



EFVET (European Forum of Technical and Vocational Education and Training)

REPORT ON

“TAKING ACTION ON LIFELONG LEARNING: SIX KEY MESSAGES”



PART I . INTRODUCTION

Forward

EfVET ,as the leading Vocational Education and Training practitioners Network in Europe, welcomes this opportunity to contribute to the European Commission’s debate on Lifelong Learning. It has been a pleasure to work with our fellow NGO Networks in the NGO Consultation Platform as part of the Commission’s Consultation process on the EU Memorandum for Lifelong Learning.

We are facing challenging times as we move toward a knowledge based and information society, new occupations and work practices and skills are evolving; economic and social organisation are challenging our current perspectives and direction. The informational age and global society within which we live is demanding new and innovative approaches to ensuring people can contribute to the development of society in its widest sense. Learning will play a pivotal role in meeting individual expectations.

The Memorandum for Lifelong Learning and the European Union desire to embed this is a timely opportunity to stimulate learning for all throughout their lives. The opportunity to contribute from a practical viewpoint to the ‘action planning ‘ process is most welcome.

The opinions and comments set out in this report are those of our EfVET members throughout Europe and are presented here to contribute to the European debate. Whilst the views expressed are drawn from a wide variety of opinion and stakeholders across our membership, it is salutatory to recognise the ever increasing commonality within European VET frameworks with institutions facing similar issues. It is equally refreshing to consider the varied models and approaches to addressing such issues in different institutions and states. The value added is the ability to share our ‘best practice’ across cultural and social divides.

I would like to take this opportunity to thank all EfVET members for their contributions and responses throughout this Consultation process. I would also like to express my thanks to our Colleagues within the NGO Networks with whom we have enjoyed working so effectively together in a supportive and collaborative partners. Moreover, I hope this collaborative process will develop in to many further opportunities to collaborate on shared areas of concern and development

Finally my sincere thanks to Mrs Generosa Cerviño San Martín, our expert who has tackled the difficult task of teasing out the salient issues from the responses of members in to a meaningful and coherent report. In addition my thanks go also to Wolfgang Stutzmann, EfVET representative of Germany, and Peter Hodgson, EfVET Vice President and representative of the United Kingdom for their management and co-ordination of this project on behalf of EfVET

Hans van Aalst
President, EfVET



The analysis

The NGO Consultation Platform has enabled EFVET members throughout Europe to consider at length the issues embodied within the six key messages of the Memorandum and to identify exemplars of 'best practice' in encouraging lifelong learning opportunities to all. This opportunity has run in parallel with the formal National Consultations organised by the government ministries in each Member State. The timeframe for these two strands within the consultation process being out of alignment has meant EFVET to take a more direct route to eliciting member opinion.

The process has taken the following form:

Preparation

The Memorandum along with a summarized version of the six key messages was prepared.

A questionnaire was devised seeking both comment and suggested approaches to addressing the issues identified within each key message.

A further questionnaire was devised to offer members the opportunity to identify 'best practice' in the development, delivery and implementation of life long learning at practitioner level. EFVET members have considerable experience in developing creative and innovative solutions to stimulate learning, both formal and informal, traditional and non traditional, flexible and individual. It was felt that the issues raised within the consultation on the Memorandum would be strengthened and enhanced by exploring and sharing practical case studies of good practice across and between members in Europe.

The Consultation

Effectively all members were circulated with the above and requested to complete. Members were encouraged to take this opportunity to express their views from a practical perspective with a view to contributing to the wider development of Action Plans for implementation and embedding lifelong learning opportunities.

Wolfgang Stutzmann and Peter Hodgson
Joint Project Managers, EFVET



About Efvvet

Efvvet is a unique European-wide professional association of (technical and vocational education and training) institutions in both the public and private sectors, national associations, consortia of colleges and schools, validating bodies, companies with training departments, individuals and public TVET bodies.

Its mission is to champion and enrich technical and vocational education and training through transnational co-operation by building a pan-European network of institutions and practitioners which will,

- Promote quality and innovation in Technical and Vocational Education and Training throughout Europe
- Develop collaboration, mutual co-operation and sharing of good practice
- Give colleges a platform of influence in European TVET policy

Developed with the support of the European Commission and the European Institute of Education and Social Policy, EFVET is the only transnational organisation of this type for TVET. Its policy is determined by its member colleges and schools. It collaborates with, but is independent of all government and funding bodies. Its income is derived from membership subscription, grants and sponsorship.

Technical and Vocational Education and Training in Europe needs a strong organisation to understand real experience in VET in Europe. The strength of EFVET lies with its members. Through its members - and their commitment to become actively involved in the Long Life Learning by approaching experts to experience and contribute.

- the natural point of contact for the European Union on all TVET matters
- the leading voice of TVET throughout Europe
- the champion on TVET development and dissemination
- the focal point of TVET educational development and establishing pan-European qualification and quality standards

The principal aim of EFVET is to provide a transnational framework to support all co-operative actions aimed at enhancing and improving technical and vocational education and training; in particular:

- to facilitate networking and partnership
- to stimulate creation of co-operative projects and thematic networks
- to enable widescale promotion and dissemination of innovative measures and transnational projects
- to provide technical support and advice to its members and help them access E.C. programmes
- to act as an agent for collaborative projects with TVET (technical and vocational education and training) organisations in outside Europe
- to represent the views of its members issues in the European public forum and provide a platform for the European Commission and others to consult

EFVET's role as an organisation is to promote, stimulate, foster and encourage this process and to disseminate the good practice that emanates.



PART II. TAKING ACTION ON LIFELONG LEARNING: SIX KEY MESSAGES.

KEY MESSAGE 1: NEW BASIC SKILLS FOR ALL

Objective: Guarantee universal and continuing access to learning for gaining and renewing the skills needed for sustained participation in the knowledge society

INTRODUCTION

On the basis of permanent access to learning, new basic skills have been identified in its specific reference to proficiency in information technology, foreign languages, technological culture, entrepreneurship and social skills.

The definition of these skills varies and some people attach importance to ICT, foreign languages, learning to learn etc. while others focus on interdisciplinary contents. Associations with the reality of everyday life are in all cases increasingly apparent.

The structures underlying education and the systems themselves are changing as entire curricula are reconsidered resulting in gradually more integrated approaches: arrangements for guidance, support and identification of skills needed by the labour market.

These new developments for general education and vocational training differ in accordance with the different aims of both, though sometimes they change concurrently.

The European Community has taken different actions at European level being specially active in the field of ICT.

1.1. DEFINING NEW BASIC SKILLS AND PROVIDING UNIVERSAL ACCESS TO THEM

Among the basic skills frequently included in curricula are oral and written communication, literacy, numeracy, team work, ICT, problem solving, foreign language teaching and interdisciplinary subjects as education and citizenship, project activity and the human dimension of work.

Entire stages of education are being redefined and the structure of the systems is being affected. These new developments encourage a greater variety of options: more individual study pathways, practical placements in firms, modular courses, partnerships with the social partners and representatives of the civil society and professionally oriented education and training.

In the past decade, curricula changes and reforms in VET have been introduced in many European countries; on occasions these reforms have led to implementation of fully integrated arrangements linking education, training, guidance and skills validation. All this is geared to the development of local economy.

This is seen as part of the provision of a wide foundation for lifelong learning in initial education and training. A broad skills base on which to develop one's career and employability.



1.2 “SECOND CHANCES” FOR NEW BASIC SKILLS AND UNIVERSAL ACCESS TO DIGITAL LITERACY.

Some of these initiatives focus on basic skills, such as literacy and numeracy while others provide for admission to basic levels of vocational training in various sectors.

These initiatives are targeted to special groups (unemployed, women without qualifications, older workers etc.) and the courses are often modular so the training can be provided alongside the pursuit of professional activity or family obligations. And vocational provisions for adults are tested to ensure that learners are motivated.

Distance education, radio and TV have been used in some cases as integral part of training arrangements.

1.3 MONITORING AND MEETING NEW SKILLS NEEDS

The first steps in this direction are being made by constructing European scenarios of VET development (CEDEFOP, EUROPEAN TRAINING FOUNDATION, MAX GOOTE EXPERT CENTER 2000). Efforts should be made to establish a European approach to forecasting and it should be complemented by quantitative approaches using comparable classifications and methods, but still leaving space for specific developments at national and regional level.

Existing schemes target at the identification of future needs in the area of vocational qualifications and in the case of certain occupations. They consider the nature of these skills and translate the results of such analyses into action for readjusting provision in upper secondary and higher education, as well as in systems for initial and in-service vocational training.

2 EFVET A PRACTICAL APPROACH

2.1. NEW CONTENT AND NEW SKILL TO THE CURRICULA

School and college curricula are required to incorporate new content and new skills to the curricula. To relieve this pressure, it is essential that educational institutions would raise awareness of this challenge among educational and training professionals. **Concrete activities** would be for example to promote educational staff to gain competencies for dealing with new demands and changes.

To relieve the pressure, it is essential to keep **permanent co-operation between companies and colleges**, to try to investigate in detail which skills the working life actually needs and to analyse which are the basic and most essential abilities in order to achieve these skills.

On the initial VET-level the students would obtain the basic learning skills in order to be able to achieve the skills required in the working life. On the further VET level the students would specialise in some occupational area and obtain the skills required in this particular occupation or task.

Two principles should be considered: The competences achieved in the formal education have to be the same as the ones needed in the workplace and before students learn specific vocational skills they should learn to learn and to acquire knowledge.



The methodological approach to the teaching and the learning process changes. A greater level of **integration** should take place in the college curriculum. Thus, for example in vocational subject areas, IT should not be seen as a separate subject, unconnected to the rest of the courses where students use word processing in a vacuum, but should directly relate to the vocational area. Maths for example should have a direct connection with how numeracy will be used in the future job instead of being seen by students as a difficult and abstract set of concepts divorced from their future careers.

The **national authorities** should promote basic skills acquisition, which will lead to more competitiveness for the European economy.

Educational institutions should be supported to establish sector's **regional staff development teams** where basic skills are defined by tight co-operation between employees and colleges. Teams will work on developing a good system of making inventories of these demands, estimating rightly their values, starting and evaluating pilot projects.

The **curricula** ought to be more **flexible** and open; it ought to be restructured at colleges from the reports of sector experts by providing additional resources in key areas and rationalise units of study within current curriculum.

Broadening established **curricula** with clear reviewed **goals**:

1. Existing curricula should be scrutinised and outdated/obsolete knowledge should be removed to give way to new content.
2. The curricula should not consist of detailed descriptions, but merely consist of a frame with objectives to support flexibility and adaptability to a changing world.
3. Organising specific learning programmes where social skills and IT skills are combined. Not only ICT skills but also learning abilities should be promoted. The focus should be on wide fundamental basic skills for young people, learn how to learn autonomously and flexibly and task orientated modules for further qualifications for adults.

It is very important to promote **joint activities** and **co-operation** between different organisations in the design and development of curriculum and educational contents. The main objectives to aim to should include the so called transversal competences that **comprise IT skills** but also focus on the development of **interpersonal skills and social attitudes**. The Knowledge Age, just like any revolutionary change, introduces new opportunities but also new problems, such as alienation and individualism and educational organisations should pay attention to these aspects. One of the key competences is the ability to cooperate horizontally using IT.

2.2 PRINCIPLES AND CONTENTS

The principles that should inform curriculum organisation and content in the Knowledge Age are based on economic growth and development, there should be a strategy of inclusion for social skills in the contents on the CV

The information about the **content of the curriculum** should come from the surrounding working life and society. All authorities, institutions, researchers and teachers taking part in the curriculum



work should be aware of what is happening in the economic and social environment and know the requirements and needs of employers and their customers (=future market) .The practitioners must also be aware of the requirements as they are today and forecast how they will develop in the future .This emphasises the need for employers, curriculum planners and decision makers to work together more closely.

2.3. THE NEW INDIVIDUAL RIGHTS

The individual right for all citizens to update their skills through lifelong learning is absolutely essential, not only for the individual, but also for society. Those who have not been able to acquire the relevant basic skills threshold must be offered continuing opportunity to do so.

One of the top priorities of a government is to promote **social integration**, and life long learning is a key element of this; ensuring people's access to work and maintaining a working profile.

There are several examples in Europe: For example institutions like FORCEM in Spain which try to convey this right as all citizens should have the right to update their skills through lifelong learning

In most of the EU countries it should not be too difficult to find a suitable course or training for each one. There is a general understanding that education and Training is financed or supported by the Public Administrations and Local Government. We already have the structure but it must be adapted and enhanced across all countries to ensure that every citizen has the right to learn.

It is not always so much a question about giving every citizen an individual right to update his or her skills, but **to enable every citizen to use his or her opportunity to update and develop his/her skills**. The problem is to motivate individuals both young and adult to participate in the learning process and to encourage progression.

2.4. THE EU ELEARNING INITIATIVE

The priority areas for action for those groups of citizens – young and old – on the wrong side of the emerging digital knowledge need to be established.

Local realities vary significantly from and within Member States. For **young citizens** the responsibility has to be taken by the educational system, which should ensure IT skill acquisition within the normal curriculum. **On the adult side**, examples of good practice can be seen in the American IT citizen centres in terms of providing convenient access and technical assistance on new technologies within local communities.

To reach the target groups, it would be important to **facilitate people's access to the technical possibilities** and to inform them about the **benefits** in their daily life and economies (e.g: more competitiveness in the labour market may lead to better salaries or acquisition of new skills may improve professional development or indeed offer promotional opportunities)

The aim is to arrange **free learning opportunities in digital literacy** for those groups of citizens, may be digitally illiterate. The learning programmes should be tailor-made for the target group in question in order to motivate the students to take part in the course and to avoid learning obstacles. E.g. the Labour authorities could arrange programmes for unemployed people, study circle centres for senior citizens, vocational training for employed people etc. There could also be courses on TV. There should be a lot of public information on the importance to be digitally



literate where the target uses to develop their lives. Computers at the cafes, information at sport arenas, free information with any products etc.

Financial support to assist the learner would be a positive step. For instance,

- To buy a simple PC, with the most important software (word processing, Internet etc.)
- To have education at reduced fee levels or indeed free
- To connect to the Internet at reduced rates for e.g. a year.
- To loan IT equipment to learners to facilitate their learning or to contribute with a economical support once they have past the courses they have to go for,

The access to the training would be closer to the target group. It will be improved by,

1. Giving access to computers to target where people meet. Not in libraries and other places where they would feel alienated. New learning environments should be established supervised by professionals. Programmes should be developed that would appeal to this group to make them interested in seeking new ground.

2. Given equal opportunities in environments where the target would feel comfortable and supported by professionals.(eg. in companies, in associations, etc.; bringing equipment to the locals). Programmes should be developed that would appeal to the group as an incentive to go to actual courses to get new skills.

3. Helping the centres with the acquisition of the necessary material and support for training the trainers that are still reluctant to deal with digital literacy and to teach to different tipe of target groups.

There is a message over the general idea which brings the key of success to the level of identification and approach to the target groups that are objective.

2.5. A SHARED EUROPEAN FRAMEWORK

Technical commissions are working in all Member States on defining national frameworks and a strong harmonisation of these activities at European level is essential. Both by promoting stronger European wide educational policy making and legislation procedures and by fostering national, regional and local co-operation between institutional and private educational bodies for the implementation of such policies.

Experts representing working life, sciences and education from all EU countries could also form expert teams and try to collect information from each country The research work, gathering of information and analysis, could also be done by other researchers throughout the EU supported through EC research projects. The expert teams could then gather the reports from the research projects and put together a European framework. **Practitioners** could also do it within development projects.

A **strategy based on the results of surveys** conducted in the EU among stakeholders in education and training including the social partners, lecturers and artists would give researchers the chance to define the new basic skills. Nevertheless, to understand and be able to implement those skills, social and working environment of each country /region should be taken into consideration (cultural differences must be taken into account).



2.6. DIFFERENT MEASURES.

In general it is necessary to make all levels in the society aware of the need and the benefits of new basic skills for all.

First **the national authorities** have to be aware of the new needs, so they provide guidelines for the next stage, then local authorities have to be motivated to implement them in their operations and so on until the individual citizen is reached.

Further more, initiatives at local level should be increased, specially those from the Government initiatives and national agendas supported by **local partnerships with businesses** like Learning and Skills Councils in the UK.

There are several good practices to mention as:

- Facilitating retraining and adult education.
- Stimulating programmes like "investors in people" an UK based – about employers recognising the right of employees to be informed and involved in developing themselves and the business. Lifelong learning is a key feature of this 'kite marking' initiative whereby employers can show they have systems in place to promote the continued development of their workforce
- Promoting the individual learning account. For example, a local institution gives check blocks to workers to spend then on the training they choose from a list. Such a scheme is now being implemented in the UK whereby individuals can open an account (like a bank account) with personal funds and government contribution – they can then build this account by adding funds to it and use the account to fund personal training opportunities offered by learning providers. It is about broadening opportunities and recognition of learning at individual level and promoting lifelong learning.
- Implementing of a day release and job rotation.
- Training the people practically and actively.
- Supporting to combine teaching and practising in enterprises.
- Improving mobility by supporting actions from Europe

Representatives from the labour market, trainers and other professionals from various fields in each country should be involved to make sure that **the promotion of the skills** in question is done at the right pace and in unison **with the needs and demands of the labour market**. Intensive co-operation between schools and industry in the form of a partnership with a workload sharing will help achieving these aims.

Co-operating on professional skills between colleges ought to be very supporting as a way to shows teachers from different institutions and countries that their fellow-teachers across Europe meet the same problems/challenges and motivate them to accept the challenge of the knowledge society in Europe



2.7. EFFECTIVE WAYS TO MONITOR AND MEET NEW EMERGING SKILLS

Legislation, organisation of work and repartition of competences between public and private bodies are factors that still make **co-operation** difficult between educational and training on the one side and information and counselling services on the other.

A constant focus on the development of the labour market by all involved institutions– the social partners, the Ministry of Labour/or Internal Affairs, and the Ministry of Education is necessary to make sure that new pedagogical methods are developed **to create the right learning environment** needed to make adjustments to new skills.

A knowledge data base for exchange of good practices would help to prevent future mismatches and to improve the quality of monitoring . The information would have to be taken by ongoing reviews of the needs of organisations and adapting these to changes in labour market. Organising a knowledge **archive** with reliable curriculum content will help teachers to build their own sources.

A European forecast-system which focuses on emerging competences needed in working life could be another effective way to monitor and meet new emerging skills. Competences provided by formal VET institutions could be created in order to prevent skills mismatches and recruitment difficulties. The forecast-system could also collect information about the amount of non-formal learning in the companies and perhaps about informal learning. The data collecting should be Internet-based to enable a quick data processing and a distribution of the information.

Direct **communication between all agents** would be essential. A good way to implement might can conveyed through local lifelong learning partnerships between industry and learning providers and better links with industries at local level to identify emerging needs giving a stronger integration between training, offer and information, career counselling and guidance services before, during and after the training.

2.8. TESTING AND SELF-ASSESSMENT TOOLS FOR BASIC SKILLS

There needs to be recognition of the importance of **the tutor support to learners**. With the recognition of the social aspect of learning, self assessment can be difficult to sustain if the learner exists in a vacuum and the virtual learning community may have an important role to play here.

Emphasising more and more in the **teacher training in social skill** that has to be developed by the students. Such skills are abilities that will drive the student to a professional succes as self-confidence, self-direction and risk-taking. On one hand, he student needs these abilities to be able to assess her/his own achievements or skills. On the other hand, the teacher needs tools (professional knowledge) to support the student. Vocational teachers are often trained to learn a specific professional skill and they have not always readiness to include e.g. social skills in their teaching.

A **stronger assistance** before, during and after the training process can help the citizens to closer monitor their personal and professional development. **Monitors** should first design individual tests and then discuss feasibility with European colleagues. Skills demonstration tests are a good way to test professional skills. The new basic skills could perhaps be more stressed in



the national competence requirements of every occupation. Alternatively they could be kept as a separate optional module in each qualification in the same way as the module “Entrepreneurship in the field “ is today.

Another important factor is the need for continuous assessment, strengths and weaknesses analysis in the workplace. The existing tools should undergo a pedagogical scrutiny to make sure that they apply to the individual citizen who uses them or is subject to them



KEY MESSAGE 2: MORE INVESTMENT IN HUMAN RESOURCES

*Objective: Visibly raise levels of investment in human resources
in order to place priority on Europe's
most important asset – its people*

1. INTRODUCTION

The investment in the last few years has not increased, therefore the spending of the existing funds has to be more efficient.

The European Social fund (ESF) is the EU's financial instrument for investing in people, it provides joint funding to help member states. The commission and the member states agree a set of guidelines to spend the funds coming from the ESF.

One of the guidelines specifically deals with lifelong learning, there is a growing potential here for targeting investment in the lifelong learning of individuals.

The structural Fund Programme agreed for 2000-2006 makes firm operational commitments towards promoting lifelong learning across the EU (12 Billion Euro will go towards the development of lifelong learning, that means the 20% of ESF Budget).

1.1.- INVESTING MORE IN LIFELONG LEARNING AND HUMAN RESOURCES DEVELOPMENT

Public funds are the prime source for primary and secondary levels. Each country has its own way of investing, but the aim is the same: Every child have free pre-primary and primary and secondary education. Depending on the country this objective is achieved or in the process of completion.

By investing additional resources in preprimary education (0 to 3) and guaranteeing free education from 3 to 6 Spain , Italy , England and Sweeden, Finland, England and Ireland have specific policies. .

In further and higher education also all the countries are investing heavily but perhaps in different ways (vouchers in Netherlands, additional places in UK, grants in Sweden)

E-learning is another scheme where every country is investing large amounts of money. The Lisbon European Council launched the e-learning initiative.

The main objective is to create educational infrastructures and systems in which all citizens can attain the skills necessary to live in the information society, particularly ICT and Internet skills. Achieving this aim implies a heavy financial investment in equipment, training, multimedia services and content. Most of the countries have responded by investing in schools. In the UK a new National Grid for Learning (for schools) and the National Learning Network for Vocational Education and Training Institutions are all part of a strategy to promote the use of ICT for learning. In addition the UK University for Industry (LearnDirect) offers a prime example of seeking to widen choice, access and participation in learning for all.



1.2. DEVELOPING INCENTIVES, REMOVING BARRIERS, ENCOURAGING INDIVIDUAL AND ENTERPRISES TO INVEST.

Public funds are again the prime source for unemployed people and those with very low level of education. Most debates on lifelong learning are focused on increasing adult learning opportunities. The adult learning generally takes place in the private rather than in the public sector.

Whilst many countries guarantee a minimum level of education and training within their compulsory education systems which are government funded, there are wide variations in the sphere of adult and continuing learning. The concept of lifelong learning and what it means is defined according to the individual country context. The notion of implementing a true lifelong learning structure with a range of learning opportunities for all, challenges so many parameters at once, that the resource implications are not clear.

1.3.- DEVELOPING FLEXIBLE WORKING ARRANGEMENTS THAT ENCOMPASS TIME FOR LEARNING.

Time is always an important factor. It is also a complementary resource for ensuring access to learning opportunities. All Member States are interested in encouraging leave policies either through statutory or voluntary arrangements. Again the different Member States have different policies to achieve the same ends.

Flexibility in the working conditions (part time, flexible hours, etc), contributes to the access to long life learning. Strategies to disseminate to all agents (Institutions, Workers and Companies) that training is an investment might have to be reinforced.

1.4.- IDENTIFYING THE ECONOMIC AND SOCIAL BENEFITS OF LIFELONG LEARNING.

A consensus on the importance of investing in people and ensuring commitment to foster this aim can only be achieved when the benefits are transparent and the costs of non-participation are clear. Governments and individuals must have a clear reason why they would have to invest in training as opposed to using their money elsewhere. An investment should yield a return at some time in the future whether defined in economic and/or social or personal financial terms.

But methods for measuring the benefits of training are fraught with difficulties. Evaluating the increased investments in continuing or lifelong learning is subject to uncertainty. Indicators other than financial ones are being used for the measurement of returns.

In order to take fully into account the notion of human capital, a more coherent theoretical framework must be established.



2. EFVET A PRACTICAL APPROACH

2.1 TRANSPARENCY IN INVESTMENTS

The transparency could be reached by,

- Open access to budget information.
- Rewarding employees with a bonus or other form of remuneration when the new skills are achieved
- Internal promotion to more interesting and demanding jobs
- Improvement in working conditions.
- More concrete information available about the benefits for the company.
- Government backed rewards for those in employment who go on to learn more and update their skills.
- Offered free on-line access across the board. Non-charge Internet access for training.
- Individual Training Vouchers can bridge the gap between private or public financing institutions and citizens aiming at strengthening their professional profile (for example Italy is using such an approach as is the UK with its Individual Learning Accounts).
- EU contractual requirements and putting the right to learning within employment contracts.
- Governmental economic support, by giving a tax-deduction or a sum of money if the company or the small employer funds a study programme for their employees, e.g. the use of employer leaves to support learning
- Less bureaucratic and documentation requirements to make it simple to obtain government assistance.
- Giving an International recognition of apprenticeships.

2.2.WAYS TO ENCOURAGE INDIVIDUAL LEARNING

Governments and employers should make funding available for their employees to access learning with career structures which place value on lifelong learning. Clear learning profiles should be available for all employees which record all the learning opportunities they have accessed. Job specifications should include transferable key skills required and routes that these can be accessed if an employee does not have them. It should be a requirement for employees to update their qualifications and expertise regularly.

To encourage Further Training on Long Life Learning, **specific strategies** might be implemented as:

- Information campaigns as well as widening the career and guidance assistance.
- Governmental programmes confounding the study period this means that the employee/employer will have an economical support (e.g. by funding part of the salary while the employee is studying)
- To draw up an individual development plan for each employee. The plan would include a study plan consisting of informal, non-formal and formal training leading to a specific skill or qualification.
- ILA model Individual Learning Account. Central held record of training to follow. ILAs are an encouraging development but are perhaps failing to reach the people most in need of further learning. The extension of this scheme and a greater awareness of its potential is needed to reach those currently excluded.



2.3.THE STRUCTURAL FUNDS USED TO TARGET INVESTMENT IN THE INFRASTRUCTURE OF LIFELONG LEARNING.

The investment could be done by:

- Promoting Local Learning Centres in industry/commerce/committee underpinned by national certification and supported by local education establishments.
- Supporting staff costs to administer and facilitate learning in learning centres and training for the staff.
- Reducing bureaucracy; making procedures simple, decide quickly on requests, commit all parties to it.
- Minimising and clarifying administrative procedures and rules.
- Establishing computer equipment or Learning Centres in non traditional environments to promote greater social inclusion in learning and improved access to learning e.g. by establishing a local learning centre for digitally illiterate people. It should also be possible to take an information technology user's license in the local learning centre, e.g. a rolling learning centre with the same equipment and possibilities as above.
- Videoconference studios in some villages co-operating with an educational institute, e.g. a phone service which you can contact in order to get information about courses and study programmes, how to finance studies, general advice concerning learning etc. The phone service would especially serve those citizens, who are digitally illiterate. An extension of this is the concept of the one stop shop offering advice and guidance and information about learning alongside all other information services

Implementing **complementary activities**, such as information campaigns to raise awareness, guidance and technical assistance while accessing the learning centres are fundamental elements for ensuring a positive impact.

2.4 MEASURES TO ENSURE THE QUALITY OF PUBLICLY-FUNDED EDUCATION AND TRAINING.

The quality might be guaranteed by:

- Well trained, qualified and up to date and motivated teaching staff.
- New monitoring and evaluation system based on results instead of only on administrative issues.
- Local control of the funds expended for the development of the local citizens.
- Exchange and cooperation between private and public institution.
- The quality of materials (particularly online content) is therefore likely to be higher. Collaborative projects are essential for the public sector to enable the creation of good quality, low volume materials.

2.5. TIME AND FLEXIBILITY FOR TAKING PART IN LIFELONG LEARNING.

The relevant question is to reach a training system in which the employee can study at any time, progressively, depending on the work and personal conditions.



- Learning opportunities on-line with employees provided with access to lap-tops to take home might be useful
- Allowing learning within working hours to really widen the right to access continuous training
- Giving employees time to further their learning.
- A recognition that conventional courses may not be the answer to improving skills should lead education providers to re-assess their portfolios.
- To train supervisors to be coaches/tutors in the workplace. The supervisors are responsible to instruct their subordinates, to update their skills and to develop their competences.
- The employer can also support the employee by paying the study fees and study materials.

2.6. ACCESIBILITY OF BEST PRACTICE

To make best practice more accessible it is **urgent to disseminate information** widely to the agents.

- A CPD (**Continuing Professional Development**) international forum might be useful with employers, professional representatives, academic and training organisations and other informal trainers and educators taking part.
- Promoting **sectorial encounters** where information can be shared through on-line groups as well as through conferences and publishing of materials. Offer a convincing plan to companies, refrain from too much paper work and theoretical discussions.
- Prioritising funded projects with a strong emphasis on dissemination.
- Offering more European wide seminars.
- By improving the **networking** between enterprises, educational institutes, authorities etc.
- Publicise established good models **via web-sites** etc.



KEY MESSAGE 3: INNOVATION IN TEACHING AND LEARNING

Objective: Develop effective teaching and learning methods and contexts for the continuum of lifelong and life-wide learning

1. INTRODUCTION

The innovation in teaching and learning has developed in two directions : general modernisation of the systems and specific measures for specially vulnerable and disadvantaged target groups.

1.1. MODERNISATION OF SYSTEMS

Flexibility through ICT improves the accessibility of training enabling independent learning and self evaluation. There is a specific area to develop in the quality criteria for the software and schemes evaluation.

Schools, further and higher education and libraries are investing in computers and internet connections for all users and teachers, pupils and students are being provided with personal email addresses.

Thus ICT is a resource for putting into practice innovative ideas and personalised programmes and also stimulating the activity of teachers networking in Europe. ICT facilitates individual learning strategies in which learners assume responsibility for the activity.

Teachers and trainers have a new role, they shall be trained by having to confront groups of learners that are different in terms of their needs and backgrounds.

1.2. ACTION FOR PARTICULAR VULNERABLE GROUPS

It is required to identify and analyse the difficulties in the cognitive, psychological, social and economic levels for the vulnerable groups especially for teachers and trainers in the knowledge society.

At European level upgrading and updating teachers' skills in digital technologies and networking are being emphasised.

The learning systems shall prove high quality standards being user orientated and adaptable to individual needs for young and adult people who failed at school and/or are trying to undertake a professional activity.

A big effort is being invested in attracting potential learners into education training schemes. The aim is to improve the motivation of learners.



Some examples are

- Exchange visits / mobility
- Discussion groups
- Self-evaluation
- Availability of tutors
- Adaptation of courses to the needs of the labour market
- Supporting social and psychological assistance, etc.

Special bodies have been promoted in several countries to support teachers in applying and evaluating specific innovative practice.

The incorporation of work placement learning systems through experience in companies combined with theoretical studies; learning in job factories; new forms of on-the-job-training; dual trajectories and apprenticeship models, bring labour market close to VET and improve motivation and employability of students.

2.- EFVET A PRACTICAL- APPROACH

2.1. THE DEVELOPMENT OF ICT-BASED PEDAGOGIES / HUMAN-BASED PEDAGOGIES.

The **educational services** are becoming more **customer-orientated**. It is important to define the needs of different client groups and of the individual student and to adapt the teaching to the needs of the students. ICT based pedagogies should reflect the progress of the individual learners.

The **guidance of the learning** is emphasised and the teacher's role as a tutor has become more important. The tutor's role is changing from being 'the sage on the stage' to the guide on the side. Effectively this means the tutor is no longer the key to imparting knowledge to facilitating the learning process

Improvements must be driven by a **recognition** of the need of the learner and the different types of learners. Materials shall be adapted and modified to the different types of learners. At the same time, support and encouragement must be given by tutors and mechanisms for communication with other learners must be established

Technical specialists and teachers/trainers should work together more effectively to produce quality learning materials and resources. The quality of learning materials is ensured by the co-ordination of the production. Project teams with common goals for technicians and teachers can be used for this purpose.

A **new professional profile** is appearing for this purpose : Teacher/designer for e-learning products should be trained in the basic skills of a teacher and of a programmer. His role would also be to interact with the pedagogical specialists and integrate ordinary contents to be supported in an e-learning product. There is a need for quality assurance mechanisms in Europe. Standards ought to be developed to ensure that the materials reach a set of agreed standards.



In order to be able to use computer aided methods in the studies, the **student** must be able to work in a **self-directed manner**, to take a shared responsibility for his or her learning. In human-based pedagogies we try to develop tools to improve the student's social skills, which enables him or her to study in such a way. Projects, which focus on the development of online teaching as well as online content for social skills, are needed.

Those traditionally excluded from education and training or who may not have access to computers should have other innovative opportunities to access learning. Interactive television and multimedia are a possible choice to investigate.

Co-operation is the key to success. Learning innovation units have a role to play in educational institutions by helping staff to adapt materials and to develop on line courses. Technical specialists need to work with teachers to translate their requirements into reality. The main idea is that technology should not be the driving force but should serve the user's needs. Expert teachers shall test the teaching material to evaluate and recognise if further improvements are required.

Priority at European level might be **collaborative projects** focused **on specific industry sectors**. Especially further education and in-service training learning materials should be brought from the workplace and modified for training use. The learning materials, the working methods and the equipment should be similar to the methods and equipment on the workplace. In order to obtain this standard it is necessary that the technical specialist in the workplace and trainer in the training institute co-operate.

Although in adult vocational education and training the trainers usually are technical specialists with practical experience from the field, also the context for the learning has to be **similar to the work environment**. In order to achieve this a co-operation with the specialists in the workplace is needed.

2.2. COMMERCIALY-PRODUCED LEARNING MATERIALS

A number of **independent bodies** might be set up to assess what is being or has been produced to maintain a good quality - The material whether it presents itself as a traditional book or an IT based programme could get the stamp "approved by" or kite marked against quality criteria. The evaluation systems focused on impact and quality of training standards developed at European and national level. All learning material should be evaluated according to its practical use.

Co-operation on a pan European level could be useful, if there were transnational evaluator teams or projects, which would compare and evaluate commercially -produced learning materials in different EU-countries and create a classification system. Learning materials could then be classified

2.3. THE BEST WAY TO MONITOR AND ANALYSE THE OUTCOMES

A first step might be to **analyse the good practices** that have been already carried out. There are different alternatives for the data collection and data processing:

- Requiring from every transitional project a summary in accordance with a Model of Questionnaire could collect the information. It would be important to design a Specific



technical tool which allows that the answers would be analysed and syntetized or in accordance to with an agreed classification system and a quality procedure.

- Another possibility is that the data collecting and data processing could be done by some authorities in each country and reported to a central office, which would draw up the final report.
- At present there are international organizations dealing with EU programs in each country. They could monitor and analyze transnational projects.
- The data collecting could also be done as project work e.g. a project for each specified context, purpose or type of learner. The central office could perhaps gather the outcomes of these projects into a report.

A **Data Bank Library** ought to be developed and implemented on a server that might be accesible to all the educational agents in Europe. The maintenance and updating of information must be carried out by pointed institutions.

2.4. QUALITATIVE BENCHMARKS DRAW ON COMPARATIVE CASE STUDIES.

The Vocational educational and training systems in Europe are regulated at national Level. Each country has its **National Body for Education** and the models are difficult to compare.

The **Life Long Learning** orientated to specific groups such as older learners or adults and in the field of training can be given **more transparency**. The **European Forum of Qualifications** is working on transparency . The aim is to stablish common basic qualifications that might be recognized at European Level. Those qualifications ought to be taken into consideration while describing the basic skill and training needs on the Long Life Learning System.

At European level it is important to produce **General Benchmarking Methods**, building **multinational project benchmark network and ideabanks** .In the UK there are already quality indicators and benchmarks available for considering learning materials, teaching approaches, and the overall effectiveness of teaching and learning in the educational system. It would be possible to synthesise the best practice from both pedagogical perspectives and the established and recognised quality indicators.

2.5 STANDARDS OF QUALITY TO RECOGNISE THE QUALIFICATION OF PRACTITIONERS WORKING IN NON-FORMAL SECTORS.

Standars of quality of the trainers are required to guarantee the quacity. A **compulsory requirement to train (eg. a specific course design at EU level)** should be to attend recognised training courses in order to gain skills to guide employees to learn new skills. Practitioners also take part in the assessment of the performances in skills demonstration tests. In some countries it is required that the trainers have at least basic skills in how to assess. There are therefore training courses and information meetings for the assessors.

Standards on time of teaching restrictions shall be taken into consideration. Training for education and training practitioners need improvement not only in terms of quality but also in terms of quantity. There should be a number of **compulsory training days** to be carried out in a given period, on a yearly basis.



On the other hand, we have to consider that in many occasions the good teachers are those who are active workers on the field of interest. To get their commitment, they would need time for the training. There should also be an agreement between the Enterprise and the Educational and Training institutions to give financial support to employers when they want to arrange more time for the employees to develop this side of their profession: to train other workers in the areas in which they are specialised

2.6. THE PRIORITY THEMES FOR APPLIED EDUCATIONAL RESEARCH IN THE MEMBER STATES AND AT COMMUNITY I

In the coming decade could be the following:

- How to provide all citizens with the new basic skills mentioned in the six key messages of lifelong learning including sustainable development / environmental education
- How to help students to acquire life management skills, if they are missing.
- How to make the education and training more customer-oriented (to adapt the training to different target groups' and individuals' needs) and how to give the teachers the needed skills
- How to forecast future needs in working life and to distribute and to implement the information with enough speed.
- How to develop the workplace into a learning organisation
- How to motivate and sustain self-directed learning
- How to promote learning among those who are disaffected by education.
- How to measure the cost effectiveness of on line as opposed to traditional learning.
- How to analyse current quality and effectiveness of teaching methods and motivate quality improvement among practitioners.
- How to improve the interest of adults towards ICT skills.
- How to fit the ICT materials to the different styles of learning.
- How to measure the impact of training activities on the labour market
- How to measure the impact of new technologies and Internet on teaching practices.
- Learning in projects of Digital literacy and Foreign Languages.
- Reporting Good practices in online pedagogics .
- How to implement self directed study.
- Etc.

2.7. TRANSNATIONAL COOPERATION

With greater transnational co-operation and **Exchange Researchers And Other Practitioners** learn to know each other better and to understand the contexts better, which probably will increase their interest and ability to take part in other research efforts and to use the outcomes in their own research work.

With the help of transnational co-operation and exchange the researchers may also come in contact with practitioners they otherwise would never meet. **Transnational TRAINING THE TRAINER Courses** could also be used for this purpose and also twinning with other towns at educational level in Europe.

Transnational co-operation can also be promoted by the design of **Exchange Programmes** that demand a minimum of bureaucracy. Offering transparency between the various school systems and continuing education centres is important.



2. ACTION RESEARCH IN EDUCATION.

It should be accepted that **curricula need to be flexible and** have to be **reviewed every year** to update contents and give real answers to the market.

Investigation ought to be a policy at European and National level and it will be very helpful if it comes **from the users of education**. Furthermore, cooperation and investigation shall go together. The contact between VET Colleges and Universities in this field might contribute to a result Of diferent levels of impact.

On the other hand a **co-operation with other organisations** would also be essential to guarantee sound management of the research activities as well as a wider dissemination. The schools should create working groups on “applied research in education” which work closely together with the researchers.

Establishing awards for best practice would also encourage the practitioners and researchers.



4. KEY MESSAGE 4: VALUING LEARNING

Objective: Significantly improve the ways in which learning participation and outcomes are understood and appreciated, particularly non-formal and informal learning.

1. INTRODUCTION

Lifelong learning is defined as an "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competences". The wide life dimension of learning means that it can take place anywhere and at any time. So developing lifelong learning not only implies changing formal education but much more including and linking learning in formal, informal and non-formal settings. This involves creating bridges and articulation between various learning pathways and valuing and making visible in terms of documentation or qualification the results of learning taking place in non-formal settings. This aspect emphasises the uniqueness of each individual learning route and the myriad of actors and providers involved in the continuum process.

In order to make it possible to validate the outcomes of such learning elements, transparency and standardisation must be introduced so both the individual and employer can comprehend and benefit from it.

Almost all systems are based on mapping outcomes of non-formal learning onto the formal system as a progression towards a formal qualification.

Valuing learning is not only related to improving employment and career prospects but that reflects a growing demand for credentials during the working life.

At European level initiatives have been important in emphasising the recognition of non-formal learning forward in the minds of the public and politicians.

1.1 DEVELOPING SYSTEMS FOR RECOGNISING AND VALUING NON-FORMAL AND INFORMAL LEARNING

There is a lack of a common European approach throughout the Member States. But most European countries have started to introduce methods and approaches to address these issues. Institutions have moved to assess and recognise learning acquired outside formal education and the same challenges and dynamics have shaped training systems and all these reforms.

1.2 BRIDGING AND FLEXIBILITY WITHIN EXISTING SYSTEMS

Some countries are developing national frameworks, which allow seamless movement from one type of education or training to another and others intend to improve progression within their existing systems.

The divide between academic and vocational progression routes is being blurred and re-defined thus opening possibilities to move to and from vocational and general/academic education and from initial to continuing training, transition from school to work and later from work to studies or training and back, as required. This is conveyed through several mechanisms: institutions and



courses offering dual qualifications which open the way to both higher education and the labour market; access and bridging courses; increased modularization and credit transfer.

1.3 INVOLVING A LARGER PUBLIC AND ITS IMPLICATIONS FOR ALL PARTIES CONCERNED.

The growing importance of lifelong learning increases the pressure on what people are able to do (outputs) rather than on the place or method of learning (inputs). It is therefore necessary to take alternative methods into account in terms of the acquisition of skills and to develop a permanent structure providing a link between the various stages of learning throughout life.

It is now felt that formal education and training systems cannot identify all the skills that an individual acquires throughout life by formal, non-formal and informal learning. The labour market selects those who possess the most appropriate skills.

Most Member states have emphasised the importance of the learning that takes place outside formal education and this has led to a number of political and practical initiatives.

2. EFVET – A PRACTICAL APPROACH

2.1. SYSTEMS TO RECOGNISE COMPETENCIES GAINED IN NON-FORMAL AND INFORMAL CONTEXTS.

It is relevant to promote ***Vocational Qualifications For Adults*** at national and/or European Level created from the information coming from companies and labour market.

Furthermore, it is an interesting suggestion to create some ***“Officially Approved Portfolio”***, where the individual could add documents proving the acquisition of a specified experience in a certain context. It might be necessary to create some kind of assessor/moderation process for this purpose. Cooperation within a European Forum of Qualifications with the Educational agents could be established to assess and recognise such programmes and to ***Develop A Credit System***.

The development and monitoring of the competencies at European level ought to be carried out via the National Awarding Agencies. Competencies could be measured against standards such as for professional development awards with observation and mentoring and standardised with a formal procedure for adult training and long life learning.

2.2. ASSESSMENT AND RECOGNITION INSTRUMENTS

Some instruments like EUROPASS and ECDL have been developed. In order to improve the recognition of knowledge, qualifications and skills to facilitate mobility and lifelong learning some ***measures*** should be considered.

- As a further development of Euro qualifications/equivalencies it would be important to ***establish progression routes*** and to identify other European wide opportunities in other vocational areas for similar qualifications.
- Proper information services as well as ***career and guidance assistance*** are some of the factors that can widen the recognition of these measures.



- Communication ought to be improved. More information should be given to more target groups by using a wide variety of communication channels.

2.4. EXTENSION AND DEVELOPMENT OF THE INSTRUMENTS

It is difficult to find coherent ways as every one has a different context and tries therefore to apply the tool to context and specific situation. Perhaps one solution could be to make such a good **framework/guidelines** to the instrument that it could be used flexibly reflecting the various contexts without losing the original structure and purpose.

There should be developed a **general strategy** of measures at European Level. Once these measures are established and recognised by the education and training communities then a further effort must be spent on favouring the integration within local education and training activities.

Employers have to be made **aware** of such instruments, specially those companies which have internal training plans. There is a danger that a proliferation of recognition instruments can lead to confusion. Clarity and simplicity are needed in devising an umbrella system for all qualifications in the lifelong learning sphere.

The comparability of these instruments between the Member States is also very important and ought to be guaranteed. The **certification** should be supervised in order to maintain high standards.

The marketing and advertising of these instruments to the users (Institutions, companies, trainers and trainees) should be improved.

2.5. COMMUNICATION AND DIALOGUE BETWEEN THE SOCIAL PARTNERS,

The communication between social partners, enterprises and professional associations should be improved by:

- **Promoting networks and co-operation in practice.** Greater participation in joint events would improve communication. Those in formal educational establishments should have opportunities to find out what companies and social inclusion partners actually do and vice versa.
- **Setting up local/regional education boards**, where the social partners, enterprises etc. are represented. In the German vocational system for example the Chambers of Commerce initiate a working group consisting of all-important players in vocational training which meets quarterly. Furthermore the municipality has implemented a further education working group with institutions.

In general, giving the chance to find common interest on the profit of all, the Administration, the enterprises and unions.



KEY MESSAGE 5: RETHINKING GUIDANCE AND COUNSELLING

Objective: Ensure that everyone can easily access good quality information and advice about learning opportunities throughout Europe and throughout their lives.

1. INTRODUCTION

Living and working in the knowledge society calls for active citizens whom are self-motivated to pursue their own personal and professional development. The practitioner's task is to accompany individuals on their unique journey through life, by rekindling motivation, providing relevant information and facilitating decision-making.

Guidance centres have to provide services available to citizens because education and training no longer focuses on young people; the need for guidance and counselling recurs throughout life.

In most of the Member States the redesign and reorganisation of counselling and guidance services and adequate training for counsellors has still to be worked out. The majority of initiatives taken within the education system aim at preventing failure and drop out through educational and vocational guidance including different types of support systems for potential early leavers.

There have been several attempts to provide databases on offers of education and employment in Internet as now the emphasis is in bringing services closer to customers in relation to what is available in his/her immediate learning and working environment

At European level several initiatives and pilot projects on the issue of guidance and information networking have been carried out through SOCRATES, LEONARDO and YOUTH PROGRAMMES.

1.1. PROVIDING HOLISTIC INFORMATION AND PRO-ACTIVE GUIDANCE FOR CAREER OPPORTUNITIES.

Guidance is still mainly provided to young people choosing a career and for those adults outside the labour market who wish to return and a holistic style of provision able to address a wide public including non-learners who must be attracted to the learning net is not yet a reality.

1.2. PROVIDING EASY ACCESS TO INFORMATION AND QUALIFIED GUIDANCE LOCALLY, AS WELL AS USER-FRIENDLY TOOLS FOR SELF-GUIDANCE

Through databases and Internet, people think and participate globally while acting locally and the interest at European level has focused on creating large databases. However at local level many smaller databases exist enabling easier updating. Investment is still focused on databases and infrastructure and not on people and the skills they need to inform, advise and guide in their educational, vocational and life choices.



1.3. SUPPORTING THE DEVELOPMENT OF TRAINING FOR GUIDANCE AND COUNSELLING PRACTITIONERS.

The role of the counsellor is providing an interface between the information tools and the needs of the individual, assisting clients to identify what suits their needs and judging the quality and authenticity of different opportunities

Clients who need advice and counselling over and above the choice of a career or education have to have a long relationship with the counsellor so they can return to him/her at regular intervals. It is necessary to have a trained person to provide this service locally.

Nowadays reforms of the entire guidance system are in preparation or already underway though the evidence shows that the emphasis is currently on developing the tools rather than on skilled personnel to use them effectively.

2. EFVET - A PRACTICAL APPROACH

2.1. EXISTING INITIATIVES OF GUIDANCE AND COUNSELLING IN EUROPE.

To start, it will be a good step to move and ***promote the use of new technologies for accessing career and guidance services*** on the Internet, which is open to all age groups in the community, and within organisations. With this service it will be possible to provide information about education and training in different countries. The developers would have an advice-service to which people could mail their questions. The information given must respect standards for guidance, which are valid through Europe.

Furthermore ***to promote local/national initiatives as well as European Networks***, the practitioners in this field should harmonise their activities and methodologies. To improve it might be interesting to promote joint pan-European training initiatives for career and guidance operators.

Other initiatives are

- To strengthen the co-ordination and expansion of guidance services via recognised agencies.
- To include in the courses for job seekers, where they learn how to find a job, how to draw up an application, etc. Usually provided by the Employment Offices, an extended chapter with a Lifelong Learning –part, where the persons would get information about how to find information about training and education in Europe, how to finance the studies, etc. (not just job seekers – should be available to all)
- To improve the co-operation between the Labour Office (run by the State) and the schools' advisors.
- To recognise the initiatives and services of each member-state on an international basis

It would be a ***priority*** to fund projects to establish European standards for the ***provision of guidance and counselling***.



2.2. UNIVERSAL ACCESS TO INFORMATION ON TRAINING, LABOUR MARKET AND CAREER OPPORTUNITIES IN 'NEW TECHNOLOGY' SKILLS AND OCCUPATIONS.

The universal access to information might be settled by setting up central and national guidance centres, which can be contacted, on-line.

Specific strategies of dissemination of information to the target ought to be established as:

- Using existing national databases maintained by the educational authorities and by the labour authorities.
- Adding links to existing commercial web-sites. To link with them the web-sites of educational and other institutions to already existing databases.
- European Educational Policy for promoting ICT skills:
- By establishing closer connections between enterprises and educational institutions.
- To make exchange programmes for teachers and staff/workers/employers for a minimum of two weeks a year
- To promote ICT-learning centre for digitally illiterate persons. These ICT -learning centres could also serve as information centres with access to information on training, labour market and career opportunities and supply learning centres with respective staff and hardware.

2.3. MODERNISING AND IMPROVING INITIAL AND IN-SERVICE TRAINING AND PROFESSIONAL DEVELOPMENT FOR GUIDANCE AND COUNSELLING PRACTITIONERS

Offering financial, logistic and human resources to reach the target groups to the Networks.

New generations of practitioners are higher educated and share a wider understanding of modern methodologies. For this type of practitioners a wider European perspective, aiming at becoming aware of not only national but also European offers, would ensure a benefit. There problems are to reach practitioners who find it difficult to adapt to new technology systems.

There exists an important ***target*** group, which has more *experience* but ***less background*** knowledge. This type of practitioners will be one of the critical factors for the implementation of new technologies in career and guidance services. Creative strategies to reach them must be taken into action.

A first step might be to establish a training programme for guidance and counselling practitioners to ensure they have enough ***basic skills in new technology*** to be able to guide and advice other persons. Secondly to ensure that they have enough equipment and resources to use modern working methods in their work.

Establish Professional Development Awards.

Professional development programmes with short theory sessions and some practical assignments related to the work to be carried out on the workplace combined with self-assessment are often quite successful as in-service training, combined with a good qualification framework.



2.4. KINDS OF PROJECTS TO PRIORITISE UNDER THE SOCRATES II, LEONARDO II AND YOUTH PROGRAMMES

Programmes for different target groups on “*how to learn to learn*” and “*to achieve the new basic skills*”.

- Pilots on innovative ways to motivate non-traditional learners to re-engage in training and to complete their personal training goals. There are difficulties in recruiting students to certain occupations, especially in traditional industries, and to prevent them from dropping out of the studies. Information and guidance are crucial.
- Pilots on information/learning centres for different target groups and purposes.
- Projects for taking counselling and guidance services into communities.
- School partnerships and bilateral exchanges.
- European standards established through transnational projects.

Priority should be given to development of **Internet based applications** integrated with **local/personal guidance and exchange of practitioners** in order to implement a consistent European offer.

Under Leonardo II set up a guidance project in a defined region in all Member States and **disseminate the results** nationally afterwards.

Making true transnational progress in the **standardisation of contents and qualifications**. Transnational contacts for all educational employees.

2.5. EXPANSION OF SERVICE PROVISION AT LOCAL LEVEL.

Some innovative approaches might be applied in order to apply service provision across Europe. Some suggestions are:

- By promoting pilot projects at a local level with local institutions If the outcome is good, the pilot project can be repeated and further developed with transnational partners and once more repeated with more transnational partners or divided into several projects.
- Promoting best practices. Information on innovative approaches can be distributed in the same way as best practices in general.
- Connecting local benchmarking projects together at European level
- Benchmarking in career and guidance services is not sufficiently promoted and circulation of examples of good practices would ensure a positive impact

2.6. MARKETING STRATEGIES IN GUIDANCE AND COUNSELLING

Marketing strategies are an essential element of career and guidance services development. Co-ordinated actions, both at national as well as regional/local level might be developed from the local authorities to all citizens aiming at:

- Promoting general information about the services and
- How to use local front offices

It is well known that the ‘missing link’ in nearly all European projects is marketing. There have been and will still be completed lot of very good work in Europe. The current policy to depend on the project partners to promote the results is bound to fail. It seems to be necessary a



European marketing body, which makes public and distributes the work already done to interested parties.

Furthermore, it might be interesting to analyze the possibility **to promote new projects** with two specific objectives:

- To identify, analyse, synthesise and evaluate common finished projects.
- To develop the marketing Plan for Communication of projects that have been developed in Europe under passed called.

It also might help to strengthen resources through **advertisements** on TV, news etc, making people aware that this initiative exists.

The important aspects to be taken into account in the strategies are at least

- Customer service aspects,
- Information service aspects,
- Career planning aspects,
- Study skills and learning aspects
- Guide on how to “sell” the services to the customers.

Customer-oriented approach is important on “how to sell “ the guidance and counselling. By analysing the customer-groups’ needs and requirements a specific communication strategy would be more effective. There are specific ways to reach the individuals.

The **guidance and counselling practitioners** are also examples for their customers. They ought to be trained on communication skills like awareness of their body language and the fact that the choice of words and pictures gives additional meaning, which was perhaps not intended.

2.7. QUALITY OF SERVICE

Quality of service requires some kind of **National Qualifications For Guidance And Counselling** practitioners along with a quality management system for monitoring their effectiveness using agreed performance criteria such as client satisfaction. These qualifications are being implemented in some Member States by using a quality system, which includes documented processes, regular feed back collecting from the customers and systematic self-assessment and perhaps external assessment of the outcomes.

A **significant training activity** should be promoted. Then a similar approach as to measurement of quality of training should be used: involvement of social partners, monitoring impact of activities on the labour market, personal development follow-ups. Setting up EU standards.

2.8. QUALITY GUIDELINES

Guidelines must be an integral part of the whole effort as people must be familiar with a certain framework in order to give everyone involved a reliable guideline. Linking them to specific training activities for the sector, they would help in ensuring implementation of examples of good practices and effective approaches.



KEY MESSAGE 6: BRINGING LEARNING CLOSER TO HOME

Objective: Provide lifelong learning opportunities as close to learners as possible, in their own communities and supported through ICT-based facilities wherever appropriate

1. - INTRODUCTION

Local arrangements for bringing education and training closer to learners are beginning to emerge. The ways in which this is occurring vary and different resources are provided for different target groups, help young people or adults already pursuing a full-time or part-time occupation, to secure access to training or a professional activity, with a view to the sustainable development of a particular area. A common feature of these schemes is ICT (including TV, videoconference and Internet).

The basic aim of these initiatives involving ICT is to heighten people's awareness of the need for training and education and inform them of suitable opportunities and accompanying provision and arrange for guidance and access to a variety of databases which include details on matters such as job vacancies. This is less costly than personalised arrangements involving the training and availability of human resources to provide real guidance to individual users.

Partnerships are becoming a common practice and the learning region concept is a good example; the co-operation of educational and training establishments with different actors in a regional or local community context to promote economic and/or social innovation through learning.

1.1. DEVELOPING MULTI-PURPOSE LOCAL CENTRES

Regional and local centres are being set up. Sometimes schools and training centres turn into multi-purpose centres, depending of a wide range of factors (their experience in forming partnerships, the extent to which they engage with the local environment, the administrative division of responsibilities, etc.)

They are characterised by the disadvantaged target groups. Their activities (education/training courses, efforts to encourage and structure co-operation, development of integrated approaches to education, counselling and employment, guidance..Etc.), and their ultimate goal (sustainable development of the region, meeting the needs of employers, halting unemployment, improving the quality of education.etc.)

These ambitious initiatives embrace all vulnerable target groups within a given area and appropriate forms of action by implementing a varied range of partnerships.



1.2. USING ICT TO BRING LEARNING CLOSER TO PEOPLE

The purpose of some of these initiatives is to familiarise vulnerable sub-groups with the use of ICT by providing them with equipment, materials and counselling. TV campaigns have been used to reach a greater number of people and libraries make facilities and tools available for their users.

These initiatives serve to heighten awareness and motivate people to return to education or training. They extend provision and are conducive to developing and maintaining partnerships, simplify the provision of integrated services and offer access to tools and content for the benefit of teachers as well as learners.

All these schemes are a part of an overall drive to enhance employability and promote social cohesion and, sometimes, greater cultural interest in other languages and countries.

1.3. ESTABLISHING OPEN BROADLY BASED LOCAL PARTNERSHIPS

Partnerships have been set up to develop innovative schemes, encourage counselling for the benefit of users, broaden and adapt training as providers engage in joint activity and influence each other's provision, pool resources, boost contact and communication with isolated areas and monitor individual learners.

Some partnerships encourage initiatives that have a greater inherent consistency. Being some of them concerned simultaneously with the content of training provision, its recognition, the ways it is funded and its final formal approval on the labour market. In others the educational project of a community is considered in conjunction with all aspects of its existence, including housing, health care and local services.

2. – EFVET – A PRACTICAL APPROACH.

2.1 MULTI-PURPOSE LOCAL LEARNING CENTRES

A new philosophy is developing in Europe. The Multi-purpose Local Learning Centres. It is a new way of understanding the training system, and a new way of designing education programmes. Training is bringing to the studying a more personalised approach where users can identify and develop their own individual personal and professional development process.

Nevertheless, there are difficulties in formal learning. Obstacles come for some specific groups. Needs of children, young people, adults differ so much that it is not possible in practice to make the learning centre equally favourable to all these age-groups.

A idea to analyse is to bring specific training areas to the leisure spaces of each target. Let's say a training room in each Sport Centre, big supermarket, hotel, a internet access in every coffee shops, etc. It means to reach the target in a friendly environment.



2.2. EXISTING PROJECTS.

Some of the **projects of interest** for this key issue are,

- ESF-projects which promote guidance and counselling (orientation training) to adults with difficulties to get an employment or to choose a career or re-enter the labour market.
- Integrated Open and Distance Learning Programme for the SMEs in the European Graphics Industry. - project aimed at providing graphics SME employees with understanding on business, on quality process and a positive attitude towards entrepreneurship. (Leonardo da Vinci –project)
- Gender Equality Mainstreaming –project.
- Projects such as Woodfarm/Thornliebank Community School offering collaboration between school and FE sectors
- Projects developing infrastructures in rural areas (University of Oulu, Finland).
- Learning centre in the workplace.
- Open courses in colleges and possibilities for time-flexible online-learning
- Etc.

Next step is to take good profit from the results of the investigation and **implement at local level** the best practices that have been promoted.

2.3. PILOT PROJECTS TO BE SUPPORTED BY THE COMMUNITY EDUCATION

Community education, training and youth programmes should support some pilot projects,

- Develop more **on-line** pilot projects
- The aspect of looking after **student needs**, problems and development is very important.
- Common projects to the benefit of **small communities**
- Partnerships between schools and colleges to develop **learning centres in the community**.
- Co-operation with **industry, to develop sectorial projects for workers...**

2.4. PROFITABILITY OF LEARNING PARTNERSHIPS

The prerequisites for the success of cooperation are quality and customer orientation. Partnerships between education and training providers, youth clubs and associations , and companies have to be profitably developed at **local and regional** levels.

- Partnership of Staff: At local and regional levels partnerships can be developed with community providing the staff for some courses while the college provides the premises and other back up.
- Partnership on Equipements: Concentrating the investment of equipment, facilities and specialists to the establishments, where the returns on the investment are most profitable. The other partners should be able to use the equipment and facilities when they need it. E.g. youth clubs and associations can hire vacant learning facilities and access to equipment in schools. The clubs and associations do not have to make large investments and the schools get an additional income.



- Participating in development projects and sharing the results and exchanging information.
- Marketing together with a company the school can recruit more students and the company can ensure an educated workforce.
- Building centres that unite various institutions under one roof.

Those are some of the examples. The start is to get all the agents together on a common final objective. It will be very useful to promote initiatives that drive public and private institutions to share common aims.

2.5. DECENTRALISED AND PARTNERSHIP-BASED STRATEGIES.

The Lisbon European Council conclusions strongly favour decentralised and partnership-based implementation strategies. There must be incentives to achieve this aim.

- At least **financial support** will encourage access to and co-operation with e.g. transnational research centres, and networks improving access to European markets.
- Perhaps an **award** for the best scheme.
- By **national and NGO initiatives** in terms of information, training and resources
- Transnational co-operation, if **well managed**, is a positive added value factor in itself.
- **Strategic technical assistance** by experienced project managers. The problems are lack of language and IT skills among the institutional representatives.
- **Exchange of best practice** and exchange of concepts and learning material.
- Let **small communities** be widely **autonomous** and self-sufficient so that they are widely in charge of their own region.
- Co-operation must include opportunities for **visits and exchanges** which must be supported by government funding.



PART III. EXAMPLES OF BEST PRACTICES

KEY MESSAGE 1: NEW BASIC SKILLS FOR ALL

1. Title: Headway
2. Organisation name Ridge Danyers College
3. Partner organisations (if any) Federal Mogul Friction Products Ltd, Hyperlast Ltd and many other SMEs in the High Peak, Derbyshire
4. Contact information
Name Mrs Janet Milligan
Position in organisation Enterprise Manager
Tel: International code (number) 0044-161-484-6682
Fax 0044-161-484-6601
e-mail janet.milligan@theridge.ac.uk
web site www.theridge.ac.uk
5. Short description/objectives
Development of a package to teach interpersonal skills on-line, part-funded by the European Social Fund.
6. Target Group(s)
Everyone including SMEs, large companies.
7. What type of product (if any) – eg: CD, Web based, written
Web based
8. Description of good practice – case history / study (please provide details)
Developed by employees of large and small companies to enable them to access relevant materials on-line, and students and trainers to assess their progress on-line. The fact that this was developed by a wide range of people was key to its success.
9. Phasing and scope
The programme currently available covers areas such as IT, study skills, self-motivation, assertiveness, body language, communication skills and teamwork. The programme initially assesses the user's needs via a simple skill scan, to deliver tailor-made training. The message through the programme is enforced by the creative use of positive and negative images. Completed in 2000.
10. Evaluation in terms of impact, pros and cons, lessons learnt
Headway has been awarded Gold in the international Summit Awards, commended by the panel of prestigious judges for both its innovative and creative qualities. Also, the package has been accredited by the Open College of the North West.



1. Title: Eurocoach
Organisation name FBD
2. Partner organisations (if any) Tourismus Service Baden-Württemberg
3. Contact information
4. Name Michael Menzel
5. Position in organisation Branch director
6. Tel: International code (number) +49 7141 950690
7. Fax + 49-7141-9506920
8. e-mail M.Menzel@FBD-Bildungspark.de
9. web site http://www.eurocoach-hotel.de
10. Short description/objectives
11. Language and other courses for SME in the tourism industry
12. Target Group(s) Employees and staff of SME in the tourism industry
13. What type of product (if any) – eg: CD, Web based, written
14. WBT with trainer support
15. Description of good practice – case history / study (please provide details)
16. Uses the interaction between WBT and tutorial support to teach even soft skills, like telephone training
17. Phasing and scope
Pilot
18. Evaluation in terms of impact, pros and cons, lessons learnt By pilot partners
19. Sustainability – has this practice changed your approach / direction toward LLL Will be continued with other than EC funding
20. For more information – Please set out below details of how people can find out more about this good practice – web site addresses, promotional material / brochures etc Look at the homepage



KEY MESSAGE 3: INNOVATION IN TEACHING AND LEARNING

1.Title: ASL Project (Active Self-directed Learner)	
2.Organisation name: Förderkreis der BBS Technik I Ludwigshafen	
3.Partner organisations Norton Radstock College (UK), Raahe Institute (FIN), Lybecker Institute (FIN), Regio College Zaandam (NL), BASF (D), TWL (D), Koala (UK)	
4.Contact information	
Name	Wolfgang Stutzmann
Position in organisation	EU Coordinator
Tel: International code (number)	0049 621 504 4110
Fax	0049 621 504 3789
e-mail	wolfgang.stutzmann@t-online.de
web site	bbst1.lu.rp.schule.de
5.Short description/objectives	
Main elements	
<ul style="list-style-type: none"> • Scientific examination and further development of existing teaching and learning methods to promote self directed learning • Promotion of project oriented teaching, team-teaching and Telelearning • Cross vocational and multilingual learning • Promotion of core qualifications for young people in vocational training • Increase of the methodological skills of learners to meet the need of Industrial, Social and Political change • Development of an interactive multimedia software about various aspects of "Energy" • Work with Multimedia-Soft- and Hardware 	
Goals	
<ul style="list-style-type: none"> • Students and teachers will further develop existing teaching and learning concepts together • Increase in competence for the students regarding the working process • Better job chances of the apprentices • Students and teachers will gain skills in working with new multimedia equipment • Development and production of a CD-ROM 	
6. Content	
<ul style="list-style-type: none"> • This project will promote teaching and learning methods which enhance active self directed learning and enable the students to a further development of their personality • It reacts to the rapid changes in industrial education (core skills in the foreground) and the impact on social, industrial and political change. • The main elements of this project are the development of modern teaching and learning methods and their testing. During this process the students will develop a multimedia application which is done self reliant by them so they gain a lot of core skills. 	
7.Target Group(s)	
<p>Students in initial vocation training and further education</p> <p>Teachers and trainers from colleges, schools, universities and enterprises working with vocational education and training.</p>	
8.What type of product (if any) – eg: CD, Web based, written	
<p>Web site: http://asl.ratol.fi</p> <p>Multimedia CD-ROM about various aspects of energy</p>	



<p>Paper about the evaluation of the teaching and learning methodology</p>
<p>The results of the projects are a pedagogical evaluation of the active learning approaches and a multilingual multimedia CD on the topic energy which can be used for self directed autonomous learning itself. In this project the colleges cooperated with numerous institutions and companies outside their „normal“ scope and established a variety of new and promising contacts. The results and process of the project have been internally and externally disseminated. The key aspect of this project has been the process through which the partners have worked, which has added considerable value to the experience and the products.</p>
<p>9. Phasing and scope Three year project across four countries with 8 partners</p>
<p>10. Evaluation in terms of impact, pros and cons, lessons learnt Impacts on teaching methodologies in all partner countries All participants have improved practice. Project has gained enormous recognition outside the colleges.</p>
<p>11. Sustainability – has this practice changed your approach / direction toward LLL All partners are trying in various ways to implement the results in their every day practise.</p>
<p>12. For more information – Please set out below details of how people can find out more about this good practice – web site addresses, promotional material / brochures etc Contact Wolfgang Stutzmann wolfgang.stutzmann@t-online.de Web site http://asl.ratol.fi Project materials BBS Technik I, Franz-Zang-Str. 3-7, 67059 Ludwigshafen (Germany)</p>



1.Title: TALE Project (Towards Autonomous Learning for Educators)	
2.Organisation name Norton Radstock College	
3.Partner organisations ROC Amsterdam, NetherlandsCentre de Professorei de Oviedo is a part of the Ministerio de Educacion y Culture, Asturias, Espana , Confederation of Educational Centres) , Escola Profissional Vasconcellos Lebre - Portugal	
4.Contact information	
Name	Jim Crawley
Position in organisation	Head of School - Education, Training and Access
Tel: International code (number)	044 1761 433161
Fax	044 1761 436173
e-mail	jcrawley@nortcoll.ac.uk
web site	www.nortcoll.ac.uk
5.Short description/objectives	
<ul style="list-style-type: none"> • To establish principles for good practice for autonomous learning • To produce Reosurces for Trainers, including a 'Good Practice Guide' and 'Training the Trainers Pack' • To operate the project using autonomous learning approaches • To develop, use and evaluate the materials with our own teaching staff 	
6.Target Group(s)	
Teachers and trainers from colleges, schools, universities and enterprises working with vocational education and training.	
7.What type of product (if any) – eg: CD, Web based, written, Web site; written; CD	
http://www.ep-vasconcellos-lebre.pt/tale/index.htm	
8.Description of good practice – case history / study	
<p>At the first project meeting the project agreed on two key principles. Firstly the work of the project should be carried out using autonomous learning approaches, and that secondly all participants should agree on their definition of 'autonomous learning approaches'.</p> <p>This introduced a co-operative and participative approach from the start, which was reinforced in between project meetings through e-mails, and in house team development.</p> <p>The project produced a series of 'Resources for Trainers' which are available in print, web based and CD format, and which are aimed at promoting good practice in Autonomous Learning Approaches with teachers across Europe.</p> <p>These include a 'Good Practice Guide', and a 'Training the Trainer Pack' which contain case studies, activities and teoretical material.</p> <p>The results and process of the project have been internally and externally disseminated, and widely tested and trialled in teacher training activity.</p> <p>The key aspect of this project has been the process through which the partners have worked, which has added considerable value to the experience and the products.</p>	
9.Phasing and scope	
Two year project across five partners.	



10.Evaluation in terms of impact, pros and cons, lessons learnt	
Impacts on trainer training programmes in all partner countries. All participants have improved practice. Project has gained recognition outside immediate project team. Follow ups proposed to take ideas and products further	
11.Sustainability – has this practice changed your approach / direction toward LLL All partners have agreed their approaches have at least been developed, and in some cases changed considerably. New ideas to develop project themes and process further are already being developed.	
12. For more information – Please set out below details of how people can find out more about this good practice – web site addresses, promotional material / brochures etc	
Contact	Jim Crawley jcrawley@nortcoll.ac.uk
Web site	http://www.ep-vasconcellos-lebre.pt/tale/index.htm
Project materials	Norton Radstock College, South Hill Park, Radstock, Bath BA3 3RW, England



1.Title: Keynsham Learning Centre	
2.Organisation name, Norton Radstock College	
3.Contact information	
Name	Nadine Spong
Position in organisation	Head of School - Information Technology
Tel: International code (number)	044 1761 433161
Fax	044 1761 436173
e-mail	nspng@nortcoll.ac.uk
web site	www.nortcoll.ac.uk
4.Short description/objectives	
To deliver IT, basic skills and other learning activity in a community based setting	
To draw new learners into learning activity	
To promote and develop lifelong learning in the local community	
5.Target Group(s)	
Any member of the local community aged 16 or over	
6.What type of product (if any) – eg: CD, Web based, written	
Learning programmes e.g ECDL, CLAIT, Wordpower, Key Skills	
7.Description of good practice – case history / study	
<p>This learning centre has been established in the local community for several years in a high street location, using an empty shop. A reception area, pcs and general teaching space are included in the building.</p> <p>From an initial start of offering a limited range of learning programmes the centre now offers courses in basic IT, Internet Use, Bask Skills, Teacher Training and various other areas. The key strength of the centre is its accessible location. People can, and do walk in whilst visiting the supermarket or other shopes or local facilities. People who do not have the confidence to study at a college can get informal advice and try out short 'tasters' before moving on.</p> <p>The centre has been so successful that it is about to move to bigger premises.</p>	
8.Phasing and scope	
Ongoing college activity using funds from various sources	
9.Evaluation in terms of impact, pros and cons, lessons learnt	
Impacts Accessed new groups of learners	
Gained experience in different advice, delivery and learner support methods	
Proved sustainable in long term	
Provided a 'platform' for testing new idea and practices	
10.Sustainability – has this practice changed your approach / direction toward LLL	
11. For more information – Please set out below details of how people can find out more about this good practice – web site addresses, promotional material / brochures etc	
Contact	Nadine Spong nspng@nortcoll.ac.uk
Web site	http://www.nortcoll.ac.uk
Address	Norton Radstock College, South Hill Park, Radstock,
Bath BA3 3RW, England	



KEY MESSAGE 4: VALUING LEARNING

1. Title: Pilot EVC (Pilot APL)
2. Organisation name Nova College
3. Partner organisations (if any) in co-operation with the Platform EVC (CINOP, NL)
4. Contact information : Name Henk van der Meulen Position in organisation Head Staff Dept. for Education Nova College Tel: International code (number) +31 23 5384100 or +31 6 55 174 089 Fax +31 23 5378608 e-mail hmeulen@novacollege.nl
4. Short description/objectives To develop a system of accreditation of prior learning and competences for adult students in order to shorten or lighten course pathways
5. Target Group(s) Adult learners, immigrants having an occupation or a prior training which is not recognised in NL
6. What type of product (if any) – eg: CD, Web based, written Written report, description of the pilot (in Dutch)
7. Description of good practice – case history / study (please provide details)
8. Phasing and scope Pilot to be executed next year in all sectors of Nova College.
9. Evaluation in terms of impact, pros and cons, lessons learnt Formal description of attainment targets is very rigid
10. Sustainability – has this practice changed your approach / direction toward LLL LLL on our agenda now with rather high priority
11. For more information – Please set out below details of how people can find out more about this good practice – web site addresses, promotional material / brochures etc



KEY MESSAGE 5: RETHINKING GUIDANCE AND COUNSELLING

1.Title: EDUPAKKI – tools to improve the adult student’s self-direction
2.Organisation name: EDUPOLI
3.Partner organisations (if any): -
4.Contact information
Name: Laila Eravallo
Position in organisation: Vice Principal
Tel: International code (number) : + 358 20 513 1501
Fax: + 358 20 513 1599
e-mail: laila.eravallo@edupoli.fi
web site: www.edupoli.fi
5.Short description/objectives
EDUPAKKI is a structured way to guide the students towards self-direction. The objective is to develop the student guidance so that the students have an ability to function independently and to take responsibility of their studies. The outcome is tools for the trainers to carry out the guidance.
6.Target Group(s)
Adults participating in vocational training of different types.
7.What type of product (if any) – eg: CD, Web based, written
Written instructions <i>and maybe also on the intranet.</i>
8.Description of good practice – case history / study (please provide details)
In order to be able to reduce the obstacles to learning we started to map out the difficulties which cause the obstacles. We found that there are problems related to learning and studying, problems related to the student him/herself and problems related to the life situation. We also mapped out the success factors which in our experience lead to successful learning. They are as follows: success factors related to a strong motivation and explicit, realistic goals, success factors related to interactive skills and openness, success factors related to the features: eager to learn and future-oriented and success factors related to a balanced period in the personal life. Based on this information we decided to create the following tools for our trainers: 1) Instructions for effective information, individual guidance and applicant interview, before the training starts 2) Instruction for how to draw up a personal study programme together with the student and how to carry out the guidance during the training, 3) Instructions for how to support the student to find the best learning approach and to strengthen his or her ability to study self-directedly, 4) Techniques to improve co-operative skills and grouping, 5) Instructions for how to support the student to find the best learning approach by making him or her aware of the own learning style and situation, 6) Instructions for how to recommend the student to find professional help in problems not relating to learning and 7) Instructions for job-seeking. After the tools were drafted, we decided to test them on four training courses. The tests are now mostly finished and we are analysing the results.
9.Phasing and scope
The development work started in spring 2000 and is carried out by EDUPOLI’s teachers as an internal project. The tools are intended for internal use. The development project will probably continue as a development process.



<p>10.Evaluation in terms of impact, <i>pros and cons, lessons learnt</i> It has not yet been possible to assess the impact of the measures, but it has started a discussion about the needs of guidance and also raised the awareness of the need for guidance. We have learned that it is a very slow process to implement new ways of working and there are a lot of practical obstacles. The instructions must also be flexible, more like guidelines and examples, as each trainer has his or her individual style and each student group and individual is <i>different from the other one.</i></p>
<p>11.Sustainability – has this practice changed your <i>approach / direction toward LLL</i> It will in future.</p>
<p>12.For more information – Please set out below details of how people can find out more about this good practice – web site addresses, <i>promotional material / brochures etc</i> A description of the practice might be on our website in the future, but for the moment we can only exchange experiences.</p>



1. Title: Telford learning
2. Organisation name Edinburgh's Telford College
3. Partner organisations (if any) Deutsche Bank
4. Contact information
Name Bruce Heil
Position in organisation Assistant Principal
Tel: International code (number) 0044
Fax 131 315 7690
e-mail BruceH@ed-coll.ac.uk
web site WWW.ed-coll.ac.uk
5. Short description/objectives
An ADAPT funded project to provide a community based learning centre in a shopping arcade in an area of high social deprivation. To offer access to IT training, guidance, counselling and careers advice and literacy and numeracy support. To provide short taster materials in a wide range of course areas. To ensure a welcoming environment. To provide progression routes into mainstream provision.
6. Target Group(s)
Disaffected youth. Unemployed Low wage earners. Ethnic minorities
7. What type of product (if any) – eg: CD, Web based, written
Learning centre
8. Description of good practice – case history / study (please provide details)
Currently providing 250 hours a week of learning for students who otherwise would not have accessed college provision. Facilitator for the centre is <i>sponsored by a local employer.</i>
9. Phasing and scope
Currently in the first year of operation. <i>ADAPT funding finishes in June.</i>
10. Evaluation in terms of impact, pros and cons, lessons learnt
The centre provides a high profile presence in the community for the College and learning opportunities that would not otherwise have been provided. Learners value access to a tutor for formal teaching as well as individual learning with a facilitator. Guidance, counselling and basic skills need to be integrated into normal operation. Restrictions on the type of learner (ADAPT Funding) provided an initial barrier and ways had to be found to open provision to the full community.
11. Sustainability – has this practice changed your approach / direction toward LLL
The Learning Centre will be continued as an extension of the College. The Centre provides access to learners that otherwise we would not reach. Going forward it will be necessary to how local industry might provide further support as the centre is expensive to operate.
12. For more information – Please set out below details of how people can find out more about this good practice – web site addresses, promotional material / brochures etc



KEY MESSAGE 6: BRINGING LEARNING CLOSER TO HOME

1.Title: Partnership Inclusion Project
2.Organisation name Reid Kerr College
3.Partner organisations (if any) Renfreshire Council
4.Contact information
Name Alex Nelson
Position in organisation Head of European Research and Development
Tel: International code (number) 0044 141 581 2233
Fax 0044 141 581 2233
e-mail international@reidkerr.ac.uk
web site www.reidkerr.ac.uk
5.Short description/objectives
A Scottish Objective 3 funded project targeted at increasing access to and providing supported ICT training in the local community for 300 adults and young people,providing them with training in core and transferrable skills and national qualifications
6.Target Group(s) excluded adults and young people
7.What type of product (if any) – eg: CD, Web based, written
8.Description of good practice – case history / study (please provide details) The project was designed to provide access to lifelong learning in sites convenient to the local community. The effective partnership with the local authority (Renfrewshire Council) in the design and promotion of the activities was a key element in its success.
9.Phasing and scope 30th August 2000 to 30th June 2001
10.Evaluation in terms of impact, pros and cons, lessons learnt Evaluation is ongoing with respect to the outcomes for the individual beneficiaries. However the relative success of the project has resulted in an Structural Funds application to sustain this training in 2001 to 2003 and to support the model in an additional 6 <i>learning centres in the community</i>
11.Sustainability – has this practice changed your approach / direction toward LLL The College Development Plan has been revised to target access to LLL as a major initiative in the years 2001 to 2004.Budget and resources will be skewed to support this aim and additional funds will be sought to sustain LLL in <i>the local community and beyond</i>
12For more information – Please set out below details of how people can find out more about this good practice – web site addresses, <i>promotional material / brochures etc</i>



1.Title: Western Colleges Consortium	
2.Organisation name,Norton Radstock College	
3.Partner organisations (if any)College of Care and Education City of Bath CollegeCity of Bristol CollegeFilton CollegeSoundwell CollegeWeston College	
4.Contact information	
Name	Peter Hodgson
Position in organisation	Senior Manager - Projects
Tel: International code (number)	044 1761 433161
Fax	044 1761 436173
e-mail	phodgson@nortcoll.ac.uk
web site	www.nortcoll.ac.uk
5.Short description/objectives	
<p>A project funded initially by the Further Education Collaboration Fund (FECF) over three years. It is a considerable investment by partner colleges and is worth some £3.5million. The objectives are:</p> <p>To exploit developments in ICT using new platforms to provide innovative solutions that allow learning at the time, place, pace and in a mode to suit individual and employer needs.</p> <p>To develop an extranet to be used by the students of each partner college, both on-site and remotely, including employers' premises, to access learning materials.</p> <p>To collaborate with the partner colleges in the purchase, customisation, development and delivery of high quality learning materials, to be delivered on the extranet within a tutor supported learning environment.</p>	
6.Target Group(s)	
<p>Students at the partner colleges as individuals, or members of organisations, enterprises or services.</p> <p>Staff in the partner institutions</p>	
7.What type of product (if any) – eg: CD, Web based, writtenA managed learning environment and materials	
8.Description of good practice – case history / study	
<p>The consortium is seeking to take advantage of new technology to extend learning activity, and learner support to students from multiple groups and across a consistent learning platform.The consortium seeks to train teaching staff in the production and use of ILT based materials who can then place materials on the extranet for student use.The system includes authoring and tutoring tools for managing learner assessment and feedback. The project is also seeking to foster collaborative approaches across institutions.</p>	
9.Phasing and scopeThree year project now incorporated into forward planning beyond three years.	
10.Impacts	Changes in teacher and learner roles



methods	Gained experience in different advice, delivery and learner support Incoporated into long term instituional planning Provided a 'platform' for testing new idea and practices
11.Sustainability – has this practice changed your approach / direction toward LLLThe project is assisting the institutions to mee the challenges of LLL in the future.	
12. For more information – Please set out below details of how people can find out more about this good practice – web site addresses, promotional material / brochures etc	
Contact	Peter Hodgson phodgson@nortcoll.ac.uk
Web site	http://www.nortcoll.ac.uk
Address Bath BA3 3RW, England	Norton Radstock College, South Hill Park, Radstock,