



**CEDEFOP**

European Centre for the Development  
of Vocational Training



Lifelong Learning Programme

## Study visit group report

**Group No 110**

<b>Title of the visit</b>	An overview of lifelong learning
<b>Topic</b>	33 (Increasing adult participation in education and training)
<b>City, country</b>	Corfu, Greece
<b>Type of visit</b>	M
<b>Dates of visit</b>	Start: 17.1.2011 End: 20.1.2011
<b>Group reporter</b>	HOREMANS Bart (bart.horemans@g-o.be)

Dear participants,

The purpose of a study visit is to generate an exchange of experience and good practice between the country you visit and the countries you all come from. Thus, participating in a study visit can be an exciting experience and an important learning tool for you.

During the visit you are invited to prepare a group report summarising your discussions and learning. This will help Cedefop disseminate what you have learnt to others, who share your interest but did not participate in this particular study visit.

On the first day of the visit, you are to select a reporter who will be responsible for preparing the final report and submitting it to Cedefop. Everybody should contribute to the report by sharing their views, knowledge, and practices in their respective countries. Please start working on the report from the first day of the visit.

You will, of course, be taking your own notes during presentations and field visits; but the group report should highlight the result of the group's reflections on what was seen and learnt during the entire visit and the different perspectives brought by the different countries and participants. The report should **NOT** read as a travel diary, describing every day and every session or visit.

Cedefop will publish extracts of your reports on its website and make them available to experts in education and vocational training. When writing the report, please keep this readership in mind: make your report clear, interesting, and detailed enough to be useful to colleagues throughout Europe.

By attaching any photos to the report, you agree to Cedefop's right to use them in its publications on study visits and on its website.

Please prepare the report in the working language of the group.  
Please do not include the programme or list of participants.

**The reporter should submit the report to Cedefop (studyvisits@cedefop.europa.eu) within ONE month of the visit.**

## I FINDINGS

This section summarises the findings of the group while visiting host institutions, discussing issues with the hosts and within the group. You will be reflecting on what you learnt every day. But to put them together and give an overall picture, you need to devote a special session to prepare the final report on the last day of the visit.

In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries represented by group members.

### 1. Financing

We've learned that there are different types and degrees of financing. Some of the projects are sponsored for 75% by the European Union. Others, like for instance in Germany are private funding and self-sufficient. Funding according to us is great to start up pilots, but we saw that we should be careful that there should not be too much dependency on funding. Some sort of support should be built in to work towards self funding and projects should be integrated in the normal program. If you don't have to pay for something, for many people it's not worth anything. You take their choice away.

What we thought were good examples:

- The German training centre was almost totally self-sufficient. They worked together with companies, organised training according to the needs of the trainees,
- In Portugal they are very heavily funded by the EU, but they are seeking measures to become self-sufficient.
- In France there is compulsory training for employees. The government and local authorities fund 40% and the rest is funded by the enterprises.

### 2. Listening to your customer, learner

In order to improve provision it is essential to listen to the customer, the learner. There are varying degrees in providing customer oriented learning. Some countries are merely reactive and others are very proactive. We also see a tendency towards very flexible pathways of learning. It often depends on government strategies and on the way the educational system is structured. The strategy in all countries supports the up skilling of everyone.

What we thought were good examples:

- In Denmark the social partners sit together and work out the curricula according to the needs of the sectors. It's a very flexible system. At least every four years the curricula is updated or renewed;

- In the Greek Parents schools and the Greek second chance schools before starting the course they sit together with the participants to ask them what they want to learn, what their needs are and then they adapt the curriculum to it. As a result we saw that students were very well motivated.
- In Hungary they try to enhance possibilities for the very talented students.

### 3. Motivation/implementing innovation

We noticed that most countries have problems in getting people to take part in certain programmes and they are also having trouble implementing innovation despite of funding. For some programmes the customers or learners don't seem to feel the need. We think that there should be a balance between the learners needs and the government strategy.

We think this would be a very useful issue to have joined up European thinking on and further meeting of the participants to compare and to work out implementation and motivational strategies would be very useful.

### 4. Every problem needs its own solution

We saw that there are no generic solutions to problems although at first sight a lot of problems seem alike. According to the context and the cultural identity we saw other solutions. We find it an enrichment. The solutions we saw were very enlightening for all of us, we've got a lot of good ideas, but we also learned that we should be careful not to transfer solutions without taking into account our own context and cultural identity.

- We talked about several systems of the accreditation of prior earned/acquired competences and we think it would be very useful to exchange findings and expertise about that, but we shall have to adapt the outcomes to our own countries context and culture.
- The second chance school in Greece was an example of very good practice. We see similar systems of second chance learning in other countries but there are differences according to the context and the cultural identity.

### 5. Quality control

There are large differences in quality control, internal and external.

- In Belgium adult educational centres have to get attainment targets and the inspection controls it. On the other hand school are very free in working out the way how to reach the

targets. Each centre also has its own internal quality control system

- In Northern Ireland there are both external (regular inspections) and internal (staff, student and management evaluations) quality control.

#### **6. E-learning/Blended learning**

We've learned that e-learning or blended learning is not a good solution for every type of course.

#### **7. Looking at a person as a whole**

We think it is very important also to invest in soft skills and not only to have a look at what the market wants. Most countries look at individual needs and personal development.

- In Spain they try to develop these soft skills by extra curricular activities

#### **8. Networking/setting up partnerships**

We agree that it is very important to come together and discuss problems, share experiences, make instruments, etc

We experienced the value of it also during this study visit and we have been making plans to set up partnerships. There are a lot of challenges, but if we have to choose we would very much like to work together on earlier earned competences and on motivation.

1. One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. Cedefop will select well-described projects/programmes/initiatives and disseminate them to former participants and a wider public, including potential partners for future projects. Therefore it is important that you identify and describe all aspects that, in your view, make these projects/programmes/initiatives successful and worth exploring.

Describe each of the good practices you learnt about during the visit (both from the hosts and from one another) indicating the following:

title of the project/programme/initiative	country	name of the institution that implements it (if possible, provide a website)	contact person (if possible) who presented the programme to the group	whom the project/programme/initiative addresses	what features of the project/programme/initiative make it an example of good practice
	Germany	Chamber of Arts and Crafts Hamburg	SCHOLZ Gunter 2010-SV-01-DE-LLP-00057 gunterscholz@arcor.de	Craftsmen	The German training centre was almost totally self-sufficient. The worked together with companies, organised training according to the needs of the trainees,
New Opportunities Initiative	Portugal	National Agency for Qualification www.anq.gov.pt	Marta Dias (mpdias.cno@aeportugal.co,)  Sonia Trindade (strindade@quaternaire.pt)	Adults and younger	They try to certify earlier earned competences and to develop training programmes oriented to develop competences to enhance the professional and educational levels
Training Law	France	State	Catherine Snyers Catherine.snyers@picarre.com	Workers/adults	In France there is compulsory training for employees. The government and local authorities funds 40% and the rest is funded by the enterprises.
	Denmark	Union	OLSEN Karin 2010-SV-01-DK-LLP-01252 (+45-) 88 92 10 71	Workers/adults	In Denmark the social partners work out the curricula according to the competences needed in the sectors

			(+45-) 88 92 02 99 karin.olsen@3f.dk		in terms of public adult vocational training. It's a very flexible system. At least every four years the curricula is updated or renewed:
Parents' schools/Second chance schools	Greece	Government		Adults/Parents	In the Greek Parents schools and the Greek second chance schools before starting the course they sit together with the participants to ask them what they want to learn, what their needs are and then they adapt the curriculum to it. As a result we saw that students were very well motivated. In Spain they try to develop these soft skills by extra curricula activities
Quality control	Northern Ireland	Government	HORNER Roisin 2010-SV-01-GB-LLP-01435 (+44-) 28 79 63 24 62 (+44-) 28 79 63 35 01 roisin.horner@nrc.ac.uk	Schools/adult education centres	In Northern Ireland there are both external(regular inspections) and internal( staff, student and management evaluations) quality control. There is an emphasis on the upskilling of everyone especially in the area of Essential Skills i.e; English, Numeracy and IC. An essential part of all life-long learning is Personal Development and it is addressed in different ways

					at different levels of the lifelong learning programme. There is a focus on the person and not just the certificate:
Social Renewal Programme	Hungary	NFU (National Development Agency)	MÁNDLI Szilvia (+36-96) 31 53 99 (+36-96) 41 01 64 szmandli@yahoo.com	Talented Secondary School students	In Hungary they try to enhance possibilities for the very talented students by providing extracurricular activities for them in their own schools or in partner schools at the same time teachers are obliged to participate in continuous professional development. They also put emphasis on developing socially disadvantaged students through a programme developed by the Ministry of Hungarian Education.
Quality control	Flanders (Belgium)	Ministry of Flemish Education <a href="http://www.ond.vlaanderen.be/">http://www.ond.vlaanderen.be/</a>	HOREMANS Bart	Adult education centres bart.horemans@g-o.be	In Belgium adult educational centres have to get attainment targets and the inspection controls it. On the other hand school are very free in working out the way how to reach the targets. Each centre also has its own internal quality control system
	Lithuania	Ministry of Education and Science, <a href="http://www.smm.lt">http://www.smm.lt</a> <a href="http://izm.izm.gov.lv/58.html">http://izm.izm.gov.lv/58.html</a>	GRIGOLIENE Rasa (+370-46) 31 02 14 (+370-46) 42 19 71 rasa@kvam.lt	Adult learners	In lithuania they are reforming the whole system of adult education and they work together with secondary schools, higher schools

	Czech Republic		NAVRATILOVA Martina (+420-) 577 04 37 40 (+420-) martina.navratilova @kr-zlinsky.cz	Adult learners	and the industry They promote seminars, professional meetings between employers and regional authority to develop educational offers to train pedagogues to establish partnerships and also to modernise their methods
Second chance schools	Greece	<a href="http://www.ekep.gr/english/education/deuteris.asp">http://www.ekep.gr/english/education/deuteris.asp</a>	ALEXANDROPOULOU Marianthi marialexan@sch.gr	Adult learners	In Greece they have special training for the trainers to work with adults in second chance education
	Spain		GARCIA GARCIA Jesus Victoriano (+34-) 923 21 53 09 (+34-) 923 26 79 21 jesusvictoriano@hot mail.com	Secondary school students	In Spain they try to develop these soft skills by extra curricula activities, as a way of implementing personal skills

\* You can describe as many good practices as you find necessary. You can add rows to the table.

2. The study visits programme aims to promote and support policy development and cooperation in lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

**2.1 APPROACHES TAKEN BY PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS') REGARDING THE THEME OF THE VISIT. ARE THERE ANY SIMILAR APPROACHES/MEASURES IN PARTICIPATING COUNTRIES? WHAT ASPECTS ARE SIMILAR AND WHY? WHAT ASPECTS ARE DIFFERENT AND WHY?**

### 1. Similarities

- Existence of a state financed regular education system, following the aims of the Lisbon treaty,
- All countries have Adult Education
- The focus is on raising skills, and the needs to develop the concepts of skills,
- For adult education, the focus is on raising literacy and vocational ,
- Recognition of skills gained outside the formal education system.

### 2. Differences:

- The way programmes are being evaluated. It appears that in Belgium, Germany, Denmark, there is a strong focus on evaluating the programmes (CIPO model, context, input, processes, output), where in other countries, evaluation is not a priority yet,
- The focus is not the same for countries in terms of programmes and the way they are being implemented, for example Parents' schools in Greece, new opportunities in Portugal,
- Primary and secondary education: differences on the age at which kids start schools and on the length of compulsory education (from 9 to 12 years)
- Some countries, like Germany and Denmark, France, Spain try to respond to the needs of the market, employers mainly,
- In Germany, teachers are not allowed to go on strike (they may go to jail !!!!), in Greece, they always go on strike !!!!
- Some systems are more flexible as far as Curriculum are concerned
  - A more regional view
  - Focus on the learning more than the way to do it
  - Involvement and ownership of social partners
- In Spain, France, Portugal, Greece, adult education is free, in other countries, Lithuania, Northern Ireland, Denmark, Belgium it is not for free.

## 2.2 CHALLENGES FACED BY PARTICIPATING COUNTRIES (INCLUDING HOST) IN THEIR EFFORTS TO IMPLEMENT POLICIES RELATED TO THE THEME OF THE VISIT. WHAT ARE THE CHALLENGES? ARE THEY COMMON CHALLENGES? IF SO, WHY? IF NOT, WHY NOT?

The common challenges are:

### 1. Financing

Some programs are 75% funded by the EEC. Although this involvement is viewed by the participants as positive, the sustainability of programs may be in jeopardy, would these financings disappear.

A question was raised concerning the financial contribution to training by the learners. In Greece, France, Portugal, very often training is for free, therefore the training is very dependent on public financing. The current economic situation created cutbacks in investment in education.

### 2. Lack of motivation by targeted adult learners, especially the less skilled

The ones who benefit from adult education are likely to be the educated ones! How do we reach education and lifelong learning for all and how to match the needs of the “customers” in order to motivate them to participate?, these are the questions.

Adult training has two kinds of “customers”: the individual and the company. Therefore, we need to take into account both needs.

The individual and the company have to influence and understand the objectives of a program before making the action to participate in the program.

The individual needs a “burning platform”, i.e. feel for urgency, in order to ask for education. There is an internal (personal) motivation factor and an external (from the outside) motivation (f.x. unemployment) factor.

### 3. Quality management

In order to be able to demonstrate to our customers the quality of the teaching, we need to put in place proper quality and evaluation methods. This will be at an additional cost.

The involvement of external experts may be difficult to implement in certain countries, and may not be the best solution. They don't like being judged. The system has to trust the stakeholders (learners and teachers).

In some countries (Greece, Spain, France), there is strong resistance to evaluation, and to the changes in teaching methods.

How can we help these countries to change? By showing examples of success, by making sure that evaluation is taken into account at the launch of every new program.

It seems to be a real challenge to hire qualified trainers for vocational training.

**2.3 NAME AND DESCRIBE EFFECTIVE AND INNOVATIVE SOLUTIONS YOU HAVE IDENTIFIED THAT PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS) APPLY TO ADDRESS THE CHALLENGES MENTIONED IN QUESTION 2.2. PLEASE MENTION SPECIFIC COUNTRY EXAMPLES.**

**1. Funding**

In order to be creative and innovative, training needs financing. In order to create sustainable programs, financing has to be blended.

- External funding: Philanthropy funds
- Support by the European Community and the State
- Fees on participation in education
- Employers' contribution

**2. Lack of participation:**

The lack of participation could be related to a lack of motivation. People have to understand why they have to learn new skills, identify those skills, and trust the school that the program they are proposing will meet their needs. Therefore, solutions could be:

- Compulsory training for all workers, like in France
- Education as a means for social inclusion (parental education in Corfu)
- Compulsory training for unemployed getting benefits, like in Lithuania or Portugal
- Working time Capital like in France, or Denmark
- To include topics around soft skills, personal development, to broaden learner's perspective, like in Hungary (debate at school)
- Increase the quality and relevance of training through evaluation
- Community involvement , like in Northern Ireland
- To give responsibility to the learner, like in Germany
- Direct marketing approach to the "customers" (individual or companies)
- Learning through projects, like the Corfu second chance school
- Dual learning, ie on and off training, where learners are taught technical skills on the job, and soft skills at school

**3. Quality management**

Implementing TQM and evaluation process is a way to increase the quality of the program, and therefore should have an impact on both fund raising and motivation for participation.

**2.4 ASSESSMENT OF THE TRANSFERABILITY OF POLICIES AND PRACTICES. COULD ANY EXAMPLES OF GOOD PRACTICE PRESENTED IN THIS REPORT BE APPLIED AND TRANSFERRED TO OTHER COUNTRIES? IF SO, WHY? IF NOT, WHY NOT?**

We think that most of the good practices identified could be transferred. However, we should be careful to contextualise the practices and take into account state, regional or local demands.

## II Organisation of the visit

This part of the report will not be published but it will be made available to the organiser and will be used by national agencies and Cedefop to monitor and improve implementation of the study visits programme.

We recognise the value of ongoing feedback as a way of ensuring that the programme is at all times a responsive and dynamic initiative, meeting the needs of its various participants and target audiences. In this section you are invited to give us your feedback on several factors that, in our opinion, contribute to an effective visit.

1. Discuss within the group and check if you agree or disagree with the following statements. Please mark only one box (☑) that expresses most closely the opinion of the entire group. Please use Question 2 of this section to elaborate on your responses, if needed.

		All agree	Most agree	Most disagree	All disagree	Not applicable
e.g.	The size of the group was good.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.	The programme of the visit followed the description in the catalogue.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.	There was a balance between theoretical and practical sessions.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
1.3.	Presentations and field visits were linked in a coherent and complementary manner.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.	The topic was presented from the perspectives of the following actors of the education and training system in the host country:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.1.	government and	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		All agree	Most agree	Most disagree	All disagree	Not applicable
	policy-makers					
1.4.2.	social partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
1.4.3.	heads of institutions	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.4.	teachers and trainers	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.5.	students/trainees	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.6.	users of services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
1.5.	There was enough time allocated to participants' presentations.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6.	The background documentation on the theme provided before the visit helped to prepare for the visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
1.7.	Most of the group received a programme well in advance.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.	The information provided before the visit about transportation and accommodation was useful.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
1.9.	The organiser accompanied the group during the entire programme.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.	The size of the group was appropriate.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11.	The group comprised a good mixture of participants with diverse professional backgrounds.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12.	There were enough opportunities for interaction with representatives of the host organisations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
1.13.	There was enough time allocated for discussion within the group.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14.	The Cedefop study visits website provided information that helped to prepare for the visit.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

**2. If you have any comments on the items 1.1. - 1.14 above, please write them in the box below.**

- We needed more specific information on what to prepare for our presentations. 5 or 7 minutes is too short.
- We should have had more information on the topic in advance.
- We should have focused on each other’s good practises more.
- The first day we should have asked for the expectations of the participants and we should have started off with a short presentation of each participant
- We think that accompanying a group is more than just being present
- We found it very rude that the organisers where talking during our presentations
  
- We liked the reception on the day of arrival
- We were very satisfied with the support and the guidance of Mrs. Marianthi ALEXANDROPOULOU

**III Summary**

**1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in the study visit. Indicate the number of participants for each category, e.g.**

Very satisfied

Very satisfied  Satisfied  Somewhat satisfied  Not satisfied  Neither satisfied nor dissatisfied

**2. What elements and aspects of the study visits do you think could be changed or improved?**

- We needed more specific information on what to prepare for our presentations. 5 or 7 minutes is too short.
- We should have had more information on the topic in advance.
- We should have focused on each other’s good practises more.
- The first day we should have asked for the expectations of the participants and we should have started off with a short presentation of each participant
- We think that accompanying a group is more than just being present
- We found it very rude that the organisers where talking during our presentations

**3. If there is anything else you would like to write about that is not included in the above questions, please feel free to write below or attach a separate sheet.**

The photographs we have made during the study visit are on the internet under the following link:

<http://picasaweb.google.com/bart.horemans/CorfuStudyVisitJanuary2011IncreasingAdultParticipationInEducationAndTraining#>

# THANK YOU!

Please submit the report to Cedefop ([studyvisits@cedefop.europa.eu](mailto:studyvisits@cedefop.europa.eu)) **within one month** of the visit.