Comp-Up

MOTIVATE ADULTS TO IMPROVE BASIC COMPETENCES

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COMP-UP: Motivate Adults to Improve Basic Competences

COMP-UP Tool Collection

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Content

1. Introduction

Approximately 70 million Europeans struggle with basic reading and writing, calculation and using digital tools in everyday life. Without these skills, various necessary everyday activities become difficult and a barrier to social- and work inclusion. The importance of Digital Literacy, as one of the eight key competences that every European citizen should master, is even highlighted by the European Commission's 2010 Digital Agenda for Europe.

As a consequence, the European Council adopted a "Recommendation on Upskilling Pathways" in order to help adults acquire a minimum level of literacy, numeracy and digital skills through the development of high-quality and accessible services.

In this context the COMP-UP consortium, according to its experience with disadvantaged and low qualified adults in adult education, suggests that updating competences of Adult Education Professionals (AEP) who support adult learners is a reply to improve the literacy, numeracy and digital skills of this target group.

The COMP-UP project, in line with the needs and priorities listed above, will be aimed at increasing the motivation of low-qualified adult learners to take part in education and improve their literacy, numeracy and digital skills.

2. Purpose of the tool collection

In recent years various tools and methodologies have been developed through EU and national projects and initiatives in the frame of motivation and skill assessment. However, so far there is no comprehensive overview on what is available with specific reference to low-qualified adult learners.

The main idea of this tool collection is to valorise such tools and ensure their sustainable use all over Europe. This compendium is a direct deduction of the key findings of the research study conducted by all six partners during the first months of the project. The research phase included a focus group with 10 adult education professionals per partner country and a collection of 50 best practices provided at EU and national level within motivation of low qualified adults and assessment of digital, literacy and numerical skills. Out of the 50 collected tools 23 have been chosen as best practices to be presented in this tool collection.

The results from the research has been analysed and processed in this tool collection to identify gaps and need of AEPs in regards to motivation of low qualified adults, assessment of digital, numeracy and literacy skills and support in everyday life. Furthermore, twenty projects have been selected as the best examples of projects aiming to increase the motivation of low-qualified adults to take part in learning. The remaining three projects concentrates specifically on literacy, numeracy and digital skills.

Most of the projects in this tool collection has different types of Adult Education Professionals and other social workers as the direct target group and every project has low-qualified adult learners or other marginalised adults as the direct or indirect target group. When the projects were analysed, a

variety of factors were considered to ensure that every selected project fulfilled the best practice criteria. Particular attention has been paid to the technical feasibility of the projects, their potential for replication, their adaptability and whether they have been effective and successful. Last but not least the project's environmental, economic and social sustainability were taken into account. Altogether, these projects are to be of sustainable use all over Europe and meet a high standard.

During the course of the work the following categories have been identified among the various tools of the projects; *Handbook/toolbox for educators* (best practice 1-11), *online learning-platforms* (best practice 12-18), *educational games* (best practice 19) and *advice centres* (best practice 20). What should be stated is that no ranking of the different categories of tools has been made. The methodological guides or handbooks are good as the projects aim is to reach those responsible for the education, online learning-platforms are modern and easy to access. The educational games lie in the spirit of the 21st century and are a good alternative to formal learning.

The tool collection can be used by AEPs to get an overview, input and inspiration for new methods and tools to be used in their work with low-qualified adults. Under the section "5. Guidelines for the tool collection" the reader can find recommendations and tips on how to implement the different tools listed in chapter four. Moreover, the COMP-UP Tool Collection will form the basis of the COMP-UP Training Curriculum and AEPs will be trained on how to use the selected tools and how to provide support to low-qualified adults.

3. Identified gaps and needs

3.1 Motivation

A crucial part when working with education for low-qualified adult learners is the issue of motivation. In the focus groups from each partner country it was brought up that adult learners, especially if they have had bad experiences with learning before, have a higher tendency to get frustrated and give up on training and education. Many participants have had little sense of achievement in learning so far and therefore easily get frustrated concerning the motivation to learn. Giving up quickly is a larger issue amongst low-qualified adult learners due to for example, low self-confidence and lack of positive learning experiences. As a result of poor learning experiences, the perseverance to stick to an education or training can be negatively affected. When there is no immediate learning success the risk of frustration and quitting is high.

Another issue that influence the level of motivation amongst the target group are different restrictions that might hinder them from attending education or training. Family responsibilities, lack of time, social isolation and cultural aspects are some restriction that discourage adults (especially women) to engage in education. Moreover, financial difficulties and the threat of poverty is a huge hinder for some people to attend training and education, if the participants are struggling with instable or informal job situations it is hard to prioritise attending education. Physical and mental restrictions are further issues that influences the motivation and ability to engage in learning activities. Migration issues are another hinder that can restrict adults from attending education and training, for example,

an impending deportation is a great psychological burden for asylum seekers and will affect the motivation for learning. Furthermore, if you are newly arrived to a country and do not know if you will be allowed to stay and get a permanent residency the motivation to learn is generally affected.

Voluntary participation makes a big difference on motivation amongst the participants. If the participants attend a course voluntarily they tend to have quite high motivation. If the participant is attending the course because they have been ordered there by an official body and feels obliged to learn the motivation is generally lower. Motivation can be achieved amongst this group as well but it usually needs greater efforts from the trainers and educators.

Adjusting and adapting learning materials is another factor that can influence the motivation amongst learners. Adjusting learning materials is an aspect that the AEPs taking part in the focus groups expressed as something they were struggling with. Amongst the target group of low-qualified adult learners the needs can be quite diverse and the request for adjusted material is often high. If the material is not adjusted to the learner's level it will be difficult to motivate them to engage. Furthermore, if groups are too big it will be hard for the teacher to adjust the level to each participant and this can be discouraging for the participants who have a higher or lower level than the rest of the class.

To sum up, the needs expressed by the adult educators during the focus groups were foremost a collection of good training material that is accessible and adjusted to the right level for low qualified adults. This was especially brought up as a need for teachers who are less experienced and therefore have not had a lot of time to collect training materials. Other needs identified were innovative ICT tools for teaching and new tools that relate the teaching to real life problems e.g. how to use the internet for setting a medical appointment, how to use the internet to do the taxes etc. The AEPs also raised the need for further education for teachers on how to motivate low qualified adults and forums for teachers to come together, discuss and exchange experiences related to the field.

3.2 Digital assessment

Working with digital skills and digital assessment in regards to low-qualified adults is something the AEPs expressed as very important but also challenging. One large obstacle for the teachers is the lack of a consistent curriculum for digital skills, leaving them without a formal definition of learning needs and assessment strategies. Due to this, teachers have developed informal assessment strategies and teaching methods based on their own initiatives. Moreover, the teachers express that there is a lack of available resources in form of good online programs, tools and training materials. Often the tools they find online have a limited access and requires a fee which confines the teachers to using free versions, making it hard to assure good quality. It can further be difficult for teachers to distinguish which tools and training materials are useful and holds a high quality since the selection of tools online is very divers and differs in quality.

The AEPs further identified a needs gap in regards to training of educators. Some did not feel comfortable or competent enough to carry out training and assessment of digital skills. In Austria only two out of ten AEPs interviewed had completed further training in the digital field of teaching the last couple of years. Another issue with teaching and assessing digital skills is the lack of equipment. If the

participants or the adult education institution do not have access to computers, laptops, smartphones or internet connection it will be hard to carry out effective training on the topic.

Due to the Covid-19 outbreak adult education have been transferred to online teaching in Sweden. According to the AEPs interviewed in Sweden this exposes a need to practice digital skills amongst low skilled learners that are struggling with the transition. The teachers expressed that a couple of people from each class is unable to attend the teaching sessions since they cannot navigate on the digital platforms. Furthermore, a lot of the students loses interest in online teaching and it is hard to motivate them to stick to the training when there is no face-to-face interaction.

To sum up, the needs identified in regards to digital skills and assessment is a consistent curriculum that defines the learning needs and assessment strategies for teaching digital skills to low qualified adults; formal support and methods on how to work with digital skills; a tool collection with suggestions on how to work with and assess digital skills including high quality free version online tools; further training for AEPs to raise their competence in regards to digital skills and how to incorporate it in teaching; equipment in form of computers and smartphones to enable interactive training of digital skills.

3.3 Numerical assessment

When it comes to assessing low-qualified adults' skills in mathematics and numeracy the AEPs often encounter problems. The process of assessing numeric skills is time consuming and when teachers are working with groups that are on different levels, have different language knowledge and educational backgrounds the assessment can be very challenging. Another obstacle related to numeracy is that a lot of the adult students have low self-esteem and low confidence in their ability to calculate. In some cases, this stems from bad experiences from school and in worst case from the complete lack of knowledge in regards to numeracy.

The AEPs expresses that there is a lack of available tools for working with numerical skills and assessment, resulting in teachers using informal methods to teach these. Further, the AEPs are missing good, free online platforms to work with numerical skills. The AEPs stated that they were largely responsible for the production of the learning materials themselves and that there are too few well prepared tools for assessing the participants' mathematical skills. Some AEPs work on the basis of internal rules, tests and questionnaires, but the origin of these materials is often unknown. Some AEPs use textbooks, but do not consider the methodology and didactics of these books to be appropriate for adults. When it comes to further training for trainers in mathematics, focus group participants have indicated that they attend further training courses at irregular intervals.

To sum up, the needs identified in regards to numerical skills and assessment is a tool collection of accessible and well-adjusted assessment- and learning tools/methods including free online platforms for low qualified adults and smaller groups for more effective teaching of mathematics at the right level.

3.4 Literacy assessment

Working with literacy skills amongst low qualified adults comes with some challenges. What almost all AEPs highlighted as a struggle is that in a classroom the students can have very different backgrounds, especially when working with newly arrived immigrants. Some students are illiterate in their mother tongue and might not have much experience with formal education whereas some students have a university education but need to learn a new language. This divide creates problems for the educators to find a good level to carry out the teaching and make assessments of the student's literacy level difficult. Moreover, it requires a lot of time and engagement to make sure that all students have material adjusted to their own level.

When it comes to finding teaching materials, methods and tools the AEPs expressed that they have a need for more online tools that are user-friendly and up to date. Additionally, they wish for adjusted teaching materials especially when it comes to the lowest levels of literacy and illiterate students. If the material is too advanced for the students the risk of the student losing motivation and confidence to continue is very high.

The resource that the AEPs highlights as most important when it comes to working with literacy is time and engagement. This is also a resource that is often limited. To offer the support that the student actually need would require a lot of time and resources and therefore many AEPs feel that they need to compromise in what they can offer their students.

Finally, the AEPs expressed a need for non-formal teaching method and strategies when it comes to working with low qualified adults in regards to literacy skills. Some students attending language courses are unfamiliar with formal education and a classroom environment can be quite hard for them to adjust to. The AEPs expresses a need for methods that allows them to take the teaching outside the classrooms and connect it to real-life situations. Furthermore, they expressed that there is an unrealistic reliance on passive learning and that in reality, a lot of the students need an interactive and engaging learning style that connects the learning outcomes to real-life situations.

To sum up, the needs and gaps identified in regard to literacy is: access to teaching material in form of online tools that are up to date and user-friendly; material that is adjusted to the divers levels of learners they encounter, especially for those with the lowest literacy skills; methods and teaching styles that are engaging, interactive and allows the teaching to be carried out outside the classroom and connect it to real-life situations; at last there is a lack of time and engagement needed to help the group of low qualified adult learners.

3.5 Support in everyday life

Having low skills in numeracy, literacy and digital skills can lead to a long list of challenges. The AEPs raised the issue that adults with low skills in these areas might not be able to properly manage contact with authorities in regards to social services, immigration issues, school and education etc. If you have low skills in numeracy, digital and literacy it will be a challenge to fill out forms, find information, contact people, find the office you need to go to and communicate what you need help with. This can result in people not receiving the right support and ending up in troublesome situations.

Another issue that low skilled adults are subjected to are connected to financial matters and managing their personal economy. If you have low qualifications in literacy, numeracy and digital skills it can be hard to work out a budget for yourself and your family, pay bills and rent (especially if it is an electronic service) and apply for social funds and housing subsidies.

A lack of literacy and digital skills can easily result in people being misled by disinformation and fake-news. This is a problem that the AEPs identified amongst some of their students, especially connected to the use of social media. If you have low literacy and digital skills it will be very hard to distinguish what information can be trusted and not. Which can result in low-qualified adults being subjected to information that have been manipulated in a harmful and deceiving manner. Moreover, the risk of being subjected to online fraud increases with low digital and literacy skills.

When it comes to challenges in offering support in everyday life issues the AEPs identified some areas where problem often arises. The first one being that you can not expect someone with low qualifications in literacy, numeracy and digital skills to understand what you mean right away if you only use passive explanation. One AEP that works with support with housing issue for newly arrived immigrants explained that most of the people he works with do not understand the housing contracts they have signed even though the housing office explained it for them. Instead of explaining, he means that you need to show what you want to communicate by using pictures, gestures and by demonstrating it yourself. This is something that many people working with the target group misses and can result in major issues for the low-qualified adults.

Another need identified is connected to resources, to fully be able to give the support many low-qualified adults need requires a lot of time and engagement. The focus group carried out in Sweden consisted of three participants that works with offering support to families, young adults and adults who for different reasons are struggling with education, job and everyday life. They expressed that time and engagement is the most important resource in their job. To be able to offer the support their clients need they have to be available at all times and build strong relationships with their clients. Furthermore, they highlight that this is not a job for everyone and that you cannot expect to work office hours. Of course, it is not sustainable for all AEPs to work in this manner and therefore there is a need for a better system to offer support in everyday life to low qualified adults.

To sum up, adults with low qualifications in numeracy, digital and literacy skills run into a lot of challenges when it come to everyday life. These challenges are often connected to contact with authorities, financial issues, housing situations and education. Furthermore, issues can arise in regards to finding information online and knowing what can be trusted and not. Needs identified by the AEPs in regards to support in everyday life is: good methods to explain and demonstrate how to, for example fill in a form for housing subsidies, in a clear and accessible way to adults with low-qualifications. Moreover, resources in terms of time and engagement is always lacking when working with this kind of support and a need for a formal and more systematic way of offering support is needed.

4. Tool Collection

Best Practice 1

LEARNERS MOT - HOW TO TRIGGER PRIMARY MOTIVATION FOR LEARNING IN LOW EDUCATED ADULTS USING ICT TOOLS.

OBJECTIVES:

The main objectives for Learners Mot was to elaborate an online learning environment in order to upgrade adult educators' professional competencies i.e. knowledge, learning and teaching strategies, face-to- face and online methods and formats (webinars) and techniques helping adult educators to train low educated and low skilled 45+ workers as well as trigger and maintain their motivation for learning

IMPACT:

The project contributed to the empowerment of adult educators with the knowledge and skills necessary for a greater involvement of low-educated people into lifelong education through effective outreach, guidance and motivation. To do this, different motivational strategies and technique have been offered to adult educators.

Project duration: 01.11.17 – 31.12.19

Webpage: http://www.learnersmot.eu/home-en

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MAIN OUTPUTS

• Resource Library: a collection of national studies and existing online resources on literacy, motivation, teaching and learning strategies, in the UK, Cyprus, Italy, Spain and Slovenia.

• Good Practices: a compilation of good practices in the field of teaching basic skills to different groups of adults with low educational levels, including examples developed by the same partners or other cases that the partner organizations have known or experienced.

• Handbook: an interactive manual on existing motivation strategies used by educators of low skilled and low qualified adults.

TRANSFERABLE RESULTS:

All developed outputs and materials are easily transferable and may be applied to different groups of learners such as elderly, long-term unemployed, migrants and NEETs within the adult education field in order to engage them in learning. Furthermore, the blended course for adult educators is transferable to other educators in order to empower them and increase their competences in reaching out, motivating and engaging low-skilled people.

TARGET GROUP:
Adult educators

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Best Practice 2

FOLLOW THE STORY – APPLIED STORYTELLING AS A MOTIVATION AND ENCOURAGING STRATEGY IN ADULT EDUCATION

OBJECTIVES:

The main objective of the project is to offer tips and guidelines to educators on how to use applied storytelling for motivating low-qualified rural adults to learn.

MAIN OUTPUTS

A practical **handbook** on using applied storytelling in adult education (especially for increasing motivation and effectiveness of learning), addressed to rural educators, local community, storytellers, welfare workers and non-profit organisations. It comprises information about storytelling specificity and its usefulness for motivational strategies in adult education and practical material with description of the motivation issue, the problems with adult education in rural areas, examples of using storytelling as a motivational means, etc.

IMPACT:

This project has been selected as Good Practice example from the national agencies in the E+ Dissemination Platform. Furthermore, it had a greater impact on involved educators since it increased awareness of the potential of applied storytelling in their work and it improved their professional capacity, including creativity, ICT, language, social and intercultural competences. At last, it increased the participation of low-qualified learners into educational activities in rural areas

TRANSFERABLE RESULTS:

The activities proposed within the handbook are easily transferable to other adult educators who may apply the storytelling methodology in order to motivate low-qualified adults to learn.

TARGET GROUP:
Adult educators working in rural areas, low-qualified adults from rural areas

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Best Practice 3

**REPLAY-VET –
STRENGTHENING KEY
COMPETENCES OF LOW-
SKILLED PEOPLE IN VET TO
COVER FUTURE
REPLACEMENT POSITIONS**

Project duration: 31.12.16 – 31.12.18

**Webpage:
http://www.replayvet.eu/en/project/**

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OBJECTIVES:

The projects aim is to identify requalification strategies for low-skilled people to be able to meet the future replacement positions. The project was further conceived to strengthen key competences in VET curricula and provide more effective opportunities for the low-skilled or low educated people in order for them to acquire or develop those skills through VET.

IMPACT:

Through its 3 outputs and 2 multiplier events, contributed as well to enhance access to training and qualifications for all through VET, in a life-long learning perspective, notably by increasing the accessibility of C-VET for low- skilled workers and providing efficient and integrated guidance services for low-skilled people. Thanks to REPLAY-VET, a significant step in the right direction has been taken to improve the employability of low skilled and at risk of exclusion to be active agents in the labour market, increase their social cohesion and achieve a society with less inequalities.

MAIN OUTPUTS

The work resulted in a series of **workshops** and **stakeholders' exchange events** (with involvement of Employment and Training and other Social Policy-Makers, Education and Training Providers, Career Guidance Professionals, Employers, Public Authorities and Agencies, Workers and Trade Unions) and written output such as national and sectoral reports, '**How To' guides** and a **toolkit.** The occupational toolkit (www.replayvet.eu) designed to provide VET providers, employment services and policy makers with how-to-guides and best practice examples responding to needs and challenges regarding the employment and training opportunities of the low-skilled people. The kit gives access to inspiring solutions structured by key themes and the users will find the keys for successfully training low-skilled people to prepare them for the job vacancies that are arising as people leave work in an ageing society.

TRANSFERABLE RESULTS:

The partners of the REPLAY-VET project, 8 entities from 6 different countries have promoted through the development of the project, a structured inter-regional and cross-border cooperation enhancing the commitment of local and regional public authorities through the participation of public bodies active in the labour market as well as knowledge organisations active in innovative practices

TARGET GROUP:
The project focused on groups with low skill/qualification levels, those economically inactive and often outside of employment.

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Best Practice 4

GOAL – GUIDANCE AND ORIENTATION FOR ADULT LEARNERS

OBJECTIVES:

‹ To contribute to more participation of low skilled adults in education and learning programmes to increase their chances on inclusion in society and on the labour market.

‹ To identify critical factors and criteria of success as basis for evidence-informed policy development and implementation of centres for guidance and orientation with opportunities for validation of prior learning in Europe.

IMPACT:

The project offered specific service delivery for low skilled adults who couldn't find an appropriate way to develop their competencies for full participation in society and to the labour market. Further, the project offered a coordination between the different providers and specific stakeholders that deal with low skilled adults. Resulting in an independent one-stop guidance service including validation of earlier learning, that puts the specific needs of low skilled adult learners in the centre is indispensable to increase participation of low skilled adults in adult education

Project duration: 36 months

Webpage:
https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/388452-EPP-1-2014-2-BE-EPPKA3-PI-POLICY

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MAIN OUTPUTS

‹ Networks and partnerships with relevant organisations were established or improved.

‹ Tools were developed to facilitate the delivery of guidance specifically to low-educated adults.

‹ The competences which counsellors require to enable them to address the specific needs of low-educated adults were defined.

‹ Outreach activities designed to bring guidance services to specific target groups within the low-educated population were developed.

‹ Each country sought to provide high-quality guidance services with the aim of optimising individuals' learning and/or employment outcomes.

TRANSFERABLE RESULTS:

A final cross-country evaluation report and a needs analysis are some transferable results.

TARGET GROUP:
The project GOAL was targeted at low-educated adults, that is, at adults without upper secondary education.

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Best Practice 5

IMPORVING BASIC SKILLS AND METHODOLOGIES FOR THE 21ST CENTURY

Project duration: 15.09.16 – 14.09.18

Webpage:
https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-NO01-KA204-022089

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OBJECTIVES:

In 2015 Europe had a large stream of refugees that came across the Mediterranean. It was a challenge for the European countries to handle the refugee flow as we did not have any systems in place. This was a reality for the partners Germany, Norway and partly Spain could relate to. It became a necessity to develop good practices for adult language learning. The refugee should have language training and they should start or complete an education in the new language. These schools have also adults who have previously fallen out of the school system and need more education. The aim of the project has been to develop adult-adapted methods where new knowledge is based on the resources that the adult students possess.

MAIN OUTPUTS

The project developed training material and courses that was targeted to improve basic skills in numeracy and literacy as well as validating already existing knowledge that the students had.

TRANSFERABLE RESULTS:

Concrete results centre around our project portfolio comprising detailed descriptions of newly developed innovative teaching methods, motivational and other thinking tools.

TARGET GROUP:
Refugee adults who need to develop basic skills.

IMPACT:

The project has helped newly arrived refugees to Germany, Spain and Norway to improve their literacy and mathematical skills to enable them to better integrate in society with getting a job or continuing studying.

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Best Practice 6

TEACH - TACKLING EDUCATION DEFICITS THROUGH ARTS AND CRAFTS BASED ENTERPRISE LEARNING

Project duration: 24 months

Webpage:
http://www.praxiseurope.org.uk/?page_id=2010

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OBJECTIVES:

- To train educators from across educational sectors (teachers, VET trainers, adult educators) in a number of creative art forms that can be used to engage non-traditional learners into education, training, work or entrepreneurial opportunities.
- Develop new and innovative training methodologies and training resources around Arts, Crafts and Enterprise that can better meet the needs of our disadvantaged learners.
- Provide an in-depth analysis of how the use of arts and crafts linked to enterprise can help the re-integration of disadvantage groups.

MAIN OUTPUTS

- Shared knowledge with our partners through practical and focused arts and crafts-based workshops and training activities (engaging and training learners/trainers in many different art and craft forms).
- Training activities hosted in a series of events where trainers will travel to partner countries to explore various art forms and develop new skills.
- Produced a comparative analysis of key art and craft forms and their value in supporting different forms of learning (School, VET, AE and work-based skills development) linked to enterprise.
- Involve learners and trainers in producing our project materials and outputs.

IMPACT:

The project has helped to inspire and teach new creative methods to work with art and craft to engage disadvantaged adult learners to reintegrate in society.

TRANSFERABLE RESULTS:

The transferable result from the project is a cross-county report that analyse how arts and craft are being taught across the partner countries and the issues they deal with, and a training resource of different art and craft forms.

TARGET GROUP:

Educators from across educational sectors (teachers, VET trainers, adult educators). And disadvantaged adult learners.

Best Practice 7

NON-VOCATIONAL ADULT EDUCATION – EUROPEAN EXCHANGE OF EXPERIENCES

Project duration: 01.12.17 – 31.01.19

Webpage:
http://ourprojects.eu/nvae/

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OBJECTIVES:

1. Transfer knowledge, organise exchange of experience and good practices in adult education.
2. Increase the administration capacity of organisations that offers lifelong education possibilities.
3. Offer professional development for adult educators including, deepening their knowledge, improving teaching skills, teaching methods and techniques.
4. Offer adult learners to take active part in the social life, personal development, practicing intercultural skills, improving language competences.
5. Offer organisations an international network and cooperation between organisations throughout Europe.

MAIN OUTPUTS

‹ The project website where stakeholders working in adult education can find information about the project and all the results.
‹ Informational brochure, with a summary of used methods and good practices in the field of effective ways to motivate adults for learning processes and promotion of lifelong learning among adults.
‹ Informational brochure, with a list of tools for acquiring and forecasting educational needs amongst adults.
‹ Informational brochure, with a list of trainings and subjects in the field of non-vocational adult education.

IMPACT:

-Higher attractiveness of adult education.
-Professional development of educators, higher educators' competences.
-Personal development of participants.
-Improved language competences of participants.
-The increase of adaptability.
-Development of intercultural skills of participants.
-Improved personal and social competence.
-Cooperation network.
-Experience in project implementation.

TRANSFERABLE RESULTS:

The different brochures and the webpage mentioned under main outputs are accessible for everyone and can be transferred to other projects and educational institutions.

TARGET GROUP:
Staff active in education and training of adults, experts, professionals, practitioners, adult learners.

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Best Practice 8

KNOWHUBS – LOCAL KNOWLEDGE CENTRES AS DEVELOPMENT HUBS IN RURAL REGIONS

Project duration: 01.09.18 – 30.09.20

Webpage:
www.know-hubs.eu/

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OBJECTIVES:

The KNOW-HUBs project aims to explore how knowledge centres may contribute towards addressing the local needs and demands of rural communities and regions by bridging, for the first time, the "3Ms approach: Meeting point, Mediator, Motor" with a user centred design thinking technique.

In specifics the project aims to, 1. combine the "3M: Meeting point, mediator, Motor" approach with Design Thinking techniques (co-creation)

2. train volunteer mentors to promote the involvement and participation of marginalized young adults, adult educators, trainers, enterprise and political representatives. 3. bridge the gap between knowledge and skills, demands of rural communities and individual needs. 4. build coherent and relevant learning paths for adult learners in need.

IMPACT:

Knowledge centres will be able to work more effectively with the disadvantaged groups in order to find suitable solutions for those in need. Not only giving them the answers to their questions, but also urging them and guiding them through the path to their goals within the cocreation workshops they organise.

MAIN OUTPUTS

Within KNOWHUBs the following innovative tools will be developed:

- E-BOOK: knowledge centres as 3.MS. A tool which will develop the theoretical background of the project, by exploring activities of knowledge centres and comprising information for other organisations.

- TOOLKIT to train and support adult centres trainers as 3M mentors – a toolkit which aims to train adult mentors and helping them in becoming mediators, employment facilitators as well as social supporters.

- KNOW-HUBs B-mentoring program and virtual space - a blended mentoring programme using human-centred design thinking techniques (co-creation).

- POLICY RECOMMENDATIONS to mainstream the project results in other national and EU organisations - a policy package that will provide specific guidelines to the regional policy makers to integrate the KNOWHUBs results in order to enrich and adapt adult centres using the 3M approach.

TRANSFERABLE RESULTS:

All the developed materials are transferable as they are conceived to help adult knowledge centres to function on the basis of the 3M (Mediator, Meeting place and Motor) concept.

TARGET GROUP:

Young marginalised adults (with lower educational level, unemployed, low skilled, low qualified, disadvantaged and those with migrant/refugee background) and adult educators, trainers, mentors

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Best Practice 9

SUPREME – SUCCESSFUL PREVENTION OF EARLY DROP-OUTS THROUGH MENTORING

Project duration: 01.10.12 – 31.10.14

Webpage:
www.supreme-mentoring.eu

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OBJECTIVES:

• Develop the talents of vocational education students.
• Prevent student drop-out.
• Stimulate the continuous educations process (from vocational education level to University of Applied Science level).
• Support (vulnerable) young people in making informed choices about their education, careers, planning and personal development.
• Increase the ambitions of students through the development of their own talents.

MAIN OUTPUTS

A handbook which describes the mentoring programme in VET schools and how to run it. It also analyses what are the key success factors of a mentoring programme. Several additional tools have been developed to promote and implement the SUPREME Mentoring Programme.

IMPACT:

The project has proven that mentoring contributes greatly to the prevention of early school dropout. Due to the support of business persons and mature students in higher education, young students learned to make conscious choices which had positive effects on their self-development.

TRANSFERABLE RESULTS:

The project has been considered a best practice as it's manual for mentoring programme has been tested and shared at EU level, in 6 different EU countries. This is why we consider this approach applicable and transferable at EU level and in different settings such as adult education for disadvantaged groups.

TARGET GROUP:
Vulnerable young people at risk of drop out, VET students and NEETs.

Co-funded by the
Erasmus+ Programme
of the European Union

Comp-Up
MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

Best Practice 10

SAVE – SELF AWERENESS, EVALUATION AND MOTIVATION SYSTEM ENHANCING LEARNING AND INTEGRATION TO PREVENT

Project duration: 01.09.14 – 31.10.16

Webpage:
www.save.ciofs-fp.org

Erasmus+

OBJECTIVES:

The project aimed at define and validate innovative models, approaches and tools supporting personalized, active and engaging youth personal development processes, based on self-awareness, reflective and participative based learning models, preventing early school leavers (ESL) and NEET phenomena, contemporaneously addressing:

- Students' engagement and motivation by implementing self-awareness/evaluation tools, inclusive guidance and learning solutions supporting reflective, engaging and active behaviours

- Trainers guidance and learning role empowerment: by adopting pedagogical models based on: self-evaluation, learning persona-lization, digital portfolio and technology enhanced environments.

MAIN OUTPUTS

The project has developed a **self-awareness and evaluation tool**. The diagnostic behind the tool and the SAVE System is loosely based on Marston's 4 Quadrant theory of Behaviour (4QB). Designed to help young people become more 'self-aware', it uses the principles of personality profiling in order to analyse and feedback on the primary working styles/behavioural styles of the learners who have completed the assessment.

Further, the project developed a **digital portfolio** with a collection of best practices, methods, tools etc. that have been developed in other projects. The collection has been adapted to suit the target group of ESL and NEETs and work to prevent young people from leaving school early or becoming NEETs

IMPACT:

SAVE's main impacts refer to 3 levels (youths and system, trainers and organizations, job and placement) both at national and EU level. The expected long-term benefits are related to: the reduction of youth exclusion by enhancing employability (and transversal competences) both as personalized, (pro) active and aware development behaviours and as organizational (companies, schools, VETs).

TRANSFERABLE RESULTS:

The project has been selected as "Good practice example" from the national agencies in the Erasmus+ Project Dissemination Platform. In addition, it has been considered a good practice as it's tools (both for the young people and the trainers) have been elaborated and tested at EU level, in 6 different EU countries. This model may be applicable and transferable at EU level and in different settings such as adult education for disadvantaged groups in order to provide them with tools for self-awareness and evaluation.

TARGET GROUP:
Young adults and trainers.

Co-funded by the
Erasmus+ Programme
of the European Union

Comp-Up
MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

Best Practice 11

Project duration: 01.09.16 – 31.08.19

Webpage:
www.gipfar.wixsite.com/escot/the-project
Erasmus+

ESCOT – ESTABLISHING SKILLS CORE FOR C-VET TRAINERS IN EUROPE

OBJECTIVES:

To meet the challenges and the European CVET market requirements, the skills of adult trainers and particularly the teaching and pedagogical skills needs to improve. Th ESCoT project helps to develop and establish a core of teaching skills for adult trainers, shared and enriched base at European level. It aims at improving the development of these skills by the use of flexible online just-in-time trainings. ESCoT provides tools and solutions in order to:

• Developing the quality of training by improving generic training skills of C-VET (Education or training after initial education and training) trainers.

• Enabling the transfer of the trainer's skills from their working life to teaching by the use of work analysis.

• Facilitating the access to flexible and relevant training for C-VET trainers.

• Improving and facilitating the recognition of the training skills of C-VET trainers among trainers and training centres.

• Enabling an exchange of their training practices with their counterparts from Europe in a dual purpose: 1. Developing a European culture of training (methodologies, competence approach, individualising the training path) 2. Developing innovation in pedagogy to meet the new challenges.

MAIN OUTPUTS

‹ **Teaching competences assessment and management tools** for trainers in relation to various situations they encounter, providing them with teaching competences.

‹ **Online training modules for trainers** that can be used to implement flexible blended training to accompany the development of teaching competences of trainers in different situations.

‹ **A guide of good practices for the development of teaching competences**, which capitalizes on the experiences of various C-VET organizations and networks in Europe.

TRANSFERABLE RESULTS:

The transferable results consist of a teaching competence development guide that is accessible for everyone on the project webpage. Further, CVET stakeholders can access various tools and guides on the webpage that will help to transfer skills from the work life to teaching and to increase the teaching skills of the CVET trainers.

TARGET GROUP:
Trainers working with continuing education and training (C-VET)

IMPACT:

156 real situations were observed and analysed on the basis of tools and interviews with trainers in the four countries to build the ESCOT activities baseline.

Co-funded by the
Erasmus+ Programme
of the European Union

Comp-Up
MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

Best Practice 12

OUTSIDEIN – ATTRACTING MARGINALISED ADULTS TO LIFELONG LEARNING

Project duration: 01.10.17 – 30.09.19

Webpage:
www.newcourses.outsidein-project.eu/

Erasmus+

OBJECTIVES:

In-service training to support the continuous professional development of adult educators is essential if they are to develop new and innovative approaches to attract marginalised adults back to lifelong learning.

The OutsideIN project will develop and implement a totally new in-service training programme complete with a handbook to support the continuous professional development of adult educators.

MAIN OUTPUTS

‹ An educator's toolbox completed with a full suite of 15 resources addressing key competence areas will be made available to front-line adult education staff to support their work with marginalised adults and an online learning environment will be developed and filled with the innovative curriculum resources contained in the educator's toolbox.

‹ Each partner will host a major learning festival event in their local area with the specific task of engaging marginalised adults.

‹ The OutsideIN E-learning portal was developed to support online learning for trainers and adult learners and hosts both the Training Manual and the Toolbox of mini-learning resources.

The OutsideIN Policy Paper examines the experience of the project partners in Ireland, Spain, Portugal, Greek and Malta during the implementation of project and makes a series of recommendations for policy change in terms of supporting the CPD of adult educators in terms of working with marginalised adult learners

IMPACT:

The local regions where partners work will benefit from the increased social inclusion achieved. The potential savings to service providers will be significant for every marginalised person who is reintegrated into lifelong learning. OutsideIN will be presented as a best practice example and will clearly demonstrate that even the hardest to reach target groups can be encouraged to get involved and participate in learning.

TRANSFERABLE RESULTS:

The training material is online on the projects website and offers training on an all the key competences listed by EU. The results are online and made available to all interested parties without restriction in keeping with the open access requirements of the ERASMUS+ programme.

TARGET GROUP:

Marginalised adults including for example: long-term unemployed; migrants; refugees; asylum seekers; and indigenous ethnic minorities.

Comp-Up
MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

Best Practice 13

Project duration: 15.09.16 – 14.09-18

Webpage:
www.i-pool.eu

Erasmus+

IPOOL – INTERACTIVE POOL OF TOOLS FOR ENHANCING BASIC SKILLS AND KEY COMPEENCES OF ADULTS

OBJECTIVES:

The main objective of the project was to increase the level of proficiency in basic skills and key competences among low educated adults from Romania, Poland, Germany, Spain and Italy through: gathering, analysing and categorising existing Online Educational Resources (OER) and good practices supporting education of low skilled adults and developing an Interactive Pool (on-line database) of tools allowing for assessment of existing tools. The online database has also the possibility of adding new instruments.

IMPACT:

Improved basic skills of low-skilled adults, better awareness and orientation of target groups in existing tools and knowledge about using these tools, increased the educational offer of adult education organisations. The impact of the project exceeded the expectations and the project has been selected as Good Practice example from the national agencies in the Erasmus+ Dissemination platform. The most important is that all who participated in project activities or at least heard about its results, have better awareness about lifelong learning, higher knowledge about existence of various tools and opportunities to learn which help to develop own skills and gather new competences. The usage of the Interactive Pool itself helps in increasing ICT skills but using the tools that are gathered in the database allows for increasing the competencies in many areas such as numeracy, literacy, etc, depending on the choice of the tool

MAIN OUTPUTS

Interactive Pool is an online Web application freely available as OER. It is a repository of tools(database) that supports different kind of learners including low-skilled adults in education and training of basic skills and competencies, assessment of competencies and good practices. The Interactive Pool contains tools for particular learning/assessment opportunities such as communication in the mother tongue, communication in a foreign language, math and scientific skills, digital skills, etc. All the 8 lifelong key competences are included. Users are able to view, search and filter tools: this is possible without registration. Besides that, users have the possibility to assess the proposed tools, post comments and also add new tools that they would like to recommend to others. For this, the registration to the database is required

TRANSFERABLE RESULTS:

Tools included into the I-Pool database are usable in the wide EU community. I-Pool contains a huge number of tools that might be linked to the Comp-Up tool collection both as skills assessment tools (e.g. for numeracy) or as useful learning resources.

TARGET GROUP:
Low-skilled and low educated adults, social workers/trainers dealing with low-skilled adults.

Comp-Up
MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

Best Practice 14

Project duration: 01.10.17 – 31.07.19

Webpage:
www.rebeled.org/cards/index.php

Erasmus+

CLAN – COLLABORATIVE LEARNING ACTION NETWORKS

OBJECTIVES:

The aim of this project is to help low-skilled or unqualified adults, identifying transverse skills that have acquired a long-term life span and have not validated either in their jobs or in their formal or non-formal education, and their further recognition according to the European Framework. It will be encouraged the self-knowledge, job placement or increasing European employment and mobility.

The identification of these transversal competences will be done through a technological tool in web format and a mobile application, free and predictive for easy use. It will be carried out under a solid and technical design that ensures their correspondence with the European parameters and fundamentals and with the labour needs of the 21st century.

IMPACT:

The expected impact on adults has been achieved. Currently, the importance given to transversal competences from employers is similar to technical competences - if it is not greater - but there were no control or valuation parameters. This project has achieved a tool capable of assessing the level of transversal skills of a person, allowing the feedback of information so that they can improve them.

MAIN OUTPUTS

Main activities established as IOs have been carried out. Chronological ordering reveals the structure of the process.
IO2: Creation of a technological tool in web format to be used from any computer and in mobile application format so that it can be used from the mobile of any smartphone device.
IO3: Feedback from adults and adult educators of the mobile platform and application already developed.
This new methodological approach that CLAN has developed is designed for professional educators in order to differ from the old-fashioned model of education, setting the individual person's interest and motivations as the main target upon which the whole process will take place.

TRANSFERABLE RESULTS:

In the long term, through the use of this tool, it will be possible to increase the level of skills of the adult population, and more specifically of those adults with low qualification and difficulties in accessing formal education. In the same way, it will help to reduce the existing social differences produced by the lack of access to training before.

TARGET GROUP:
Adults with needs of training or learning. The project also targeted adult educators and trainers

Comp-Up
MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

Best Practice 15

LIFT – LADIES CODE THEIR FUTURE

Project duration: 2017 -2019

Webpage:
www. ladiescode.eu/

Erasmus+

OBJECTIVES:

The main objectives of the project are to:

1. Improve women's ICT confidence and ability through a tailored training and coaching programme;
2. Enhancing digital literacy and basic coding skills of disadvantaged women;
3. Enhance, through coding education, the transversal competencies of the target group focusing on skills such as creativity, interpersonal cooperation, cross-cultural cooperation, coding communication, problem solving and self-expression.

IMPACT:

LIFT Facebook channel launched in November 2017, managed to build a small, but deeply interested community of 237 followers (as by mid-December 2019), so more than the 200 users that partners have initially planned

About 3.221 people from target groups and stakeholders at local, national and EU level were reached

Thanks to the project and completion of the piloting courses, disadvantaged women got an insight into the pro-gramming world and realised that it is not "rocket since" as they say, but it can be learnt and they gain self confidence in upskilling themselves and go further in this field.

MAIN OUTPUTS

1. "What is behind the gender gap?" - a transnational needs analysis report on women's participation in coding/programming;
2. "From ICT confidence to ICT competence" - a Curriculum for basic ICT competence development, including basic coding/programming competence;
3. "LIFT Platform" - An online learning platform / competence and confidence building open education resource for introducing women to the world of coding from the very first steps;
4. "Shrinking the gender gap in ICT" - a Roadmap paper presenting ICT competence and confidence development as an empowerment tool for women;
5. "A world for women too" - Virtual video-tour in the world of role models, female IT-specialists.

TRANSFERABLE RESULTS:

1. Curriculum for basic ICT competence development, including basic coding/programming competence;

2. "LIFT Platform" - An online learning platform / competence and confidence building open education resource for introducing women to the world of coding from the very first steps

TARGET GROUP:
Disadvantaged women

Comp-Up
MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

Best Practice 16

CODE-N-SOCIAL – PROMOTING SOCIAL INCLUSION THROUGH CODING AND ICT SKILLS

Project duration: 2017 - 2019

Webpage:
www. codensocial.eu/

Erasmus+

OBJECTIVES:

The objectives of Code-n-Social are:
- Raise awareness about the value of empowering people at risk of social exclusion in ICT and coding to find their way in the labour market inspiring other persons at risk of social exclusion targets to consider careers in the digital technology market
- Compare good practices, showcase inventions, developments, innovations, successful tangible products coming from the community of people at risk of social exclusion and join the EU Code Week in 2018
- Build an innovative curriculum and enable people AROPE to improve their confidence through a brand-new learning and role modelling program
- Broaden the horizons of the target learners to experience innovation being inspired by the experience of others in a similar situation to theirs'.

MAIN OUTPUTS

- Š Online learning platform as a competence and confidence-building open educational resource for introducing persons at risk of social exclusion to the world of coding
- Š Curriculum for familiarizing the target group with coding/programming and other basic technological skills
- Š Capacity building course divided into e-learning modules in line with the learning units described in the Curriculum
- Š Guidelines presenting ICT competence and confidence development as an empowerment tool for people at risk of social exclusion
- Š Video gallery with stories and role model presentations to inspire and overcome the ICT gap for the socially excluded

IMPACT:

The project managed to raise awareness about the existing difficulties the target group faces and succeeded in supporting to build confidence in people at risk of social exclusion.

TRANSFERABLE RESULTS:

All the project outcomes can be transferred to other target groups and settings, in any other part of Europe.

TARGET GROUP:
People at risk of poverty and social exclusion (AROPE).

Comp-Up
MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

Best Practice 17

I-MOTOLE

OBJECTIVES:

The overall aim of the project is to produce a more effective educational experience for adult learners in the context mentioned through effective strategies focused on improving the intrinsic motivation of adults from marginal, vulnerable, disadvantaged groups or situations of social exclusion.

- To improve the intrinsic motivation in adult learners in situations of exclusion to learn in both formal and non-formal adult education.
- To improve adult learner's participations
- To reduce drop-out rates in centres and motivated learners to succeed and finish their respective education and training.
- As a result of increased take-up and reduced drop-out rates, to improve participation in adult education in centres.
- To improve participants' range of experience, enhancing their experience and cultural understanding.
- To improve the employability of participants in the programme.

IMPACT:

The projects impact is in reaching vulnerable groups of learners that are in risk of exclusion from education and improve their knowledge and motivation to lifelong learning.

MAIN OUTPUTS

1. Needs analysis & Analysis of Good Practice - The partnership conducted research on students' perceptions and teachers' behaviours regarding motivation.
2. *Training Package for Educators in Adult Education to Develop Intrinsic Motivation* – Taking into consideration the results of the research and the current practices employed by the surveyed adult learning institutions.
3. *Validation of Competences Portfolio* – The partnership carried out an in-depth research on Validation needs and methodology. The partnership will develop a structured Portfolio that can serve different needs and contexts and be easy to use and relevant to adult learners.
4. *Interactive Portal* The online I-Motole platform, will gather Open Educational Resources (OER) addressed to animators, educators, trainers whose aim is to share tools around the question of engaging learning and motivation.

TRANSFERABLE RESULTS:

The Training Package and also the Interactive portal could be used with other target group representatives and in other countries beyond the partnership.

TARGET GROUP:

Migrants, Roma & disadvantaged groups, refugees and asylum-seekers, people with disabilities, people in specific situations of exclusion from learning (such as those in hospitals, care homes and prisons), members of deprived communities experiencing poverty and social exclusion.

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MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

Best Practice 18

Project duration: 01.09.16 – 31.08.18

**Webpage:
www.yep-project.eu/**

Erasmus+

YEP! – YOUNG ENTREPRENEUR PEOPLE TO MENTOR LONG TERM UNEMPLOYED ADULTS

OBJECTIVES:

YEP project idea is to develop a training course for young entrepreneurs (age 18-30) and "start-uppers" to enable them to mentor adults and elderly people on how to start a business, improving their 'motivation, and developing a more entrepreneurial approach towards life, job, society.

IMPACT:

YEP! vocational training and work was looking for short term impact by the use of innovative pedagogic approach and by the use of an innovative e-learning methodology of education and training of the sector involved. As a long-term impact project partners desired to increase the level of employability and the creation of some businesses in unemployed people.

MAIN OUTPUTS

‹ Training course and manual for young entrepreneurs on how to mentor adults and elderly people;
‹ Pilot – Test of methodology and tools;
‹ A social learning platform to train young entrepreneurs and let them interact with adult mentee;
‹ e-Modules for Young Entrepreneurs Learning Online.

TRANSFERABLE RESULTS:

On the project's webpage users can find the training course and manual for young entrepreneurs on how to mentor adults and elderly people and the e-Modules for Young Entrepreneurs Learning Online.

TARGET GROUP:
"Start-uppers" and young entrepreneurs, unemployed adults, elderly people.

Comp-Up
MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

Best Practice 19

ES8KEYCOM - ENTERPRISING AND SURPRISING THROUGH 8 KEY COMPETENCES

Project duration: 01.09.15 – 31.03.17

Webpage:
www.8competencesgame.com

Erasmus+

OBJECTIVES:

The project was implemented in order to develop a new method of non-formal education - interactive Competence tool, which promote and develop 8 lifelong learning competences: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression. It is tool what includes 9 games with various elements of NFE - simulations, discussions, individual, group work, etc. Games has several levels of complexity of the tasks and are suitable for young people aged 13+, through which will be possible to develop all 8 competences. An important element of the game is evaluation, through which young people can analyse themselves and reflect which competences through game tasks/exercises they developed, why these competences are important and how they are connected with personal and professional life

MAIN OUTPUTS

1. Do research in each partner country about the 8 competencies.
2. Share best practices of youth work and include these elements in the interactive game.
3. To develop a new method of NFE - interactive game through which young people will be able to better understand 8 competences, to develop them and to better assess competencies that are required by the labour market.
4. To develop game Handbook, including summary of the research, informative material about the competencies, rules of the game, the exercises and supportive documents.
5. Implement pilot training.
6. Produce game materials and Handbook (in USB) in 200 copies.
7. Implement multiplying activities – training in each country, to train 15 youth workers/trainers/teachers to familiarize them with the new game and 15 young people.
8. Prepare Interactive Game Video, which will contain information about interactive game play rules, its advantages and key benefits.
9. Make wide publicity and dissemination activities.

TARGET GROUP:
Young people over the age of 13+ but the game is also suitable for low-skilled adults and people with different learning difficulties.

TRANSFERABLE RESULTS:

Interactive games that are open for downloading on the project webpage. Furthermore, there is a game handbook and video instructions on how to use the guidelines and games.

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MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

Best Practice 20

Project duration: started 2007, still running.

Webpage: www.alphabetisierung.at

Erasmus+

CENTRAL ADVICE CENTER AND ADVICE SERVICE OFFER FOR BASIC SKILLS IN AUSTRIA

OBJECTIVES:

This center is a nationwide advice center and service information hub to promote basic skills measures at various levels. This service is for course providing organisations, mediators, trainers, media representatives, the general public and of course for people lacking basic skills. This is done via 4 channels:

1. Alpha phone Austria: (0800 244 800) call center.

2. WhatsApp/text message: (0699 13134506).

3. Website: "basisbildung-alphabetisierung.at".

4. Facebook.com/basisbildung

IMPACT:

A structured oversight about basic skills measures in Austria.

MAIN OUTPUTS

- Telephone advice on courses

- Information, service and advice on basic skills

- Support in filling out forms by phone or e-mail

- Online information on course offers

- Information for media representatives

- Information for course providers

- Information for trainers, mediators,

- Pool of materials for trainers

- Events, trainings and job offers for trainers

- Advice and support for volunteer learning assistants in their educational work with refugees

- Multilingual advisory services

TRANSFERABLE RESULTS:

Experiences in setting up a nationwide information hub which could be useful and valuable in European countries.

TARGET GROUP:
People lacking basic skills, trainers, course providers, media representatives and the general public.

Best Practice 21

SHARED READING

OBJECTIVES:

To make reading accessible for everyone no matter background, knowledge and education. The initiative also aims at raising the participants literacy skills and strengthen their confidence when it comes to reading and speaking in a group setting.

IMPACT:

The project helps promoting literacy among people with less confidence and enables an opportunity to learn together in a safe and inclusive environment. Which opens up opportunities for participants who may not have participated in a formal book circle where you have to read the material yourself.

TARGET GROUP:

Anyone can participate and you are allowed to be as active as you wish. You can participate by listening, share thought and comments or reading out loud for the group. Shared reading has been used for different target groups and it have shown good results when it comes to empowering people who for example are socially excluded or suffering from mental health issues. Shared reading has also been used as a method to practice literacy skills amongst immigrants.

Project duration: 2018

Webpage:
www. www.folkuniversitetet.se/har-finns-vi/Uppsala/studiecirklar-och-kulturarrangemang/shared-reading/

Erasmus+

MAIN OUTPUTS

Shared reading is a method for reading and talking in group settings. The method was developed by the Jane Davis and The Reader Organisation in Great Britain about 20 years ago. After that the method has spread to many countries.

The method is based on reading aloud, the circle leader choices a text and either the circle leader or a participant reads it aloud while the others follows along in the text. The reader will stop occasionally to have a group discussion about the text and how it is experienced so far. The main goal is not to analyse the content of the text bur instead discuss thoughts and emotions that the text inspires.

The participants of the group do not have to read in between the meetings. The texts are normally short, it can be short stories, lyrics, poems and at each meeting there will be a new text. The group have meetings about once a week.

Different to a book club, shared reading has a trained group leader who has an important role in leading the group and strengthening the participants.

TRANSFERABLE RESULTS:

The method has been widely disseminated in many countries and Shared reading is being taught to new organisations all around the EU.

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MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

Best Practice 22

GAMES AND MATHEMATICS IN EDUCATION FOR ADULTS - COMPENDIUMS, GUIDELINES AND COURSES FOR NUMERACY LEARNING METHODS BASED ON GAMES

OBJECTIVES:

The project developed a "game-based methodology for learning maths". For this purpose, suitable traditional games were found and it was shown which mathematical contents could be explained by the use of these games. Therefore, the project produced a Compendium, a Guidebook and a Teacher's Training Course in 9 languages (En, De, Es and Valencian, It, Fr, Bg, Gr and Ro) to increase numeracy skills in adult education and to reduce the number of low-skilled adults. Due to the increasing popularity of computer games, traditional games (a cultural asset in all partner countries) are more and more disappearing. Thus, one of the project's aims was to adapt and save traditional and famous classic games in different countries from a loss.

MAIN OUTPUTS

Math-Games Compendium: a collection of real examples in which playing traditional games could bring low-skilled people out of isolation and helps participating in our society to learn Mathematics;

Math-Games-Numeracy Learning Guidebook: a collection of ideas, worksheets and experiences on how these games can help numeracy (learning to count and calculate, learning basics in Mathematics, Statistics and Geometry); Math-Games-Teacher Training Course: an e-presentation of the methodology to be used for teachers training curriculum.

IMPACT:

This project has been selected as "good practice example" from the E+ National Agencies in the E+ Project Dissemination Platform. All outputs produced are available in the project website. Many teachers/trainers may be inspired by the methodical explanations in the field of Numeracy, with the help of games to use in their own lessons. The learners are taken out of their isolation and can learn new aritmethic competences through the games used. These numeracy skills are essential for low-skilled adults as they are usefull in many life situations such as handling personal finance, daily work, daily transactions.

TRANSFERABLE RESULTS:

All the outputs have been developed to increase numeracy skills of low-skilled adult learners however they are easily transferable to all level of education, e.g. primary schools.

TARGET GROUP:

Teachers, trainers and lecturers of adult education institutions

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of the European Union

Comp-Up
MOTIVATE ADULTS TO IMPROVE
BASIC COMPETENCES

Best Practice 23

IDEAL – INTEGRATING DIGITAL EDUCATION IN ADULT LITERACY

Project duration: 01.09.15 – 31.08.17

Webpage:
www.erasmusideal.com

Erasmus+

OBJECTIVES:

The main objective of the project was to provide guidance and training for adult educators across Europe on how to use ICT tools and digital methods to better deliver basic skills education. This was done through an integrative approach in collecting, sharing and disseminating innovative and inclusive teaching and learning practices using ICT tools and digital methods.

IMPACT:

The project team explored what kind of skills are needed in different contexts and how teachers' competencies could be developed by sharing knowledge, experiences and good practices. Project products include materials and teaching activities for adult educators shared through online toolkit, workshops and seminars. As a result, teachers and trainers have become more skilled and confident in integrating innovative digital methods in their everyday teaching context, including multimedia application, the use of video, virtual learning environments, social media and gaming. Through the online toolkit developed, teachers across Europe have access to easy booklets and video guides on how to teach literacy and numeracy using ICT.

MAIN OUTPUTS

The project included three types of main activities: developing four Intellectual Outputs to provide guidance and training for adult educators and share the existing pedagogical know-how of partner organizations; organizing two 5-day learning workshops in Finland and Italy; and organizing two multiplier events in Finland and Italy. During and after the project, project team jointly and all partners individually executed communication and dissemination activities. The project team also established an effective quality and evaluation system for ensuring proper monitoring and evaluation of the project management and its results.

The intellectual outputs developed within the project include an Online Toolkit with Context and Needs analysis, Good Practice Guidelines and Video Tutorials. All Intellectual Outputs are available online at www.erasmusideal.com and will be integrated in the learning programs in the partner organisations.

TRANSFERABLE RESULTS:

Participants continue to share their learning through internal and external dissemination, for example by leading workshops and communicating the results to the project target groups. This strategic partnership project also created an active European network of adult education teachers and trainers that will continue to be exploited in future cooperation projects

TARGET GROUP:

Disadvantaged groups and low skilled adult learners in all contexts. The indirect target groups were post-18 students at risk of exclusion including immigrants, early school leavers, unemployed people.

5. Guidelines for the tool collection

5.1 Motivation

Working with motivation for low-qualified adults in regards to education is an essential part of an adult educators' job, but it can be a task that is hard to fulfil. Therefore, this section has been written with the aim to give tips, recommendations and inspiration for adult educators on how to better motivate their students. The information in this section is based on results from the focus groups carried out in the respective partner countries. The interviewed AEPs highlighted five areas that were fundamental for them when working with motivation. These are: 1. Relationship building, 2. Realistic and individual goals, 3. Connection to real-life situation. 4. Engaging training materials, 5. Networks and further education for trainers. Under each category there is a table with selected tools that will be helpful when working with motivation. The tools can be found in chapter "4. Tool Collection" and in the table the page number for the specific tools are listed.

Relationship building

The role of the trainer in basic skills education is very important for learning success. Many participants have had bad learning experiences and they might think that learning is not for them. At the beginning of the course it is therefore particularly important that the trainer emphasises the existing skills of the participants, creates a positive learning atmosphere and builds a bond with the participants. This bond between trainers and participants is crucial for motivation. To be able to build a strong bond with your student it is important to get to know them, ask a lot of questions about their background, listen carefully, be open for all types of personalities and try to figure out what triggers their motivation. Furthermore, it is important to show acceptance to making mistakes and encourage participation instead of reaching certain achievements. Confidence is tightly linked to motivation and if the students have very low confidence in their abilities to learn it will be harder to motivate them to try. Therefore, working with building confidence and achieving an open and accepting atmosphere is crucial. The tools listed in the table is a selection of projects that have developed methods, tools and training material that are all focused on relationship building and raising confidence amongst low-qualified adult learners.

Tools to use:

Name	Best practice number	Page
LearnersMOT	1	9
Improving basic skills	5	13
TEACH	6	14
SAVE	10	18
OutSideIn	12	20
I-MOTOLE	17	25

Realistic and individual goals

Setting up realistic and individual goals for students with low-qualification backgrounds is of crucial importance. Goals must be in view, attainable in the short term and even small items that are acquired must be made visible by trainers. For this reason, the learning plan for the participants must consists of large and small learning steps. The small steps should be achievable in a short time and be followed up with a lot of positive feed-back since the risk of losing motivation is always high. At regular intervals learning progresses should be reflected on together with the participants and highlight learning successes. The long-term goals should be built up by short-term goals. Breaking down the long-term goals in smaller step will make the process of reaching them seem more attainable. Working in this manner will encourage the learners and make them feel involved and included in their personalised learning paths. The following tools include projects that have developed different approaches and methods on how to work with setting realistic and achievable goals.

Tools to use:

Name	Best practice number	Page
GOAL	4	12
Improving basic skills	5	13
Supreme	9	17
SAVE	19	27
CLAN	14	22
Central advice centre	20	28

Connection to real-life situations

When working with motivation for low-qualified adults in regards to education it is important to connect the teaching and learning outcomes to real-life situations. Informing what skill requirements certain jobs or educations entails is just one example. Furthermore, practicing tasks in the classroom that is useful outside the teaching situations is another valuable method for working with motivation. One AEP in the focus groups that works with language training for newly arrived immigrants explained that he regularly leaves the classroom and carries out the teaching in town and will then for example work with translation of traffic signs, information boards at different authorities' offices etc. In this way the participants can put their knowledge to practice and tends to get motivated to learn more to be able to live independent lives. Another recommendation from the AEPs is to encourage the participants to start any job possible to attain useful life skills, for example: language-, social-, communication-skills. The following tools offers examples and recommendations on how to work with connecting education to real-life situations for adult learners.

Tools to use:

Name	Best practice number	Page
ReplayVET	3	11
GOAL	4	12
Non-vocational adult education	7	15
KnowHubs	8	16
Supreme	9	17
CLAN	14	22
YEP!	18	26

Engaging training materials

To motivate adult learners, it is central to have training material that is adjusted to the right learning level as well as being engaging for the students. The teaching methods should be adjusted to the different backgrounds and personalities of the learners as well as taking into consideration the educational background of the learners. Using visual aids and animations that is presented in a simple way can be of good use. Another example is to use online tools, educational games and teaching material that relates to relevant life situations for the participants of the class. The following tools all offer inspiring and free to use teaching materials for adult educators working with low-qualified adult learners.

Tools to use:

Name	Best practice number	Page
LearnersMOT	1	9
Follow the story	2	10
Improving basic skills	5	13
KnowHubs	8	16
SAVE	10	18
OutSideIn	12	20
IPOOL	13	21
ES8KEYCOM	19	27

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Network and further training for educators

The last area that is important for educators when working with motivation is to have a good network of support for the participants. If the adult learners have to spend a lot of time trying to figure out where and how they can get help this will take energy that could be better used in education and training. Therefore, establishing a network with authorities and social services etc. can be a good idea to easier help and direct the learners when they need support outside of the classroom. Another important point when working with motivation is to attend training and further education for educators. This will help with input for new methods to work with, inspiration and a chance to meet others working with low qualified adults and build a good network. The following tools are examples of projects that have worked out systems of networks and further education for trainers.

Tools to use:

Name	Best practice number	Page
LearnersMOT	1	9
ReplayVET	3	11
GOAL	4	12
TEACH	6	14
Non-vocational adult education	7	15
Supreme	9	17
ESCOT	11	19
YEP!	18	26
Central advice centre	20	28

5.2 Digital assessment

When working with digital skills and assessments many of the interviewed AEPs use informal methods and tools. When assessing someone's digital skills an easy method is to give the person a task that requires digital skills, for example to send an e-mail, open a digital platform or send a picture via social media. The skill level can also be understood indirectly from daily tasks, for example if the person cannot get to an office because they are unable use Google Maps. The AEPs further state that to practice digital skills the training needs to be hands-on. Therefore, the majority of the AEPs tries to include assignments that requires digital skills in their teaching, even in subject not directly aiming to upskill digital skills. These exercises can be e.g. to create and edit text in Word or learn to use Excel and Power point. If someone has very low digital skills the trainer might need to set aside time to help that person with basic skills like how to turn on a computer and open programs. If there are many people in a group with low digital skills it can be a good idea to create a separate course for practicing

digital skills. In this case, networking with other organizations such as training agencies is essential e.g. to arrange ICT courses for low- qualified learners. The following tools can be used to work with upskilling and assessing digital skills for adult learners.

Tools to be used:

Name	Best practice number	Page
LIFT	15	23
CODE-N-SOCIAL	16	24
IDEAL	23	31

5.3 Numerical assessment

According to the interviewed AEPs assessing and teaching numerical skills is mostly based on material that is internally created or found online. Most teachers consider this to be the only viable way since students' profiles, experiences, knowledge and backgrounds can be quite divers. Furthermore, they point out that it is essential to consider these different backgrounds when teaching and assessing numeracy to low-qualified adults. The internally created material that the AEPs uses to asses and teach numeracy consist of test, questionnaires, online material and assignments that is created for different levels of learning. When working with numeracy and low-qualified adults a recommendation is to carry out an individual entry phase. During this phase/meeting the adult learner and the teacher can discuss educational background, carry out assessments in numeracy and discuss learning needs. With this method the trainer and participant can set up individual goals and a tailored learning plan. The following tools can be used by AEPs who wants to work with upskilling numeracy and establish good methods for carrying out entry phase meetings.

Tools to be used:

Name	Best practice number	Page
Games and mathematics	22	30
Improving basic skills	5	13
GOAL	4	12

5.4 Literacy assessment

Assessing and teaching literacy can be done in many ways and the AEPs participating in the focus groups had different techniques and prerequisites. Some general guidelines for assessing and teaching literacy to low-qualified adults will follow bellow. To start, it is always good to carry out an evaluation session before the student starts the training, in this way the trainer can adjust and give the right support and material to the student right away. The assessment and teaching works best when the

teacher consider different interest, experiences and background of the participant since this will make it easier to relate to. Another recommendation is to use a guide with questions during the first interview to understand the level of schooling and work experience of the client (indirectly, to understand their basic skills). The use of self-assessment tools and networking with other authorities that the participant have been in contact with before can be good ways to get information about the literacy level. One of the tools recommended for literacy assessment is called Shared reading. The method encourages the participants to practice reading aloud in a group and later reflect on the content and language of the text. With this tool trainers can both assess the level of reading amongst the participants and also to which extent the participants understand what they are reading. Shared reading can also be adapted to students with very low literacy skills. In those cases, the trainer can read aloud and with help of pictures and other aids discuss the text with the participants.

Tools to be used:

Name	Best practice number	Page
Shared reading	21	29
LearnersMOT	1	9
IDEAL	23	31

5.5 Support in everyday life

When working with support connected to everyday life one important factor to succeed is communication and creating a safe and open environment between teachers and students. For some of the AEPs working with support in everyday life one key factor to succeeding is to be available after office hours. However, this strategy is not sustainable for everyone and alternative methods can therefore be to offer support in more practical tasks, such as: writing CVs, applying online for a job, addressing or accompanying users to other institutions such as training providers, libraries, etc. In this way the support is very concrete and practical. Adult educators can also assign weekly tasks to the learners, in order to motivate them to learning new transversal skills useful for their daily life. Additional recommendations are to connect the learning to real-life situations and using teachers with good intercultural communication skills. The last recommendation is necessary to fully understand the person you are trying to support, especially if the person have a different cultural background. The following tools are examples of projects that have developed methods and strategies on how to offer support to low-qualified adult learners in regards to everyday life issues.

Tools to be used:

Name	Best practice number	Page
KnowHubs	5	13
SUPREME	9	17

Central advice centre	20	28

6. Summary

During the research phase of the Comp-up project the partner consortium carried out focus groups with 10 adult education professionals (AEPs) in each country to identify needs and gaps in regards to working with motivation, digital assessment, numerical assessment, literacy assessment and support in everyday life for low-qualified adult learners. The result from these focus groups showed that many of the AEPs were struggling with and requesting teaching material that have been adjusted to their learners' levels. The issue with finding good teaching material was something that was especially highlighted for less experienced teachers as it takes time to build up a good selection of tools, methods and strategies. Therefore, one of the needs identified was a tool collection with good teaching material that was adjusted to learners with low qualification levels. Specific wishes for the tool collection was that it should include user-friendly and up to date online teaching materials and ICT tools, material that relates teaching to real-life situations and assessment tools for digital, numeracy and literacy skills.
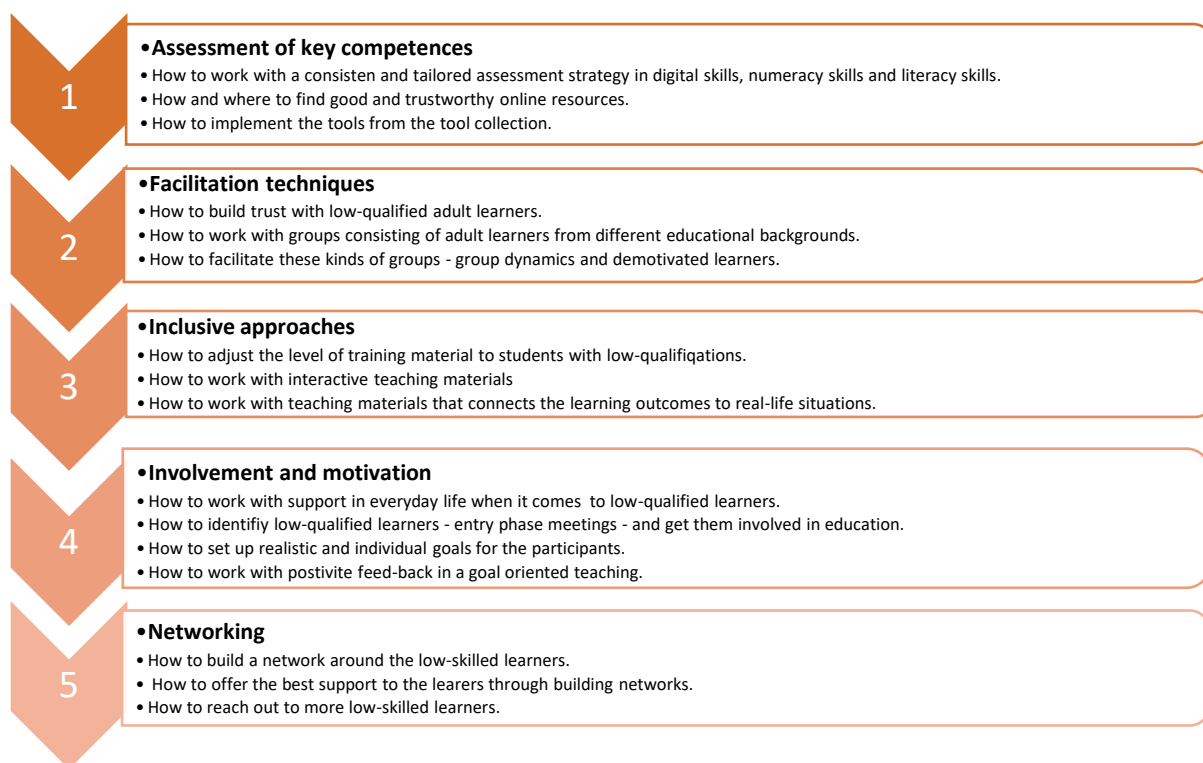
Other needs identified were a consistent curriculum for teaching digital skills. This is a skill that most of the AEPs are working with but some find it hard to know how to structure the teaching and what requirements to base the teaching from. Another need identified in relation to digital skills is further training for AEPs. Some of the participants in the focus groups did not feel confident in using digital tools themselves and this will hinder them when teaching others. Finally, the AEPs also asked for good methods and strategies on how to better work with support in everyday life situations for the adult learners. Specifically, good methods to explain and demonstrate how to, for example fill in a form for housing subsidies, in a clear and accessible way to adults with low-qualifications.

These identified needs and gaps have acted as the basis when selecting the 23 tools for the tool collection. To answer the needs posed by the AEPs the tools that have been chosen in chapter 4 are within the categories: h*andbook/toolbox for educators* (best practice 1-11), *online learning-platforms* (best practice 12-18), *educational games* (best practice 19), *advice centres* (best practice 20), *literacy assessment* (best practice 21), *numeracy assessment* (best practice 22) and *digital assessment* (best practice 23).

7. Ways forward

Looking forward, this tool collection is not only a great support for AEPs when in need of inspiration and new methods to work with motivation, digital, literacy and numerical skills. It will also form the basis for the upcoming curriculum and training events that will be developed in the Comp-up project for AEPs. By building the training of trainers in this manner the learning needs of the trainers are already identified and the curriculum will be effective and tailored to the participants of the upcoming events.

Intellectual output 2 consist of developing a curriculum for AEPs working with low-qualified adults. The curriculum will be divided into five modules with different themes. The themes for the modules are based on the results from the focus groups – the identified needs and gaps. In this manner the training material is ensured to be relevant and interesting for the target group it is aimed at. The themes for the five modules are: 1. Assessment of key competences, 2. Facilitation techniques, 3. Inclusive approaches, 4. Involvement and motivation and 5. Networking and marketing. In the following table suggestions of learning outcomes to be included in the different modules will be listed based on what was brought up during the focus groups.

1
- **Assessment of key competences**
- How to work with a consisten and tailored assessment strategy in digital skills, numeracy skills and literacy skills.
- How and where to find good and trustworthy online resources.
- How to implement the tools from the tool collection.

2
- **Facilitation techniques**
- How to build trust with low-qualified adult learners.
- How to work with groups consisting of adult learners from different educational backgrounds.
- How to facilitate these kinds of groups - group dynamics and demotivated learners.

3
- **Inclusive approaches**
- How to adjust the level of training material to students with low-qualifiqations.
- How to work with interactive teaching materials
- How to work with teaching materials that connects the learning outcomes to real-life situations.

4
- **Involvement and motivation**
- How to work with support in everyday life when it comes to low-qualified learners.
- How to identifiy low-qualified learners - entry phase meetings - and get them involved in education.
- How to set up realistic and individual goals for the participants.
- How to work with postivite feed-back in a goal oriented teaching.

5
- **Networking**
- How to build a network around the low-skilled learners.
- How to offer the best support to the learers through building networks.
- How to reach out to more low-skilled learners.

For each of the five modules it is suggested to include and teach some of the selected tools from the Tool collection. To make this process more efficient and to make sure that all the tools gets valorised the following table will give indications and recommendations on which tools to be used for the different modules.

Tools to be used:

1. Assessment of key competences	2. Facilitation techniques	3. Inclusive approaches	4. Involvement and motivation	5. Networking and marketing
BP. 21 Shared reading	BP. 1 LearnersMOT	BP. 1 LearnersMOT	BP. 4 GOAL	BP. 1 LearnersMOT
BP. 1 LearnersMOT	BP. 5 Improving basic skills	BP. 2 Follow the story	BP. 5 Improving basic skills	BP. 3 ReplayVET

BP. 23 IDEAL	BP. 6 TEACH	BP. 5 Improving basic skills	BP. 9 Supreme	BP. 4 GOAL
BP. 22 Games and mathematics	BP. 10 SAVE	BP. 8 KnowHubs	BP. 10 SAVE	BP. 6 TEACH
BP. 5 Improving basic skills	BP. 12 OutsideIN	BP. 10 SAVE	BP. 14 CLAN	BP. 7 Non-vocational adult education
BP. 4 GOAL	BP. 17 I-MOTOLE	BP. 12 OutsideIN	BP. 20 Central advice centre	BP. 9 Supreme
BP. 15 LIFT		BP. 13 IPOOL		BP. 11 ESCOT
BP. 16 CODE-N-SOCIAL		BP. 19 ES8KEYCOM		BP. 18 YEP!
		BP. 3 ReplayVET		BP. 20 Central advice centre
		BP. 7 Non-vocational adult education		
		BP. 9 Supreme		
		BP. 14 CLAN		
		BP. 18 YEP!		