Guide to Good Practice in Basic Skills in Lifelong Learning

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DEVELOPING BASIC SKILLS
AS KEY COMPETENCES

A GUIDE TO GOOD PRACTICE

ACKNOWLEDGEMENTS

CONTENTS

APPENDICES

1 FOREWORD

In 2003, the six non-governmental organisations associations, which make up the European Civil Society Platform on Lifelong Learning1, carried out research into good practice in basic skills as 'key competences'. The research benefited from the diversity of the NGOs: it was able to draw on networks covering over 2000 organisations across Europe, including the accession and candidate states, and involving not only NGOs but cultural organisations, employers and trade unions, and education providers within the formal system. The research examined 60 examples of good practice, identified twenty-five 'best practice examples' and analysed their achievements. This Guide distils the research.

First and foremost, the Guide draws on knowledge of 'what works' for learners. It is about innovation, not in the sense that the criterion for selecting examples was that they had 'new' ideas, but because innovation is an integral element of good practice. We must always 'make it new' when we encounter a new group of learners, and good practice must involve self-challenge and creativity – whether in creating new methods or tools, re-formulating objectives, or developing whole learning systems. This is especially vital in this period of rapid and dramatic global change. The experience also places the development of basic skills as key competences firmly within the context of Lifelong Learning as a process, rather than seeing them as a separate, instrumental set of activities.

Because it brings together very diverse experience of tackling the challenge of basic skills across Europe, the Guide embodies the principle of developing a European Area of Lifelong Learning which can enable us to learn from exchanging and reflecting on experience at a transnational level. In terms of the European aspiration to create a knowledge-based society, the lessons of this study are very important. It demonstrates that, whilst reaching out to those experiencing multiple disadvantages is a huge challenge, the strategies and skills exist to enable those most excluded to participate and benefit from learning, and that lessons can be learnt to inform future policy and programmes in the European Union.

The Guide, therefore, is for policy-makers at local, regional, national and European level, and those responsible for managing and developing learning for adults in both formal and non-formal settings. It offers not templates, but starting points for thinking about what we need to change in our understanding and practice in ways which make sense in our own environment.

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¹ *Referred to as 'The Platform' in this Guide. The six associations are CSR Europe – the Business Network for Corporate Social Responsibility; EAEA – European Association for the Education of Adults; EFVET – European Forum for Technical and Vocational Education and Training; EVTA – European Vocational Training Association; EURO-WEA – European regional organisation of the International Federation of Workers Education Associations; SOLIDAR – an international alliance of social and economic justice NGOs. See Appendix III for a description of each NGO.*

2 SETTING THE SCENE

Understanding Basic Skills and Key Competences

Basic skills usually refers to three kinds of skills:

- Literacy: the ability to communicate through reading and writing in one's own language. This ranges from the ability to recognise letters and read very simple items, to 'functional literacy' – the ability to communicate at the level necessary to function socially and at work and to access education and training
- Numeracy: the ability to use number skills at the level necessary to function socially and at work and to access education and training
- Communication in the dominant or official language of the country in which one is a long-term resident, for those for whom this is not the first language.

Closely connected with these skills and increasingly included in definitions of basic skills are other *life or key skills*:

- Interpersonal: teamwork, cultural awareness
- Technology-related: use of ICT and the Internet
- Use of foreign languages
- Work-related: job seeking (including CV writing, interview skills, evaluation of one's cultural and employment background and ability to consider it in different contexts), motivation, entrepreneurship, and skills related to specific areas of employment
- Learning to learn: skills related to coping in everyday life, citizenship and participation in civil society[2] – leading to the capacity to attain personal fulfilment and social inclusion.

The European Commission Working Group on Basic Skills argues for the use of the term *key competences* as being less restrictive than 'basic skills'[3].   'Competence' refers to a combination of skills, knowledge, aptitudes and attitudes, including the disposition to learn. 'Key' reflects the range of competences, which the individual needs in order to function effectively in society. *Key competences* therefore contribute to both individual and social objectives, by enabling the attainment of:

- Personal fulfilment and development throughout life: the creation of cultural capital
- Active citizenship and inclusion in society: the creation of social capital
- Employability – the capacity of everyone to obtain a decent job: the creation of human capital.

The Working Group's definition of key competences moves us away from looking at skills individually to an integrative view of key competences. These are transferable – applicable in many contexts; multi-functional – useful for a range of purposes; and a prerequisite for individual fulfilment in all aspects of life:

Key competences represent a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and employment.

We acquire such competences not only – perhaps not mainly - through initial formal education, but from our family and socialisation, at work, or in participation in civil society. We continue to acquire them throughout life. Simple 'deficit models' of basic skills learners should therefore be avoided and their life experience should be valued and used.

The Platform describes key competences as *Skills for Life*. It argues that the critical factors are the individual's disposition and capacity to learn, and the capacity both to accept and to influence change. This firmly places the development of key competences within the wider process of Lifelong Learning, which the Platform defines as:

A cradle to grave process designed to provide the European citizen with constantly updated means of personal and professional development which will enable her/him to face change, to adapt to the

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[2] *The Platform defines 'civil society' as: 'any organised social group upon which governments have no direct power'.*
[3] *The Basic Skills Working Group was one of 13 working groups active since 2001 to develop a shared understanding of Lifelong Learning issues, with experts and organisations from 31 European countries. It produced a Progress Report in November 2003.*

requirements of the labour market, to take responsibility for her/his own life, to attain personal fulfil-
ment and social inclusion, and to assume willingly the democratic responsibility of active citizenship
for the good of all.

What are the factors, which make for success in promoting learning for basic skills as key com-
petences? The Platform identified seven 'Pillars of Learning':

- **Fostering needs analysis**: how the learning aspirations of those not participating in the kno-
  wledge society are approached; thinking in terms of individuals and groups rather than stereo-
  types or statistics; starting with the learner
- **Creating the desire to learn** – raising and maintaining motivation: going to the potential lear-
  ner's social or work environments; using the media and new technologies
- **The social dimension** – overcoming the barriers to learning: encouraging participation by
  using informal learning; tackling the lack of a culture of learning and peer support, appropriate
  support for people with disabilities
- **Learning to Learn** – assuming personal responsibility for continued learning: building indivi-
  dual capacity to learn; encouraging commitment by providing access to high-quality learning
  opportunities, including support services
- **Innovative methodologies, support for learning**, and learning facilitators: delivery which is
  based on a broad understanding of basic skills (see above) and respond to the diversity of
  potential learners and purposes
- **The employment dimension** - strengthening partnerships: understanding the 'business case'
  for investment in basic skills; collaboration between providers4 and employers and trade uni-
  ons to increase resources and create opportunities for employment
- **Coordination of strategic thinking**: understanding the significance of basic skills to the full
  range of strategic objectives for lifelong learning (see above) and harnessing the efforts of a
  range of partners accordingly.

These factors are explored in the section of this Guide on 'Recognising Good Practice'.[5]

The Policy context in the European Union

The European Council at Lisbon in March 2000 defined its aim for the EU:

> *The Union must become the most competitive and dynamic knowledge-*
> *based economy in the world, capable of sustainable economic growth with*
> *more and better jobs and greater social cohesion.*

The post-Lisbon process has explored the implications of this aim for lifelong learning, setting three
major objectives to be achieved by 2010:

- to improve the quality and effectiveness of EU education and training systems
- to ensure that these systems are accessible to all
- to open up education and training to the wider world.

Consultation starting with *the Memorandum on Lifelong Learning* in November 2000, with the contri-
bution of civil society in Focus on Lifelong Learning (2001), and leading through *the Communication
"Draft detailed work programme for the follow-up of the report on the concrete objectives of educa-
tion and training" (2001) to A European Area of Lifelong Learning (2002)*, established that lifelong
learning cannot simply be concerned with employability and economic competitiveness. It involves
'promoting active citizenship, personal fulfilment and social inclusion' as equal elements of the Lisbon
strategy. In respect of key competences, this is not a matter of equally important but separate agen-
das. Rather, as the discussion above shows, the different competences and the kinds of learning nee-
ded to achieve them are inextricably woven together. This is borne out in many of the examples found
in the research: indeed, personal and social development often created the routes into economic acti-
vity.

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[4] *Providers is used in this guide to refer to any institution or organisation which provides education or training at any level. This inclu-
des voluntary, state or local government adult education institutions, NGOs, colleges, universities, private training organisations,
training units or organisations within companies or trade unions.*
[5] *Some of the 'pillars' are summarized under one heading.*

The concept of a 'European Area of Lifelong Learning' has developed in response to the Lisbon acknowledgement that responsibility for action lies primarily at national level, with respect for difference in contexts and traditions. Sharing experience between member states is an essential means of taking forward the agenda and helping each state to develop its policies to meet the shared objectives. Out of this came the creation of 13 trans-European working groups in 2001 including the Basic Skills group (see above). The significance of this approach is that the examples on which this Guide draws were not chosen because they match a hypothetical European standard or pre-determined policy, but because of their potential for transferability.

The lessons about good practice which have emerged also throw light on the priorities for the European Area of Lifelong Learning and challenges to achieving the Lisbon goals:

- *How can levels of participation be raised amongst the most excluded groups – and once raised, be maintained? How can we reduce barriers to access, including age barriers?*
  All examples tackle these fundamental challenges, creating new learning environments or techniques. Listening to potential learners and tailor-made approaches are the key.
- *How can the problem of drop-out be tackled? How can the role of guidance be developed?*
  Many examples have developed new techniques for orienting learners, supporting them in becoming self-sufficient, and helping the transition to the workplace.
- *What is the place of accreditation of learning and how can learning be valued?*
  Examples developed tools for assessing competence and prior learning, and developed the roles of professionals accordingly.
- H*ow can bridges be created between non-formal and formal learning?*
  Examples show that by 'starting where the learner is' opportunities for progression into more formal settings can be created, and learners can be motivated to continue.
- *How can learning support participation in civil society and active citizenship?*
  Some examples are rooted in the life of communities and strengthening that through learning. Others show how learning can create the means of participating in society, particularly for newcomers or ethnic minority groups.
- *How can we secure increased investment in learning?*
  Examples show both tangible investment – in terms of generating new funds, sometimes from new players in industry or the media; and intangible – in terms of continuing commitment of time and skills.

Complementary Issues

However valuable, good practice will not succeed on its own in creating an inclusive knowledge-based society. It needs to be complemented by other action. Debate amongst Platform members suggests that issues to be tackled include:

For education and training systems:
- Re-engineering access to learning not just at the re-entry stage but for continuing learning and re-training throughout life
- An analysis of qualification systems from the learner's point of view and more consistent development of methods of validating informal and non-formal learning in learner-friendly ways
- Changes in initial training and continuing professional development for tutors and trainers in adult learning, and extension of professional training to others from the social partners and civil society who are taking on new roles in supporting learning
- Better intervention strategies for newcomers and ethnic minorities groups, including tutor training
- Transnational exchanges and opportunities for peer review
- Better levels of investment in adult learning by member states.

For social and labour market policies:
- The right of workers to paid educational leave
- Better social protection systems to support lifelong learning in periods of labour market transition
- Social and economic support for individuals to access and continue successfully in learning.

For education and civil society:
- More research into the relationship between basic skills and lifelong learning generally, education and active citizenship.

3 *RECOGNISING GOOD PRACTICE*

What does 'good practice' mean?

- **Good practice** means that process and outcomes match the expectations for learning. These expectations come from a complex range of sources – most importantly, learners, but also organisers, funding bodies, organisations responsible for validation and quality assessment, and other stakeholders. Learning gains by participants, achievement of other objectives, the findings of evaluation and quality assurance, are all examples of evidence which shows that processes and outcomes have met expectations. Best practice shows excellence in how this is done and provides a model for reproduction in the same context, or transferability to other contexts.

- Best practice can be expected to demonstrate **innovation** in various respects:
  - the process of delivery: improving on existing practice or creating new approaches, methods and tools; developing new learning environments
  - objectives: identifying new ways of engaging and motivating learners and their communities; opening up new opportunities for learning to lead to employment or other activity
  - context: developing holistic approaches which link learning to other objectives, whether related to further learning, participation in civil society and citizenship, economic activity or sustainable development; working at the level of policy and systems development.

- **Transferability** relates to 'mainstreaming' – being able to maximise the impact of best practice or 'embed' or build it into future work. Steps to promote transferability include:
  - raising awareness of the issues, outcomes and potential for dissemination with stakeholders, providers and other practitioners
  - actual extension or transfer of activities to other contexts
  - agreements with other organisations or authorities for delivery with re-focussing to suit local conditions and the needs of potential learners.

Needs analysis: starting with the learner

- The principle of needs analysis must be to focus **on demand** and matching the learning offer to it. Starting with the learner is essential if we are to do more than respond to the interests of those already participating in learning and the 'knowledge society'. This means:
  - moving beyond existing approaches to needs analysis, which may not reflect the concerns and aspirations of particular disadvantaged or excluded groups, and entering into dialogue so that these become clear, articulating 'hidden demand'
  - reviewing what is already on offer, to see where it is inappropriate, fragmented or unclear.

- Starting from the **standpoint of potential learners** means that how we construct learning opportunities must change, by:
  - working from the learning styles and modes of delivery which the particular learners prefer
  - building on their experience and the ways in which they naturally learn.

- The **capacity of providers** is equally an issue. They must be able to:

- organise high quality learning opportunities to match the interests of particular groups
- create attractive learning environments which learners will want to use – in the community or the workplace, as well as in educational settings
- use professionals who act as learning facilitators, are trained and have the right competences
- provide an appropriate, high quality curriculum.

EXAMPLES

■ *Learners can find it hard to evaluate their own acquired skills. In Belgium, a facilitator worked with a group of learners with very low literacy levels to produce a grid for self-assessment, with supporting materials. Both the process and the tool it created enabled learners to be active participants in their own learning. (1) 6*

■ *A Finnish training project for a large-number of job-seekers in an area of high unemployment linked training to work-places and the specific needs of SMEs, with the aim of giving jobs to participants. It used consultancy for the SMEs and training needs analysis, and individualised training and coaching for trainees.(2)*

Creating the desire to learn and overcoming barriers to participation

• **Participation rates** vary across the European Union. This may be because providers do not understand how to engage some groups and what their learning demands might be. Providers have also tended to concentrate in improving the basic skills of those already motivated. Providers and facilitators therefore need to understand how to engage the interest of potential learners and motivate them to continue learning.

• **Social expectations** are an important factor in encouraging or discouraging participation in learning. Peer and family pressures to conform to lifestyles, values and aspirations determine whether one is likely to see learning as a prerequisite to personal development, and this is liable to be linked to how privileged one's background is. Negative peer pressures and raising self-esteem amongst disadvantaged groups therefore need to be tackled.

• **Overcoming barriers** and creating the desire to learn involve thinking differently about delivery and the curriculum, for example:
  - using volunteers, or professionals from outside education who come into contact with potential learners
  - recognising and meeting the hidden costs of learning to participants
  - combining different sorts of informal and formal activities
  - using distance or e-learning as part of a distributed learning system
  - finding the settings in which learning will mean most to learners and relate to their own lives
  - using transnational activities to develop both linguistic and intercultural competences.

EXAMPLES

■ *Mass communication media reaching people in their own homes can be used to raise awareness and translate that into learning. In the Irish Republic, a distance learning project uses both radio and television programmes to raise awareness of literacy on a mass scale. A free, confidential phone support line, staffed with experienced tutors, provides free printed study packs and helps with queries. (3)*

■ *E-learning within a distributed educational system can open up learning to disabled people. In a Greek example, the system provides trainers, training materials and guidance and support,*

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with IT equipment both at home and in an education centre. Training covers a range of basic and professional skills and led to certification. The system enables training to be both continuous and flexible to meet individual requirements and offers the possibility of future self-employment. (10)

■ *A French project created a training programme for animators working with young people in holiday centres, so that they could promote and improve the image of books and reading. The project countered low interest and social pressures against learning and self-development. (4)*

■ *Adults' literacy needs are often underestimated. In another French project, volunteers and social workers helped adults achieving reading and writing competence in the French language to be autonomous in basic social situations. (5)*

■ *New arrivals (migrants, immigrants, refugees, asylum-seekers) need to be able to learn in a relevant social context. An English example uses family learning programmes to aid social integration. The acquisition of English language skills is linked to everyday living. This enables social and health issues such as isolation and depression to be raised and encourages greater participation in the community. (6)*

■ *The German partner of an EU Employment Initiative project for disadvantaged young people (often with learning disabilities) offered them the chance of participating in building restoration projects, thereby learning vocational skills and gaining certification to improve their job prospects. Participants also gained in basic and personal skills and confidence, whilst the transnational element of the project encouraged greater tolerance towards people from other countries and races and more self-reliance. (7)*

■ *Using and valuing the culture of a community raises its collective confidence and is a way in to learning. In a Portuguese rural community with very limited access to basic education, a project brought together groups to organise a cultural event to catalogue and celebrate local traditional songs. This involved learning in a wide range of basic skills. As well as supporting social cohesion, this has raised the community's expectations of lifelong learning. (8)*

■ *Being able to adapt to a foreign environment is important for mobility. A German example shows how unemployed young people can be trained for linguistic, intercultural and work exchanges within the European context. (9)*

Making learning effective: learning to learn, innovative approaches, and support for learning

• *Creation of a culture of learning* across Europe means that individuals must feel disposed to learn throughout their lives and confident in doing so. This implies changes in both how providers work and how people relate to their own learning.

• *'Learning to Learn'* means that individuals develop the capacity to take personal responsibility for their own learning. That is, to set their learning goals and plan their learning activities; to manage their learning time well; to acquire and assimilate new knowledge and skills; to be able to apply these in a variety of contexts in personal, family and social life and in the workplace.

• To enable individuals to 'learn to learn', professionals (tutors and trainers, advisors) need to be trained and equipped to be *'learning facilitators'* who can analyse and respond to individual needs and make learning attractive and effective. It is important to recognise that this applies

not only in the traditional settings for basic skills education, but to vocational training orga-
nisations and in-company training services. In all these contexts, learning facilitators need a
good understanding of the differing backgrounds, cultures and learning interests of different
groups accessing basic skills, and the capacity to adapt approaches and tools accordingly.

- *Freedom* to create local solutions and *readiness to innovate* and experiment are important. For
example:

    - training peers, community members or supervisors and personnel staff in the workpla-
    ce to act as tutors, advisers and mentors. This may help to motivate learners, and offer
    role models. It can also contribute to smoothing integration into the workplace
    - taking learning to the learner by working through local infrastructures and partners-
    hips in the community
    - combining basic skills and vocational training with creating employment opportunities
    linked to local development.

- *Integrative approaches* are a key to success. These include:

    - designing programmes to integrate learning and support such as guidance and
    coaching, to help basic skills learners to develop their confidence and learning skills
    - 'embedding' basic skills – that is, integrating literacy, language and numeracy learning
    into other learning related to personal or vocational development for a holistic
    approach to learning. This makes basic skills learning accessible and motivates those
    who have not previously participated
    - therefore, recognising that basic skills must become the responsibility of all professio-
    nals rather than of the specialist tutor only.

- *Managers* as well as learning facilitators require advice and training on how systems and ser-
vices can be organised more effectively, to enable integrative approaches to the curriculum
and learning support and trainer training.

- Tackling social and workplace integration, and using and building networks in which learners
take part (such as trade unions or community groups) all strengthen learners' motivation and
commitment.

EXAMPLES

- *In an Irish programme to integrate literacy into vocational education and training, trainers and
instructors are trained to identify the literacy / numeracy demands of their programmes and the
needs of participants, and respond appropriately. The training also encourages them to look for
opportunities for developing literacy skills. The project has produced guidelines on integrating
literacy; accredited training programmes for both vocational trainers and for basic skills tutors;
and a range of materials linked to particular skill areas. A consultancy service helps training
centre managers to plan for literacy development.* (11)

- *A practice performed in the Netherlands combined IT-based educational methods, educational
labs for young students, the action of student tutors and a close link with the business commu-
nity to teach students about science, technology and the world of work at a very early stage,
placing this information in a real-life context. It offered a mixture of theory and practice secur-
ing to participants the possibility of choosing their learning pathways. (12)*

- *Another example of integration combined training in ICT and communication in a foreign lan-
guage for trade union members in Bulgaria. This project also improved contacts and network-*

ing between participants and their organisations. It validated the competences acquired and encouraged participants to go on to further learning. (15/16)

■ *An English college has re-engineered how it delivers basic skills, including language learning, by working with community agencies through Neighbourhood Learning Centres. (NLCs link voluntary and neighbourhood organisations and networks and individuals to provide learning to develop community capacity and skills.) They work together to create coherent provision for accessible learning, which will be a springboard for further training or employment. In addition to education and training, learners are supported by information, guidance, counselling and mentoring. An outreach worker engages directly with the community. Beneficiaries include unemployed people, labour market returners, people with basic skills needs, people from minority ethnic backgrounds, people with disabilities. (13)*

■ *A French company used training activities to integrate disabled workers and socially disadvantaged young people into the world of work by offering them a real experience in warehousing occupations and helped them gain access to sustainable vocational integration. The initiative was a successful cooperation of the company with the Ministry of Employment and regional authorities. (14)*

■ *People coming to live in Europe, whether as asylum-seekers, refugees, families reuniting, or others with official standing, should be able to make conscious choices about their future. A project in Flanders integrated language learning, employment orientation , career guidance and the creation of a personal portfolio. In this the learners identified and demonstrated the value of competences acquired through previous learning and experience and qualifications gained outside the EU, and recorded a personal action plan. (17)*

■ *A transnational project, led from the Netherlands with partners from Denmark, Germany, Austria, Spain, and Romania, has produced an IT-based toolkit for measuring key competences of workers in the field of Administration. The competences covered are interpersonal and social skills, communication and team working. Learners use self-directed, independent learning methods including work-based assignments. (18)*

■ *Helping learners to value themselves and their experience is a starting-point for building self-confidence. A Swedish organisation's 'education consultants' work by combining a variety of methods to do this for basic skills learners: analysing their past experience; analysing preferred working styles; using IT as a tool for learning; using a high proportion of problem-based learning; individual study plans with course and personal goals. (19)*

■ *A Spanish / Portuguese / Italian 'Equal' project aimed at integrating groups which had difficulty in accessing the labour market by linking training to new environment-based jobs. Training included literacy, numeracy, learning to learn and interpersonal and civic skills, as well as vocational skills. In addition to providing initial guidance and orientation, the project gave trainees personal follow-up when they entered employment. (20)*

Strengthening partnerships with employers

- As many of the examples above show, *cooperation and collaboration* between education and training providers, employers and community organisations are essential to:
    - understanding employment-related training needs and the impact of change factors for businesses and society
    - designing responsive programmes to develop basic skills for employment - both for entry to the labour market, and for training in the workplace.
- Providers and employers need to work to show that *basic skills training is an investment* rather than a cost, and to make the benefits explicit:

- for employers: improving the overall skills level of the workforce, supporting change in business practice and therefore increasing competitiveness
- for individuals: immediate employment prospects and potential job mobility within the EU
- for communities: developing the future workforce; creating new jobs and enterprises.

EXAMPLES

■ *In the UK, a unique joint venture (public / private sector) company has been created to tackle the issues facing long-term unemployed people. Activities include: tailor-made courses for specific groups (such as stabilised drug misusers, or offenders); a range of basic, personal and job-seeking skills training; projects linked to social and community issues such as local regeneration or homelessness; support for business start-ups; help with practical issues, such as opening bank accounts and gaining a driving licence. (21)*

■ *An experience carried out in Italy focused on the development of skills for apprentices. Combining different approaches like collaborative learning, problem based learning, project works, and alternating periods of training and working sessions, the experience supported young people less than 18 years old, who had not yet completed compulsory education, to fulfil that requirement through additional work-related activities involving compulsory training course on topics which included Italian and foreign languages, math and computer skills. (22)*

■ *A multi-national enterprise provides e-mentoring for school students in disadvantaged neighbourhoods. Employees volunteer to act as mentors. A safe e-mentoring communication tool is used, developed with a specialist not-for-profit partner. The programme is used to support curriculum areas agreed with each partner primary or secondary school, for example in literacy, mathematics, language skills, vocational study. In addition, school students get career advice. The company coordinates the scheme and provides the model, training, the e-mentoring tool and support for volunteers. (23)*

Thinking strategically

• The *context* for developing basic skills across the EU is change - globalisation; new technologies; new business practices; labour market transformation; ageing populations; the challenge of social exclusion. This in turn must affect the way in which basic skills learning is planned and delivered:
  - how it relates to the interests of particular groups and takes account of social contexts and issues
  - how learning and teaching methodologies and the roles of professionals are transformed
  - how new means of funding are sought
  - how institutions are committed to developing provision for basic skills as an integral part of their mission.

• Basic skills programmes therefore need to be developed from *a strategic perspective*, bringing together understanding of the wider context and awareness of the need to adapt or change previous practice.

EXAMPLES

■ *A college in the Netherlands works with unskilled and unqualified students who have difficulty in traditional school settings. Each student has an individually negotiated curriculum which makes learning meaningful by starting from personal interests and curiosity. Each week has a mixture of college work and external experience through placements in business or social insti-*

tutions. Staff are multi-disciplinary and focus on helping students to be independent learners. Students can gain a basic qualification with their learning being matched to the requirements of the qualification structure in the relevant employment sector. The long-term aim is to avoid the danger of students' dropping-out of the labour market when the economy slackens and then not participating in lifelong learning to meet their future needs. (24)

■ *Teachers need the capacity to use new technologies and the Internet effectively if they are to meet new demands in learning. A global company has designed a programme, which is co-funded and delivered with national and local government, NGOs and teacher training organisations across the world (including a number of EU member states). Teachers receive free professional development, with a range of modules on using IT effectively for learning. From the start, the programme was designed to be transferable to different countries, and it also multiplies its impact by training teachers to train colleagues. (25)*

4 HOW DO WE NEED TO CHANGE?

- If we are to respond to the implications of understanding basic skills as key competences, we need to change in fundamental ways:
    - At political and strategic levels: to develop a learning culture in civil society and the workplace we need to have the will and capacity to: plan strategically; establish 'milestones'; find the necessary funding; create means of cooperation between different players and interests; achieve benefits for all
    - At an operational level: to contribute to the process of lifelong learning, all players (providers, social partners, associations, communities, government at all levels) need to have the capacity to analyse learning requirements and remove barriers
    - At a philosophical level: to understand that lifelong learning works for people as human beings in their own unique context.

- We need to improve working relationships between providers and other stakeholders so that learning opportunities are more responsive and better coordinated, with clearly defined roles and responsibilities, and long-term commitment. This means:
    - Defining shared objectives and working arrangements at appropriate levels (national, regional, sub-regional or local)
    - Securing sustainable funding for the development of key competences over time, in which incentives for learners have a part.

- We should recognise the importance of organisational issues to successful learning:
    - Further research on successful interventions is needed, to identify organisational success factors.

- We need to understand that best practice means a combination of changes in all aspects of planning, delivery and approaches to learning. This means:
    - Promoting integrative strategies which address the quality of the learning experience and how it will be sustained in the particular context
    - Embedding basic skills into other programmes and activities
    - Looking at how the learning centre or setting can offer a range of relevant services for learners.

- We must encourage professionals and professional roles to change:
    - By moving from didactic approaches to being learning facilitators, equipped to respond creatively to the needs and preferences of particular excluded groups
    - By seeing learners as individuals and adopting a new approach to analysing the needs of individuals and groups which avoids stereotypes.

- We must break the cycle of low expectations and negative pressures:
    - ICT and the media are means of attracting and engaging people, enabling them to learn for themselves and increasing aspirations
    - Transnational learning opportunities which combine basic skills learning with exposure to other cultures and contexts will help to promote positive attitudes to Europe as a multi-ethnic society.

APPENDICES

1 *SUMMARY OF THE RESEARCH*

Sixty examples of good practice (listed in Appendix 3) were the starting point of the research. They were collected by the six
Platform member associations, using a broad definition of basic skills:
- Embedding development of literacy, language or numeracy skills within contexts of relevance and value to the learner
- Basic communication skills in the 'mother tongue'
- Basic civic competences to cope with the demands within one's social field.

Examples therefore covered literacy and numeracy, ICT-related competences, communication in first and other languages, learning to learn, interpersonal, employment-related and citizenship competences.

The selection of examples by the 6 associations showed that:
- Most were based on a 'project' approach rather than delivery of a course; that is, they worked by designing a multi-faceted response in a specific context
- 'Good practice' was judged by varying criteria, including success in reaching people, satisfying the needs of the target group, or the quality of the work
- Each association considered 'good practice' in the light of its particular remit (see Appendix 3), thus increasing the range and power of the examples as a resource.

Features of the examples were:
- A majority come from Northern Europe. Nearly a quarter involved transnational partnerships, some of which included countries not (then) members of the EU. 80% involved a partnership or network of some sort, and 60% cooperation between providers in different sectors. Public institutions played a significant role in around half the examples
- The commonest beneficiary groups were 'disadvantaged' people, unemployed people, young people, people in employment, trainers and teachers, and 'immigrants or migrants'
- Less than 20% of the examples were designed to prepare learners for formal accreditation of their learning. 10% included some preparation for public qualifications, and some examples mentioned recognition of acquired competences
- In addition to education and / or training, including the creation of new methodologies or learning tools, there were many related activities such as guidance
- In addition to the beneficiaries listed above, many examples addressed the professional development of practitioners and the wider education community, and how these can be supported in improving their offer and linking it to demand
- A small proportion of the examples had already worked on transferability, including transnationally. A larger proportion was preparing for it.

The most significant barriers and challenges faced by the examples concerned resourcing, and moving beyond traditional views of what and how to learn:
- Finance and resources: the time required to work effectively; the costs of implementing good practice; funding for sustainability
- Capacity: finding people with the skills and experience needed to deliver
- Using new methods of delivery including new technologies, which posed methodological and technological challenges
- Culture: initial reluctance of the target group to accept the activities proposed and see the advantages

Each association provided an accompanying report, which explained why they had selected the examples, thus building critical reflection into the research from the outset. The research has therefore constructed criteria for good and best practice based on real experience, and identified features, which can be shown to apply in very disparate settings. These criteria were used to identify the examples of 'best practice' quoted in this Guide and listed in Appendix 2.

(for contact details for all projects, see Appendix 3)

1	ASBL Lire et Ecrire, Belgium (EAEA)	Towards a participative approach to self-evaluation
2	Keski-Pohjanmann Vocational Adult Education Centre, Finland (EVTA)	Ostrobothnian skills into production
3	National Adult Literacy Agency, Ireland (EAEA)	Literacy through the media
4	Ligue d'Enseignement, France (SOLIDAR)	A Livres ouverts en centres de loisir
5	Ligue d'Enseignement, France (SOLIDAR)	Atelier de lutte contre l'illetrisme pour adultes
6	WEA East Midlands District, UK (EURO-WEA)	Living in Nottingham
7	Internationaler Bund Bildungszentrum, Stuttgart, Germany (EVTA)	Youthstart
8	Associacao de Desenvolvimento do Concelho de Pampilhosa da Serra, Entre-Serras, Portugal (EAEA)	Singing Janeiras
9	Internationaler Bund Bildungszentrum, Dresden, German (SOLIDAR)	Professional experience in the hotel industry abroad
10	OAED, Greece (EVTA)	Distance learning for disabled young people in basic skills
11	National Adult Literacy Agency, Ireland (EAEA)	Integrating literacy in vocational training programmes
12	Mondriaan Educational Group, Netherlands (EfVET)	Techno Talent
13	Dewsbury College, UK (EfVET)	A Holistic approach to learning
14	L'Oreal, France (CSR-EUROPE)	Pre'qualif
15 - 16	Workers Education and Training College of CITUB, Bulgaria (EURO-WEA)	English language and PC skills courses for adults
17	VDAB, Belgium (EVTA)	SAIDA (The integration of foreigners via sustainable employment)
18	Dutch Alliance, Netherlands (EfVET)	European key competences
19	Lernia AB, Sweden (EVTA)	Implementing basic skills among course participants

20	Movimiento por la Paz, el Desarme y la Libertad, Spain (SOLIDAR)	Molinos de Viento (Windmills: the environment, a source of employment)
21	Manpower, Cap Gemini Ernst & Young, Jobcentre plus – joint venture, UK (CSR-Europe)	Working Links
22	ENAIP Italy (EVTA)	Basic Skills for Minor Apprentices
23	IBM (CSR -Europe)	MentorPlace
24	Friesland College, Netherlands (EfVET)	Working with the city: a new approach to programmes at the basic qualification level
25	Worldwide Initiative, Intel (CSR- Europe)	Teach to the future – teacher training

THE TWENTY-FIVE EXAMPLES OF BEST PRACTICE

TO A PARTICIPATIVE APPROACH
OF SELF-EVALUATION

Nominating Association: EAEA

State and implementing organization
Belgium, A.S.B.L. Lire et Ecrire.

Short description

This example alternated group and individual activities, in order to create a participative approach to self-evaluation. The model was based on two assumptions. On one hand, awareness of the difficulty faced by learners in evaluating their acquired skills (in terms of overvaluation or underestimation). On the other hand, a conviction of the gains which learners could acquire if they carry out the evaluation themselves, visualizing its development during the training and participating in the construction of their knowledge. The role of the trainer was central: he/she was not the only person holding and managing knowledge; researching continuously and interacting with learners, he/she made trainees active participants in their personal and cultural development.

Target group

French speaking people with low literacy levels/no basic literacy

Products / outcomes

The project developed a pedagogic system for working on the possibilities of development of materials for self-evaluation by learners involved in training activities. A self-evaluation grid was developed in cooperation with participants. The experience also produced teaching materials.

Transferability

The potential for transferability is high, considering the widespread of the problem addressed by the project.

Contact details

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OSTROBOTHNIAN
SKILLS INTO PRODUCTION

Nominating Association: EVTA

State and implementing organization

Finland, 6 Adult Education Centres under coordination of Keski Vocational Adult Education Centre.

Short description

The objective of the project was to employ 660 job applicants through a tailor-made training pro-gramme. The needs of the project were linked to the rate of unemployment in the former province of Vaasa; this was very high (more than 20 %) in the latter part of 1996, but there was still a need for skilled workers in the metal industry and in the electricity and electronics sector. A conventional trai-ning course would not ha ve responded to these needs. It required another method for training per-sonnel in a more individual way, matched more closely to the work place and on the basis of SMEs' specific needs. The main objective of this project was to try to meet the needs of the labour market and to develop a new model for training, which would better meet employers' and employees' needs. The aim was also to give a job to participants immediately or soon after the training programme.

Target group

Long-term unemployed threatened by long-term unemployment.

Products / Outcomes

Consultancy for SMEs; training needs analysis; selection and recruitment procedures; individualised training schemes; training programmes; coaching procedures.

Transferability

It is based on the success of its activities: 74 % of applicants were employed or continued in further education. The operational model of the project is already in national use, e.g. in metalworker trai-ning across Finland. The implementing organization has also received invitations to tender to provi-de training based on the above-mentioned operational model. The operational model is also being used in job rotation. In the near future, an experiment is planned to network companies and develop their cooperation by using the operational model. The method is transferable, but it is essential that there is sufficient knowledge about jobs and working life, pedagogical knowledge, flexibility and innovation, as well as commitment to the goal. Funding is essential.

Contact details

Keski-Pohjanmaan Vocational Adult Education Centre
Talonpojankatu 6
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Nominating Association: EAEA

State and implementing organization

Ireland; National Adult Literacy Agency (NALA).

Short description

This experience is a distance education project for adults with literacy and numeracy difficulty, which originally used the medium of radio, eventually using also television. It is currently developing and delivering distance learning programme in adult basic education, consisting of a series of 12 television programmes supported by a printed study pack, which help adults improve their literacy skills in the privacy of their own homes. An average of 190,000 people tunes in each week to the Read Write Now TV series; as a consequence, there was a general increase in awareness in the adult literacy issue amongst Irish TV viewers. This experience has demonstrated how electronic mass communication media can be a powerful means of involving low-skilled populations in basic education distance learning programmes.

Target group

Adults with reading and writing difficulties.

Products / Outcomes

The products of the project include: learner packs that go with all series consisting of a workbook and a support book. These packs are free to adult learners and are available from the free phone tutor support line. The free phone tutor support line is staffed by experienced tutors who help with any queries about the learning in the TV and radio programmes and learner pack. It is a free and confidential service.

Transferability

Issues and outcomes around programme structure, content, learning process, materials and support structures are documented and evaluated in the evaluation report. These will be useful reference for other countries embarking on a similar project and some elements may be transferable after consideration.
The use of television and radio ensures great exposure to the experience.

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A LIVRES OUVERTS
EN CENTRES DE LOISIR

Nominating Association: SOLIDAR

State and implementing organization

France, Ligue de l'Enseignement, in co-operation with the Direction Départementale de la Jeunesse et des Sports des Cotes d'Armor.

Short description

A French project carried out specific training activities for animators working in holiday centres for the young, in order to modify the perceptions and practices related to books and book reading, and to enhance the image of books as tools for knowledge, power, pleasure and social communication. This experience considered books and book reading as a tool for personal development, and for exploring and knowing the world. Animators were trained to consider, support and promote an object (the book) and an activity (reading as a means of personal development) in a place and social setting (the holiday centre), which is normally considered incompatible with reading. Working on the social competences of animators, this project improved the capacity to develop learning naturally, trying to give an educational dimension to places where people do not go for learning purposes.

Target group

Animators in holiday centres.

Product / outcomes

Training programme on the "presence" and use of books in holiday centres. Education covers social competences, literacy for young people, literacy for adults. Training methodology alternates theory, experimentations, reflection, animation workshops, and methodological support.

Transferability

The potential is high. This experience can be very useful in social contexts where the desire to learn is low and social pressure against educating and developing oneself is high.

Contact details

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ATELIER DE LUTTE CONTRE L'ILLETTRISME POUR ADULTES

Nominating Association: SOLIDAR

State and implementing organization
France, Ligue de l'Enseignement.

Short description
This example is about local activities addressing to adults with reading and writing limitations related to the French language. It used the contribution of volunteers and social workers to give adults the reading and writing competences to be autonomous in basic social situations. The methodology included preparation for more complex form of education and training, supporting the ability and desire to learn. The experience faced a social need normally neglected in France, since levels of adults' literacy needs are often underestimated.

Target group
Adults with reading and writing difficulties, those with no basic literacy, people with literacy in other languages.

Product/outcomes
Local programmes tailored to people's needs. A competence evaluation book and an andragogical (this word does not translate into English – and I am afraid I do not know what it might mean-please check with original doc.) guide for educators.

Transferability
The potential for transferability is great, especially if education measures are supported by social and financial measures. Training for trainers is needed as well, in order to prepare them to deal with fragile target groups and with people with different cultural backgrounds.

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LIVING IN NOTTINGHAM

Nominating Association: EURO – WEA

State and implementing organization

United Kingdom; Workers' Educational Association East Midlands.

Short description

The project is about meeting the language needs of new arrivals (migrant workers, immigrants, refugees and asylum seekers) within the context of family learning programmes located in Nottingham. The purpose of the programme was to aid social integration through the development of English language skills around everyday family living. This was based on the assumption that this approach would raise key social and health issues such as isolation and depression and thereby encourage greater community participation.

Target group

Young families who are new arrivals to the country, asylum seekers, migrant workers, immigrants, refugees.

Products / Outcomes

Training courses (ESOL: English for speakers of other languages).

Transferability

The value, and success, of the programme has been its ability to deliver language skills development relevant to family and community life. Its local focus is critical and thereby it is transferable as a framework model that can be applied to particular circumstances of other local communities and particular target groups of learners.

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YOUTHSTART

Nominating Association: EVTA

State and implementing organization

Germany (in co-operation with EU Initiative Employment partners from France, Italy, Ireland), IB-BZ Stuttgart.

Short description

This example promoted the professional and social integration of young people with learning disabilities supported by ecological inter-disciplinary working projects in vocational training. It provided these people with better opportunities in finding a job after their vocational training. After completion of the innovative professional working projects, trainees received a certificate. Developed within the context of the Employment Community Initiative, it aimed to give socially disadvantaged young people the kind of support they needed to complete their training course successfully and trained them in special techniques to restore buildings in hope of improving their chances on the local labour market. Restoring buildings was a field of growing interest in East Germany. Participants gained higher self-esteem, better communicative competencies and competencies in solving conflict. Through the transnational part of the project they became more tolerant towards foreigners (racism is an urgent problem in less developed parts of Eastern Germany) and self-reliant.

Target group

Socially disadvantaged young people often with learning disabilities.

Products / Outcomes

Training materials and methodologies, professional working projects, support and guidance.

Transferability

The approach gave learners the possibility to profit in terms of self-esteem and competence. Training modules were experimental, but could be integrated into existing training activities of different sectors, such as wood, metal- and building painting as well as building construction.

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SINGING JANEIRAS

Nominating Association: EAEA

State and implementing organization

Portugal, Entre – Serras, Associacao de Desenvolvimento do Concelho de Pampilhosa da Serra.

Short description

This experience created opportunities for a rural community in a small village to feel that their cultural background is important. The project faced a situation in which a high percentage of the village inhabitants did not complete compulsory schooling so there were low levels of literacy. The low population density meant that it was difficult to form groups to make up classes for recurrent basic education; as a consequence, the adult population was deprived of its right to the education. The population in general had low expectations about education and did not feel the need for learning. The project worked through the cooperation of community organisation with village people and consisted of organizing a "cultural evening for singing Janeiras" (popular traditional songs sung in the area on January 6th). This included several activities: research of traditional Janeiras songs, choosing songs, writing a register of traditional songs using text processing software, practical processes like budget management, catering. The experience contributed to improving lifelong learning expectations; to promoting the use of new technologies by the community; and to supporting social interaction within community thus promoting a participant citizenship.

Target groups

People with low or very low literacy levels (especially in ICT skills).

Product / outcomes

Involvement of the local community so as to develop communication capacity transfer Basic Skills (maths, ICT, administration), increase the sense of motivation to learn, develop interpersonal and civic competences.

Transferability

The experience can be reproduced in similar contexts (rural areas, isolated communities), in order to fight isolation and low self-esteem. The methodology can be transferred as well: teachers adapted every task to learners' interests and satisfaction was demonstrated by the level of participation in the project. The partnership can be a way to show confidence to participants since the involvement of public authorities is always a sign of trust (not sure about the meaning of this sentence and if I have now changed it – please check the original).

Contact details

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PROFESSIONAL EXPERIENCE IN HOTEL INDUSTRY ABROAD

Nominating Association: SOLIDAR

State and implementing organization

Germany, Internationaler Bund Bildungszentrum in co-operation with La Ligue de L'Enseignement, Arbeitsamt Dresden, the Chamber of Commerce Dresden.

Short description

The aims of this example were the promotion of European labour mobility, better technical, linguistic and intercultural competence, flexibility and adaptation to a foreign environment. The experience involved unemployed young people coming from Dresden (Germany), in order to introduce them into the labour market through a qualification-bearing programme of training. The professional area was hotel service. This example is interesting because it took into account the importance of being prepared for linguistic, intercultural and work exchanges within the European context. In this way, each participant not only obtained new technical and professional competences, but also became closer to a foreign culture and labour environment, supporting the concepts of European mobility and citizenship. The methodology adopted integrated formal vocational training, informal training and stage in hotels abroad.

Target group

Unemployed young people.

Products / Outcomes

Vocational training courses, work experience.

Transferability

The model and the approach adopted can be transferred to other professional and geographical contexts inside and outside the EU. Co-operation between associations was considered central in the preparation phase. The focus on values linked to European citizenship is considered a key to success.

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DISTANCE LEARNING FOR DISABLED YOUNG PEOPLE ON BASIC SKILLS

Nominating Association: EVTA

State and implementing organization

Greece, OAED in co-operation with Vocational Training SA.

Short description

This example dealt with people with mobility difficulties. They were handled in a special way as far as their education is concerned. OAED offered training to them by establishing a distributed educational system consisting of trainers, distance learning IT equipment at both the educational centre and at home, plus training materials, in order to provide adequate training for young disabled persons. The e-learning program was based on a multiform environment, and its purpose was to offer continuous, flexible and qualitative lifelong training to the disabled people, in the field of Management and Economy with topics concerning Basic Skills of IT, Administration, computer skills, Accounting Assistants, Telemarketing etc. At the end of the course, the trainees obtained a Certificate of Studies, which gave them the possibility of creating their own enterprise.

Target groups

Physically disabled people.

Product / outcomes

Coaching procedures, counselling methods, guidance tools, training materials, methods and modules

Transferability

Like any e-learning program, it has a high level of reproducibility and transferability to other similar contexts. The method is easily transferable too, provided that trainers are available and the associated costs can be met.

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INTEGRATING LITERACY IN VOCATIONAL EDUCATIONAL TRAINING PROGRAMME

Nominating Association: EAEA

State and implementing organization

Ireland, National Adult Literacy Agency (NALA).

Short description

The goal of this experience was to ensure that learners with literacy difficulties or needs have access to high quality learning opportunities, in the context of vocational training and education programmes. This objective was based on the assumption that the best way to help participants in vocational training programmes to develop their literacy/numeracy skills is to have an integrated, whole-centre approach. This approach involves a partnership between literacy tutor, management and vocational trainer to build literacy support and development into every aspect of the programme. It means a change in policy and practice in the centres, from seeing literacy as the responsibility of the literacy tutor alone, to seeing that everybody in the centre has a role to play in helping learners develop confidence and skill in literacy. This means participants have access to dedicated literacy tuition, and that literacy support and tuition is built into their vocational training. This involves training the trainers and instructors, so that they can identify the literacy/ numeracy demands of their programmes, the needs of their participants, and respond appropriately. Practitioners are encouraged to analyse their vocational programmes in order to identify (1) the literacy demands inherent in the vocational activities and other subjects, and (2) the opportunities for literacy development presented by the vocational activities and other subjects. The approach also requires management to put systems and procedures in place that support teamwork on literacy.

Target group

Managers and staff in all vocational education and training programmes.

Products / Outcomes

A set of Guidelines on Integrating Literacy: 10 key elements of a whole-centre approach. An accredited training programme for vocational instructors, on how to build literacy and numeracy into their programme design and delivery. An accredited training programme for literacy/numeracy tutors working in training centres, on integrating literacy into the vocational programmes, and on being a 'literacy facilitator' in the centre. A materials development programme, including publication of basic literacy materials relating to training at foundation level in areas such as catering, woodwork, computers, horticulture, electronics, art, pottery, music. Consultancy service provided by the National Adult Literacy Agency to managers of training centres and agencies, to assist in strategic planning around literacy development. Development of literacy-focused networks in training programmes, of managers, literacy tutors, vocational trainers and learners.

Transferability

This practice can be mainstreamed to all vocational and further education programmes, in terms of methods for integrating literacy support into other teaching and training programmes, and in terms of management of integrated learning programmes.

Contact details

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TECHNO TALENT

Nominating Association: EfVET

State and implementing organization

The Netherlands; Mondriaan Educational group Technology College.

Short description

This experience is an example of a holistic and integrated approach to raising the quality of learning to promote science and technologies in all sectors of education and training: primary school, secondary level, vocational training and higher education. It reflects the basic concept of LLL "from cradle to grave". The objective of this project is to get more pupils to choose a science and technical degree. This can be achieved through working with student tutors. These student tutors from further and higher education become teaching assistants in primary and secondary schools. Another aspect of the TechnoTalent learning environment is ICT, the Edulabs. An Edulab is a classroom full of spacious desks with computers and video recorders. The classrooms look like offices with cubicles to work in. Pupils undertake practical assignments in the fields of technology, chemistry, physics, biology and information technology. Edulabs offer a mixture of theory and practice. The third leg of TechnoTalent is the business community. Every Edulab, including those intended for primary education, contains information about the world of work.

Target group

Pupils, students and teaching staff within the educational chain from primary education to secondary education, from pre-vocational secondary education to higher education.

Products / Outcomes

A holistic approach that integrates education, learning, distance learning, group and team work, peer to peer support, multimedia applications, a mixture of theory and practice. The development of an interactive learning environment based on the link between student tutors, Edulabs and the business community.

Transferability

TechnoTalent can be used to achieve many more educational goals than just to promote science. In fact Techno Talent responds to the new role of the teacher and to the need for flexibility and adaptability in the learning processes. The rich learning environment of TechnoTalent is suitable for use in other sectors of education too. The sector technology could set a trend and speed up other essential changes in the Dutch educational systems. But the approach can be tested in other national context too, in a Lifelong Learning and knowledge society perspective.

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A HOLISTIC APPROACH TO LEARNING

Nominating Association: EfVET

State and implementing organization

United Kingdom, Dewsbury College.

Short description

This initiative has re-engineered the delivery of Basic Skills training in a local area, drawing on collaboration and partnership between a college of further education and local community agencies. Following the experience realized with the LATCH project, whose aim was to work with the communities to find alternative learning paths, which are responsive to the needs of the learners, this practice used the mechanisms tested and brought together a range of support services, curriculum development, and other training activities through the action of the Neighbourhood Learning Centres. NLCs link voluntary agencies, networks, neighbourhood committees and individuals by working alongside to develop community capacity, leadership and skills. Moreover, the experience aimed at improving the existing framework for Neighbourhood Learning by developing a strong new infrastructure that connects learning with progression into vocational education and training and labour market opportunities that is supported by appropriate information, advice and guidance.
This action includes:

- Developing a robust partnership between community organisations, learning providers and agencies involved to build a coherent and well-co-ordinated provision that improves learner outcomes and increases participation.
- Realising innovative approaches to outreach an engagement based on shared models of good practice and lessons learned from local projects such as LATCH.
- Implementing accessible and attractive learning opportunities for all learners with literacy, numeracy or language needs.

Target groups

Unemployed people with outdated skills/ few qualifications; people with literacy, numeracy and language needs; people from minority ethnic backgrounds - developing a culturally relevant and accessible curriculum, people with disabilities, learning difficulties or mental health issues; returnees to the labour market.

Products / Outcomes

Education and training activities; counselling; new training figures (Dedicated outreach worker); information; advice; guidance; learning mentoring; provision of academic staff; marketing and publicity.

Transferability

The concept and models developed through this initiative to support and deliver learning to the community through Neighbourhood Learning Centres are highly transferable, particularly to other areas across the UK. The ability to transfer the concept to other Member states depends on the structure and flexibility of the national VET frameworks in each country. In the UK context Colleges have a high degree of autonomy and independence to enter in to inter-agency collaboration and offer a wide range of learning opportunities for those aged 16 through to ninety years of age. This is very different in some other member states.

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PRE'QUALIF

Nominating Association: CSR — EUROPE

State and implementing organization

France, L'Oréal.

Short description

L'Oreal's good practice aimed at using training activities to integrate disabled workers and socially disadvantaged young people, offering them practical experience in warehousing occupations and helping them gain access to sustainable integration into the world of work. In co-operation with an educational and training company, department heads and personnel officers acted as tutors to monitor the trainees. The practice-included post training activities, like a collective CV sent to companies, the setting up of a job search unit, and the development of co-operation with a temporary work agency. This experience was carried out in partnership with the French Employment Ministry and regional authorities.

Target group

Disabled workers who had not succeeded in vocational re-training and young people finding it difficult to gain access to the job market.

Products / Outcomes

Training activity, post training support activities; guidance and counselling.

Transferability

The potential transferability is linked to the development of financial mechanisms involving several partners. In addition to this a training programme for a 'horizontal' function present in different companies has to be provided.

Contact details

http://www.lorealv2.com/_en/_ww/dev_dur/index.as

ENGLISH LANGUAGE AND PC SKILLS COURSES FOR ADULTS

Nominating Association: EURO – WEA

State and implementing organization

Bulgaria, Workers' Education and Training College of Citub.

Short Description

This experience aimed at gaining and developing new competencies in the fields of communication in a foreign language (namely English) and Informational Technologies. The training in these two competencies is provided in a new combinative way, that allows the trainees: to make links between different training topics (since dealing with PC and Internet is impossible without any basic knowledge of English) to improve contacts and integration between the trainees involved and their organizations; to establish networks with colleagues; to increase awareness of training to learn new skills. It focussed on Trade Union members of the Confederation of Independent Trade Unions in Bulgaria, the project formally validated acquired competences and encouraged participants to continue making progress in their training

Target group

Trade Unionists from headquarters and branch structures.

Products / Outcomes

English language and PC skills training materials.

Transferability

The positive outcomes of this experience can be reproduced for other target groups in the field of educational activities among representatives from CITUB regional structures and branch federations. In addition to this, the practice can be transferred to similar contexts in candidate countries in the context of the European enlargement process.

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THE INTEGRATION OF FOREIGNERS VIA SUSTAINABLE EMPLOYMENT

Nominating Association: EVTA

State and implementing organization

Belgium; VDAB, SAIDA.

Short description

The SAIDA experience aimed at designing a smooth transition pathway for foreigners participating in the Flemish Integration Scheme, enhancing their chances of finding a job and intensifying their ability to act independently. Within the project, a methodology for career orientation with a portfolio has been developed and the" Dutch for foreigners" programme (a programme which is part of the public integration policy for newcomers in Flanders) has been fine-tuned. The methodology developed has been piloted in 3 regions in Flanders (Gent, Sint-Niklaas and Dendermonde). SAIDA was started to respond to the needs of foreigners within the framework of family reunion, recognized asylum-seekers, foreigners with official status, and persons with refugee status, to make more conscious choices regarding their future. Those people often have mistaken or limited ideas as to what an occupation implies in Belgium and they do not know what the value of their qualification is in Belgium. The experience integrates the offer of orientation and career guidance with the development of tools like the portfolio (a record of the qualities and competencies that a person has acquired in the course of his/her life). On the basis of experiences gained in formal (studies, education), non-formal (work experience) and informal (social and cultural activities in the private sphere) ways, all competencies acquired (both visible and hidden) are systematically inventoried, and their value assessed. A portfolio always results in a personal plan.

Target group

EU Migrants, Non-EU Migrants, Unemployed people

Products / Outcomes

Coaching procedures, guidance tools and procedures, career orientation packages, the portfolio, tools for skills and needs analysis.

Transferability

This integrated and articulated approach can be adapted to other national and local contexts facing the immigration issue. The SAIDA methodology is specifically developed for the group targeted by the integration policy (newcomers with low language skills) and is embedded in the current integration policy. Special attention must be paid to competence certification rules, which are significantly different in the EU.

Contact details

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Nominating Association: EfVET

State and implementing organization

The Netherlands, The Dutch Alliance in co-operation with bodies from Denmark, Germany, Austria, Spain, Romania.

Short description

This project has developed a strategy to identify and measure Key Competences on a European level. In addition, it has provided a useful insight in to how Key Competences can be defined, highlighting the difficulties of interpretation faced within the context of the different national frameworks. This practice is the result of a collaborative venture with partners drawn from several member states aiming at the development of tools and methodologies piloted across Europe. Focusing on interpersonal and social skills, communication skills and the ability to work in a team, the project developed IT assessment tools using self directed, independent learning methods which include multiple choice questionnaires (on-line tests) and work based assignments that contribute to the practical assessment of competence.

Target group

People in initial training as well as employees. Starting professional level ("Sedoc level 2"); skilled worker level ("Sedoc level 4").

Products / Outcomes

An IT-based toolbox for measuring Key Competences of administrative workers containing:
 - Workplace Reflection Test: an on-line test with work related situations. A multiple-choice test with answers based on percentage evaluation.
- 360 degrees feedback: an on-line questionnaire to be completed by the manager and colleagues of the worker.
- Practical assessment: three workplace based assignments.

Transferability

Although the model and IT based toolbox was conceived for Administration activities, they could be transferred easily to other activities in the workplace since solutions are cross-sectoral.

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AN EXAMPLE OF HOW LERNIA IMPLEMENTS BASIC SKILLS AMONG COURSE PARTICIPANTS

Nominating Association: EVTA

State and implementing organization

Sweden, Lernia AB.

Short description

Some adults in Sweden have had bad experience of the Swedish school system, which did not suit their needs and requirements. In addition to those participants, Lernia educates immigrants and refugees who have no command of Swedish. Not fitting into a system or not being able to speak the country's language can lead to low self-confidence. The role of trainers and educators is central in this experience: Lernia education consultants meet adults with a wealth of experiences acquired formally, non-formally or informally. The role of an education consultant at Lernia can involve educating adults who are lacking in or who have low Basic Skills, i.e. course participants who need to improve their proficiency in such areas as language, communication, personal responsibility, self-awareness and using computers. Integration of different methodologies is the key to success. The practice includes: charting earlier experiences on which to build; working style analysis to establish the way in which the participant works best; IT as a tool used on a daily basis for teaching, for example via web-based teaching platforms, as well as for registration and evaluation; use of the problem-based learning method, PBL, in which a large part of the instruction is carried out in the base group; each participant has his or her own personal study plan comprising course goals and personal education goals. Participants take an active part in their own learning process by formulating their own personal goals, reflecting on their learning and verifying with their supervisor. This often leads to a greater acceptance of responsibility and improved self-confidence.

Target group

EU Migrants, non-EU Migrants, unemployed, wage earners, workers.

Products / Outcomes

Assessment tests, counselling methods, guidance tools, education and training methods.

Transferability

The approach and methodology can be transferred elsewhere since they are based on the way educators treat and meet adult learners according to their earlier experience, their individual needs, learning/working style; on how trainers articulate the learning process and on making the course participant responsible for their learning process.

Contact details

Anna.zachrisson@lernia.se

WINDMILLS: THE ENVIRONMENT, A SOURCE OF EMPLOYMENT

Nominating Association: SOLIDAR

State and implementing organization

Spain (in co-operation with EU Initiative Equal partners from Italy and Portugal); Movimiento por la paz, el desarme y la libertad.

Short description

The project "MOLINOS DE VIENTO" is an Equal initiative running from 2001 to 2004 in Madrid, with transnational partnerships in Italy and Portugal. It is an innovative project aiming at the social and professional integration of groups that have difficulties in accessing the labour market. It explores the possibilities of new jobs that the environment offers through the implementation of productive units that will empower local development. Through this action, Molinos de Viento developed new sectors of employment in rural areas thus creating jobs for those who live in declining industrial and agricultural areas and experimenting in means of integrating vulnerable groups. Developing Basic Skills related to literacy and numeracy and combining them with learning to learn competences and interpersonal and civic skills, this project realised training activities aiming at the social and employment integration of disadvantaged young people. Learning was based on personal pathways and supported by psychological and social orientation.

Target group

Vulnerable groups in the labour market such as: physical and mentally disabled people, long term unemployed workers, young workers, women, immigrants.

Products / Outcomes

Information on training and employment opportunities, training courses, psychological and social orientation, personal follow-up of the entry into the workforce of the participants.

Transferability

The results and lessons learned in this project can be transferred to other rural areas with high unemployment, as an alternative to rural activities. The approach can also be transferred to other sectors of the environmental protection sector.

Contact details

teresa@molinosdeviento.org   www.molinosdeviento.org

WORKING LINKS

Nominating Association: CSR – EUROPE

State and implementing organization

United Kingdom, joint venture between Manpower, Cap Gemini Ernst & Young, Jobcenter Plus.

Short description

Working Links was founded specifically to address the issues facing long-term unemployed people in a way that was both innovative and consistent with the UK Government's Welfare to Work policy and the idea is to deliver Employment zones in some of Britain's most disadvantaged communities by reinventing "back to work" initiatives. Working Links is the UK's first and only public/private sector company (a joint venture between two private bodies operating as interim work agencies and a public body in the employment service sector) dedicated developing the tools and track record to achieve the transformation needed to getting long-term unemployed people back to work. The Working Links methodology is built on 7 core values: making a difference, the power of partnership, releasing potential, honesty & integrity, recognizing individuals, rejecting limitations and accepting responsibility. Education and training activities include: intensive courses that aim to improve self esteem and motivation; focus on stabilized misusers; Basic English language skills that will help integration into the British society and work environments; Rural and urban regeneration programmes combined with building projects that can address homelessness and poverty; Business work; start up info and consultancy support for new business ideas; Prison programmes to reach and help offenders back to the workplace.

Target group

Long-term unemployed people; "hard to help groups"; ethnic minorities, criminal records, disabilities, above 50s, asylum seekers.

Products / Outcomes

CV models; interview preparations; English language programmes; driving licence; help to open bank accounts; business start-up advise; consultation on a one-to-one basis; practical information.

Transferability

Over the last three years, Working Links has helped more than 30.000 long-term unemployed and disadvantaged people into work and developed a reputation both in the UK and overseas. Innovative and practical solutions have been reinvented within the working links by using existing knowledge in joined up thinking and in close partnerships with the public and private sectors.

Contact details

www.workinglinks.co.uk

BASIC SKILLS
FOR MINOR APPRENTICES

Nominating Association: EVTA

State and implementing organization
Italy, ENAIP.

Short description
This experience is set in the context of providing training activities for young apprentices in Italy. Legal reforms have frequently transformed the structure of apprenticeship in Italy. Apprentices of less than 18 years of age without occupational qualifications are offered the opportunity of complying with the training obligation set out in Italian law by participation in 120 additional hours of training (added to the 120 required by the ordinary apprenticeship contract).

This practice permitted young people of less than 18 years of age who had not yet completed their compulsory education to fulfil that requirement through activities accompanying their work and involving a compulsory training course of 120 hours per year (in addition to the 120 hours required by ordinary apprenticeship contracts). The training courses are attended in settings identified by the Regions or Provinces and outside the employer's business. The practice was implemented in close co-operation with regional authorities responsible for training and qualification.

Target group
Young apprentices; workers; young.

Products / Outcomes
Training activities, schemes, methodologies.

Transferability
It is linked to the national and regional regulations. Transferability is considered potentially relevant at national level, considering the importance that apprenticeship has acquired in recent reforms.

Contact details.
www.apprendistato.fvg.it

3 THE EUROPEAN CIVIL SOCIETY PLATFORM MEMBERS AND THEIR GOOD PRACTICE EXAMPLES

|		
EAEA	**SOLIDAR**	**EVTA**
EFVET	**CSR**	**EUROWEA**

CSR EUROPE

The Business Network for Corporate Social Responsibility is a non-profit organisation that promotes corporate social responsibility. CSR Europe's mission is to help companies achieve profitability, sustainable growth and human progress by placing corporate social responsibility in the mainstream of business practice.

Through more than 60 company members, 18 national partner organizations, thematic work and dialogue and the online CSR info centre, CSR Europe has become the major European reference point on corporate social responsibility strategies and practices for companies.   Through the national partner organisations, CSR reach out to more than 1500 companies around Europe.

CSR Europe's member companies contribute to the development of their employees' skills and often to the development of skills within the communities in which they operate. CSR Europe promotes corporate social responsibility, which has been recognised as an instrument contributing to the Lisbon 2010 objectives. Like its members, CSR Europe is actively involved in stakeholder dialogue as a way to share insights and enable complementary roles and responsibilities.

Title	Implementing organization
Mentorplace	IBM *www.mentorplace.org*
Tryscience	IBM *www.tryscience.org*
Pre'qualif	L'Oréal *Contact: not available*
Working Links	Manpower *www.workinglinks.co.uk*
Teach to the Future	Intel *www.intel.com/education/teach/indx.htm*

EAEA
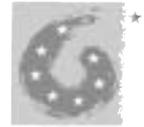
The EAEA is a European NGO with almost 100 member organisations from 34 countries working in the fields of adult learning. The main roles of the EAEA are:

- Policy advocacy for lifelong learning at a European level
- Development of practice through projects, publications and training
- Provision of information and services for our members
- International co-operation.

The EAEA promotes adult learning and the widening of access and participation in formal, non-formal and informal adult education for all, particularly for groups currently under-represented. The purposes of learning may be for personal fulfilment; social change; active citizenship; environmental sustainability; cultural and intercultural awareness and knowledge; skills development and in employment related fields.

The EAEA aims to support and disseminate its members' engagement in activities, partnerships, policy and curricula development, research and provision for social inclusion and cohesion, democratic participation and combating poverty and discrimination.

Title	Implementing organization
Health Literacy Tutor Pack	National Adult Literacy Agency *www.literacytools.ie*
Target Skills	Cambridge Training and Development Ltd *Contact: not available*
Return to Learning	National Adult Literacy Agency *Hryan@nala.ie*
Return to Education	National Adult Literacy Agency *Hryan@nala.ie*
Literacy through the Media	National Adult Literacy Agency *Hryan@nala.ie*
Integrating Literacy in Vocational Education and Training Programmes	National Adult Literacy Agency *Bnichinneide@nala.ie*
Mapping the Learning Journey	National Adult Literacy Agency *Gemma@nala.ie*
Evolving Quality Frameworks	National Adult Literacy Agency *www.nala.ie*
We Red and Write Together	Slovenian Institute for Adult education *livija.knaflic@acs.si*
Literacy Tools Website	National Adult Literacy Agency *www.nala.ie*
Singing Janeiras	Entre-Serras *Entre-serras@clix.pt*
Demarche d'Auto-Evaluation	Lire et Ecrire *Sabine.deghien@lire-et-ecrire.be*

EfVET

EfVET is a unique European-wide professional association which has been created by and for providers of technical and vocational education and training (TVET) in all European countries. Its mission is to champion and enrich technical and vocational education and training through transnational cooperation 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 the sharing of good practice
• Give colleges a platform of influence in European TVET policy.

Membership is made up of some 1500 Colleges and Vocational Education and Training institutions. Also represented are the key Associations supporting Colleges and acting as the national representatives of the VET sector in each country. Increasingly links and membership are extending into Candidate and pre Accession countries. In addition EfVET has established collaborative partnerships on the global stage with links to Australasia, Canada, USA, China, and central and South Africa. Member colleges are involved in the delivery of vocational education and training – primarily for those young people aged 16 or over. In addition, depending on the national vocational frameworks, many members also offer adult learning opportunities. The colleges work closely with companies and other social partners to meet the skills needs of business and the wider community.

EfVET brings together many organisations that work together trans-nationally to promote good practice, develop new methodologies and approaches to learning, design and create new learning materials and harness new technology as a tool for learning. The lifelong learning agenda is key to members, with many varied 'best practices' already implemented to widen participation and access to learning for all – whether in initial or continuing vocational education and training.

Title	Implementing organization
European Key Competence	The Dutch Alliance : *m.polzin@bveraad.nl* www.keycompetences.org
A Sporting Chance	ROC Nijmegen *w.koekkoek@roc-nijmegen.nl*
Qwatra – Training for Travellers	ROC Aventus *w.vandesteeg@aventus.nl*
Werken met de Stad	Friesland College *a.birkoff@fcroc.nl*
Dove-project	ROC West Brabant *h.alblas@rocwb.nl*
Techno Talent	Mondriaan Educational Group Technology *j.westerhuis@mon3aan.nl*
Holistic Approach to Learning	Dewsbury College *Cgallagher@dewsbury.ac.uk*
Skills for Shift Workers	Norton Radstock College *Pillsley@nortcoll.ac.uk*
Talking Movies	Salford Innovation Park *a.m.Lawrence@salford.ac.uk*
Best Practice – Language Innovation Methods	Berufsbildende Schule Technik *Leonhard@t1.bbslu.de*

EVTA

The European Vocational Training Association is made up of 18 members in 14 countries across Europe; organisations whose make-up differs: centralised / decentralised; public / private; dedicated to vocational training / covering both employment and vocational training, employing 40,000 trainers, psychologists and advisors to train over 1,000,000 people per year. EVTA has been developed as a pan-European network to promote and contribute to the European vision of vocational training in the 21st century by:

- Creating a permanent laboratory to conceive, develop and test new training methods, procedures and concepts in collaboration with both the public and the private sectors.
- Creating synergies and sharing decades of expertise and knowledge in the field of vocational training.
- Promoting the principle of pan-European training resources and vocational training mobility.
- Helping to bring closer the worlds of training and of education.
- Promoting training and education as a lifelong process for employment, self-esteem and personal satisfaction of people of all ages.
- Promoting the adaptability of the European citizen to changing labour markets.

Title	Implementing organization
VERSO	Kuopio Vocational Adult Education Centre *sinikka.miettinen@aedu.kuopio.fi*
Youthstart	IB – BZ Stuttgart *Bettina.loppe@internationaler-bund.de*
Ostrobothnian Skills into Production	6 Vocational Training bodies in Finland *tuula.korvela@kpakk.fi*
Integrated Clerical Tasks	VDAB *Maryse.demeyer@vdab.be*
Maths – Count on Me	AFPA *jean.guilvout@afpa.fr*
Lernia's Implementation of Basic Skills	Lernia *Anna.zachrisson@lernia.se*
Basic Skills for Apprentices	ENAIP *www.apprendistato.fvg.it*
Saida	VDAB *Iahouben@vdab.be*
Basic Skills Measure: Pre- training to Come into Training	IB – BZ *Wilhelm.Termath@internationaler-bund.de*
Distance Learning for Disabled Young People in Basic Skills	OAED *g.panteloglou@ep-katartisi.gr*
Restaurant Venezia	Ministry of national education – Luxembourg *erny.plein@education.lu*
Basic Training in Job Workshops	IMELSA *andres.alcaina@dva.gva.es*

EURO-WEA

EURO-WEA is the European Regional organisation of the International Federation of Workers' Education Associations (IFWEA). It has 49 member organisations in 23 countries across Europe. Member organisations are drawn from adult and workers' education bodies, research organisations, and NGOs committed to the further development of participatory and democratic practices in adult learning in communities and in workplaces. The network of member organisations has a strong culture of mutual support and cooperation.

Title	Implementing organization
West Mercia project with Mind	WEA West Mercia *mlindsay@wea.org.uk*
Developing Embedded Basic Skills Learning	WEA *kjackaman@lsda.org.uk*
Embedding Basic Skills in the Community and Workplace	WEA Wales *l.hurley@swales.wea.org.uk*
Adult Literacy / Numeracy for Disadvantaged Adults	WEA NI *Claire.morgan@wea-ni.com*
5 Experiences	AOF *Contact: not available*
Basic Skills in ICT	TSL *jouko.muuri@tsl.fi*
Living in Nottingham	WEA *vjones@wea.org.uk*
English Language Course for Adults	CITUB *ysimeonova@knsb-bg.org*
Courses for PC Skills	CITUB *ysimeonova@knsb-bg.org*

SOLIDAR

SOLIDAR is an international alliance of social and economic justice non-governmental organisations (NGOs) working in development and humanitarian aid, social policy, social service provision and life-long learning. SOLIDAR works in Europe and worldwide in alliance with trade unions, organisations of the labour movement and civil society for an equitable and sustainable world. As a network of NGOs based in Europe, it has a creditable record of collaborating with its members and creating alliances on a range of issues concerning the building of an inclusive and strong social Europe, as well as on issues concerning social and human rights in the context of developing countries. Member organisations have worked together on issues of social inclusion, social protection and social cohesion and in the strengthening of trans-national collaboration in both policy formulation and service delivery. All SOLIDAR member organisations are involved in the campaign for increased civil dialogue at a European level.

SOLIDAR was formally set up in Germany in 1951 with the name International Workers Aid. In 1995 it was renamed SOLIDAR and moved to Brussels. SOLIDAR Member Agencies are involved in over 90 countries worldwide where they collaborate with grassroot organisations and trade unions. SOLIDAR has NGO representatives from 17 countries, 14 of which are in the EU. The International Confederation of Free Trade Unions (ICFTU) is a founding and observer member. SOLIDAR maintains fraternal relations with the Socialist International and the European Trade Union Confederation (ETUC). SOLIDAR is a member of the Platform of European Social NGOs, CONCORD and of the Civil Society Contact Group. SOLIDAR is recognised by the European Union and the International Labour Organisation (ILO).

Title	Implementing organization
Sensibilisation Artistique en Direction des Animateurs	Ligue de l'Enseignement *lionel.barbet@ligue95.com*
Molinos de Viento	MPDL: teresa@molinosdeviento.org *www.molinosdeviento.org*
Expérience Professionnelle en Hôtellerie à l'Etranger	Internationaler Bund *info@internationaler-bund.de*
Formation des Animateurs de Centres de Vacances et de Loisirs	Ligue de l'Enseignement *jchauvin@laligue.org*
Atelier de Lutte contre l'Illettrisme des Adultes	La Ligue de l'Enseignement *Msansonche@laligue.org*
Iniciativas pro Empleo	MPDL *p.fernandez@mpdl.org*
Espanol para Trabajadores Agricolas Inmigrantes en Zonas Rurales	Liga Española de Enseñanza y de Educación Permanente *daviddemiguel@ligaeducacion.org*
Centro de Dia para la Adolescencia y Jovenes	Liga Española de Enseñanza y de Educación Permanente *daviddemiguel@ligaeducacion.org*
Atelier Relais	Ligue de l'Enseignement *mbostyn@laligue.org*
Learning to Learn in Schools	Campaign for learning *campaign@campaign-for-learning.org.uk*
A Livres Ouverts en Centres de Loisirs	La Ligue de l'Enseignement in cooperation with the Direction Départementale de la Jeunesse et des Sports des Côtes d'Armor – France *fol22@wanadoo.fr* *www.creal22.net*

Contact information of organizations participated in the project

BELGIUM

■ European Association
for the Education of Adults (EAEA)

27, rue Liedts
B-1030 Brussels,
Tel +32 2 513 52 07
e-mail address: eaea-main@eaea.org
website: www.eaea.org

■ CSR Europe
(Corporate Social Responsibility Europe)

78-80 rue Defacqz
B-1060 Brussels
Tel +32 2 541 16 19
e-mail address: csreurope@csreurope.org
website: www.csreurope.org

■ Solidar

22, rue du Commerce
B-1000 Brussels
Tel +32 2 500 10 20
e-mail address: solidar@skynet.be
website: www.solidar.org

■ The European Vocational
Training association (EVTA)

93-97 rue de la Loi
B-1040 Brussels
Tel +32 2 644 58 91
e-mail address: info@evta.net
or secretariat@evta.net
website: www.evta.net

UK – ENGLAND

■ The European Forum of Technical
and Vocational Education and Training (EfVET)

Norton Radstock College
South Hill Park,
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■ EURO-WEA

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FRANCE

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