



# Erasmus+

Good practices in the  
Implementation of the  
European Agenda for  
Adult Learning

2012 - 2016





## ***Foreword***

Adult education is an increasingly important topic in our society. In a climate of economic crisis and with an ageing population in Europe, the need to learn new skills and to adapt to the labour market is of the foremost importance. The participation of adults in education also brings other benefits, both at the level of personal fulfilment and for the society as a whole, by fostering social inclusion and active citizenship. The National Coordinators for the Implementation of the European Agenda on Adult Learning receive financial support from the European Commission, through the Erasmus+ programme, to carry out activities that contribute to tackling the low participation of adults in education and training, especially those with low skills. As well as its role in coordinating stakeholders, this network of national coordinators (29 in the period 2016-2017), which started in 2012, promotes adult learning in the participating countries and engages citizens and stakeholders in a variety of activities, such as: awareness raising activities; measures to improve provision, in particular of basic skills; promotion of peer learning through meetings, conferences and bilateral exchange visits that bring together different actors; and the promotion of mechanisms that ensure a better coherence between the diverse adult learning policies or preparatory works leading to policy reform.

While implementing the European Agenda for Adult Learning, the National Coordinators have developed a number of successful activities that had a substantial impact in their countries and that is of interest to share with anybody interested in the field of adult learning.

The present brochure compiles a number of good practices developed by the network between 2012 and 2016, and the aim is to update it regularly with more examples that characterise the work of the National Coordinators.

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## Malta- Diploma in Teaching Adults 2013–2015

### Target group

Adult Educators, Private and Public adult learning Providers

### Overview

In 2014 the Directorate for Lifelong Learning and Early School Leavers launched the National Diploma in Teaching Adults to improve the quality of Adult Education in Malta. This diploma was introduced as part of the actions of the implementation of the EU Agenda for Adult Learning in Malta. Its main objective was the strengthening of the capacity of stakeholders involved in the delivery of adult education and ultimately the increased and improved participation of learners. The National Diploma was designed for those already working or interested to work in adult education and training, in particular those teaching basic skills courses to low skilled and low qualified adults. The qualification had the flexibility to accommodate different personal and work requirements and over 100 educators enrolled for this capacity building. The applicants who successfully completed 13 modules were awarded the National Diploma in Teaching Adults. This Diploma was accredited at level 5 by the National Commission for Further and Higher Education in Malta. The modules included sessions on the principles of adult learning, e-learning and innovative approaches to teaching literacy and numeracy to adults. The diploma also included a practicum and each participant was assigned a mentor. The board of studies guiding the diploma process throughout included members from the Directorate for Lifelong Learning, the University of Malta and the Malta College for Arts, Science and Technology. The learners included educators from both the public and private sector. This action was also presented to other National Coordinators during European Peer Learning sessions and meetings.

### Reasons for success

The board of studies included members by various institutions that brought in their expertise and helped to further improve the delivery of this course. There were no such courses offered at level 5 in Malta providing the flexibility of following the programme through modular sessions on a part-time basis. The Diploma adopted a hands-on approach and included a practicum and sessions designed specifically for practitioners.

### Impact of the activity

The diploma attracted a lot of interest by adult educators in Malta who wanted to improve their skills. The number of applicants was more than expected and is a clear indicator of the success of this diploma. The engagement of the participants was positive and very few learners dropped out of the programme. After the graduation of the first cohort of learners, the diploma will be taken over by the Faculty of Education at University of Malta. The success can therefore be demonstrated as one initiative which started as a pilot will be further strengthened and developed showing the sustainability of this project.



**National Coordinator:** Ministry for Education and Employment  
(<http://researchanddevelopment.gov.mt/en/Pages/rdd.aspx>)

## **Slovenia: Five motivational video publications on topical adult education themes related to EAAL**

### **2013–2015**

#### **Target group**

Learners, with special emphasis on low-skilled adults; lifelong learning providers in the widest sense; professionals in the field of adult learning; employers; policy makers and media, both from national and local level.

#### **Overview**

The main goal was to share examples of good practice in developing skills for life and work. Conceptual and practical activities for educationally disadvantaged groups are presented. The videos have English subtitles.

Video 1: 'There are opportunities! Training programmes for the unemployed' features the implementation of a training programme for the unemployed developed by SIAE and tailor-made to concrete needs and circumstances in three local areas.

Video 2: 'Handmade stories. Rural areas as an opportunity for the development of basic skills and key competences' features opportunities for adults to develop various forms of basic skills and key competences, thus intensifying intergenerational co-operation and partnerships in a rural area.

Video 3: 'Guidance for learning. Educational guidance support for adults' featuring the Slovenian approach to providing comprehensive and easily accessible information and guidance services as well as systems for validating non-formal and informal learning.

Video 4: 'Hand in hand. Learning in a community for personal and common good' is based on some video portraits of SIAE award winners for exceptional achievements in adult learning.

Video 5: 'I can, therefore I am! Promoting adult skills' presents the aim and key aspects of the 2015 Promoting Adult Skills events, including statements from four target groups (young adults, the unemployed, migrants and rural population), and issues surrounding the acquisition of basic skills and other key competences in various life circumstances.

#### **Reasons for success**

Examples are presented in the five videos support awareness raising activities as well as educational work with adult (potential) learners, especially the low-skilled and other marginalized groups. The videos encouraged adult education providers in Slovenia to engage in similar endeavours and partnerships, and motivated learners for participation in non-formal adult learning in order to gain skills for life and work.

#### **Impact of the activity**

Videos were systematically disseminated at national events (addressing professionals, practitioners and policy makers) and at local level (in programmes for the unemployed migrants etc.) and received very positive feedback. English subtitles enabled dissemination at EU level.

Videos have encouraged some providers to use these models in similar topical and geographical areas.



**National Coordinator:** Slovenian Institute for Adult Learning (<http://tvu.acs.si/paradaucenja>)

## Slovenia: Promoting Adult Skills (PAS) events 2015 and 2016

### Target group

Learners (existing and potential) with special emphasis on low-skilled adults; adult learning providers in the widest sense; other stakeholders (public employment services, development agencies, employers, social centres etc.); professionals in the field of adult learning; policy makers and media, both from national and local level.

### Overview

The purpose of the "Promoting Adult Skills" (PAS) events was to present the diverse range of existing activities in developing adult basic skills and other key competences, highlight achievements and define opportunities and challenges. In this way, organisers were able to identify examples of good practice, disseminate information on these opportunities at the local and national level, and obtain stakeholders' opinions on how to further develop this practice. The one-day events were divided into two parts: the first was reserved for adult education experts and partners from the local environment (municipalities, schools, regional offices of the Public Employment Service of Slovenia, social centres, libraries, associations, local businesses, media, etc.). The second part was organised with participants representing a selected target group (young people, the unemployed, (im)migrants and rural population) and functioned as a training session, which also involved guidance, assessment of non-formal learning, etc. as a practical example of fostering basic skills. At thirteen of the events, representatives of the SIAE and the Ministry of Education, Science and Sport presented the then ongoing PIAAC Survey on adult skills. The 2015 closing event was part of the 2015 Adult Education Colloquium and the national EPALE Slovenia opening with the title 'I can, therefore I am!' Promoting Adult Skills; more: <http://llw.acs.si/ac/2015>.

2015 PAS events are presented in a rather concise manner focusing on findings and recommendations in the Learning Parade 2015 E-bulletin (pages 16–27).

### Reasons for success

PAS events generated findings and recommendations that can be summarised in the following simple statements: considerable examples of good practice already exist; what is needed is more networking, inter-sectoral cooperation and synergy; many solutions mean going back to traditional values, heritage and nature; the way forward is determined by modern ICT solutions, creativity, innovations and entrepreneurship, and role model learners are crucial partners – nothing should be done for them without involving and listening to them. All these topics are of interest for media.

### Impact of the activity

In addition to quantitative indicators on 2015 PAS events (more than 1,100 participants, 60% professionals and other stakeholders, 40% learners), PAS events have become a constituent part of the EAAL project for the period 2015–2017. Still based on the four educationally deprived target groups: young adults, the unemployed, migrants and inhabitants of rural areas, in 2016 the emphasis was on improving their employability, while in 2017 the focus will be on their active inclusion in the learning community. National and regional stakeholders are keen on being informed on outcomes of PAS events. More on PAS events can be found in EPALE. For 2016 see EPALE blogs in English titled Small events with a large reach (1–7) via <http://llw.acs.si/learningparade/dissemination>.



**National Coordinator:** Slovenian Institute for Adult Learning (<http://tvu.acs.si/paradaucenja>)



## Spain – *Aprende a lo largo de la vida* 2012–2014

### Target group

- Adults which need to increase their level of education and training and need information and guidance for the design of their own formative itinerary in response to the previous level reached and personal situation, especially those that have the lowest level in basic skills.
- Professionals of education and guidance, social services and other agents wishing to use this resource for their work in educational and vocational advice.

### Overview

The Ministry of Education, Culture and Sport, in collaboration with the Education authorities of the Autonomous Communities, launched the website "Lifelong Learning" in order to disseminate the learning offers available for adults throughout the country and the connections among them, as well as providing citizens with learning resources, providing access to information and offer a number of useful resources related to adult education. The aims of the platform are:

- To offer the citizens updated information on the educational opportunities available and the connections among the different modalities of the education system;
- To provide guidance to citizens on the learning paths that allows them to progress in their personal, social and professional development, according to their level of education and training and regardless of the education system where it was obtained;
- To display a large variety of learning resources available to students, teachers, families, professionals in education and in general anyone who needs to learn or support others in learning;
- To improve the expectations of citizens in the area of lifelong learning.

The website offers a research tool meant to find information to guide the user in choosing a training schedule the most adjusted to their profile and indicate which training opportunities are better suited to their needs at the same time that provides information, requirements, duration, structure, outputs and information on the training centers where the trainings are held throughout the territory.

### Reasons for success

The website has established an adult profile database that integrates all information about lifelong learning nationwide. The possibility of formative itinerary choice results in a better match of learning supply and demand.

### Impact of the activity

The portal has been widely accepted among adults who want to increase their education and among the professionals in this sector, with 94, 077 visits to the website during 2015 and a total of 207,749 websites visited through it. (For more information see the website <http://www.meecd.gob.es/alv/inicio.html> and the promotional video [https://www.youtube.com/watch?v=5WFLgL8kh\\_Q](https://www.youtube.com/watch?v=5WFLgL8kh_Q)).



**National Coordinator:** Ministry of Education, Culture and Sports (<http://www.meecd.gob.es/ministerio-meecd/ministro.html>)

## United Kingdom - Self organised learning groups (EUSOL) 2012-2014

### Target group

Community and voluntary adult educators

### Overview

This project explored the potential of self-organised groups to create different ways of learning for adults through technology, identifying barriers and opportunities and developing a digital toolkit. Initial desk research identified examples of technology use across Europe. This was followed by a series of interviews with UK adult learning providers to identify "Return on Investment" (ROI) for their support in set up and maintenance of SOL groups, particularly where traditional learning delivery was minimal or under threat. The SOL toolkit was developed using XT learn, a sharing and collaboration platform at <https://www.xtlearn.net/p/sol> and published online at <http://eusol.org.uk/>. It consisted of sections on: 1. Starting a group, with resources for: Starting a group, practical approaches, developing and maintaining a group, funding and progression. 2. Digital tools for communication, collaboration, online learning and creating learning and different models of learning.

### Reasons for success

The programme was successful in supporting learning providers to consider and improve their practical support for SOL groups. It was also successful in supporting voluntary organisations to set up and maintain SOL groups, to augment their provision and involve more volunteers.

### Impact of the activity

Success can be evidenced through feedback from event presentations on the programme with universally positive feedback from presentations to Birmingham and Luton adult learning providers, workshops at Northern Ireland, England, Scotland and Wales EU impact forums and the European agenda for Adult Learning UK final conference (2015).



**National Coordinator:** Learning and Work Institute (<http://www.learningandwork.org.uk/our-resources/european-agenda-adult-learning?redirectedfrom=niace>)

## United Kingdom - St Mungo's Broadway Residential College 2014 to present

### Target group

Homeless and vulnerably housed adults

### Overview

St. Mungo's Broadway is a charity which works across London and the South of England to help people recover from the issues that create homelessness and rebuild their lives. As part of their work, St Mungo's Broadway offer learning provision at a Residential College based in Clapham, London. The aim of the college is to equip residents with the skills needed to make a fresh start and move on in their lives. The college can accommodate up to 10 residents who usually stay for between three and six months. While living at the college, residents engage in a full time educational programme that combines academic learning with developing independent living skills.

College staff recruits learners by liaising with area managers from St Mungo's Broadway's hostel network. They also hold themed activity days and invite key workers to visit the college with potential residents. Once engaged, learners participate in activities which cover a range of topics, including literacy, numeracy, healthy living, digital skills, financial capability and wider life skills. Although the programme is full-time, it is delivered flexibly and learners can suggest activities that they might like to be involved in or general goals that they would like to achieve during their stay at the college. Tutors then build activities and sessions around these suggestions and involve learners in the co-design and co-delivery of the programme.

### Reasons for success

The Residential College has supported learners to achieve a wide range of positive outcomes, including improvements in their self-confidence and esteem, social skills, and mental wellbeing. Many learners progress onto further education, work or volunteering opportunities after completing the Residential College programme and are now making a positive contribution to not only their own lives but also their families and local communities.

### Impact of the activity

The impact on learners can be demonstrated through their feedback in focus groups and tutors' records of their progress:

*'I feel alive when I wake up in the morning... if I didn't have here, I think that I'd be in a dark place. It helps me with my mental problems and my self-esteem problems.'* (Learner)

*'A very common theme that people say about homelessness is that you feel like you're not part of society. I think that living here... helps them feel like they can participate in the world and that they can be part of something.'* (Tutor)

**National Coordinator:** Learning and Work Institute (<http://www.learningandwork.org.uk/our-resources/european-agenda-adult-learning?redirectedfrom=niace>)

## United Kingdom - *What Employers Want* 2012–to present

### Target group

Young unemployed adults

### Overview

The overall aim of *What Employers Want* is to support young unemployed adults to gain a better understanding of the skills and attributes that employers are looking for when they recruit a young person, in order for them to gain and progress in work. The project supports organisations across the UK to equip young people with the confidence and skills to carry out interviews with local employers to find out what they look for in young job applicants.

This innovative approach has resulted in positive outcomes for young people, partner organisations and employers. Partners have reported that the project provides a new approach to supporting young people to develop their employability skills, and new resources to share and use with unemployed young people. For young people, the outcomes include:

- Development of a range of skills, for example, communication, team work and research
- A better insight in to the skills and attributes that employers value
- Increased confidence in applying for jobs and speaking directly to employers
- An improved understanding of what can help increase their chances of gaining employment
- Knowledge and awareness of local employers who offer apprenticeships and work placements to young people.

For employers, there have been the following outcomes:

- Satisfaction in being able to give young people practical advice to help them be more competitive in the job market
- Business benefits in telling young people about their industry, company, recruitment processes and the skills they look for and why
- Useful feedback and insight from a young person's perspective

Link to the Guide: [https://ec.europa.eu/epale/en/system/files/what\\_employers\\_want.pdf](https://ec.europa.eu/epale/en/system/files/what_employers_want.pdf)

### Reasons for success

By supporting young people to take ownership of and lead the work, *What Employers Want* provides a tailored approach which any organisation can use and adapt to their target group and context. This also results in more sustainable outcomes for the young people involved as they are involved in every stage of the project and develop a range of skills as well as the knowledge of what employers are looking for in job applicants.

### Impact of the activity

Our evaluation of the *What Employers Want* approach demonstrated that it is flexible and can be tailored to different countries and target groups. The outcomes for young people, partners and employers are demonstrated by the feedback from those involved in the pilots:

*"I'm going to be looking for another placement. The information I got from the project will help me to look for that placement and to sell myself better."* (Young person)

*"It's really made me re-evaluate what we do here to better support young people in to employment."* (Employer)

*"The research project was fantastic, because it offered us a well-structured series of workshops, interview questions and research methodologies to introduce to young people."* (Partner)



**National Coordinator:** Learning and Work Institute (<http://www.learningandwork.org.uk/our-resources/european-agenda-adult-learning?redirectedfrom=niace>)

## **Belgium (FR) - Conference " Which Identity, which structure(s) and which financing for adult education policies in the Wallonian Federation Brussels"**

6 October 2015

### **Target group**

All political and institutional stakeholders of formal, non-formal and informal Adult Education in the French speaking part of Belgium.

### **Overview**

This conference was one of the means used to convince political and institutional actors to develop, formalize and structure the existing collaborations and to improve the fragmented landscape of Adult Education (AE) in the French Community of Belgium. Before the conference, to ensure the success of the activity, an important communication campaign was organised. The round tables were well prepared with framework documents for the participants. The conference was a well-balanced representation of all the sectors linked to AE. It was introduced by the General Secretary of the Ministry of the French Community of Belgium. The first round table gathered representatives of the 5 Ministers in charge of AE. The second round table gathered social partners, the inclusion sector and members of agencies providing statistics in these areas. The European dimension was present with representatives of the European Commission and the Italian National Coordinator for the European Agenda for Adult Learning, presenting the Italian strategy. Videos from 2 MEPs were specially made for the occasion as they couldn't attend the conference. The web streaming of the morning session on EPALE, together with the conference proceedings and the production of a brochure about Adult Education in the French Community of Belgium (documents and videos on EPALE) increased the benefits of the conference.

Conference proceedings: <https://ec.europa.eu/epale/fr/resource-centre/content/politiques-deducation-et-de-formation-des-adultes-en-federation-wallonie>

Brochure: <https://ec.europa.eu/epale/fr/resource-centre/content/quelle-identite-queles-structures-et-queles-financements-pour-les-politiques>

### **Reasons for success**

This activity gathered all the actors of the sector, they answered positively to the invitation and they gave positive feedback after the conference. Giving the people the opportunity to meet is of the utmost importance if they are to collaborate. This conference allowed to establish useful contacts and made political and institutional actors reflect on the "place" and importance of AL in our country and in the European context.

### **Impact of the activity**

- 1) The presence of all stakeholders as well as the number of people attending the conference (135 subscriptions).
- 2) The increased consciousness and use of the concept of AE, AL and LLL among the different actors.



**National Coordinator:** Center for self-training and continuing education organized by the French Community (<http://www.enseignement.be/>)

## Germany – Conference “Adult education digital – professionalize, network, create” 31<sup>st</sup> August – 1<sup>st</sup> September 2015

### Target group

Adult education organisations, policy makers and researchers

### Overview

The National Coordinator (NC) for the “European Agenda for Adult Learning” in Germany organised a joint conference with the EPAL National Support Service in Berlin to discuss the potential of digitalisation for adult education. The conference was also the launch event for the EPAL-Platform in Germany. Furthermore, the German Erasmus+ adult education team was a co-organiser of the event. Participants in the conference included high representatives of German national and regional education policy (“Länder”) as well as relevant stakeholders from adult education and vocational CET (e.g. trade unions, chambers of industry and commerce). In all workshops successful European and German projects shared their experiences and results on the topic of the conference. An event documentation has been published both on the website of the National Coordinator and of EPAL.

#### Documentation:

<http://bit.ly/2f4Ux8g>

<https://ec.europa.eu/epale/de/node/13612>

#### Short movies:

<https://vimeo.com/147837386/c16f5c75fc>

<https://vimeo.com/147732775/25583cdfa5>

<https://vimeo.com/146788814/5b9b98c9de>

<https://vimeo.com/146785998/5c14d5832c>

<https://vimeo.com/146774183/59f3e68570>

<https://vimeo.com/146767085/7293635ed2>

### Reasons for success

The conference gave an impulse for further events:

- The NC organised a peer learning activity on the use of digital media in basic skills education for adults from 23th till 24th September 2015 in Bonn, Germany.

- The NC co-organised the “Deutscher Weiterbildungstag 2016”(Day of further education) which focussed on digitalisation of adult education and took place on 28th September 2016. A stakeholder conference was organised in Berlin in November 2015

([https://www.agenda-erwachsenenbildung.de/Fachkonferenz\\_11\\_2015](https://www.agenda-erwachsenenbildung.de/Fachkonferenz_11_2015)).

### Impact of the activity

The NC was the first mover and driving force concerning agenda-setting of the topic digitalisation and adult education on national level. A multitude of similar events on national level followed.

Several short films and further media-output were produced during the conference. The Twitter conference-hash tag #EUEB got a high number of followers involved.



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**National Coordinator:** Federal Institute for Vocational Training (BIBB), Ministry for Education, Youth and Sport, Baden-Württemberg

(<https://www.agenda-erwachsenenbildung.de/>)



## **Estonia - Community network - main tool in supporting people return to the education system**

### **2013–2015**

#### **Target group**

Parents of young children with low levels of education

#### **Overview**

In the period of March - June 2016 an awareness raising set of training courses "Second Chance" was piloted in Pärnu County. The main objective of the activity was to support parents of young children with low levels of education to return to the education system and continue their studies.

Reaching the target group, motivating them to come out of their comfort zone and participate in the training proved to be the most challenging task. Dissemination of and finding the target group took place via community networking and personal contact, which was led and organised by MTÜ Noore Vanema Perekeskus (NGO Family Centre for Young Parents). The organiser involved training organisations, nursery schools, local department of Estonian Unemployment Insurance Fund and Rajaleidja (Pathfinder) Career Counselling Centre. Childcare was arranged. Participants were informed about learning and employment possibilities; they took study trips to upper secondary schools for adults and vocational schools. They analysed their abilities, needs and wishes, as well as the existence of support services and supporters. Eight out of 20 training set participants took up their studies.

Experience gained by the pilot activities and community involvement model has served as the basis for starting similar sets of training courses in nine counties. The aim is to involve at least 180 parents of the target group. The value and appreciation of every person's effort in return to the education system is seen as the best example to give to the next generation.

#### **Reasons for success**

The community based and organized set of dissemination and training and activities "Second Chance" provided a good model about how to reach the target group, as well as keep it functioning and evoke motivation of its members. On the basis of the current model and experience, at least 180 members of the target group, i.e. parents of young children, will participate in the set of dissemination and training activities during the period of November 2016-April 2017.

#### **Impact of the activity**

Performance indicators include the following: 1) total number of participants in the set; 2) participants that return to education system having passed the set of dissemination and training activities.



**National Coordinator:** Association of Estonian Adult Educators Andras (<http://www.andras.ee>)

## Romania – Awareness campaign on the importance of adult learning 2015

### Target group

Professionals in Adult learning (Sectoral Committees, trade unions, professional associations, training providers, assessors, authorizing commissions), employers, teachers, trainers, students.

### Overview

The Romanian National Coordination Point for the European Agenda for Adult Learning organised eight regional joint events with NSS EPAL and EQF National Coordination Point to present the tools that are used in adult learning, to develop cooperation between stakeholders and to identify strategies for promoting Adult Learning participation and European and national policies. These events were a successful example in creating synergies between actors and enabled communication and collaboration in adult learning. Information on National and European Qualification Framework, EUROPASS, IMI, EPAL, Skills assessment, recognition and validation were presented during these events. Representatives of Sectoral Committees, trade unions, professional associations, training providers, and assessors, authorizing commissions, employers, teachers, trainers and students attended these events.

### Reasons for success

Prior to the events, there was a lack of communication with actors at regional level and a lot of aspects were improperly implemented. These joint events were welcomed (it was demonstrated by the large number of participants) and contributed to a better understanding of the national and European tools and policies in Adult learning.

### Impact of the activity

These events represented a first step in developing collaboration and involvement in making lifelong learning and mobility a reality. Positive feedback was received and EQF National Coordination Point implemented this type of activity in its further projects.



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**National Coordinator:** National Qualifications Authority (<http://www.anc.edu.ro/learn/>)



## Slovenia - Learning Parade – Days of learning communities 2013–2015

### Target group

Widest audience: learners – with special emphasis on low-skilled adults; lifelong learning providers in the widest sense; professionals in the field of adult learning; employers; policy makers and media, both from national and local level.

### Overview

The activity was based on accumulated experience with organizing the Slovenian Lifelong Learning Week (LLW). On contrary, the Learning Parade was developed as a series of a limited number of very condensed one-day events in selected towns (seven per year) drawing from the pool of experienced coordinating institutions, existing partnerships, well established and efficient approaches and communication channels. Concrete activities, venues, programmes and the allocation of resources were tailor-made to the challenges and characteristics of each LP venue. Special attention was paid to attracting the low-skilled/educated adults with innovative outreach approaches such as ‘the chain of knowledge’. The core LP events (information stands with learning opportunities, public appearances of role model learners on stage, video-presentations, workshops, meetings, taster sessions ...) and in some cases accompanying events (exhibitions, tenders for photographs, Facebook posts etc.) were then carried out under the coordination of LP coordinators by the network of local providers of adult and lifelong learning in their environments. Each LP was accompanied by a professional event for and with the low-skilled. Theoretically, the concept of ‘a learning community’ was explored.

The three LPs are extensively documented:

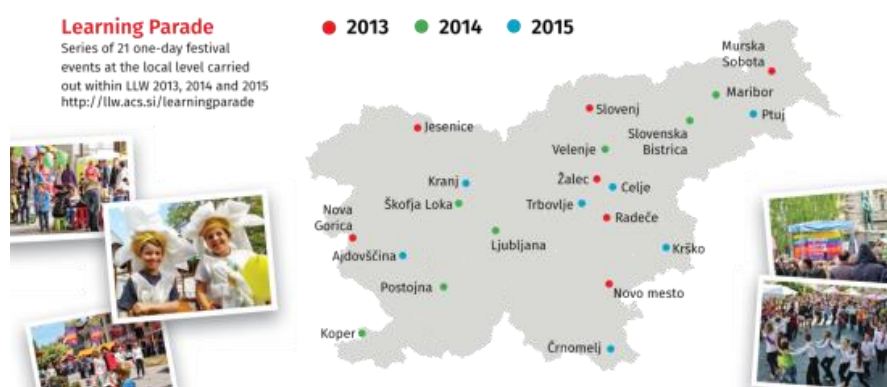
- on the project website (<http://llw.acs.si/learningparade/lp>)
- in the Learning Parade E-bulletins (<http://llw.acs.si/learningparade/materials/publications>) and YouTube presentation (<http://youtu.be/CPU-x1uqaA4>)

### Reasons for success

The ‘Learning Parade – Days of learning communities’ has now become an established and successful approach to promoting adult education and lifelong learning. The LP has inspired all generations and contributed to their participation in LL. It has motivated the providers towards even greater innovation in outreach and has rewarded them with a wealth of responses. Partnerships have been strengthened at local and national level.

### Impact of the activity

The Learning Parade has been incorporated into the national co-financing scheme related to the promotion of adult education and lifelong learning via the Annual Adult Education Programme. Consequently, on 18 May 2016 the LP was carried out at 13 locations throughout the country as one of the six major actions of the Lifelong Learning Week. The Learning Parade model has thus become subject to continuous implementation and improvement.



**National Coordinator:** Slovenian Institute for Adult Learning (<http://tvu.acs.si/paradaucenja>)

## Finland – Teaching the VET providers to teach former drop-outs 2013–2017

### Target group

VET providers, who received funding from Young Adults 'Skills Programme

### Overview

In the implementation of the Young Adults' Skills Programme, the idea was that some of the collection and analysis of statistical materials could be carried out in the Ministry instead of by the regional programme executors and that the shared structure and events would provide assistance for each executor; there would be no need to reinvent the wheel in every location as advice, ideas, and opportunities for peer learning would be easily available.

The Finnish Ministry of Education and Culture has produced and collected qualitative and quantitative materials on the progress of the programme, has contributed to a learning network, has worked on the adopted application and support operations, as well as on the development of pedagogical solutions.

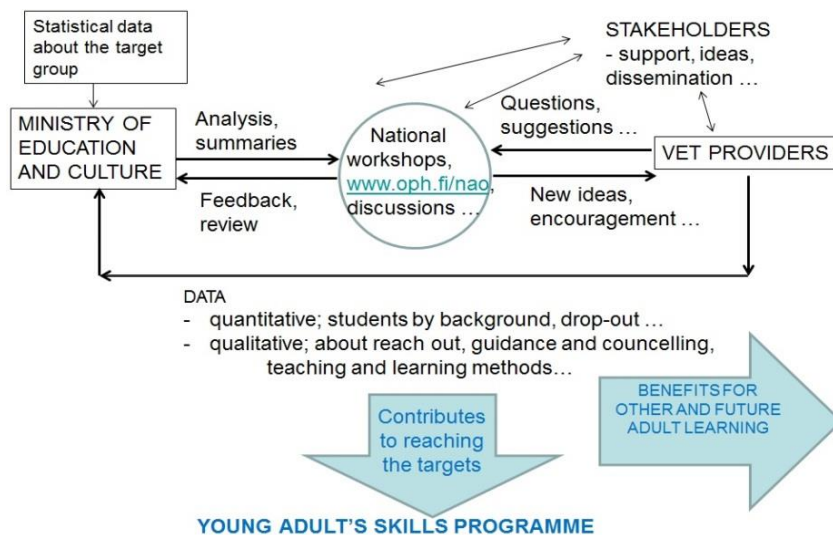
### Reasons for success

The VET providers have exchanged experiences on good practices for finding students and discussed different means for finding the right field for them, getting them committed to their studies, and supporting them throughout the completion of their degree.

### Impact of the activity

Comparative information on the changes in the methods of the institutes, on the expansion of the cooperation networks and on making previously modelled new methods a part of normal operations in the institutes was collected. More information can be found on:

<https://ec.europa.eu/epale/en/blog/good-practices-young-adults-skills-programme-finland>



**National Coordinator:** Ministry of Education and Culture ([www.oph.fi/nao](http://www.oph.fi/nao))

## **Education, Audiovisual & Culture Executive Agency**

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