in the consultations, including small grass roots and neighbourhood organisations and those representing regions, national bodies, interest groups including those working with older people, women and other groups, libraries, churches and broader European networks.

Following the consultative period the EAEA expert presented a summary of the responses to the EAEA Executive Board which was approved.

There was considerable consistency in the overall views of the respondents, with differences in the emphasis and detail in respect of the six key messages.

In general terms the Memorandum and its key messages and objectives were welcomed for the following reasons: -

- It provided the opportunity and rationale for a wide debate involving many different stakeholders around the key principles of lifelong learning and how these might be translated into practice.
- It concentrated attention upon the need for an inclusive policy concerning the importance and relevance of lifelong learning for everyone.
- It enabled NGOs, for the first time, to enter into a dialogue with the Commission about lifelong learning.

- It indicated that further concrete action was to result from the debate.

The consultations also brought forward consistent criticisms of the Memorandum.

In brief NGOs wished to stress that the Memorandum failed to give sufficient attention or recognition to the following issues: -

- Lifelong learning has a wider purpose than employability and serving the needs of the labour market; the individual, community, social and democratic benefits of learning are equally important.
- The significance of the role that NGOs play in the provision of lifelong learning opportunities, particularly in respect of in-formal and non-formal learning.
- That the learning divide and the needs of those excluded from opportunities and those outside the labour market should be given higher priority.

These points will be further developed in this report

The responses contained a wealth of recommendations directed at particular member or candidate states, national governments more generally and the European Institutions. This report will cover recommendations aimed at the latter two areas. In addition 19 examples of good practice were submitted which are described in the annex.

## **B. 6 KEY MESSAGES**

### **1 New basic skills for all**

**1.1** NGOs are very aware of the fact that significant sections of Europe's adult population lack the 'old' basic or foundation skills of literacy and numeracy and that this requires attention, investment and the development of new campaigns and approaches. Indeed, unless priority is given to this issue, the learning divide and the gap between the knowledge rich and the knowledge poor will continue to grow. Those without adequate literacy and numeracy skills will be unable to participate in the information society and will not have the opportunities to contribute to or benefit from increasingly complex social and economic developments.

NGOs are well placed to contribute towards enabling adults to return to learning to acquire these foundation skills, because they; -

- are closer to the potential learners;
- can develop tailor made provision for individuals and groups;
- recognise the need for support services such as child care and local provision;
- address issues of motivation and the fear of failure;
- begin by valuing and building upon the knowledge and experience that potential learners already have.

**1.2** The idea of new basic skills (to include a larger body of knowledge, skills and competences) for all, was welcomed, but the definition provided by the Memorandum, which was based upon the Employment Guidelines was regarded as too narrow for democratic societies. It was also felt that the definition lacked clarity. The new basic skills should be broader than those required for employability and should include those needed to live and work in multicultural societies and to take part in civil associations as well as those necessary for active citizenship, empowerment, confidence, problem solving, social relationships, cultural and artistic appreciation etc.

It is suggested that further debate is necessary to develop a flexible and dynamic approach to the development of a European model of new basic skills which takes account of individual, social, economic and social dimensions.

**1.3** The issues of entitlement, rights and access to the opportunities to learn and update basic skills are complex. Education and training and lifelong learning may be regarded as the shared responsibility of individuals, employers and governments, but many people are currently excluded because they do not have the resources or opportunity to take part. Those outside the labour market will not be supported by employers and many of the employed work in situations where there is little provision.

Older people appear to have the fewest opportunities, but the unemployed, people with disabilities, refugees, asylum seekers and migrants, those who left school without qualifications, people with caring responsibilities and those living in remote or disadvantaged areas also face significant barriers to develop old and new basic skills. They are also likely to have less disposable income to pay for learning activities.

In some member states, national systems are being developed to increase opportunities, but there is recognition of the significant barriers that exist throughout Europe to access to learning for large numbers of people.

Lifelong learning is a voluntary activity: NGOs do not support any attempts to coerce people into learning or penalise (through the benefit system) those who do not take part. Instead opportunities should be developed that meet adults needs and provide sufficient support and variety to encourage participation.

Again NGOs provide diverse, innovative and flexible examples of good practice in working with hard to reach groups which address issues of motivation, and access. The best of these approaches put the learner at the centre and relate the learning opportunities to the learner's interests, needs and community, using in formal and non-formal methods.

There is need for; -

- further research into the learning needs and interests of non-participants and the reasons why they are not taking part
- the dissemination of good practice of work by NGOs in the fields of old and new basic skills, using non formal and in-formal methods with hard to reach groups
- greater resources to enable such work to develop to provide opportunities for all who are currently excluded from taking part.

## **2 More Investment in Human Resources**

**2.1** Greater investment is required for both lifewide learning and for 'employability' learning. There is also a need to look at how the current investment is distributed and the use of the contributions made by the variety of stakeholders.

The majority of public finance for lifelong learning goes to the traditional providers of education and training, that is schools, colleges, training centres and universities who provide for traditional learners, although some countries have seen an expansion in the numbers of older learners returning to learning at the further and higher education levels. Individuals appreciate choice in learning, although those who cannot afford course fees are clearly disadvantaged. Therefore Individual Learning Accounts and other National Insurance systems are valuable to those who have access to them and sufficient knowledge and appropriate opportunities to benefit from.

There should be equality audits of all publicly funded education, training and lifelong learning provision to ensure that the resources are reaching the learning poor and not just the traditional learners.

**2.2** Employer's contributions have tended to favour younger workers, those in more senior positions and full time permanent staff. Their resources are usually directed to work specific training. It is felt that Employers could make a larger contribution to lifelong and lifewide learning by recognising their responsibilities as social actors and that the Trade Unions should also seek to influence levels of investment in and access to learning by extending opportunities to the 'learning poor'. This could be done by opening up work based learning centres to the wider community, in co-operation with local NGOs and encouraging the development of learning mentors to work with their peer groups. It is also recognised that time to invest in learning is in short supply for those who have family and/or work responsibilities. Paid educational leave that is flexible, well publicised and encouraged is necessary for those in the labour market. Those with caring responsibilities may also need help with child or elder care to enable them to participate.

**2.3** NGOs experience great difficulties in gaining and sustaining investment for learning. Their resources are often time limited, project based, short term and gained through competitive bidding systems. Since NGOs work with the most disadvantaged groups this is an example of the funding divide reinforcing the learning divide. NGOs are therefore proposing new approaches to funding (whether from the EU, National or regional governments) which is longer term and ring fenced for their use.

The development of partnerships of stakeholders could create more investment and more opportunities, but there is a tendency for those with the greatest financial resources or capital to dominate. Therefore the voices of the potential learners and NGOs who have the experience of working as advocates for the hard to reach groups have less influence than the traditional providers. By ring fencing sufficient resources for NGOs, funding providers could ensure that those most vulnerable to exclusion could gain access to new provision made by the partners and that innovative approaches could be mainstreamed.

**2.4** Programmes for local and regional regeneration should include resources for lifelong learning as an integral part of the budgets. Indeed investment in the development of lifelong learning for active citizenship and social change is vital, bearing in mind the dysfunctional elements of modern societies (crime, intolerance, low turn out rates in elections etc). This is a subject which the Memorandum fails to discuss, but one where further attention is necessary.

**2.5** Investment in the learning of older people should also be encouraged because older people can play a vital role in their communities when they have left the labour market. They can act as volunteers, in-formal teachers and 'community champions'.

### **3 Innovation in Teaching and Learning**

There was general support for the opinions expressed in the memorandum but a number of important points were made.

**3.1** NGOs already provide excellent examples of successful, innovative and diverse approaches, particularly in the areas of non- formal and informal education, which needs highlighting and disseminating. These include; -

- bottom-up approaches,
- individualised learning programmes,
- motivational campaigns,
- outreach work,
- needs audits
- the use of educational mentors working with their peer groups.

It is necessary to undertake an awareness raising exercise to publicise this work and identify examples and approaches, which could be transferable and mainstreamed.

**3.2** ICT will not solve all the problems; it can be an effective learning tool but one that has drawbacks as well as benefits. Learners often benefit from the face to face support of a teacher and the social interactions of a group to develop confidence. Distance learning with only a computer will not meet every ones needs. Too much emphasis on distance learning, (which may be regarded as cheaper and easier to provide), could even widen the learning divide. In addition appropriate learning programmes are not available to meet particular needs and the quality of existing material has been criticised. Access to computer based learning is still restricted. There is a need to develop learning materials and this should be done with groups of learners, adult educators and technical specialists. Many teachers also need further training in using ICT as a tool.

**3.3** However, opportunities to learn to use ICT often motivates hard to reach learners to return to learning and can be used as a first step to discovering the pleasure and confidence that learning can bring. The tutors involved in these initial courses however often need professional development and the ability to encourage newly returning learners to progress beyond a basic level.

**3.4** People from a range of different background are now taking on pedagogic roles, by assisting learners in finding and succeeding in appropriate education and training experiences. These include ICT practitioners, youth and community workers, librarians, trade union activists, health workers and volunteers as well as professional adult educators. They all need some basic and on going training at different levels to enable them to provide a quality service. There is work to be done on identifying the training needs of both professional and non-professional educators and it is suggested that a survey be undertaken to identify the needs for training of these groups. NGOs may be able to provide a service to support the in-formal 'new' types

of teachers and work experience for those seeking professional qualifications.

- 3.5** There is also work to be done on examining the indicators that could be developed for non- formal and informal learning, which allows for the diversity of provision and learners but provides some quality benchmarks. Such research should involve NGOs and learners themselves.

## **4 Valuing Learning**

- 4.1** Learning has wider benefits than meeting the needs of the labour market and supporting employability. It also contributes to the development of human, social and democratic capital. Further research is necessary to demonstrate the relationship between learning and these wider benefits, including the impact on health, quality of life, longevity, participation in civil society, crime and poverty reduction, social cohesion, artistic creativity etc. These benefits of learning need to be emphasised through awareness raising campaigns.

- 4.2** The diversity of learning and learners also needs recognition, especially in respect of in-formal and non-formal learning and learners. Although there was considerable support from NGOs for an examination of APEL type approaches there was also some concern that this might be dominated by the needs of employers and/or traditional learning providers rather than the diverse interests and experiences of the learners themselves. If APEL systems are to work they should be simple to operate and based upon full discussions with those most involved in the in-formal and non-formal sectors including NGOs.

- 4.3** New systems of accreditation (especially if they are to have European wide currency) require long periods of preparation and an even longer time to gain acceptance. The already existing European initiatives quoted in the Memorandum were unknown to most NGOs and the people they work with. These therefore require more publicity and dissemination.

- 4.4** Work might begin on considering a European format for a skills and knowledge portfolio, which would respect diversity, and existing national systems, but allow for the development of new approaches. This would require examination of what already exists and the involvement of a wide range of stakeholders, including NGOs active in the field of non-formal learning.

## **5 Rethinking guidance and counselling**

- 5.1** It was generally recognised that guidance and counselling services which are as close to the learner as possible, with well trained staff who have access to databases that can be linked to local, national and European information sources, are necessary and desirable but not widely available.

One stop local 'shops' are recommended, as is provision, which is attached to local, services e.g. health, education, voluntary groups etc.

The development of web based databases of information and telephone information lines are also valued, but these are most likely to be used by those who are already knowledgeable about the systems and able to make judgements based upon experience.

- 5.2** Suggestions were made about developing initiatives such as; -
- mobile advice and guidance services;
  - the use of local volunteers as learning advisers, mentors and advocates;
  - the need for diversity of provision;
  - the benefit of adult learners weeks to promote learning opportunities and provide information about where to seek advice;
  - the need for advice and guidance services to be independent and learner centred;
  - the role that NGOs could play.
- 5.3** The training needs of advice and guidance workers (including those who are not specialists in these fields and local activists) need further examination.
- 5.4** There is a need to identify good practice at various levels, provided by different organisations (including NGOs) which benefit different client groups. This could be the subject of a European wide survey.

## **6 Bringing Learning Closer to Home.**

- 6.1** The idea of local learning centres was welcomed but the need for diversity was emphasised. Schools may be appropriate bases in some areas where other facilities were not available, but some organisations felt that schools needed to change their approach and be more adult friendly to attract those who had negative previous experiences. Other bases suggested included libraries, enterprises, existing voluntary and community centres. Learning centres should be multi-purpose and be able to provide opportunities relating to lifewide and non-formal learning as well as skills for employment and ICT access.

Learning centres provide the opportunity to develop partnerships between education and training providers and NGOs and to be a meeting place for formal and non-formal education providers and systems.

Local learning centres can provide for learners' needs, including childcare, relevant curriculum and progression and accreditation routes.

Again there was some scepticism about claims that ICT could address all local needs for the reasons already referred to in the section on innovation. Technical equipment is not enough. The social relationships of a local

learning centre could provide more support and help develop the confidence of the learners.

The staff of local learning centres will need to be multi-skilled as teachers, guidance workers, out-reach workers, advocates in addition to being ICT literate.

NGOs were seen as very important in the development of local learning opportunities. They can act as intermediaries to encourage the development and use of learning centres and provide support to distance learners and those with special needs.

A variety of local learning centres and networks already exist and these should be identified, studied, evaluated and developed.

- 6.2** There are also other strategies to be explored to develop local learning opportunities. These include examining the contribution which learning can make to social change in disadvantaged neighbourhoods and localities and the relationship between learning, empowerment and community development.
- 6.3** In addition consideration should be given to 'communities of interest', since belonging to an interest group can provide the motivation and opportunity to learn. Such groups include those which relate to women (or men), age, self-help, hobbies, cultural, artistic, musical and sporting interests, voluntary roles etc.
- 6.4** The importance of bringing learning close to home should not exclude the recognition of the benefits of learning from a wider and deeper perspective. NGOs would also recommend the inclusion of residential learning opportunities away from home, which adds richness to the learning experience and transnational opportunities to help develop inter-cultural awareness and appreciation.

## **C Additional Issues**

The memorandum divided aspects of lifelong learning into six key messages/objectives, which enabled discussion to be held around these themes. However, in doing so it gave too little attention to other equally important aspects of policy, strategy, provision, needs and demands in a range of fields. All NGOs referred to the following issues as ones which needed further attention; - Lifelong learning and; -

- citizenship/civil society
- social exclusion
- combating racism and xenophobia
- democracy
- older people.

In addition NGOs felt too little attention was given to

- the role of NGOs as providers;
- the value and quality of non-formal and informal learning;
- learning in the workplace;
- learning to protect the environment;
- the needs of groups outside the labour market;
- family, inter-generational and cross cultural learning;
- and the social and personal benefits of learning.

Some of these additional points will be included in the action points in the next section.

## **C. CONCLUSION AND RECOMMENDATIONS FOR THE ACTION PLAN**

The starting point in developing a European wide strategy for lifelong learning should be establishing a policy that is holistic and recognises the broad purposes of learning. At present EU policy (as determined by the Employment Guidelines and advocated by the Commission's Memorandum) is dominated by labour market considerations. Lifelong learning for citizenship and social cohesion, whilst being referred to, are seen as contributing to full employment and labour market needs, rather than having a value in themselves. Therefore little attention is given to what learning for citizenship and inclusion actually means and how it can be developed and achieved. Learning for personal development is barely touched upon, but when it is, it is framed by the basic skills requirements for employability, rather than being advocated as an opportunity to develop skills and knowledge for an improved quality of life.

**Therefore our first proposal is for the development of a European Lifelong Learning policy which recognises and gives value to the broader purposes of learning; economic, social, community and personal development.**

We recommend that such a policy be developed by involving representatives from all the stakeholders, including the European Institutions (Council, Parliament and Commission), Member and Candidate States, the Social Partners, the Social Platform, NGOs and formal and non-formal providers. A 'wise persons' group could be established to draw up proposals for such a policy, which should lead to a set of strategic actions covering all the elements of a comprehensive lifelong learning policy.

Such a policy is needed in twenty-first century Europe to meet the growing problems evidenced by the learning divide, decreased democratic participation, the growth in racist and xenophobic activity, disaffection and alienation in poor neighbourhoods and amongst groups who have not benefited from economic prosperity and the digital revolution.

The policy is also needed to reinforce and develop Europe's strengths; its artistic, cultural, musical and linguistic heritage and diversity; its social model; its creativity and enterprise; and its role as a world leader in respecting and working for human rights, equality, solidarity, peace and tolerance.

**We propose the following actions as part of a broader policy**

(Actions in respect of the six key messages will be outlined first followed by further concrete proposals covering other important issues).

### **1 New basic skills for all**

#### **1.1 The 'old' basic skills**

The foundation skills of literacy and numeracy should be given priority and all Governments and the EU should be required to; -

- identify needs amongst the adult population to acquire these skills;

- mount promotional campaigns;
- work with the Social Partners, NGOs and the potential learners themselves to address issues of motivation, time, support and opportunity to learn;
- explore innovatory approaches that value the learners strengths and experiences;
- make appropriate and relevant provision.
- set targets and benchmarks for improvement and agree monitoring systems.

## **1.2 New basic skills**

The definitions and components of new basic skills should be developed to include a broad range of learning aspirations including learning for personal and social skills and democratic participation. A European model could be established by further debate amongst the stakeholders, including NGOs, who have a range of proposals for skills and knowledge for inclusion and wide experience of working in different settings with different learners. It should be recognised that any model should be dynamic and allow for development and diversity.

## **1.3 Access for all**

A right of access to appropriate learner-centred opportunities to acquire and develop skills and knowledge should be established and the means to its fulfilment explored.

These would include the right to paid educational leave for those in employment and locally available provision, with the necessary support, such as child and elder care, for those outside the labour market.

The development of Individual Learning Accounts and other National Insurance schemes should also allow for the inclusion of older people, the unemployed and others who are not economically active.

## **1.4 Non-participation**

The reasons for non-participation should be the subject of quantitative and qualitative research to determine what the barriers are, which groups are currently non-participants and why, what learning they would like to take part in, and where and how it might be delivered. The findings of such research would be invaluable in developing and implementing programmes to address the learning divide.

## **1.5 Good practice**

Good practice in engaging hard to reach groups and enabling successful achievement in learning goals (both in basic and more advanced education and training) should be identified, evaluated and disseminated.

Particular attention should be paid to non-formal and informal learning and the methods successfully adopted by NGOs. These would include the examples given in section B of this report.

## **2 More investment in human resources**

### **2.1 The contribution of the Social Partners**

Agreements between the Social Partners to increase investment in lifelong learning (including paid educational leave; workplace training; sabbaticals; rotation systems; workplace learning centres; contributing to learning partnerships with other enterprises, the public and NGO sectors etc) should be encouraged. Such agreements should be negotiated at European levels through the social dialogue, at national and sectoral levels and with multi-national companies. Such investment should not only be aimed at developing the skills needed in the short term by employers, but also to contribute towards the personal, social and longer term learning needs of the employees and their communities.

### **2.2 Public Investment**

Those outside the labour market have fewer learning opportunities. Public investment is required if groups vulnerable to exclusion, older people and those living on low incomes are to gain access to learning. All member states should agree to increase investment in lifelong learning at least in line with growth in GDP. Targets should be set and monitored, including those relating to participation and retention rates. An agreed European wide system of recording both public and private levels of investment would allow for annual comparisons between countries.

### **2.3 Equity in investment**

The distribution of investment in lifelong learning and the take up of opportunities should be investigated to determine which groups are gaining benefit and which are not. Greater priority should be given in funding programmes and mainstream provision to ensure that investment in learning is meeting the needs of those groups who have had least access and least success in the past.

### **2.4 Investing in NGOs**

NGOs have a long standing record of providing learning opportunities, but they experience the greatest difficulties in raising and sustaining funding to meet long term learning needs. NGOs should be treated as crucial learning partners with guaranteed, ring fenced funding to work with hard to reach groups and in disadvantaged areas to enable both the development and the embedding of good practice.

### **2.5 Citizenship Education**

There is little current investment in learning for citizenship and there is much to learn about what it entails and how to go about it. We propose that part of the budgets for all regeneration programmes (including the Structural funds and ESF) include a proportion for the development of education for citizenship, which will aim to involve and empower people whose locality is included in a regeneration programme.

### **2.6 Time is an investment**

Many people are prevented from learning because of work and family commitments and therefore paid educational leave and /or child and elder care support will be necessary for them to take part. This should be recognised in negotiations between the social partners and by providers of learning opportunities.

### **3 Innovation in Teaching and Learning**

#### **3.1 Learning from NGOs**

NGOs often provide the most innovative and flexible learning opportunities meeting diverse needs and involving a wide variety of learning and teaching approaches. It is necessary to identify, evaluate and disseminate this good practice by initiating a European wide study.

#### **3.2 Making best use of ICT**

ICT is a learning tool, but it can isolate learners and reinforce the learning divide for those without access to ICT or the confidence to use it. In particular, appropriate learning materials for distance learning and self-teaching are not always available. We recommend that task groups of adult educators, learners, subject and ICT specialists be established to prepare learning materials for testing. Current learning materials should also be evaluated and gaps, shortcomings and good examples identified. A European quality benchmarking system should be considered for development.

#### **3.3 The development of teachers**

Teaching professionals need to develop new skills in order to meet the needs of new learners and the challenges of social, economic and technological changes. It is therefore necessary for all member and candidate states to review their initial and in-service training provision.

We recommend that those teaching or intending to teach adults in the formal sectors should spend some time with NGOs to learn about the approaches adopted in the non-formal sector. We also recommend opportunities for all adult teachers from the formal and non-formal sectors to learn how to develop their ICT skills and to explore how ICT can be used as a tool for learning (rather than an end in itself) and as a means to encourage learners to progress beyond basic ICT competence.

Transnational opportunities would enable such training to be piloted and tested.

#### **3.4 The development of new kinds of teachers and mentors**

Those who are not professional teachers are increasingly providing learning support to new groups of learners. These include health and welfare workers, trade unionists, volunteers and members of peer groups and local communities. NGOs can point to the successes of these 'new' educators in involving hard to reach groups. We propose that good practice in these new developments should be identified and the training needs of these new teachers considered and programmes developed to meet them. Again NGOs could be invited and funded to take part in research and pilot projects.

### **3.5 Involving Older people**

Older people are a great learning resource as well as potential lifelong learners. Their role as community education workers could be developed if NGOs received greater support to increase and organise structures of support, training and contact networks. We propose the development of demonstration projects with older people as education mentors and teachers.

### **3.6 Measurement and Indicators**

The growth and development of new approaches in non-formal and informal learning provision and the need to be accountable for and considered for public investment requires the collection of evidence of outcomes of learning. A significant proportion of non-formal learning does not result in qualifications so other methods of evaluation are needed which respect the diversity of provision and learners aspirations.

This is a field that requires further research and the examination of existing systems in different Member States. We recommend that the action plan includes a proposal to undertake a study on the measurement and development of quality indicators and that NGOs are recognised as having a wealth of experience to contribute to such a study.

## **4 Valuing Learning**

### **4.1 The wider benefits of learning**

In addition to improving skills, employability, competences and knowledge, learning has wider benefits for the individual, community and society. The relationship between learning and the development of human and social capital (including the link between learning and improved health; reductions in crime and poverty; increases in longevity; environmental awareness; and civic participation) needs further study and valourisation. We propose that a transnational study is undertaken on the wider social and economic benefits of learning as soon as possible.

### **4.2 Valuing diversity**

The broad range of learning activities and the diversity of the learners themselves and the organisations providing opportunities, including NGOs, need further publicity. This could serve to encourage more people, enterprises and organisations to take part and appreciate the value of learning for all. We suggest that promotion campaigns such as Adult Learners Weeks should be supported and developed with the help of European funding.

### **4.3 Accreditation**

While NGOs appreciated the necessity to value non-formal and informal learning there were concern that APEL type systems might be dominated by the needs of employers and formal education and training providers and not give sufficient value to other learning experiences. We would therefore propose that NGOs with expertise in non-formal learning be closely involved

and treated as equal partners in the evaluation of existing systems and the development of new approaches, which have a European wide dimension.

#### **4.4 European Portfolios**

The first step in the development of a system to value all types of learning and address issues of transparency and mobility may be in considering how skills, knowledge, experiences and competencies can be recorded in individual portfolios. The form, components and use of such portfolios need further examination and we recommend that NGOs be invited along with representatives of the Social Partners to discuss and investigate this approach.

#### **4.5 Existing European Qualifications and their current development**

These require a much higher profile since the majority of people who have an interest in these fields are unaware of them. A publicity and information campaign is necessary and NGOs should be involved.

### **5 Rethinking Guidance and Counselling**

#### **5.1 Exploring existing good practice**

There are examples of good innovative practice in this area of increasing, (but unmet) need and demand. Such examples should be identified, evaluated and disseminated on a transnational basis.

#### **5.2 Developing new approaches to meet the needs of groups vulnerable to exclusion**

Pilot projects should be funded to explore and develop approaches, which will meet the needs of hard to reach groups. NGOs highlighted a variety of initiatives (see Section B), which should be tested and evaluated. We suggest a special funding programme for this purpose.

#### **5.3 Advice lines and information campaigns**

While advice lines and websites are valuable for those who are experienced learners, they are less likely to be used by the uninitiated. However good publicity campaigns that stress the diversity of learning opportunities and the relevance and accessibility of learning for newly returning learners can be successful. It is suggested that Adult Learners Weeks should include such services.

#### **5.4 Non-specialist Guidance workers**

Peer group members from the work place and the neighbourhood can act as effective front line sources of advice and encouragement to hard to reach groups. This approach could be developed and the training needs of non-specialists examined and supported by project funding.

## **5.5 Partnerships between NGOs and Enterprises**

Advice and counselling services could be provided at the work place on a temporary, but regular basis with NGOs providing the expertise; employers the time, space and resources for the service. This will require agreements between the social partners as described in the section on investment.

## **6 Bringing learning closer to home**

### **6.1 A study of existing local learning centres**

A variety of different types of local learning centres already exist, ranging from small information shops to large purpose built centres. Some occupy space in buildings already used for other purposes, including schools, colleges, libraries, community centres and work places. The provision, management, staffing and learning opportunities that they offer to different types of groups and individuals vary considerably and it is necessary for some research to be undertaken to explore the current situation. The research should aim to classify different types of centres and determine who they serve and their main purposes and success criteria.

NGOs believe it is important not to regard existing or planned centres as simply providing ICT access and skills. The social benefits of learning must also be the subject of research. The study of existing centres should include an analysis of teaching and learning methodologies and the extent to which hard to reach groups are gaining access and benefit from the centres.

### **6.2 Planning new local learning centres**

There is no one model for a local learning centre. A needs analysis of the potential users is required as is the identification of the interests of the potential partners in each locality. NGOs are well placed to undertake outreach work, act as advocates for local learners and contribute to the learning and support services of local learning centres. All funding programmes, including the Structural Funds, ESF etc should build these requirements into the criteria.

### **6.3 The training needs of learning centre staff**

Since learning centre staff will require multi-purpose skills their training needs should be identified and supported.

### **6.4 Local learning for regeneration**

Part of the budgets for regional and local regeneration programmes must include resources to provide learning opportunities for those people who live and work in the areas in order that they can participate in and direct the changes that are sought.

### **6.5 Local Learning and the wider perspective**

Locally recruited learners benefit from broader learning opportunities involving transnational exchanges and residential experiences. Funding for local learning projects should include resources to enable learners of all ages to take part in visits and meetings with learners from other localities and

countries to promote understanding, enable the sharing of ideas and the development of joint learning activities.

## **Further Recommendations for the Action Plan**

### **1 Strengthening and benefiting from the role of NGOs in Lifelong Learning**

The majority of non-formal learning opportunities in Europe are provided by NGOs – either directly as providers or indirectly through experience enabling individual and community development and civil involvement.

NGOs are responsible for creating opportunities for an enormous diversity of learning experiences, most of which are unrecognised and non-accredited.

**We recommend firstly**, that this major contribution is recognised by providing core funding at European level to allow for the development of a strong network of NGOs working in the field of lifelong learning. Such a network could then; -

- facilitate the sharing of ideas and development of transnational approaches;
- identify, evaluate and disseminate good practice of NGOs providing innovative and successful learning opportunities, particularly those which address the needs and demands of hard to reach groups;
- enable the exchange of learners, staff and volunteers to develop transnational links;
- engage in informed on-going dialogue with the European Institutions and provide support for research and evidence to contribute to policy and programme development;
- allow closer links between grass roots, regional and national NGOs and the EU.

**Secondly we recommend changes to European funding programmes** to allow NGOs to receive a fairer share and make a greater contribution to addressing the needs of the learning poor. One of the major problems faced by NGOs is gaining access to sustainable funding from the EU and other sources. European funding systems are complex, require matched funding and dedicated accounting staff to fulfil highly bureaucratic regulations. Such resources that are available, are for short term innovative projects, when the problems they are aimed at tackling are deep seated and need longer-term interventions. The current systems mean that many European funding programmes are unable to be used by smaller NGOs, despite their merits. Consideration should be given to making funding programmes more transparent, simple and accessible to NGOs. This could be done by: -

- ring fencing a proportion of available funding for the use by NGOs;
- providing funding both for long term and short term projects;
- providing 100% funding in certain circumstances, by for example reaching agreements between the Commission and Member and Candidate States to support NGO initiatives;
- considering the appointment of 'umbrella type' larger NGOs as agents to manage, administer and monitor special ring fenced funds which they can publicise and allocate to smaller organisations.

## 2 Joining up policies, programmes and approaches

Lifelong learning contributes to many European policies including those for full employment, social inclusion, enlargement, improving education and training systems, e-commerce, combating discrimination, equal opportunities, regional development, environmental improvements, research and development etc. However the developments, implementation plans and programmes to support these policy priorities are pursued separately; the links between them that involve learning are frequently ignored. For example, within Member States, the National Agents and Government Departments often fail to provide comprehensive information about the different education, training and youth programmes, ESF and EQUAL, the Employment Guidelines and the new Social Exclusion initiatives and National Action Plans. Each of these areas is administered and organised by different bodies who fail to share information between themselves or with the potential beneficiaries. The latter however may be eligible for and interested in all of these opportunities and initiatives. At Commission level there are also problems of complementarity. These matters need serious consideration at European and Member State level if the maximum benefit is to be gained from European funding and policies. **We suggest that early plans be drawn up to ensure that the lifelong learning aspects of policies and programmes are identified and a system of co-ordination adopted at European and national levels.**

## 3 New Directives and Policy Initiatives

There is a view that all the policy and financial instruments are now in place to provide a European Lifelong Learning Strategy. **However there are further developments that NGOs believe need consideration.** These include: -

- Larger funding programmes;
- European guidelines and national action plans for lifelong learning which cover broader aspects of learning than those required for employability, adaptability and entrepreneurship in the labour market and include targets for providing access for all, regardless of age, location and ability;
- An agreement between the Social Partners or a directive from the Commission to cover the right of access to learning by employees.

## 4 Research

Earlier recommendations have suggested a range of research topics and the need for further study, identification of good practice, evaluation, dissemination, the development of indicators of quality and measurement of participation and non-participation. These proposals related to the six key messages and the roles of NGOs.

Additional suggestions were made for topics for research. These included; -

- An analysis of partnerships and the contributions that a wider range of disciplines and organisations do and could make including welfare and social services;
- An exploration of learning needs involving a broad European survey starting from the perceptions of the learners and potential learners themselves.

- A study of the relationship between non-formal and formal learning to assess if innovative approaches from the former can be successfully mainstreamed into the latter and how this can be achieved.
- The examination of the use and potential of the mass media as a learning tool, method of communication and motivating force.
- An investigation into the development of family learning approaches.
- Longitudinal studies into how and what adults learn and the accumulation of knowledge, skills, competences and qualifications.
- Examination of the needs for and provision of lifelong learning of asylum seekers, refugees and migrants.

Consultations are also required about the future development of European funded research structures that relate to lifelong learning. Currently there are a number of bodies that have some involvement, including ETF, CEDEFOP and EUROSTAT. The needs for new approaches, priorities and research have been highlighted by the Memorandum, the debate it has encouraged and this response from the EAEA. We suggest that NGOs are given a more significant role as research partners in the future and consideration is given to the establishment of a European Institute of Lifelong Learning, which is able to take a more comprehensive approach.

### **Conclusion**

Finally the NGOs in membership of the EAEA wish to emphasis their willingness to work with the Commission, other European Institutions and research bodies to help develop any of the above suggestions for inclusion in a European Strategy and action plan for Lifelong Learning.

We welcome the opportunity for continued dialogue with the Commission and others and believe that the views and experiences of NGOs can assist in the development of a strategy and set of actions which will benefit the people of Europe and contribute to social inclusion and greater learning opportunities.

Sue Waddington  
July 2001  
For the European Association for the Education of Adults



## Appendix

### 1. Consultation exercise

The EAEA undertook a wide consultation exercise with NGOs involved in Adult Learning in member states, applicant countries and the wider Europe. The EAEA expert also distributed a questionnaire on the memorandum to all members of the EAEA.

#### Background:

- EAEA was invited to the Launching conference of the new Socrates, Leonardo da Vinci and Youth Programmes in March 2000 in Lisbon
- EAEA participated in all “preparatory” seminars on LLL organised by the European Commission between May and July 2000 in Brussels
- The workshop discussions at the EAEA General Assembly in October 2000 in Limerick (Ireland) were based on a draft version of the Memorandum and served as basis for the development of EAEA’s policy statement on LLL.

The final text of the Memorandum on Lifelong Learning was adopted and presented:

- In November 2000 EAEA published the final text of the Memorandum on its website and sent it to all its member thus inviting them to take part in the European-wide debate on the Memorandum and in the consultation process launched by the European Commission
- In December EAEA developed its own policy statement on LLL in Europe and its vision for a lifelong and lifewide learning strategy for all.
- In March this policy statement was presented in Eskilstuna (Sweden) at the conference: *Adult lifelong learning in a Europe of Knowledge*.
- Between September 2000 and April 2001 EAEA carried out an analysis of the Adult Education Projects financed under the Socrates I Programme. The study allows for assessing how far the transnational action the European Commission had co-funded might relate to the agenda of the Memorandum as well as to match the experience of the Adult Education projects of the Socrates I Programme to the key messages of the Memorandum.

Between January and March 2000 preparatory work on the project: *A consultation of NGOs on the EC-Memorandum on Lifelong Learning*.

- April 2001 contract of this project signed with the European Commission

### **European networks participating in this project:**

- EVTA, project leader
- EAEA
- Corporate Social Responsibility, CSR
- European Forum of Vocational Education and Training, EFVET
- European University Association, EUA
- Platform of European Social NGOs
- Youth Forum

### **Activities carried out in support of this project:**

EAEA invited the member organisations to participate actively in the national consultation processes and to send EAEA their reports by mid-July 2001 on the input generated through the process as well as identifying good practices on LLL.

In order to ensure feedback from its member organisations EAEA signed “collaboration-agreements” with its member organisations in Estonia, Italy, Spain, the United Kingdom, Netherlands, Norway, Belgium as well as from other European networks active in adult education such as the European Catholic Association for Adult Education, EBLIDA the umbrella organisation of national library, information, documentation and archive associations in Europe.

An expert (Sue Waddington) was appointed to prepare the final EAEA response based on the inputs from its member organisations to be presented to the European Commission by 15 July thus contributing to the action plan on Lifelong Learning, which will be presented by the European Commission.

### **Additional activities around the debate on the Memorandum:**

EAEA was invited to attend the 7<sup>th</sup> European Conference on Social Economy in Gävle (Sweden), 7-9 June and to chair a workshop on *Lifelong Learning and the new knowledge-based society*

EAEA was also invited to attend the conference *Measuring Lifelong Learning* organised in Parma 25 and 26 June 2001.

Sigi Gruber  
2 July 2001

## Examples of good practice

### Index

|     |             |  |
|-----|-------------|--|
| 1.  | Denmark     | <b>ADAPT reading and writing project</b><br>Researching the problems and recommending solutions to companies and individuals to solve reading and writing problems.  |
| 2.  | Denmark     | <b>Active Citizenship And The Non-Formal Adult Education In Europe</b><br>Analysis of the competencies connected with the concept of active citizenship.   |
| 3.  | Germany     | <b>Creation of a Network for Political Education in Central Siberia</b><br>Project aiming to build up a network of political education in Central Siberia.   |
| 4.  | Hungary     | <b>The Folk High School training of preliminary imprisoned women</b><br>Providing useful occupation and knowledge to promote the social inclusion of imprisoned women.   |
| 5.  | Hungary     | <b>The Only Chance is the Involvement of Those Concerned (Basic Adult Education as the Path back Into Society)</b><br>Social and labour market re-integration of the Gypsy population.   |
| 6.  | Hungary     | Active citizenship and non-formal adult education in Europe<br>Project aiming to give an analysis of the competencies related to the concept of active citizenship.  |
| 7.  | Ireland     | <b>Strategies to Advance Networks Collective Empowerment (STANCE) Project</b><br>Aims to develop Women's Networks as regionally based infrastructure of support in addressing women's social exclusion and to facilitate the development of a partnership approach to linking Women's Networks and key agencies at national level with a view to influencing policy. |
| 8.  | Netherlands | <b>Educational TV Experiment</b><br>Broadcast of 16 instalments of the programme 'Clear language - Dutch on the shop floor', in a regional context.  |
| 9.  | Netherlands | <b>Senior Citizens on Site</b><br>Keeping Senior Citizens up to date and involved.   |
| 10. | Netherlands | <b>Intermediary - bridging parents and school</b><br>Aims to make non-indigenous parents less fearful of their children's school.  |
| 11. | Netherlands | <b>Social Learning Workshop</b><br>The Social Learning Workshop introduces the Concept of Social Learning in welfare work practice.  |

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|-----|----------------|--|
| 12. | Netherlands    | <b>Portfolio: new opportunities for phase 4 clients (unemployed people with a long way to go before landing a job)</b><br>Demonstrating the individual's attributes via a portfolio.   |
| 13. | Romania        | <b>Training of youth counsellors – Leonardo programme</b><br>Project involved training youth counsellors, collecting examples of good practice, and putting foreign experiences into practice with the help of foreign supervisors.                  |
| 14. | Sweden         | <b>Folk High Schools and study associations</b>  |
| 15. | Sweden         | <b>The Adult Education Initiative – a second chance project</b><br>A five-year programme to boost adult education and training; to update labourmarket and education policy, achieve more equitable income distribution and promote economic growth. |
| 16. | Sweden         | <b>The role of a good infrastructure, provided by the State</b><br>Policies and strategies in Sweden today.  |
| 17. | Sweden         | <b>The Quartet - a model for lifelong learning</b><br>Mainly aimed at people working with planning and implementation of different learning and development projects.  |
| 18. | United Kingdom | <b>Prescriptions for Learning</b><br>Project looking at the impact of learning on health.  |
| 19. | United Kingdom | <b>Ageing Well and TransAge Action programmes</b><br>Programmes based on improving and maintaining the health of older people, and older people and the arts.  |

## Denmark

| <b>A. IDENTIFICATION</b>   |  |
|--|--|
| <b>1) Title of good practice</b>   | Adapt Reading and Writing Project  |
| <b>2) Country of origin</b>  | Denmark  |
| <b>3) Partners involved</b>  | Denmark, France, The Netherlands, Sweden   |
| <b>4) Contact data on person &amp; organisation responsible</b>  | <p><b><u>Denmark</u></b><br/>           AOF Denmark - Lars Pedersen/John Steen Johansen<br/>           AOF Holbæk - Anette Fosgård<br/>           AOF Aalborg Læse- og Stavebutikken - Hanne Nielsen</p> <p><b><u>France</u></b><br/>           GRETA Arve Faucigny - Maryse Vincent</p> <p><b><u>The Netherlands</u></b><br/>           DUDOK College - Marian Markenhof<br/>           Rijn Ijssel College - Lenny Van Kempen</p> <p><b><u>Sweden</u></b><br/>           ABF Stockholm - Viveka Stenvall</p> |
| <b>5) Target groups</b>  | Employees with reading, spelling and writing problems  |
| <b>6) Documentation available (format ? how to obtain ?)</b>   | Report on the Adapt Reading and Writing Project:<br><a href="http://www.aof.dk">http://www.aof.dk</a>  |
| <b>B. DESCRIPTION</b>  |  |
| <p><b>The objective of the transnational Reading and Writing project</b><br/>           The objective of the Reading and Writing project has been to research the problems and recommend solutions to companies and individuals.</p> <p>The development work has taken place in The Netherlands, France, Sweden and Denmark. Education and training institutions as well as companies have been engaged in this work.</p> <p>The development work has focused on:</p> <ul style="list-style-type: none"> <li>- company and individual barriers to solving reading and writing problems</li> <li>- recruitment strategies to overcome the barriers</li> <li>- designing reading and writing programmes which meet the needs of the target group and the companies</li> <li>- making key-actors in companies more aware of the problems and the solutions</li> <li>- how to transfer the new competencies from courses to work situation.</li> </ul> |  |
| <b>1) Impact: results, advantages and consequences</b>   | <p>Case Studies</p> <p>Case 1: External consultant helps company: The focus is a French screw-cutting company facing difficulties when reading courses are to be implemented. The help of an external consultant becomes important, but most course participants drop out. One of several reasons for this is a transport problem getting to the training centre.</p>  |

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|   | <p>Case 2: Foremen, management and employees involved in course development: In a Dutch Cardboard Factory, foremen, management and employees are all involved in the course design - and real life situations from the shop floor are brought into the training.</p> <p>Case 3: Trade union active in promoting a reading and writing course: Despite several attempts from the trade union in a Swedish company, it was not until a new manager came along that a course could be established. The shop steward from the trade union was very active in recruiting colleagues to the reading course</p> <p>Case 4: Reading problems prevents participation in training activities: Before a continuing education and training programme is to start in a Danish electronics company, the management is informed that a number of employees cannot participate. They have problems with reading. The management decides to establish a reading course for the employees who feel the need.</p> <p>Case 5: ISO 9000 process highlights reading problems: A Danish company is working on achieving a quality certificate (ISO 9000). When new procedures are discussed, reading problems among the employees are highlighted. A reading course is established, but after working hours. Now the employees want the reading courses ranked alongside other relevant courses.</p> |
| <p><b>2) Indicators: measuring the result, costs and time</b></p>   |   |
| <p><b>3) Problems faced (and how they have been overcome)</b></p>   |   |
| <p><b>4) Success conditions for sustainability and transfer</b></p> |   |

## Denmark

| <b>A. IDENTIFICATION</b>  |   |
|---|---|
| <b>1) Title of good practice</b>                                | Active Citizenship And The Non-Formal Adult Education In Europe.  |
| <b>2) Country of origin</b>                                     | Denmark   |
| <b>3) Partners involved</b>                                     | Finland, France, Hungary  |
| <b>4) Contact data on person &amp; organisation responsible</b> | Hanne Damtoft.<br>Association of Folk High Schools in Denmark   |
| <b>5) Target groups</b>   | <p>The target groups are:</p> <ol style="list-style-type: none"> <li>1. All providers of adult education</li> <li>2. Students.</li> </ol> <p>The project has:</p> <ul style="list-style-type: none"> <li>• a political level, expressing values, theories and ideas</li> <li>• an institutional level, working with the pedagogical practice</li> <li>• a personal level, working with individuals (life stories) related to the two other points.</li> </ul>   |
| <b>6) Documentation available (format ? how to obtain ?)</b>    | <p>1. PRODUCTS AND MATERIALS</p> <p>a. A “handbook” in Active Citizenship<br/>The research partner is actually working on a kind of “handbook” in active citizenship that shall be the background paper for all persons working in this project (partners, educational staff etc.). The meaning of it is to provide a common theoretical background, written in a precise and well-formulated way. In this book we’ll find :</p> <ul style="list-style-type: none"> <li>• an overview of the updated research on Active Citizenship and the central questions related to the concept</li> <li>• a critical reflection on this research</li> <li>• relating these 2 points to the civil society</li> </ul> <p>The handbook of about 40 pages will be edited in English, French, Danish, Swedish/Finnish and Hungarian. The plan is to disseminate it to organisations and countries in and outside the partnership. At a recent conference in Finland, “Active Citizenship and WWW”, we remarked a considerable interest for it from the Baltic Countries.</p> <p>b. Report on the competencies related to Active Citizenship<br/>This report will be edited this autumn in English, written by a Danish scientist, Ms. Marianne Horsdal, using the life history method or the narrative interview. 6 persons in each country, persons born after 1960, who could be characterised as “active citizens” and having stayed at a folk high school or a French settlement within the last 5 years, will tell their life. After this very special kind of an interview they will answer some</p> |

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|   | <p>qualitative questions like, “Which social communities is part of your identity”?, “What are your hopes for the future ?”, “What did you get out of your stay at the folk high school” ? The scientist has made an analysis of the first interview of a Danish girl, translated into English (se in annex). Each national partner will make 6 interviews and analyse them using the theoretical background produced by the scientist. Marianne Horsdal will make the final analysis of the whole and a description of the competencies related to active citizenship. We are sure that this report should interest a lot of people working with non-formal adult education, so the target group could be rather large.</p> <p>Marianne Horsdal has already worked with the non-formal adult education using the narrative interviews. She says in one of her papers:</p> <p>“Learning for active citizenship should at one time enable individuals to be co-creators of their future and ensure societal coherence...</p> <p>The European frame of the Grundtvig project is a unique opportunity of widening the perspectives by comparing analyses of life-story narratives from citizens in non-formal learning sites in different European contexts. This can produce knowledge about: What does active citizenship mean and what does it imply? Which competencies are involved? Where and how do you learn to be an active citizen? Which attitudes and values do the narrators identify with? What are the cultural narratives transmitting those attitudes?</p> <p>Knowledge of such issues is in itself most valuable in the different European contexts. We need a broader insight into the conditions of learning for active citizenship. Knowledge about the significance of specific local, national contexts and of other social communities for learning for active citizenship. A comparative analysis of the life-stories from the four participating countries makes it possible to consider citizenship in a European context, to notice similarities and differences, to consider the different perspectives and thus challenge the local pre-understandings.”</p> <p>c. A catalogue of “best practice” in the 4 countries<br/>As a parallel to the “real research”, the co-ordinators are working on a description of “best practices” in each country. Each school in the networks has certainly had a very good experience in the field of learning for active citizenship. These descriptions shall be put together in a kind of catalogue in English – translated into the national languages if we have the financial possibilities, and disseminated by a homepage. The target group is the providers of adult education in Europe. Furthermore we are interviewing people in the 4 countries on their definition of democracy and active citizenship and we are sure, that we’ll meet some very interesting differences between the countries.</p> |
| <b>B. DESCRIPTION</b>   |   |
| The Association of Folk High Schools in Denmark wishes - in corporation with a research institution |   |

and 3 European partners- to analyse the competencies connected with the concept of active citizenship. Such an analysis, which will be founded as well on research as on studies of good practise in the institutions participating, is to result in an official recognition of those competencies, leading to their acceptance as basic values in the present and future democratic society. Non-formal educational institutions, such as folk high schools and associations, make up the ideal framework for training of these competencies, i.a. by combining practise with theory. The second phase of the project will therefore contain the organisation and implementation of special educational courses and activities focusing on the inclusion and rooting of the concept of citizenship in a local, national and European context, respectively. These educational courses shall be applied as a basis for the development of models for subsequent and in-service training of educational staff working with adult students.

### **C. ASSESSMENT**

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| <b>1) Impact: results, advantages and consequences</b>       | <ul style="list-style-type: none"> <li>• A scientific report consisting in an analysis of the concept of active citizenship and a description of the competencies belonging to the concept.</li> <li>• Proposal of trial courses and activities in 4 different countries, based on the competence description of the concept of active citizenship. The proposals will be realised and evaluated.</li> <li>• Plans for creation of further training modules for providers of adult education in the subject of active citizenship and development of didactic material as a Distance Learning Program and a Guide to the organisation of the Study Trips with international contents for adults.</li> <li>• Putting the concept of active citizenship on the agenda of public debate</li> </ul> |
| <b>2) Indicators: measuring the result, costs and time</b>   |   |
| <b>3) Problems faced (and how they have been overcome)</b>   |   |
| <b>4) Success conditions for sustainability and transfer</b> |   |

## Germany

| <b>A. IDENTIFICATION</b>   |   |
|--|---|
| <b>1) Title of good practice</b>   | Creation of a Network for Political Education in Central Siberia  |
| <b>2) Country of origin</b>  | Germany   |
| <b>3) Partners involved</b>  | Regional Society of the "Znanie" Association in Krasnoyarsk   |
| <b>4) Contact data on person &amp; organisation responsible</b>  | Uwe Gartenschlaeger<br>Institute for International Cooperation of the German Adult Education Association (IIZ/DVV)<br>Obere Wilhelmstr. 23<br>53225 Bonn<br>Tel: xx49-228-975690<br>Fax: xx49-228-9756955<br>e-mail: iiz-dvv@iiz-dcc.de   |
| <b>5) Target groups</b>  | Interested Citizens in the Siberian cities of Krasnoyarsk, Abakan, Barnaul, Novokuznetsk and Novosibirsk<br>Trainers of educational centres<br>Government decision makers at local and regional levels  |
| <b>6) Documentation available (format ? how to obtain ?)</b>   | Unfortunately, there are only official progress reports   |
| <b>B. DESCRIPTION</b>  |   |
| <p>The project aims to build up a network of political education in Central Siberia, a remote yet populous area of the Russian Republic. In each location, a civic education centre was established to arrange a variety of activities and as a resource for interested citizens and initiatives. Inservice training in the form of seminars and study visits abroad, in particular to German cities, was provided for the staff of the centres, while a series of major conferences in all locations aimed at lobbying government decision-makers.</p> <p>An important element is the development of curricula for social subjects under the heading "Democracy and Schools", and introduce them into schools and training centres, while democratising the schools themselves to take account of students' and parents' interests. Associations for Civic education have been set up in all involved cities.</p> |   |
| <b>C. ASSESSMENT</b>   |   |
| <b>1) Impact: results, advantages and consequences</b>   | A wide range of people involved, especially with the opening of the project to students and parents, good connections with the range of NGOs in all participating cities, favourable insights on all sides through international contact, exposure and exchange. The project became the nucleus of a self-governed Adult Education organisation, the Siberian Association for Adult Education. This was not a planned, but certainly a welcome side effect. |
| <b>2) Indicators: measuring the result, costs and time</b>   | Clearer understanding of the workings of political decision making; Higher level of participation of citizens in political  |

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|  | processes, beginning at the local levels; higher participation in local, regional and national elections; continued interest in political topics and a constant demand of adult learners   |
| <b>3) Problems faced (and how they have been overcome)</b>   | “Political Education” in post-communist Russian society was not a popular concept, neither with providers nor with learners. The attempt requires sustained development, as well as the tangible participation of European experience that is not stained by political partisan propaganda of the government in power. Training of local government staff was problematic. |
| <b>4) Success conditions for sustainability and transfer</b> | Continuity, follow up, continued interest for the Siberian interest from abroad, networking not only in Siberia, but in all of Russia as well as Europe.   |

## Hungary

| <b>A. IDENTIFICATION</b>   |   |
|--|---|
| <b>1) Title of good practice</b>   | The Folk High School training of preliminary imprisoned women   |
| <b>2) Country of origin</b>  | Hungary   |
| <b>3) Partners involved</b>  | Folk High School Society of Jász Nagy Kún Szolnok County and it's partner National Office of Prisons, Szolnok County Penal Institution  |
| <b>4) Contact data on person &amp; organisation responsible</b>  | Mária Kis Nagyné<br>5001 Szolnok Kossuth u 1<br>e-mail: <a href="mailto:nepoisk@mail.datanet.hu">nepoisk@mail.datanet.hu</a><br>+36 56 420 610  |
| <b>5) Target groups</b>  | Preliminary imprisoned women, mostly gypsies  |
| <b>6) Documentation available (format ? how to obtain ?)</b>   | Conference of organisations helping imprisoned women to social adaptation, 2000. (Documentation) in Hungarian on the above address  |
| <b>B. DESCRIPTION</b>  |   |
| <p>The employees of the Folk High School got to know the main problems of imprisoned people, like claustrophobia idleness, serious lack of knowledge, illiteracy, functional illiteracy. The goals of the work of Folk High School are to provide useful occupation and knowledge to promote social inclusion in order to provide whatever they need. Having created counselling and personal contact, the training programme consisted of the following main parts; civil studies, Hungarian and Communication, Protection of nature and the environment, Farming, Family life education, Gypsy language, History of the Gypsies, Arts and Crafts circle. Other programmes: Relaxation, Yoga, and Musical Activity.</p> |   |
| <b>C. ASSESSMENT</b>   |   |
| <b>1) Impact: results, advantages and consequences</b>   | The differentiation of the world, positive experiences, enrichment of highly negative self-assessment with positive thoughts. The consolidation of self-confidence resulted in making less trouble in society or community, having less prejudice. Relation to gypsy identity changed positively, emotional consolidation, reduction of feeling defensives. |
| <b>2) Indicators: measuring the result, costs and time</b>   | Personal interviews with the participants, mutual and individual evaluation as part of the programme, formal evaluation with the staff of the institution.  |
| <b>3) Problems faced (and how they have been overcome)</b>   | The work methods and conception of the institution do not favour programmes with similar attitude. In order to have teachers and the staff co-operate, both of them need to be trained and strengthened. As a feedback, the reduction of problems in community life has a positive affect on the staff's willingness to change.                             |

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| <b>4) Success conditions for sustainability and transfer</b> | <p>Penal institutions consider themselves as a closed world. They live to see the search for outbreaks and the intensified exterior relations as an emancipation effect. The national headquarter decided to sponsor a better-founded programme, and would like to raise funds from the competent ministry and from different other sources for the similar activities. According to the “everybody will make the best out of it” principle more and more programme can become possible. According to the created practise the local team prepare an international development programme.</p> |
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## Hungary

| <b>A. IDENTIFICATION</b>   |   |
|--|---|
| <b>1) Title of good practice</b>   | The Only Chance is the Involvement of Those Concerned<br>( Basic Adult Education as the Path back Into Society)   |
| <b>2) Country of origin</b>  | Hungary   |
| <b>3) Partners involved</b>  | Danish Workers Education Association, Slovene Institute for Adult Education, Hungarian Folk High School Society   |
| <b>4) Contact data on person &amp; organisation responsible</b>  | Marta Mihalyfi<br>1011 Corvin ter 8 Budapest, Hungary<br>+36 1 457 07 33<br>e-mail: <a href="mailto:mnthfss@mail.mtav.hu">mnthfss@mail.mtav.hu</a>  |
| <b>5) Target groups</b>  | Roma ethnic minority group, functional illiterate people  |
| <b>6) Documentation available (format ? how to obtain ?)</b>   | <a href="http://www.nepfoiskola.hu/eng/magyan.doc">www.nepfoiskola.hu/eng/magyan.doc</a><br><a href="http://www.nepfoiskola.hu/eng/ev-rep.doc">www.nepfoiskola.hu/eng/ev-rep.doc</a><br><a href="http://www.nepfoiskola.hu/eng/romaco1.doc">www.nepfoiskola.hu/eng/romaco1.doc</a><br>or and contact person responsible at HFHSS  |
| <b>B. DESCRIPTION</b>  |   |
| <p>The <i>pilot training project</i> developed in co-operation with our Danish and Slovenian partners in 1996 was aimed at the social and labour market re-integration of the most disadvantaged ethnic minority, of the Gypsy population and at the elimination of functional illiteracy among this population. Our project proposal having been approved by the selection committee of the PHARE-Lien project office in Brussels received support in 1997 and work commenced in August 1998. The <i>Slovenian Adult Education Centre (SAEC, Ljubljana)</i> and the <i>Danish Workers' Educational Association (AOFEC, Give)</i> were the co-operating partners of the Hungarian Folk High School Society in this twenty-month-long programme. Our co-operation was based on the experience of the three partner organisations gained in the course of many years' in general adult education, in programmes launched for functional illiterate groups and in job generating activities. However, this project was the first formal co-operation between us that was based on mutual interests and expertise gained in the field of general adult education and job generation.</p> |   |
| <b>C. ASSESSMENT</b>   |   |
| <b>1) Impact: results, advantages and consequences</b>   | <p><i>Results expressible by figures:</i></p> <ul style="list-style-type: none"> <li>- in accordance with the project plan, 72 people successfully completed the training, and although it was not the direct aim of the project,</li> <li>- 17 students passed examinations and obtained a higher grade in their elementary school education, another three people passed the same examination one month later,</li> <li>- after the basic literacy course, thanks to the support received from the local labour centre through application, 15 students had the opportunity to be trained as social workers and nurses, which also guaranteed them one year of employment,</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>- also through applying for funds, 8 people were able to obtain „B” category driving license and were guaranteed employment,</li> <li>- 55 people wish to continue their studies.</li> </ul> <p><i>Results in expressible by figures:</i></p> <ul style="list-style-type: none"> <li>- significant improvement in communication skills and cultured conduct</li> <li>- acquaintance with Gypsy culture and the development of personal identity</li> <li>- recognition of the importance of learning</li> </ul> <p>Students expressed the opinion, which is also shared by experts participating in the project, that 72 hours of education were not sufficient, and the course should be extended. At the evaluation training of the pilot project, the working group of the PHARE programme decided that it was necessary to extend the training programme by providing <i>150 hours of literacy education and 30 hours of labour market training</i>, and the learning material was finalised accordingly. In addition to the range of learning materials originally planned in the project, a special labour market training manual was also produced along with a comprehensive compilation of adult pedagogy methods based on the written contributions of the Slovenian experts.</p>   |
| <p><b>2) Indicators: measuring the result, costs and time</b></p>   | <p>Project partnership has developed a complex evaluation system involving authors, researchers, tutors, students and NGO-s around the activities</p>  |
| <p><b>3) Problems faced (and how they have been overcome)</b></p>   | <p>One of the main lessons we have learnt from this project is the fact that there is no universal recipe or method to be followed. In all cases we had to adapt to the most concrete local characteristics and capacities. Even the students’ book had to be designed in a way that it would mainly provide examples of how to solve complex, true to life, local problems. Furthermore, when the curriculum of the pilot training courses was evaluated, it turned out that the learning material should meet not only two but three requirements: it should enable young unemployed adults with elementary school certificate to brush up their knowledge and to help them with their career orientation. Gypsy participants of the literacy courses whose mother tongue is Hungarian were greatly inspired by the treasures of Gypsy culture (rendered in Hungarian) and were especially interested in ethnographic knowledge. In the course of evaluation, it was stated that the proportion of ethnography in the students’ book should be definitely increased by the developers of the learning material.</p> <p>Even the most carefully planned work processes may contain some unexpected elements; however, the designers of courses for Gypsies cannot be too surprised if artistic talent emerges. The „culture of poverty” induces people to try their hand at art as one of the „breakthrough strategies” even in families where artistic skills are not passed on from generation to generation like in „dynasties of artists (mainly musicians)”.</p> |
| <p><b>4) Success conditions for sustainability and transfer</b></p> | <p>Government implemented a mid-term programme in Hungary</p>  |

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|  | for Roma and participating organisations in Hungary submitted a new application for extension and further development of results. ( 2001-2002) HFHSS has held an international Arion seminar for spreading of findings of project ( May, 2001 See report of Arion at <a href="http://www.nepfoiskola.hu">www.nepfoiskola.hu</a> ) |
|--|---|

## Hungary

| <b>A. IDENTIFICATION</b>   |  |
|--|--|
| <b>1) Title of good practice</b>   | <b>Active citizenship and non-formal adult education in Europe.</b> HFHSS is partner in a Grundtvig 1 project entitled: Active citizenship and non-formal adult education in Europe in partnership with Danish, Finnish, French organisations. (2000-2002) |
| <b>2) Country of origin</b>  | Hungary  |
| <b>3) Partners involved</b>  | ( partners: co-ordinator Denmark, Finland, France)   |
| <b>4) Contact data on person &amp; organisation responsible</b>  | János Sz. Tóth<br>1011 Corvin ter 8 Budapest, Hungary<br>+36 1 457 07 33<br>e-mail: <a href="mailto:mnthfss@mail.mtav.hu">mnthfss@mail.mtav.hu</a>   |
| <b>5) Target groups</b>  | in Hungary: adults in rural area   |
| <b>6) Documentation available (format ? how to obtain ?)</b>   | Documentation of activities continuously will be posted on website of HFHSS in Hungarian and partly English.<br><a href="http://www.nepfoiskola.hu">www.nepfoiskola.hu</a>   |
| <b>B. DESCRIPTION</b>  |  |
| <p>The project aims at giving an analysis of the competencies related to the concept ACTIVE CITIZENSHIP. It will be founded on a research partly using narrative interviews and partly using pedagogical and didactic theories on learning for democracy. During the same period we shall make: studies of educational and pedagogical practice in the institutions participating: in Denmark, Finland and Hungary these institutions are folk high schools, in France it is Les Centres Sociaux et Socioculturels.</p> <p>We believe that non-formal educational institutions like these make up the ideal learning environment for acquiring these competencies.</p> <p>The second phase of the project will contain the organisation and implementation of special educational courses and activities. They will be focusing on the inclusion and rooting of the concept of citizenship in a local, national and European context. These educational courses shall be applied as a basis for the development of models for subsequent and in-service training of educational staff working with adult students.</p> |  |
| <b>C. ASSESSMENT ( it is too early)</b>  |  |
| <b>1) Impact: results, advantages and consequences</b>   |  |
| <b>2) Indicators: measuring the result, costs and time</b>   |  |
| <b>3) Problems faced (and how they have been overcome)</b>   |  |
| <b>4) Success conditions for sustainability and transfer</b>   |  |

## Ireland

**S.T.A.N.C.E.**  
**(Strategies To Advance Networks Collective Empowerment)**

## PROGRESS REPORT

April – June 2001

**1. What are the overall aims of the programme?**

To develop Women's Networks as regionally based infrastructure of support in addressing women's social exclusion.

To facilitate the development of a partnership approach to linking Women's Networks and key agencies at national level with a view to influencing policy.

**2. What are the objectives for this quarter?**

- To maintain ongoing contact with all Networks involved.
- To develop a training template for each region based on the regional consultations.
- To organise five regional meetings.
- To present this training template to each region for discussion and agreement.
- Facilitate, document and evaluate same.
- To identify and develop appropriate resources.
- Finalise training and information programme from September 2001 – June 2002.

**3. What planned activities were undertaken?**

- Maintained contact with all Women's Networks involved in the project
- Produced report on consultation process held in Quarter 1
- Developed a training plan for the Networks based on the consultation and identified resources
- Organised 5 regional meetings with the Women's Networks in Dublin (May 22), Cork (May 29), Galway (May 31), Killarney (June 7), Sligo (June 12)
- Facilitated each of these and documented same
- Worked with the STANCE team to produce a monthly newsletter on the Beijing Platform for Action
- Involved in working with three Networks on the future development of the CDSP
- Involved in organising and attended Aontas AGM
- Participated in staff and team meetings

**4. Were there unplanned activities?**

- Planned and facilitated one consultation meeting with an individual Women's Network and encouraged their participation in the project
- Gave presentation to eastern region support agencies regarding the STANCE programme
- Attended open day of member group
- Attended North South Research Collaboration Group
- Participated at Gender Network seminar
- Participated at Eastern Region C.D.S.P. Policy Unit meeting
- Attended a number of conferences
- General interest and participation of other Women's Networks in programme

**5. Describe the learning taken?**

- The Networks are very enthusiastic about the project, particularly having discussed the training plan and are very positive about its relevance and potential contribution to their work
- The area of representation has caused much debate at all of the regional meetings, in particular the lack of representation for Women's Networks at national level. Thus the experience, skills, knowledge and ideas of the Networks are lost at the decision-making forums. Two reasons for this are
  1. Women's Networks not being seen at a national level

2. Women's Networks not having skills or confidence to take up these roles
  - Any training and information delivered through STANCE must link the local, regional and national context if it is to be used effectively by Networks
  - The opportunities for networking between Networks are a potentially integral part of an effective policy agenda for Networks working at all levels
  - Training and information provided through STANCE must be pitched in such a way that it recognises the levels of experience and information people are coming with
  - The potential of the media in progressing issues, raising awareness encouraging debate was recognised and thus Women's Networks need to develop skills to effectively work with the media

## **6. What policy learning is emerging from the work?**

### **Lack of Information**

There is a profound lack of knowledge among Women's Networks of emerging new structures, their role, composition etc. I do not believe this is solely specific to Women's Networks but it does raise serious issues both for the Networks themselves and for the structures.

In addition it has been suggested that a glossary of terminology / A – Z in relation to policy should be developed.

### **Representation**

Huge concerns exist for Women's Networks regarding the increasing use of the Community and Voluntary Pillar / Platform as a means of representation for the community and voluntary sector. In particular they question as to how representative this forum actually is for women's interests and community education. The need for all representatives to ensure that effective feeding in mechanisms exists as well as a way of disseminating information and promoting discussion on policy to relevant groups within the sector was seen as key.

Better representation for Women's Networks in their own right was seen as another effective step forward in achieving a more inclusive approach to policy making. The development of a national body of Networks was a possible means that could be mandated to represent the issues and experiences of Women's Networks.

### **Role of Networks**

Many of the Networks themselves recognise the huge role and power, which they have in moving the policy agenda. Dissemination of information was seen as critical to a wide variety of stakeholders eg. member groups, local agencies etc. In addition the need to work in partnership with key agencies was a very important strategy as no one group had the responsibility or the sole expertise.

### **Barriers for Women**

Despite much progress there are still significant barriers for women which inhibit women's participation in all levels and aspects of society. If real change and an inclusive society is to be a reality for all women then much needs to be done in a number of areas including childcare, transport, live register barriers etc.

### **Inter-Agency Strategies**

At local, regional and national levels the need for agencies, community groups, government departments etc to work together is essential.

## **7. What are the objectives for the next quarter?**

- To maintain ongoing contact with the Women's Networks
- To produce monthly information bulletins on the Beijing Platform for Action
- To plan and organise five regional training meetings
- To gather relevant information and training resources
- To develop a strategy to progress the research on women's community education (Aontas 2001)

***As both the number of Networks involved in the programme and the number of regions has increased we will need to look at increased resources to support participation in the programme***

## Netherlands

### 5 Examples of good practices in The Netherlands in which non-formal and informal learning complement formal education.

|                                     |   |
|-------------------------------------|---|
| <b>Name of Project 1</b>            | <b>Educational TV Experiment</b>  |
| Organisations/institutions involved | The City of The Hague<br>TV-West<br>Training organisations<br>Voluntary organisations<br>Work organisations   |
| Contact person/address              | Name: Ms. R. Timmerman<br>Organisation: the City of The Hague<br>E-mail: <a href="mailto:R.TIMMERMAN@ocw.DENHAAG.nl">R.TIMMERMAN@ocw.DENHAAG.nl</a>   |
| Target group                        | Newcomers, the long-term unemployed, people in work, voluntary workers.   |
| Financing                           | From various budgets at local level   |
| Duration                            | September 2001 - December 2001  |
| Brief description of the project    | Broadcast of 16 instalments of the programme 'Clear language - Dutch on the shop floor', in a regional context, supplemented with a regional component, coupled with activities in voluntary organisations, training institutes, and work organisations |

|                                     |  |
|-------------------------------------|--|
| <b>Name of Project 2</b>            | <b>Senior Citizens on Site</b>   |
| Organisations/institutions involved | Organisations providing accommodation for older people in Tilburg  |
| Contact person/address              | Name: Mr. J. van den Muijsenberg<br>Organisation: Volksuniversiteit Terra Nova<br>E-mail: <a href="mailto:vu-tilb@csnet.nl">vu-tilb@csnet.nl</a> |
| Target group                        | Senior Citizens in old people's homes and from the area around homes   |

Financing Contributions from participants  
Accommodation provided by old people's homes  
A small subsidy from the municipality

Duration Yearly cycle in principle  
Brief description of the project Keeping up to date and being involved in things

**10.**

**Name of Project 3**

**Intermediary - bridging parents and school**

Organisations/institutions involved Overijssel Support Centre for Minorities  
Enschede Socio-cultural Work  
Basic education  
Municipality  
Enschede People's University

Contact person/address Name: Ms. M. van der Meer  
Organisation: Volksuniversiteit Enschede  
E-mail: [vu-ensch@csnet.nl](mailto:vu-ensch@csnet.nl)

Target group Non-indigenous parents

Financing Earmarked subsidy from Enschede People's University  
(for target groups of voluntary workers and non-indigenous people)

Duration In half-yearly cycles

Brief description of the project The Overijssel Support Centre for Minorities took the initiative to establish a number of support centres in the region. Aim: to make non-indigenous parents less fearful of their children's school. Non-indigenous parents are often afraid to approach the heads of schools, the governors, the parents' council etc., or do not know how to do this. The Centre, run by volunteer non-indigenous parents, acts as intermediary: bridge between parents and school. The People's University in Enschede has also developed a project to keep the Centre alive for longer and to support education by:

1. Meetings providing information on education (aim: transfer of information and recruitment of parents to staff the Centre)
2. courses:
  - Dutch education system
  - Overview of Dutch society
  - Communication skills

**Name of Project 4  
(with regard to Key Message 3)**

**Social Learning Workshop**

Organisations/institutions involved

Spectrum (Institute for Social Welfare)

Contact person/address

Name: Ms. R. Schaper  
 Organisation: Spectrum  
 Telephone: 00 31 26 3846247

Target group

Professionals in socio-cultural work

Financing

Duration

One-off training in 5 meetings in different regions

Brief description of the project

Social Learning Workshop introduces the Concept of Social Learning in welfare work practice. Participants become acquainted with the concept and develop competencies for the identification, recognition, design and conveying of social learning processes. The workshop is practice-directed: It is concerned with improving methods of handling. Participants are professionals from socio-cultural work who are engaged in: getting people involved in society; fostering social cohesiveness in neighbourhoods, districts and villages; improving peoples' problem-solving abilities. It ranges from work with migrants to work with older people, from youth work to community work.

**Name of Project 5  
(with regard to Key Message 4)**

**Portfolio: new opportunities for phase 4 clients  
(unemployed people with a long way to go before landing a job)**

Organisations/institutions involved

Foundation for the Management of Volunteers  
 Welfare organisations  
 Centre for Voluntary Organisations  
 Organisations concerned with getting people into work

Contact person/address

Name: Ms. E. Hofman  
 Organisation: Stichting Vrijwilligersmanagement  
 E-mail: [e.hofman.svm@svmgroep.nl](mailto:e.hofman.svm@svmgroep.nl)

Target group

Unemployed people who have a long way to go before landing a job

Financing

Duration

Putting together a portfolio: 4 months in 4 stages: introduction, inventory compilation, creating a profile, action plan

Brief description of the project

The individual's attributes are demonstrated via a portfolio. The insight this gives makes it possible to develop a personal action plan appropriate to the wishes and potential of the owner of the portfolio. Compiling a portfolio is an exceptionally good way of showing an individual's achievements and potential. The portfolio method can also be used for other categories of job-seekers and people who are socially isolated.

## Romania

| <b>A. IDENTIFICATION</b>  |  |
|---|--|
| <b>1) Title of good practice</b>  | Training of youth counsellors – Leonardo programme   |
| <b>2) Country of origin</b>   | Romania/Hungary  |
| <b>3) Partners involved</b>   | IIZ/DVV Bucharest Project Office of the German Folk High School, Phoenix Association – Kolozsvár, Bochum Folk High School – Germany, Hungarian Folk High School Society - Budapest   |
| <b>4) Contact data on person &amp; organisation responsible</b>   | Zoltán Király<br>Dunamenti Regionális Népfőiskola<br>2400 Dunaújváros, Táncsics u. 1/a<br>Tel.: +36 25 410 811<br>e-mail:  |
| <b>5) Target groups</b>   | Youth workers, adult trainers, folk high school organizers, teachers, social workers, school psychologists   |
| <b>6) Documentation available (format? how to obtain?)</b>  | Judit Hoffmann - Franz Heuer: Beratungsleitfaden<br>Multiplikatorenlleitfaden at <a href="http://www.bochum.de/vhs">www.bochum.de/vhs</a>  |
| <b>B. DESCRIPTION</b>   |  |
| <p>The project included 3 main parts; 1. training youth counsellors in the following fields: professions, training availabilities, sociological, psychological problems of teenagers, problems with classmates, family and society. 2. Paying visits in German schools and institutions to collect good examples that later could be transplanted in the Romanian and the Hungarian situation. 3. Put foreign experiences into practice with the help of foreign supervisors, constant feedback and evaluation. Making universities and cultural centres the venue of further similar training.</p> |  |
| <b>C. ASSESSMENT</b>  |  |
| <b>1) Impact: results, advantages and consequences</b>  | Realising the weaknesses in post-gradual education in Romania. Egg. lack of psychological counsellor training. The project was successful in improving training and educational methods in intensive co-operation with European partners. Participants of the psycho-social training now have the opportunity to get a degree acknowledged by all the particular European partner organizations. |
| <b>2) Indicators: measuring the result, costs and time</b>  | Expenses were covered by the Leonardo Fund, although the German and Romanian partners had to share the expenses. The Hungarian partners were in charge of providing further sources of support.  |
| <b>3) Problems faced (and how they have been overcome)</b>  | 3 fields of concern; 1. Problems trainees had to face: -teacher-student relations, - brain-fag, -interruption of studies, - uncertainties in choosing the right school, -confusion regarding school achievement, 2. Problems of employability; -difficulties in finding the job that matches one's skills and capacities 3. psycho-sociological problems with the environment.                   |

**4) Success conditions for sustainability and transfer**

Hungary: Youth counselling became a daily practice on 6 locations. Organizers applied for further development of the training at the Ministry of Social and Family Affairs. HFHSS intends to incorporate the training of youth counsellors in higher educational specialisation beyond organizational training. The Hungarian Folk High School and the partner organizations agreed to meet in scope of a conference in one year's time in order to examine the further development of the project's result.

## Sweden

### 1. The folk high schools and the study associations

The Scandinavian folk high school is unique and differs in many respects from European forms with similar names. It is the oldest adult education form in Sweden dating from 1868 and is still very much alive. Parts of the courses in the Swedish folk high schools are integrated in the public adult education system but as a non-formal alternative without curricula and with methods of their own. As representatives of non-formal education the folk high schools are more flexible and can be more exactly suited for contemporary actual issues.

Another view of the importance of the Swedish folk high school is its accessibility. They are open for all adult students over 18 years of age, no matter what educational background, and they are free of charge and therefore have a key role in lifelong learning. The folk high schools are available all over the country. There are today 147 folk high schools, mostly in the countryside, and they have also over 100 external course centres, situated in the cities. The folk high schools reach annually around 40,000 participants to their longer courses, mostly 1-3 years, and about 150,000 participants to their shorter courses. The folk high schools also provide vocational training in special areas

The folk high schools and the study associations are largely financed by grants from government, regional governments and local councils. The parliament gives the following reason for this: "Giving popular education the opportunity to grow is strengthening democratic culture, and filling gaps of knowledge and information in society. Popular education has a key role in this process. It can help create meeting-places for change and bridge the gaps between groups of people and between humans and technology."

### 2. The Adult Education Initiative / a second-chance project

The Adult Education Initiative is a five-year programme to boost adult education and training in Sweden. The aim has been to bring a comprehensive national expansion of knowledge. The major objectives of this expansion of adult education have been to update labourmarket and education policy, to achieve a more equitable income distribution and to promote economical growth. The primary target of the Adult Education Initiative have been unemployed adults who lack three-year upper secondary qualifications, but has also been aimed at employees who left school early. The initiative has intended to promote workplace modernisation and development. It has also been designed to develop and upgrade adult education and training in terms of both content and forms of instruction. New ways of meeting adults' educational needs have been tried out in practical project work. Theories and methods of adult education have been developed.

The municipalities have been responsible for implementing the Adult Education Initiative. The State has contributed with 3 billion SKR a year, which corresponds to the cost of 100 000 full time study places annual for five years, of these 10 000 are offered by the folk high schools. There is a special student grant for this program, with the level of the unemployment benefit.

The results of the scheme so far show that there is a move towards:

Closer co-operation between municipalities and the labour market authorities, a more demand driven adult education system, a more flexible system with more possibilities for open and distance learning and possibilities to study in the evenings. The education policies have become a prioritised question for municipalities.

### **3. The role of a good infrastructure, provided by the state - Policies and strategies in Sweden today.**

According to the School Act every adult who does not have the competence and skills equivalent to compulsory education has the right to education within the municipal adult education. Unemployed people have the opportunity and also the obligation to enter labour market training. The responsibility of the training lies within the National Labour Market Board which is a government agency.

There is a student grant system which enables students to get good financial support for municipal adult education, folk high schools and other popular education and labour market training. The Educational Leave Act gives employees the right to take leave of absence for educational activity. This is relevant to all types of studies and need not be directly connected with the job. The Shop Stewards Act deals among other things with the right to trade union education and with outreach activities by union representatives among union members, partly in order to motivate them for education.

### **4. The Quartet - a model for lifelong learning - mainly addressed to persons working with planning and implementation of different learning and development projects. (Svensson & Svensson)**

The Quartet consists of four instruments that must be well balanced and well-tuned in relation to each other to form a common, integrated entity. The first instrument in the quartet is The Threefold Purpose. The significance here is that a learning project always should have as its goal to result in different kinds of knowledge. Above and beyond knowledge in that which is the main content of the course, the participants should be given the opportunity to develop their own individual and group knowledge. They should also get inspiration and tools that result in their wanting to, and being able to, continue to learn and develop after the on-going project has ended. This can be called "learning for continued development".

The second instrument is called basic values. Among these are respect for human beings equal value and every individual's right to speak and be listened to. The participants' right and obligation to both actively partake in and influence the learning project also belong to the basic values. Different backgrounds and experience should be regarded and utilised as valuable assets in a learning project. Knowledge should be given a broad definition and sought via different channels and in different environments.

The third instrument Attitudes and Actions deals with how one, both as educator and participant, makes one's attitudes visible and oneself credible by means of the attitudes one reveals and the way in which one acts. In other words, this deals with practising what you preach, or as it also can be expressed, "walk your talk". The key concepts in this context are respect, trust and commitment.

The name of the Quartet's fourth instrument OASIS, is an acronym formed from the instrument's five different parts: Objectives, Activity, Sharing, Identity and Supportive Environment. OASIS is the specific planning and implementation instrument in the Quartet, and builds upon the other three instruments. In the language of music one can say that OASIS plays the melody while the other instruments stand for rhythm and accompaniment. If the instruments are in tune with one another and played in the same key and time, then the Quartet resounds rhythmically and in tune.

## United Kingdom

| <b>A. IDENTIFICATION</b>  |  |
|---|--|
| <b>1) Title of good practice</b>  | "Prescriptions for Learning"   |
| <b>2) Country of origin</b>   | UK   |
| <b>3) Partners involved</b>   | NIACE – National Organisation of Adult Learning<br>GNLP–Greater Nottingham Learning Partnership<br>HAZ – Nottingham Health Action Zone<br>EMDA – East Midlands Development Agency  |
| <b>4) Contact data on person &amp; organisation responsible</b>   | Kathryn James<br>Development Officer<br>Learning and Health<br>NIACE<br>21 De Montfort Street<br>Leicester<br>LE1 7GE<br>0116 2044281<br>email – <a href="mailto:kathryn.james@niace.org.uk">kathryn.james@niace.org.uk</a>  |
| <b>5) Target groups</b>   | People attending doctors' surgeries from areas of Nottingham that have high rates of social exclusion – non-participation in learning, poverty, poor health.   |
| <b>6) Documentation available (format ? how to obtain ?)</b>  | "Impact of Learning on Health" – available in hard copy from NIACE Publication Sales Department, 21 De Montfort Street, Leicester, LE1 7GE, (+44) (0)116 2044216<br><br>Evaluation report of "Prescriptions for Learning" – available in hard copy from Sue Rees, NIACE, 21 De Montfort Street, Leicester, LE1 7GE, (+44) (0)116 2044256 |
| <b>B. DESCRIPTION</b>   |  |
| <p>The project builds on two areas of knowledge. Firstly, that there is a link between poor health, poverty and low levels of educational attainment. Secondly, that adults returning to learning report positive effects to their mental and physical health. The project has based a Learning Adviser in three GP surgeries who works with individuals to help them access appropriate learning opportunities. Individuals receive on-going support to maximise retention and achievement and to support progression. Work has also been done to ensure effective collaboration between learning and health by raising the awareness of the benefits of learning among healthcare staff and by working with learning providers to reduce barriers to learning. The project is being evaluated to see whether the model of support is effective in reaching hard to reach learners, and is effective in improving retention and achievement and what the health impacts to learning are.</p> |  |
| <b>C. ASSESSMENT</b>  |  |
| <b>1) Impact: results, advantages and consequences</b>  | The project has been successful in attracting 'hard to reach' non-participants in learning, many of whom had little or no previous qualifications.   |

|  |  |
|--|--|
|  | <p>All referrals to the project have reported positive health benefits such as increased confidence and self-esteem, increased physical activity, improved sleeping as well as increased social networks and achievements in learning.</p> <p>Longer-term evaluation hopes to show that this model will improve retention and achievement, as well as a reduction in the frequency of visits to doctor's surgeries and reduced medication such as anti-depressants and tranquillisers.</p> |
| <b>2) Indicators: measuring the result, costs and time</b>   | <p>Learning Adviser post (full-time) plus administrative support to work in one Primary Care area. Because the Learning Adviser works with individuals the work can be slow to develop and providers need to make an initial investment of time and money before significant numbers of new learners access learning e.g. first six months resulted in 80 referrals and approximately 45 new learners and 30 individuals still accessing guidance or awaiting start dates.</p>             |
| <b>3) Problems faced (and how they have been overcome)</b>   | <p>No easily identified funding stream. Project funding has been obtained through several sources but there is on-going work to find a permanent funding source.</p>   |
| <b>4) Success conditions for sustainability and transfer</b> | <p>This project is very transferable and there has been a great deal of national interest (140 enquiries from organisations wanting to run similar projects). Information about the project has been disseminated nationally.</p>  |

## United Kingdom

| <b>A. IDENTIFICATION</b>  |  |
|---|--|
| <b>1) Title of good practice</b>  | ActivAge Unit's Ageing Well and TransAge Action programmes   |
| <b>2) Country of origin</b>   | United Kingdom   |
| <b>3) Partners involved</b>   | Nationally: Dept. of Health; Health Education Authority, Merck Sharp & Dohme and PPP Healthcare. Locally: voluntary organisations (usually Age Concern organisations), individual older people, health and social services providers and educational providers |
| <b>4) Contact data on person &amp; organisation responsible</b>   | Vanda Brown, Head of ActivAge Unit, Age Concern England, Astral House 1268 London Road, London SE16 4ER.   |
| <b>5) Target groups</b>   | Over 50s age group   |
| <b>6) Documentation available (format ? how to obtain ?)</b>  | Explanation of Unit, examples of activities and projects in hard copy - website being revamped at the moment - from ActivAge Unit, address above.  |
| <b>B. DESCRIPTION</b>   |  |
| <p>The Unit facilitates opportunities for people over 50 to continue to make a positive contribution towards the structure of their own lives, the lives of other older people and the life of their local communities using two UK wide programmes - Ageing Well UK and Trans Age Action. One based on improving and maintaining the health (widest definition including mental and social wellbeing) of older people, recognising they can be an important resource to themselves and to others; and an intergenerational programme which recruits and trains older volunteers to work with vulnerable children in a whole host of settings and activities. TransAge Action are in the process of offering a schools project based on pilots such as Designing Tomorrow Today (in conjunction with Bacon's College, London) and other similar initiatives such as those associated with older people and the arts. Each programme retains its own discrete identity but there are opportunities for sharing skills, resources and support. The UK Ageing Well network has led to a spread of ideas and good practice in Europe and internationally. The UK programme is in membership of Ageing Well Europe - which has considerable EU support - and exchanges have taken place where Volunteers (Senior Health Mentors) from each country were able to visit each other's projects to share ideas and to learn from experience. The establishment of the ActivAge Unit enables Age Concern England to reach out to older people who think they have no value and show them that their opinions, skills, experience and ideas are really relevant to all our lives through the development of these programmes. Currently there are 42 projects in full membership of the UK network with others waiting to join. All of the projects use volunteers - training older people themselves - over 400 people over 50 have now undertaken the Ageing Well core training programme. Activities on offer within the projects are numerous and diverse. They include: nutrition advice and cookery skills physical activity; counselling; accident prevention; reminiscence, IT skills, foreign languages, art classes, local history, befriending, creative writing; benefits and money advice; social dancing, flower arranging and crafts; aromatherapy and massage; amateur dramatics; lunch clubs with activities; gardening classes; photography; LAY courses. The Ageing Well network includes Projects specific to the needs of ethnic minority elders.</p> |  |

| <b>C. ASSESSMENT</b>   |  |
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| <b>1) Impact: results, advantages and consequences</b>       | Enhanced well being, less social isolation, better health and coping skills - less dependent older people, more self esteem and empowerment. Each of the Programmes has been constructed following extensive research and consultation with acknowledged experts in the field and continues to be supported by National Advisory Committees comprising these experts. In addition to enabling older people to make informed decisions about their own lives, as well as contributing towards the lives of their local communities, the major intended effect is to improve well-being amongst older people, leading to health and social gain and lower costs of health and social provision.  |
| <b>2) Indicators: measuring the result, costs and time</b>   | Lower costs of health and social provision - these programmes are an important tool of government policy. There are many factors that impinge on the realisation of quality of life for individual older people. These include maintenance of health; income, employment, access to provision of care, standards of care; adequate housing; security; clean and safe environment; personal desires and social relationships with family and friends. A major determinant is the dramatic shift in the age profile. In the UK in 1994, 18.20% of the population were over pensionable age. Over two-thirds of people aged 75 and over were women with 8,000 people aged 100 or over - by 2030 it is estimated that 34,000 people will be over 100. In the field of unemployment, in the UK, 50% of males aged 50 and over are no longer in full-time paid work. |
| <b>3) Problems faced (and how they have been overcome)</b>   | Funding at local level - each project has to find funding from either local authority, lottery, charitable funds, etc. Employment of a co-ordinator is crucial for successful programmes but employment is seldom secure and time is spent looking for funding rather than expanding programme. Longer funding times or employing someone just to go out and secure funding has been successful. The key is building partnerships and alliances with health authorities, local authorities, community safety, etc.   |
| <b>4) Success conditions for sustainability and transfer</b> | Pilots for innovation - Network to provide support and help at crisis times - mutual support from project co-ordinators by network meetings and brain storming sessions. Publicity and major sponsor and Government support takes these kinds of initiatives into mainstream.  |