



Education and Culture

ROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS



Grundtvig Award 2004

on

Basic skills

The Contributions



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Grundtvig Award 2004

Theme: Basic Skills / Key Competencies

- key competencies for living
and participating in society -



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The winner of the Grundtvig Award 2004:

**Educated Choices Empowered Consumers
Consumers Education for Adults in 7 Modules**

Project Coordinator: **Maria Schuh**,
Pädagogische Akademie des Bundes in Wien



Special Grundtvig Award 2004:

Enhancing Adult Education and participation
in development through ICTS

Project Coordinator: **Maiso Grace William**, Uganda Reflect



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The Grundtvig Award 2004 Jury motivations

The second Grundtvig Award was presented at a prize ceremony in **Metz**, France, at the Town Hall.

Mr Mayor, Ladies and Gentlemen, Friends and Colleagues,

I am very pleased to welcome you to the second Grundtvig Award ceremony. As you all know, the Grundtvig programme of the European Commission has opened up great possibilities for co-operation in the field of adult learning. **EAEA's** mission is to promote adult learning and the widening of access and participation and our Grundtvig award is a practical means of doing this. It is not limited to projects in the Grundtvig programme but builds on the spirit of Grundtvig to recognize and honour best practice in the work of adult educators.

For the second year of the award, we have chosen the theme of 'basic skills'. This is not an accident! As you know, improving levels of basic skills is one of the main challenges for the European Union following the Lisbon summit and EAEA has been a leading participant in work to develop our collective understanding of the topic. Our work plans for 2003, 2004 and 2005 have given priority to the linked themes of active citizenship, basic skills and valuing learning. Last year, we joined with 5 other transnational networks to create the European Civil Society Platform on Lifelong Learning. This was an immensely important step to ensure that the wide-ranging knowledge and experience of practitioners, and the needs of learners, influence the agenda for lifelong learning. Our first joint work was the project funded by the Commission: 'Skills for Life as the Key to Lifelong Learning: towards achieving the Lisbon Strategy'. So it seemed appropriate for us to continue this theme for this year's Grundtvig award.

We invited organisations to present projects as candidates for the award. What were we looking for?

·Understanding 'basic skills as key competencies' means looking beyond traditional models to the full range of skills we need to live well, as individuals, in our families and at work, and in civil society.

·Non-formal education should have a vital contribution to make because of its strength in starting with the learner and matching the curriculum to learners' needs - but it also gains strength from working with different partners, not only in the formal system but with other interests.

·The European dimension should show real collaboration and shared learning. You will not be surprised to learn that our jury did not find their task easy. We would like to thank all the organisations who presented projects and shared their materials with us. We are especially pleased that submissions came from right across Europe and that central and eastern European countries were represented. In the end we have decided to make two awards.

Educated Choices - Empowered Consumers, Pädagogische Akademie des Bundes in Wien

The Grundtvig Award 2004 goes to the project Educated Choices - Empowered Consumers, co-ordinated by the Pädagogische Akademie des Bundes in Wien, with partners from Austria, Denmark, Germany, Spain, Sweden, Slovenia, Finland and England. This project created a handbook for adult educators with basic information about consumer issues and guidance on how to insert this into their teaching, and 7 teaching modules with advice on teaching strategies. The jury was impressed by:

·The way in which the project interpreted consumer education: it was not just about handing out information on consumer rights, but about putting consumption within the context of citizenship and sustainable development. It did not ask only how we should choose a product, but led to reflection on the impact of our choices on society, quality of life and the environment.

·How the project created materials for learners to be actively involved, including video clips to help learning in using the Internet, games and so on.

·The practical support for tutors - experts who want to improve their teaching and communication skills, tutors who want to include consumer education within their programme, people in other kinds of organisations who find themselves in a tutoring role. Thus the project's work can be used in many different ways and contexts.

This was a challenging project involving a large number of partners who succeeded in creating a coherent set of materials which can be used across Europe and we applaud their achievement.

Special Merit of the Grundtvig Award, 2004: ActionAid International Uganda

The EAEA was surprised at having received an application from Africa. We had re-analyzed the wording of the call for tenders to find out whether we had to consider the African application. We did all this with the intention of being inclusive, of course and there it was in the call: European and trans-national. It is a great pleasure to have African contenders in the Grundtvig Award competition. I would like to grab the opportunity to suggest that we consciously promote next year to have a Special Merit Grundtvig Award that goes out to the best contestant outside the European region.

Secondly, we are making a special award to a project submitted by Literacy and Empowerment, a local NGO which is a partner of ActionAid International Uganda, and is working in Kabarole district, Western Uganda. Their project is Enhancing Adult Education and Participation in Development through ICTS and it has sister projects in Burundi and India. Its approach truly reflects best practice in adult learning. Amongst other things:





·It trained facilitators from the village communities in ICT so that they could not only pass on ICT skills but facilitate a dialogue on the needs of their own community for information and communication and access for all members of the community. There was a strong emphasis on including women.

·It created learning circles in each community to generate interest and action points, and helped them get small scale finance to take these forward.

·It has improved literacy skills and increased demand amongst adults to develop personal and community competencies.

·ICT and literacy skills are firmly linked to the social and economic life of the villages, and to their practice in agriculture and health.

·The project organisers showed openly how they learned from experience and problems and responded to circumstances and the demands of learners. We are delighted to welcome a representative from the project and to applaud their work.

Dr. Janos Sz. Toth
President of the EAEA

Winner acceptance speech

Presentation at the Prize Ceremony in the Metz Town Hall by Maria Schuh

*Mrs. Vice Major of the city of Metz,
Mr. Alan Smith from the European Commission,
Members of the jury,
Ladies and gentlemen!*

The CEA-team very much appreciates your kind invitation to participate in the GRUNDTVIG award celebration.

CEA was a two-year project starting in October 2001 and was finished in October 2003. 10 partners from 7 European countries worked together. Partners came from universities, NGOs and one partner came from a business organisation.

The main aim of the project was to empower consumers by strengthening consumer relevant skills - basic skills to be able to manage the complex demands on consumers.

We wanted the products to be useful and informative for adult educators, but also wished to support everybody who wants to know more about sustainable consumption and deliberate consumer decisions.

The project outcomes complement each other but can also be used individually.

The handbook "Educated Consumers: Empowered Consumers" addresses people who already have consumer knowledge but want to know more about specific aspects of consumer education, teaching methods and strategies.

Next, 7 Training Modules offer basic information, methodological guidance and materials, including 2 video spots on the topics "Running into debt through Internet shopping" and "Consumer rights: Product guarantee".

The video spots are meant to cater also for a wider public and will be shown not only in teaching situations like seminars and courses, but also in new learning areas, e.g. info screens in public places, stores, etc. Being aware of the fact that the goal of sustainability can only be reached by the co-operation of consumers, traders and employers, we organized a workshop with employers to start the dialogue between these groups.

The project outcomes have attracted considerable interest across Europe, requests for copies have been received from Germany, the Czech Republic, Macedonia, Latvia, Lithuania, Switzerland as well as from educationalists in the partner countries.

The innovative idea of meeting consumers in unexpected learning areas has been overtaken by the Austrian Ministry of Social Affairs and Consumer Protection. Five consumer relevant video spots had been produced and they will be shown on video-screens in public places e.g. underground (first in Vienna) very soon.



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And here comes the most important and heart felt conclusion.
In my name and the name of the team I would like to thank the jury for choosing our project. We feel truly honoured. This award will not make us sit back and rest on our laurels and twiddle our thumbs. Far from it. We already got started on a Grundtvig 4 project CEA-N and Grundtvig 2 project - and might be applying for the Grundtvig award in 2 years from now. The award may also motivate Austrian adult education authorities to pay more attention to adult education.

Also thank you Ellinor Haase for encouraging us to apply for the award. My thanks also go out to Carme, Hildegard, Liisa, Karl, Michael, Mike, Tauno, Uli and Ursa: together we worked hard in an atmosphere of harmony and we all wished to produce something both new and useful for as many people as we may have been able to reach.

And lastly I would like to thank my institution for its ideological and generous support.

Thank you for your attention.

Educated Choices - Empowered Consumers, Pädagogische Akademie des Bundes in Wien

Article 153 of the Amsterdam Contract guarantees consumers the fundamental right to adequate consumer education. Supplementary, on December 2000, the European Union proclaimed a catalogue of fundamental values, wherein Article 38 addresses consumer protection and Article 37 a sustainable orientation of lifestyle. These aims can only be reached if, besides creating their legal foundation nationally, individuals are to work together to accomplish them. There is little systematic development of adult consumer education in the participating countries, but consumer education and information exists -in the form of published media in all of the partners' countries. Consumer knowledge is informal knowledge, but nonetheless a relevant part of coping with everyday life. Consumers today have to make decisions all the time, but are not always informed about the complexity and results of the decisions made. Looking at consumer knowledge and consumer behaviour, it is apparent that deficits are manifested all over Europe. Consumer skills become a valued part of any national education agenda the discussions about food quality all over Europe are an important sign for this new and EU-wide goal.

Many consumers never learned that they are expected to inform themselves about consumer matters as one important matter of life-long learning. Many of them were never made aware of their individual strengths/weaknesses in consumer behaviour during their school days. Because of the huge amount of new products and their short life an increasing number of adult consumers need support in identifying their consumer behaviour, their consumer needs and wishes. Therefore, market for such education is not only school- but also lifelong learning.

Consumer education must take into account the multicultural and varied societies that we live in, which are both - identical and diverse, which have both - similar and opposing interests. Making consumers' choices pre-considered and efficient, understanding the systems and participate in the global market, consumers will also be encouraged to develop individual citizenship.

Article 153 and the fundamental rights of EU consumer education cannot only provide information through consumer advice centres. Consumer education has to do more, i.e. help consumers to get in touch with the values that support a sustainable lifestyle. The benefits for all sectors of the economy are plain to see.

Business must also take some responsibility for consumer education for example in the form of ethical and sustainable business practices because an informed, empowered and educated consumer will strengthen the market place.

CEA should develop and test adequate concepts for consumer education for adults. In doing so, national and multicultural needs must be taken into consideration. It is crucial that the work completed in the project goes beyond mere consumer information and focuses on consumer values. Sustainability is a European priority and will be emphasized in project. The present low level of adult consumer education provision in the participating countries shows the need for transnational cooperation to pool resources and to provide a programme that can be adapted for each country. Thus, the following issues are essential:

- Consumer freedom: consumers actively use their chance for selection and choice as well as participation in the market
- Consumer health and safety: consumers have a right to health sustaining and safe products.
- Consciously acting consumers choose these products.
- Producers, trade, and consumers are aware of their social responsibility concerning sustainable use of resources and the development of needs.



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The proposal of CEA addresses 3 categories:

1. Production of user-friendly manual for adult trainers in consumer education to help them to develop consumer awareness and consumer related skills
2. Designing and testing a Training Module for providers of adult consumer education in both formal and non-formal education.
3. Starting a dialogue between consumers and business to strengthen the position of consumers on the global level as well as regional: this is an innovative development in the project.

·Adult learners and trainers will be sensitised and guided to self- assessment and responsibility towards their consumer habits. This task will be based on developing empowerment of consumers in all project member countries.

·Synergy effect through the trainings module for adult educators in consumer education from the non-formal sectors (consumer advice centres, farmer advice centres, environmental advice centres, "Volkshochschulen", community activities...) to the formal education sector (university, teacher training, research centre).

·Business, with the realisation of the single market, is increasingly European and highlights the need for a common approach to consumer education.

·The GRUNDTVIG programme complements and supports the concept of "good citizenship", which is an aim of most of EU-governments. Consumer education provides the insight necessary to develop citizens into informed and responsible consumers.

Consumer education for adults presents an entirely different challenge than that for students and children. Any activity must be conceived and delivered with the adult learners mind. CEA is focused on the new and relevant dimension of consumerism which is "citizenship and consumption". The empowerment of consumers is an important pedagogical goal of the project, which can only be effective by recognizing and strengthening consumers individual resources and by analysing their individual role in the market system.

Empowerment comprises the development of protection measures for consumers but also the development of consumer activities to protect or to support consumer interests. Notably, these issues must be seen as the leading principles of the project. Adult education in consumer issues has to be based on:

- A positive approach, building on the experiences of adults on their everyday lives
- Awareness about consumers potentials
- Team work has to be favoured so that people acquire awareness and critical attitudes collectively
- Using new medias
- Analysing and reflecting consumers behaviour

Our pedagogic and didactic approach would consider all of these principals in the delivery of the modules to trainers. Through that process of training the trainers will also be empowered, because they are also consumers.

Project-orientated investigation and work, based on problem-based learning will be one of the tools used.

Work on the project will be supplemented by advice of experts, case studies and country/organisation-specific tasks. A workshop with business organisations will explore the forging of partnerships between industry and consumer educators. The project meets the political interests of the European Union in as much as consumer education can be seen as a social-political instrument to realize the fundamental rights mentioned in the rationale. Moreover, the project supports the UN-guidelines for consumer adults acquire relevant consumer skills and consciousness, from which they will derive individual benefits for managing their daily lives.



CEA Workshop

Results

- Good companies are ready to undertake Consumer Education
- The business representatives could extract useful information for their purposes from the workshop with consumer educators.
- Business and employers have to play a role in Consumer Education
- Importance of Regulations and Standards for sustainability, ethical and social responsibility

CEA-Team

Meeting in Vienna, Sept. 2003

Grundtvig Award 2004 Project contributions:

Teaching myself and others A Training Module for Adult Educators

Project Coordinator: Renate Neuburg
Pädagogische Akademie des Bundes in Wien, Austria

YOUNGSOFT Soft skills development special approach in young job seekers' training

Project Coordinator: Mila Jurošková
Buisness Link, The Czech Republic

LANDWORKER Citizens Schools New places of education for adults education/ Small village are developing their future

Project Coordinator: Heinz Jürgen Ahlers
Ländliche Erwachsenenbildung in Niedersachsen e.V., Germany

Educators as Learners, Learners as Educators

Project Coordinator: Nouredine Erradi
ROC Midden Brabant, The Netherlands

eCOLE - Internet based Collaborative Learning in Adult Education

Project Coordinator: Aase Steinmetz
VUC Vestsjaelland Syd, Norway

Basic Skills On Line for Europe (BSOLE)

Project Coordinator: Clare Shortall
Cambridge Training and Development Ltd, UK

Guidance and Counselling

Project Coordinator: Ágnes Nagy
Békés Country Labour Centre, Hungary

European Certificate in Basic Skills (EUCESB)

Project Coordinator: Bonnie Dudley Edwards
Edinburgh University Settlement, Scotland, UK

@duline Tutoring Adults Online

Project Coordinator: Satu Nurmela
University of Turku, Centre for Extension Studies, Finland

The Education Triangle

Project Coordinator: Solveig Eggertsdottir
Open Art Academy, Iceland

IMES New educational methods for an integration of migrants in the European society

Project coordinator: Susanne Rieger
Projektwerkstatt Umwelt & Entwicklung e.V., Germany



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Teaching myself and others A Training Module for Adult Educators

*Project Coordinator: Renate Neuburg,
Pädagogische Akademie des Bundes in Wien, Austria*

Objectives

Develop - on the example of language and ICT-learning - a set of tools to help adult learners discover and make good use of their individual learning styles and thereby overcome two perceived obstacles to autonomous learning, namely the absence of a "teacher" and lack of awareness of preferred individual learning strategies/styles.

The 16 partners will make an effort to provide user-friendly support and guidance in these two special fields of learning because they will be of ever increasing importance for lifelong learning in connection with globalization. Once acquired, these learning strategies are easily transferable to other spheres of learning.

YOUNGSOFT Soft skills development special approach in young job seekers' training

Project Coordinator: Mila Jurošková
Business Link, The Czech Republik

To be able to get a job is for everyone but especially for young people one of the most important factors determining the social integration of the person to the working and social life. Employment means in certain terms social integration; unemployment and especially long-term unemployment may result in social isolation.

The key competences and skills were defined during the project and specific trainings methods and approaches were summarised. The results and more information is available on www.taninfo.hu/softskills Hungarian partner was responsible for Internet presentation.

Summary

Despite the relatively limited scale of the project, several outcomes are emerging, which, through further development and dissemination, can achieve an eventual significant impact on training of basic skills in all respective countries. The results and impact of the project mainly refer to:

- Deeper understanding of 'soft skills' as a concept and of its importance for the training, counselling and support provided to young job seekers today.
- Acknowledgment of the need for:
 - Further and innovative development of training curricula specifically targeting the development of young job-seekers' soft skills.
 - Further professional development of the employment & career counsellors, and particularly for relevant professional training, who are responsible for young unemployed people training and development.
 - Trainers' training, so that they mainstream soft skills awareness-raising throughout the vocational training curricula addressing the needs of young job-seekers.
- Better knowledge and understanding of the relevant provisions for young job-seekers in the European context.

Concrete products were also developed and gathered:

Development of project website www.taninfo.hu/softskills training activities and curriculum which might be multiplied in participating countries, Business Skills Xpert. Key skills, Tea house, Hooky project Testing competencies.

The new training centre for young unemployed and long-term unemployed people will be established in Brno, Czech Republic. The centre will use best practise from the project partners. The contract between Brno municipality and Business Link (coordinator of the project) will start 1st of September 2004.



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LANDWORKER

Citizens Schools New places of education for adults-education/ Small villages are developing their future

Project Coordinator:

**Heinz Jürgen Ahlers, Ländliche Erwachsenenbildung in
Niedersachsen e.V., Germany**

The European partners Estonia, Hungary, Portugal and Germany are working together on an innovative project idea for citizen orientated education for adults in villages up to 3000 inhabitants. The idea is to reach people who have not so far used the education offers or who are so far not reached through a suitable offer.

The construction of places of education which are called "**citizen-schools**" and the personal engagement of the pedagogical contributor on the spot who investigates the needs of the people and who develops sustainable training work is an essential part of the local initiative. After an extensive survey we will find out how the project idea can be realised in rural municipalities and if the concept has a strong base. Visible results are the "**citizen-schools**" and the individual promotion of the villages, exemplary in the sectors civic engagement, communications, languages and sustainable development. A project document will be a summary of the results and their disseminate.

The aim of the project is to get to know how the rural regions in Europe can realize strategies to promote lifelong learning with the help of local strategies. The project heading "**new places of education for the adult education**" refers already to the objective of the project: It is set, where so far only insufficient or no offers at all in adult education were noticed, in remote, small localities in the rural area. Here there is no educational provisions for adults, in particular no provision, which takes up the local and direct needs of the rural population. In all partner countries an urgent need consists in taking the initiative, in order to prevent further disadvantages.

A further background for the project are the experiences made with own local education places in Lower Saxony, Germany. Here the idea was born of re-activating and using old village schools for local adult education. These schools (adult education thus finding a place in the midst of the locality!), tie again to their old meaning: Education, culture and counselling for the rural localities.

The historical term "**citizen school**" contained also values such as citizen commitment and future orientation. They were often created by private initiative of interested groups of citizens in order to optimise education chances for children in locations far away from school. In the current project only the "pupils" are some years older.



Citizen schools = education and consultation place of learning "on the spot" that take up the local education and activity needs and also open the possibilities of lifelong learning to hard-to-reach groups.

The project idea is realized in rural municipalities in all four participating countries. With the three sites of the project in Hungary the possibility of testing the network formation of local mechanisms is opened: therefore we have three "citizen school partners" from Hungary. The project corresponds in principle to the goals mentioned in the **Memorandum of Lifelong Learning** of the European Union from 2000. In key message No. 6 a holistic learning environment is envisaged, organized at local and daily meeting places of humans that can serve as mainspring of local renewals.

Clear objectives

- Holistic "learning centers" to make local learning possible in the direct environment
- Further training and motivation for people in the rural municipality / exercise topics at the beginning
- To promote, accompany and support local developments = local renewal
- Use of information and communication technologies to the overcoming of spatial and temporal restrictions
- Support of the requests of women, children, seniors, handicapped and minorities
- Assistance, if someone wants to "begin something"
- Setting of "visible" accents: Citizen schools and coworkers for the local community





Educators as Learners, Learners as Educators

*Project Coordinator: **Noureddine Erradi.***
ROC Midden Brabant, The Netherlands

This project focuses on understanding the cultural needs of diverse groups of people who are currently living in countries as refugees, asylum seekers, and old and new immigrants.

This project is located within the philosophical framework that teachers, co-ordinators, intakers or anybody who works directly or indirectly with this target groups must become actively engaged in learning through interaction with their students or clients.

Members of minority groups face many challenges in the context of successful integration particularly from a language and social skills point of view.

To work within an intercultural context successfully, the educators, trainers need go through some concrete experience to taste and be aware of the unknown world of the minority groups.

To put this theory in practice, a group of Dutch people (teachers, co-ordinators, directors, policy makers) was asked to go to Marocco and test themselves as new comers in Marocco by following the same integration program the immigrants follow in The Netherlands. This means that this group had to go through this program:

1. Intake in Arabic with a native translator (Dutch)
2. Arabic as a second language
3. Social skills in Dutch
4. Final exam

The participants were interviewed before, during and after the program. Their experience were filmed and put in a video which turns to be a successful material for many organizations in Europe who works with minority groups.

eCOLE - Internet based Collaborative Learning in Adult Education

Project Coordinator: Aase Steinmetz, VUC Vestsjaelland Syd, Norway

Innovative aspects from idea to project:

Collaborative learning and the use of ICT are factors that are still new in many sectors of adult education. The use of web-based platforms for cross-cultural international collaborative projects is at its very beginning in European adult education institutions. In adult education it is very important to find motivating aspects that will encourage adult students to move into internationalization and into the use of ICT. Of the two models that have been tested in this projects, ACROSS has already been tested in the Scandinavian Region where we found that students were highly motivated when working across countries at solving thematic problems and discussing similarities and differences in various subjects. The WSS has never been tested before.

Objectives:

The project's objectives are to investigate the potential of Internet-based Collaborative Learning and evaluate different scripts.

The two models are tools than can

- enable a holistic approach to Adult Education throughout Europe, by involving several subjects and disciplines in short duration activities at European level (the ACROSS concept)
- motivate adults for creative writing, in their mother tongue and in other European languages (the WebSiteStory concept)

Outcome:

- A sustainable network of adult education institutions
- Examples of best practice scripts combining cross-cultural issues and cross-national curricula.
- An evaluation of the pedagogical activities
- A homepage:
 - informing about our collaborative learning projects
 - inviting other educational institutions for discussions on Internet-based collaborative learning
 - a booklet in six European languages referring to the eCOLE Web-page Grundtvig 3 courses

For more information: <http://www.statvoks.no/ecole/>



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Basic Skills On Line for Europe (BSOLE)

Project Coordinator: **Clare Shortall,**
Cambridge Training and Development Ltd, United Kingdom

BSOLE (Basic Skills On Line for Europe) is a web-based e-learning environment which supports educational and training products for basic skills learners and their tutors. It is based on a system developed by CTAD known as the Cambridge Online Learning Environment (COLE). It has three parts:

- a web-based tracking and management system
- an online training program to help teachers get full use out of technology in the teaching of basic skills
- a suite of CD-ROM and web-based resources for assessing skills and teaching literacy and numeracy to adults.

Project will assess the whether localization for the European market is feasible.

Overall project context

The definition of basic skills most commonly used in Community-funded programmes is: 'the ability to read, write and use mathematics at a level necessary to function, and progress at work and in society in general.'

The BSOLE products deliver teaching and learning of literacy and numeracy to adult learners with basic and lower skills needs.

The learners include:

- employees who need to upgrade their skills in the workplace, especially where the introduction of computer technology demands greater literacy, numeracy and ICT skills
- young people with basic skills needs who are socially excluded
- young people and adults, both already in work or unemployed, who wish to improve their employability
- refugees, immigrants and others at risk who need basic language skills in their host Member State.

The project proposes a European strategy for the publication of multilingual web-based educational and training products and services for learners with basic and lower skills.

The range of products and services in the market deployment phase will include authorable web-based tools which can be customised and adapted by teachers and learners in any European language.

For more information : www.bsole.com



Guidance and Counselling

Project Coordinator: **Ágnes Nagy**
Békés Country Labour Centre, Hungary

The aim of the project:

Further development of guidance and counselling through the cooperation of the Danish, Spanish and Lithuanian partners and through the study of the methods and instruments proven successful in other projects.

Target groups:

Young adults (aged 15-25) threatened by social discrimination
Local societies
Women

Effect of the project

- Experts, work and carrier counsellors, training-referents, job-seeker club, co-ordinators, psychologist of the Employment Information Centre, the head of training department, head of human service department, director of the Labour Centre and the deputy.
- The project effected the training and work-guidance process in the Labour Centre, the aspects of the counsellors, colleagues dealing with guidance and further education of the counselling method in a remarkable way.
- The project helps
 - the unemployed people's more considerate carrier decision having resort at the guidance service
 - defining the special training matching the economic demands
 - preventing and moderating unemployment

European surplus of the project:

In the European countries guidance has an emphasized importance, but in certain countries there are considerable differences among the standards of the counselling systems. Guidance and counselling have no standard method.

Without a project at national level, acquaintance of methods, good solutions, exchanging experiences in Denmark, Spain, Lithuania which has big experience in handling unemployment, the project couldn't have come into existence.

The surplus of the project is that it makes possible the exchange of information, experience and good solutions among European countries. For example, we could get to know, where, with what kind of instruments counsellors can achieve that they take part not only in occasional decision in finding speciality, school or job, but will be able to give a life-long career perspective to those seeking consultation. The versatility of the institutions involved in the project is a guarantee for forming the best methodical elements used in the guidance work-orientation project into one single standard and make their usage accessible to everyone in the end of the project. It demands the harmonized work of every organization, experiences gained in many countries and many institutions and strong co-operation.



European Certificate in Basic Skills (EUCEBS)

Project Coordinator: **Bonnie Dudley Edwards,
Edinburgh University Settlement, Scotland, UK**

EUCEBS is a Leonardo da Vinci pilot project funded under the 2001 Call for Proposals. The objectives of the Leonardo programme that it sets out to address are the improvement of people's skills and competences and the improvement of the quality of, and access to, continuing vocational training.

The project piloted in training centres and workplaces a competence-based European Certificate in Basic Skills covering 6 domains: Citizenship, Communication, ICT, Interpersonal Skills, Learning to Learn and Numeracy.

The project team is seeking endorsement for the Certificate from the qualifications-awarding bodies of EU member states, will provide validation of the Certificate on-line in a number of European languages, and in due course will set up an enduring framework to ensure the continuing delivery of the certificate.

We have 9 partners from 8 countries.

To view the contents of the EUCEBS Certificate domain by domain, please visit:
www.eucebs.org



@duline Tutoring Adults Online

Project Coordinator: **Satu Nurmela**,
University of Turku, Centre for Extension Studies, Finland

Tutoring Adults Online @duline is a Transnational Cooperation Project (TCP) under the Socrates Grundtvig 1 programme. The aim of the project is to promote lifelong learning and the use of online learning among adult educators.

Concrete outputs of the projects will be produced by experts from eight countries and will result in two evaluated courses for tutors with web-based materials translated into seven different languages (English, Estonian, Lithuanian, Swedish, Danish, Finish, Portuguese).

The names of the courses are
·Course design Course and
·Online Tutoring Course

The aim of the project is to continue collaboration among the partners and also to include new organizations during and after the project in 2005. International educational markets are on the horizon. There is a need to strengthen the European network in different subjects and at different educational levels. Online learning is a suitable method for delivering international education because distances become insignificant and interaction is the heart of network. It gains an alternative to expensive travelling, but this project also provides the opportunity to build a network among European countries in other training processes. Also other networks and collaborating partners have shown interest in adding collaboration with colleagues in other countries. The project will produce basic material for the topics and they will be translated to the national languages of the partners. Since this work will be done during the project, there will be no pressure to have high study fees after the project funding finishes. Evaluations will provide feedback on how to continue within the networking project and how to embed the project for the future.

For more information: www.tkk.utu.fi/aduline



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Grundtvig Award 2004 - Basic skills - Contributions

EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS





IMES New educational methods for an integration of migrants in the European society

*Project coordinator: **Projektwerkstatt Umwelt & Entwicklung e.V., Germany***

In the future, more than 20% of the European population will come from non-EU countries and more and more EU citizens will live in other countries within Europe. In order to preserve social cohesion and foster democratic participation, Europe has to initiate an intensified integration process. This requires an active participation by all citizens in Europe. Two groups of actors are involved in this project of integration in the European societies : the "old" and the "new" citizens. Both groups should have the same preconditions in order to promote the process.

As its social and civil basis, the NGOs play a key part in this process of Lifelong Learning. The aim of this project to support migrants in their integration process with help of new and state-of-the-art methods and to offer them "tools" necessary for an active participation in the European society.

During the first year of the project, expert circles were formed in the participating countries in order to determine the educational need with regard to three fields: 'socio-cultural-competence', 'political management' and 'new media'. These experts work in migration and/or are migrants themselves.

During the second year, concrete seminars will be carried out and tested with the various target groups among migrants and in the third year modules for further training will be developed on the basis of this expertise, guided by the interests and needs of migrants.

For more information: www.imes.info

Grundtvig Award 2004 Project coordination details:

Educated Choices Empowered Consumers Consumer Education for Adults in 7 Modules

Pädagogische Akademie des Bundes in Wien
Ettenreichgasse 45a
1100 Wien (Austria)
Contact person: Ms Maria SCHUH
sum@pabw.at

Teaching myself and others A Training Module for Adult Educators

Pädagogische Akademie des Bundes in Wien
Ettenreichgasse 45a
1100 Wien (Austria)
Contact person: Ms Renate NEUBURG
renate.neuburg@nexta.at

YOUNGSOFT Soft skills' development special approach in young job seekers' training

Business Link
Spádová 5, 643 00 Brno, The Czech Republic
Contact person: Ms Mila Jurošková
juroskova@businesslink.cz
www.businesslink.cz

LANDWORKER

Ländliche Erwachsenenbildung in Niedersachsen e.V.
Johannsenstraße 10
D 30159 Hannover
Germany
Contact person: Mr Heinz Jürgen Ahlers
ahlers@leb.de

Educators as Learners , Learners as Educators

ROC Midden Brabant
Apennijnenweg 4
5022 DV Tilburg
The Netherlands
Tel. 013 58 30 933
Contact person: Nouredine Erradi
n_erradi@rocmb.nl

eCOLE - Internet-based Collaborative Learning in Adult Education

VUC Vestsjaelland Syd
Herrestrøde 11
4200 Slagelse
Denmark
Tel: +45 5855 5050
www.uvm.dk
Contact person: Ms Aase Steinmetz





Basic Skills On Line for Europe (BSOLE)

Cambridge Training and Development Ltd
Lincoln House
The Paddocks
347 Cherry Hinton Road
Cambridge CB1 8 DH
Tel. +44 (0) 122 347 048 0
Contact person: Ms Clare Shortall
clares@ctad.co.uk

Guidance and Counselling

Békés Country Labour Centre
Békéscaba, Hungary
Contact person: Ms Ágnes Nagy
VidovenezE@lab.hu

EUROPEAN CERTIFICATE IN BASIC SKILLS (EUCEBS)

Edinburgh University Settlement
5/1 Bristo Square
Edinburgh EH8 9AL
Scotland, UK
Tel: 0044 131 650 2570
Contact person: Ms Bonnie Dudley Edwards
bonnie.dudley-edwards@ed.ac.uk

@duline

Tutoring Adults Online

University of Turku, Centre for Extension Studies
Lemminkäisenkatu 14-18 B, 20520 Turku
Tel. 00358 2 333 6457
Contact person: Mr Satu Nurmela
satu.nurmela@utu.fi

The Educational Triangle

Open Art Academy
Skiptholt 1
105 Reykjavik
simi 5452210
Contact person : Ms Solveig Eggertsdottir
solvegg@lhi.is

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Projektwerkstatt Umwelt & Entwicklung e.V.
Hausmannstr. 9-10
30159 Hannover
Tel. 0049 511 2625470
Fax 0049 511 2625472
Contact person: Ms Susanne Rieger
susannerieger@imes.info

Strategic Statement on Key Competencies

Education is a wreck: but you can find treasure in wrecks

Comment made by a schoolboy (Understanding the Brain, OECD, 2002)

State of affairs

There has been a paradigm shift, but only on the surface

There has been a significant shift in thinking around Basic Skills/Key Competences since the mid-90s, and especially since 2000. This has arisen as a result of a number of OECD surveys as well as the Memorandum on Lifelong Learning and the Concrete Objectives Work Programme issued by the Commission of the EU. A new, broader approach to BS/KC has appeared, regarding the identification of the deficiencies of KC possessed by adults. However, the new elements of the approach have not been influential among policy decision makers and practitioners.

Sharing responsibility regarding achievement should be placed in the foreground

There is a strong sense that there have been too many high-sounding policy theses and urgent forecasts of the failure in achieving the Lisbon Strategy. Instead, we must look at how responsibility for achievement could be shared among policy makers, public authorities, business and civil society and all types of providers in the adult learning sector, working coherently in a common context and at all levels. The findings of current surveys are sufficient to underpin the changes that are required, although new, systematic research is necessary in order to focus particularly on new assessment methodologies.

Concrete incentives and comprehensive action plans to induce changes are missing

There is a fundamental lack of efforts exerted in the framework of a coherent policy at local, regional, national and EU level.

Actions to be taken:

*The challenge is to create a learning society (not a knowledge economy) for the 21st Century.
(Understanding the Brain, OECD, 2002)*

Significant differences existing between member states should be reduced

Enormous differences exist among member states regarding the development and social status of BS/KC, which can endanger the attainment of objectives that would be beneficial to all stakeholders and increase common efficiency. New BS/KC policy is mainly referred to the sphere of responsibility of national public authorities in terms of the approach of "whole government", which exceeds the responsibility of educational and employment governments.



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Investments into adult learning should be reviewed

It should be accepted that the achievement of KC objectives requires much larger investments into adult learning, which at the same time should be used more efficiently. The increase in efficiency should not, first of all, serve as evidence to illustrate the inefficiency of bureaucracy and highlight difficulties. In the framework of reforming funding mechanisms, the implications of the principle of proportionate support should be ensured through the increase and proportions of investments in terms of the main objectives such as personal fulfillment (cultural capital), active citizenship and social inclusion (social capital) and employability (human capital).

It is necessary to reform institutions

Sectoral separation and the traditional dominance of given sectors hinder central approaches, and the development of outreach activities, comprehensive guidance and motivation service as well as the assessment of non-formal learning. There is no single subsystem within a system of institutions that could offer a solution alone, or one which need not review its own activities and re-think its co-operation with the entire system in order to obtain lifelong learning for all objectives and to create learning regions at local, regional, national and European level alike.

There is a need for new curriculum

Traditionally the curriculum consisted of three elements: knowledge, skills, attitudes, which tends to value knowledge above skills, and skills above attitudes. Experience of life suggests different priorities: positive attitudes are key to a rewarding life and job, skills are also more important than knowledge. These priorities should be asserted in the development of new curriculum, which would raise the value of social capital, civil society and the role of non-formal learning.

Mobilisation of organizational learning networks

In 2004 the EAEA has announced the Grundtvig Award for projects demonstrating good practice in BG/KC. It has coordinated the project of 10 European NDOs and, in collaboration with its partners, has produced a collection of good practice as well as a guide, which is accessible at: www.euea.net. The EAEA General Assembly has chosen the discussion of the situation of BG/KC and the actions to be taken in the field as a central theme. The system of institutions of education, training and adult learning, should be developed into organizational learning networks.

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