

Contact Seminar on Improving Access, Participation and Quality in Adult Learning or Low-skilled Adults (Luxembourg, 21-23 November 2018)



TRANSNATIONAL COOPERATION ACTIVITY: EVENT REPORT

HOST

Anefore (Erasmus+ National Agency in Luxembourg)

PARTNERS

- Department of Adult Education of the Ministry of Education, Children and Youth;
- Erasmus+ National Agency in Portugal;
- National Erasmus+ Office in Serbia.

PARTICIPANTS

Refer to separate participant list.

PROGRAMME

WEDNESDAY 21 NOVEMBER 2018

- Arrival of Participants;
- Networking Dinner.

This initial element of the programme allowed the participating individuals and institutions to become more familiar, facilitating discussion over the days that followed.

THURSDAY 22 NOVEMBER 2018

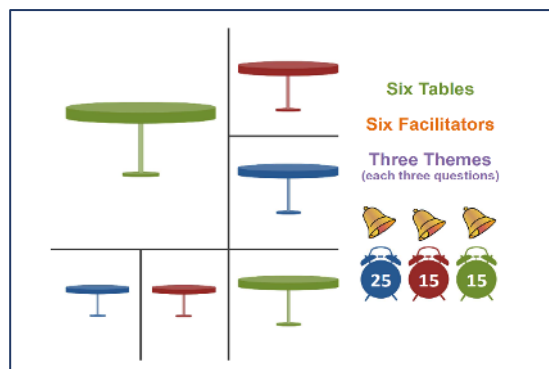
- Registration of Participants;
- Welcome and Introduction.

In this early part of day two, the initial focus was on welcoming participants (Marguerite Krier) and providing a short introduction to the adult education system in the host country: Luxembourg (Erik Goerens).

- Plenary Session: Effective Outreach;
- Interactive Discussion Groups: Effective Outreach.

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Initial plenary input centred on different aspects of outreach in the adult education sector, including a focus on policy discourse (Denise Shannon), adult learner motivation (Ana Rita Alves Lourenço) and options for the inclusion of vulnerable groups (Aleksandra Kozyra).

Following this, an interactive group work session was held which allowed all participants to consider and discuss a set of 3 predefined questions (as shown below) for each of the 3 sub-themes.

An initial group session (session 1) allowed 25 minutes for each group to discuss their question set. Subsequent sessions invited the groups to rotate (sessions 2 and 3) and to consider, adapt or add to the answers provided by the predecessor group. Results were recorded on flipcharts (as shown in Appendix 2).

Table 1: Effective Outreach: Key Questions

BARRIERS	MOTIVATION	INCLUSION
<p>Q1: Are you familiar with European policies or initiatives that encourage adults to 'return to learn' [if so, what are these]?</p> <p>Q2: In your country, are there national / regional / local policies which encourage adults to 'return to learn' [consider experiences and practices in your country]?</p> <p>Q3: Who is best placed to inform change and improvement in outreach and to address barriers to adult participation in learning?</p>	<p>Q1: In your region / country / institution, what are the main benefits that can be used to motivate participation in adult learning?</p> <p>Q2: In your region / country / institution, what are the biggest inhibitors to adult learning?</p> <p>Q3: What methods / tools / approaches are used (in your country / region / institution) for motivating adults to participate in learning activities?</p>	<p>Q1: Which structures need to be in place to carry out outreach work for vulnerable groups?</p> <p>Q2: What are the potential obstacles in increasing diversity in adult education?</p> <p>Q3: What innovative methodologies exist for positively including vulnerable or socially-excluded groups and how might those delivering adult education be upskilled in these new methodologies?</p>

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- Plenary Session: Adult Guidance and Counselling;
- Interactive Discussion Groups: Adult Guidance and Counselling.

After lunch, plenary input centred on different aspects of adult guidance and counselling, including a focus on vocational guidance in Luxembourg (Cidalia Monteiro), professionalising adult guidance and counselling (Kelly Lebon) and self-evaluation in adult education and training (Ruzica Madzarevic). As previously, interactive discussion groups allowed all participants to consider and discuss a set of 3 predefined questions (as shown below) for each of the 3 sub-themes. The same model of groups rotation was adopted as per the morning session.

Table 2: Adult Guidance and Counselling: Key Questions

ADULT GUIDANCE MODELS: ACCESS AND TECHNIQUES	PROFESSIONALISING ADULT GUIDANCE AND COUNSELLING	SELF-EVALUATION IN ADULT GUIDANCE
Q1: How do adults access guidance in your country / region / institution?	Q1: How can we define the competences that a guidance counsellor needs to be able to effectively address the needs of specific target groups?	Q1: How is self-evaluation used (successfully) in your region / country / institution and what tools or methodologies do you use?
Q2: What techniques or approaches work best when delivering guidance to adults (if you do not deliver guidance, consider the 'adult' audience and make suggestions)?	Q2: What role can digital tools and resources play in delivering adult guidance and counselling in the future? Are there specific platforms that should be used?	Q2: What steps could you take to increase the culture (or presence) of self-evaluation in your institution or sector?
Q3: What are the possible obstacles to adults seeking to access guidance services?	Q3: How can guidance counsellors empower adults with Careers Management Skills, allowing them to be responsible for career decision-making throughout their lifetime?	Q3: Is self-evaluation a process that can be used with all adult learners? Also, how could this be marketed?

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- Guided Tour in Luxembourg City;
- Common Dinner.

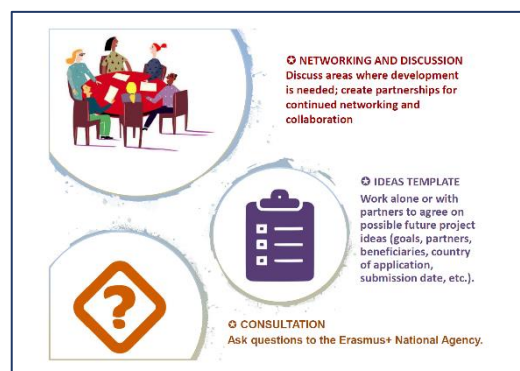
The common dinner in the evening was preceded by a short tour of Luxembourg City. The dinner was also marketed as an opportunity to initiate discussion on possible future projects and partnerships.

FRIDAY 23 NOVEMBER 2018

- Plenary Session: High Quality Learning Opportunities;
- Plenary Session: EPALE.

Following a short icebreaker session, the initial part of day three allowed initial input to be provided on key aspects of adult education / adult learning, with input centred on investing in adult learning (Alzira Mendes), quality assurance (Chantal Fandel) and approaches to reskilling, upskilling and skills-sharing (Mike Richartz). Prior to breaking into groups to discuss possible projects and partnerships, under a series of key themes relevant to adult learning, a short input was provided on using the ePlatform for Adult Learning in Europe, or EPALE, for the purposes of identifying possible project partners (Carla Welter).

- Partner Search Forum: Marketplace – People and Projects.



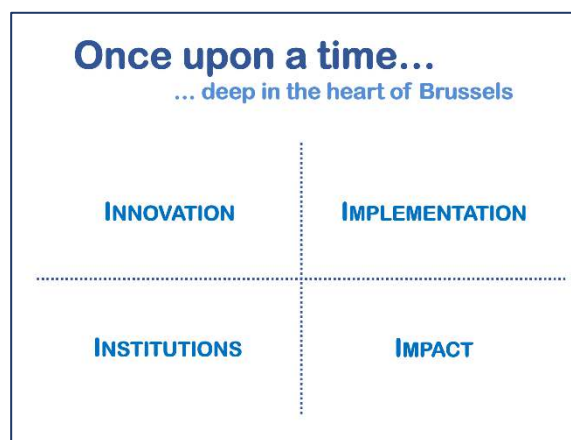
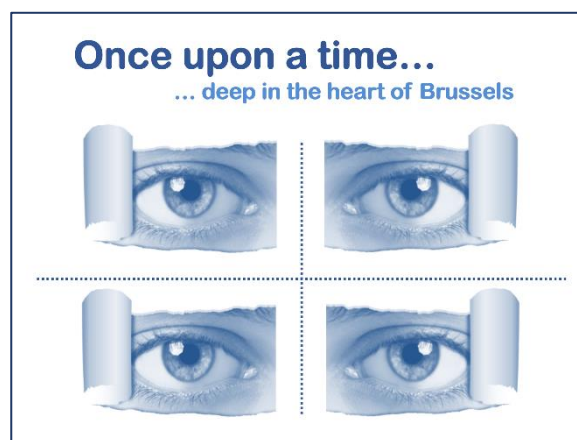
In a final interactive session, participants were invited to come together to initiate or continue discussion of possible future projects and partnerships. This was prompted under the heading of a Marketplace for People and Projects that would provide an opportunity for networking, discussion and consultation (the latter was afforded by Erasmus+ NA Luxembourg staff being available to answer programme- or funding-related questions).

The themes proposed, based on confirmed interests among participants prior to the start of the event, comprised: access and inclusion (1); learning recognition including non-formal & informal learning (2); learning delivery including via digital technologies (3); adult guidance and counselling (4), training of adult education staff and adult education staff mobility (5), basic skills training for adults (6) and the opportunity to consult the Erasmus+ NA (7).

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An additional prompt was provided by the moderator, based on experiences working as an assessor in different fields of education and training. Specifically, participants were advised of the importance of considering the FOUR I's when planning and preparing their funding applications, as shown below.



- Wrap-up and Conclusion.

At the end of the final interactive session (Marketplace: People and Projects), Christine Pegel, director of the Erasmus+ National Agency in Luxembourg, congratulated participants on their active participation, reminded them of the fact that applications for Erasmus+ financing are competitive and advised that continued support is available via the network of Erasmus+ National Agencies. Special thanks were given to Doris Mulombe, as event organiser, who then provided a few short, practical reminders on documents and links that would be distributed after the event (for example: evaluation form; event report; slides; access to event photographs).

A full programme, including all speakers, is provided in Appendix 1.

A set of flipcharts resulting from the interactive group sessions on day two is provided in Appendix 2.

23 November 2018

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APPENDIX 1: TCA PROGRAMME

Wednesday, 21st November 2018

- 15:00 - 19:30** **Arrival of Participants**
- 19:30 - 21:30** **Networking Dinner**
Dinner at Hotel Parc Belle-Vue

Thursday, 22nd November 2018

- 08:30 - 09:00** **Registration of Participants**
- 09:00 - 09:30** **Welcoming and Introduction**
Welcome Speech
Marguerite Krier, President, Anefore
Introduction: Adult Education in Luxembourg
Erik Goerens, Director, Department of Adult Education, Ministry of Education, Children and Youth
Presentation of the Programme
Paul Guest, Moderator, Orientra
- 09:30 - 10:30** **Plenary Session: Effective Outreach**
Barriers to adult learning and policy discourse... from lifelong learning to skills discourses in EU and National adult education policy a Critical Discourse Analysis
Denise Shannon, Senior Executive Officer, Léargas
Adult learners' motivation
Ana Rita Alves Lourenço, Head of Unit for Social Innovation, APROXIMAR Cooperativa de Solidariedade Social
Inclusion of vulnerable groups: Outreach, Empowerment, Diversity
Aleksandra Kozyra, Membership and Events Officer, European Association for the Education of Adults
- 10:30 - 11:00** **Coffee Break**
- 11:00 - 12:30** **Interactive Discussion Groups: Effective Outreach**
Barriers to adult learning and policy discourse...
Denise Shannon, Senior Executive Officer, Léargas
Carla Welter, EPALE Manager, Department of Adult Education, Ministry of Education, Children and Youth
Adult learners' motivation
Ana Rita Alves Lourenço, Head of Unit for Social Innovation, APROXIMAR Cooperativa de Solidariedade Social
Alzira Mendes, Adult and School Education Project Officer, Agência Nacional Erasmus+ Educação e Formação

APPENDIX 1: TCA PROGRAMME

Inclusion of vulnerable groups: Outreach, Empowerment, Diversity

Aleksandra Kozyra, Membership and Events Officer, European Association for the Education of Adults

Nadia Bemtgen, Guidance Counsellor, Department of Adult Education, Ministry of Education, Children and Youth

12:30 - 13:30 Lunch

Lunch at Hotel Parc Belle-Vue

13:30 - 14:30 Plenary Session: Adult guidance and counselling

Example of Vocational Guidance in Luxembourg

Cidalia Monteiro, Guidance Counsellor, Service d'orientation professionnelle de l'Agence pour le développement de l'emploi

Professionalising adult guidance and counselling

Kelly Lebon, Coordinator, Leerwinkel West-Vlaanderen

Self-evaluation in adult education and training

Ruzica Madzarevic, Junior Career Guidance and Mobility Officer, Foundation Tempus

14:30 - 15:00 Coffee Break

15:00 - 16:45 Interactive Discussion Groups: Adult guidance and counselling

Outcome-based vs needs-based approach

Cidalia Monteiro, Guidance Counsellor, Service d'orientation professionnelle de l'Agence pour le développement de l'emploi

Alzira Mendes, Adult and School Education Project Officer, Agência Nacional Erasmus+ Educação e Formação

Professionalising adult guidance and counselling

Kelly Lebon, Coordinator, Leerwinkel West-Vlaanderen

Chantal Fandel, Deputy Director, Department of Adult Education, Ministry of Education, Children and Youth

Self-evaluation in adult education and training

Ruzica Madzarevic, Junior Career Guidance and Mobility Officer, Foundation Tempus

Carla Welter, EPALE Manager, Department of Adult Education, Ministry of Education, Children and Youth

18:00 - 19:30 Walking Guided Tour in Luxembourg City

19:30 - 21:30 Common Dinner

Dinner at Brasserie Schuman

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APPENDIX 1: TCA PROGRAMME

Friday, 23rd November 2018

09:00 - 10:30 Plenary Session: High Quality Learning Opportunities

Investing in adult learning

Alzira Mendes, Adult and School Education Project Officer, Agência Nacional Erasmus+ Educação e Formação

Quality assurance

Chantal Fandel, Deputy Director, Department of Adult Education, Ministry of Education, Children and Youth

Approaches to reskilling, upskilling & skills-sharing

Mike Richartz, Assistant Director, École nationale pour adultes

10:30 - 12:00 Partner Search Forum (including Coffee Break)

ePlatform for Adult Learning in Europe

Carla Welter, EPALE Manager, Department of Adult Education, Ministry of Education, Children and Youth

Marketplace: People and Projects - an Opportunity for Networking, Discussion and Consultation

Paul Guest, Moderator, Orientra

12:00 - 12:30 Wrap-Up and Conclusion

Christine Pegel, Director, Anefore

Doris Mulombe, Coordinator, Anefore

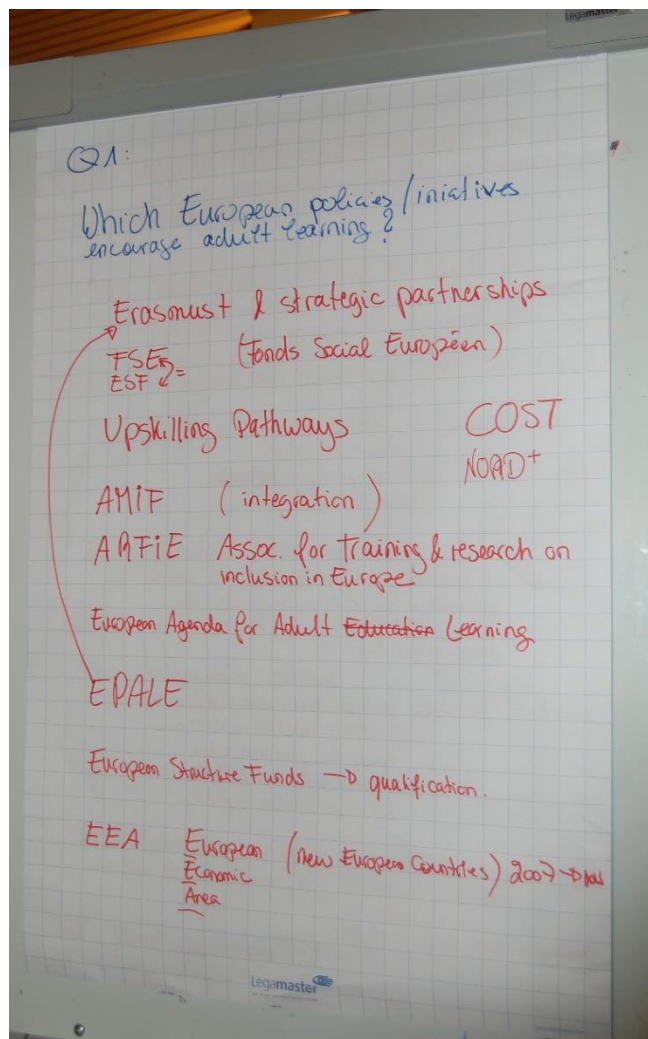
12:30 - 14:00 Farewell Lunch & Departure

Lunch at Hotel Parc Belle-Vue

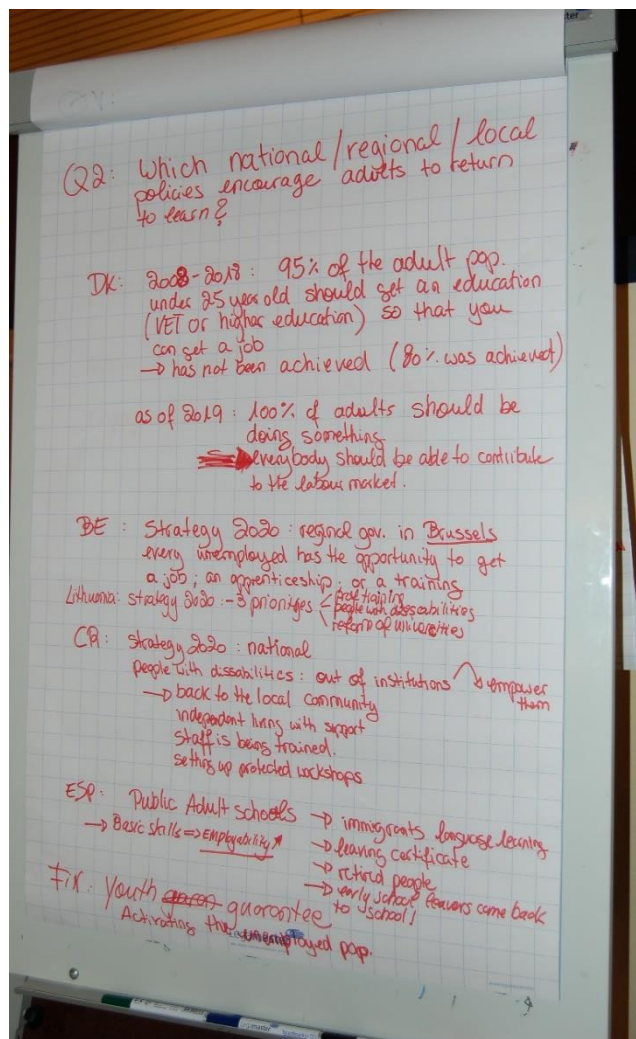
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APPENDIX 2: FLIPCHARTS - INTERACTIVE GROUP SESSIONS

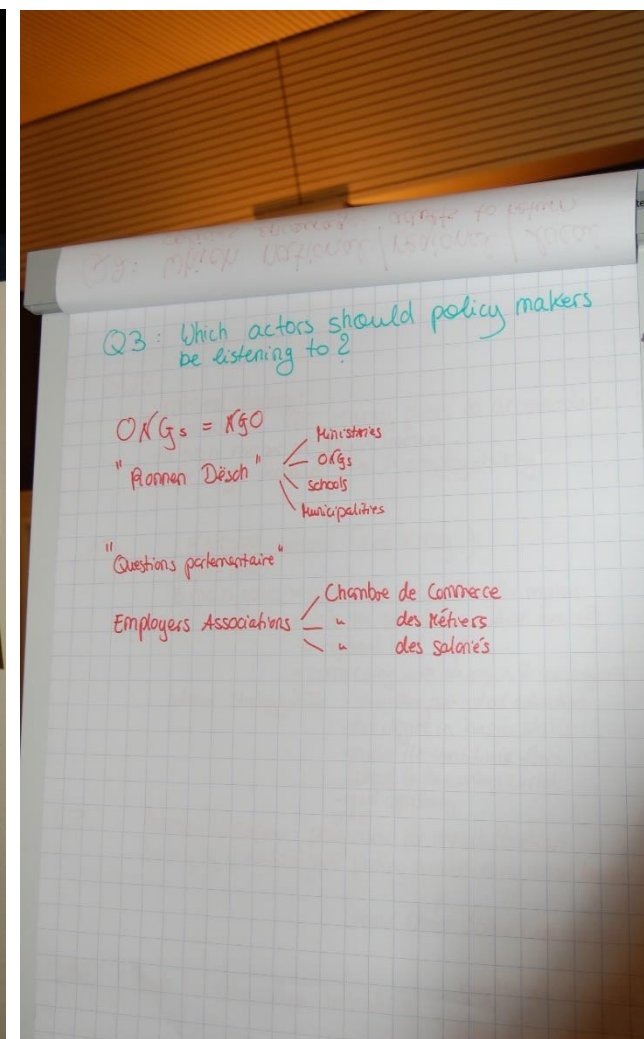
Effective Outreach: Barriers - Left Group (1/5)



Effective Outreach: Barriers - Left Group (2/5)



Effective Outreach: Barriers - Left Group (3/5)



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APPENDIX 2: FLIPCHARTS - INTERACTIVE GROUP SESSIONS

Effective Outreach: Barriers - Left Group (4/5)

33: quick before evening began workshop

SWE:
national strategy:
↑ number of VET training places to accommodate the high number of adult learners.
→ high demand → ↑ employability

AT: LEADER regions (nat + reg.)
2014-2020
3 main goals:
• implement LLL into the regions
• use the structures which are @ the regional level in place
• connecting with the region & transregional
national: Strategy 2020:
• strengthen pre-school education
• free degree in basic skills
• make the transitions from school to the working world.
• equal opportunity
VET

CZ: Ministry of Labour: programme for requalification
Ministry of Education Youth: policy against early school leavers
↓
Second Chance School have resulted

ITAL: • Back to education initiative < keep the social welfare school fees waived

• Spring board: school fees waived / keep their benefits
• LEADER

LUX: EXAD (MEN)
SFP (coop of the 4 chambers)
Language courses (T.N.D.)

Effective Outreach: Barriers - Left Group (5/5)

EST: (learning Estonian)
IT → digital skills! language
integration strategy < culture

NE: (copy / paste) ?

FA: personal training account
compte individuel de formation
prise en charge par pôle emploi

Effective Outreach: Barriers - Right Group (1/5)

ARE YOU AWARE?
EUROPEAN OR NATIONAL Policy
— Policy or initiatives —
"Encourage adults to return to LEARN?"
Lack of Awareness of Policy

ESF
Belgium
Estonia — teacher trainee
— unemployed
LACK OF AWARENESS of initiatives / funding
LEARNER — SO MANY CHOICES opportunities

BE "Awareness tests"
SE — System for lower educated adults
BE — Guidance Support
LUX — + 1yr programme — second chance —
* Can be difficult for whites to capture policy →

DK: Can go every 6 years to HE — SY.

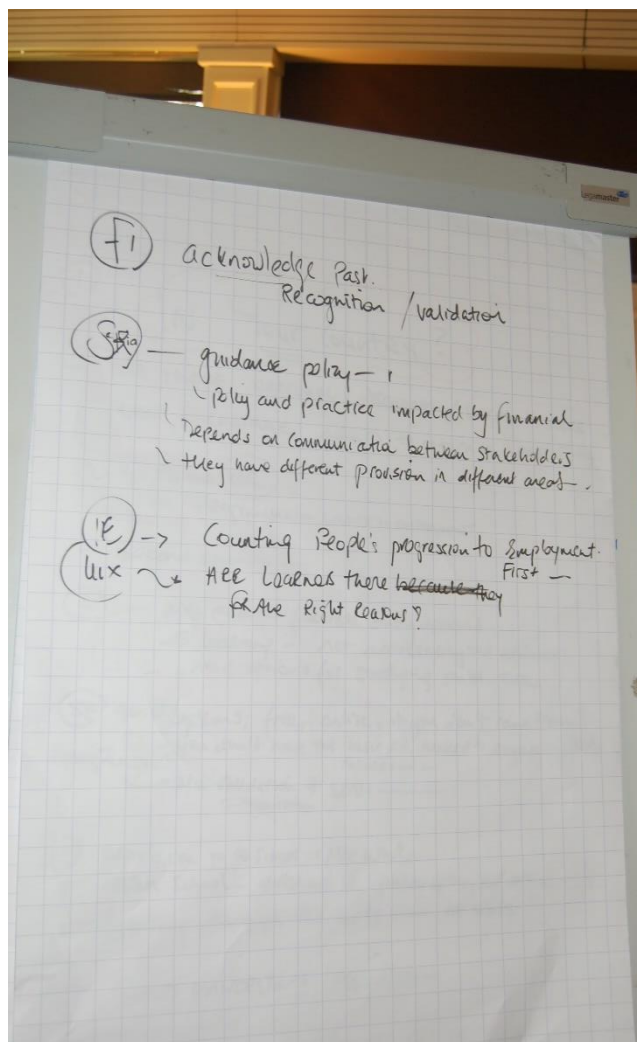
BE Learning Points.

BF guidance + orientation of AL
— Blueprint — on track to work —

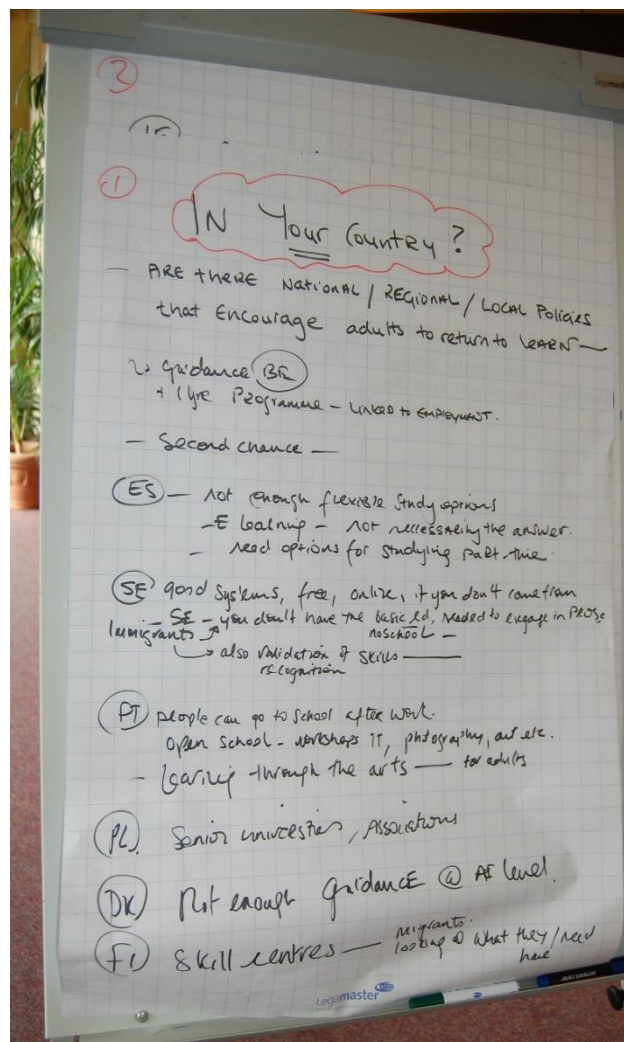
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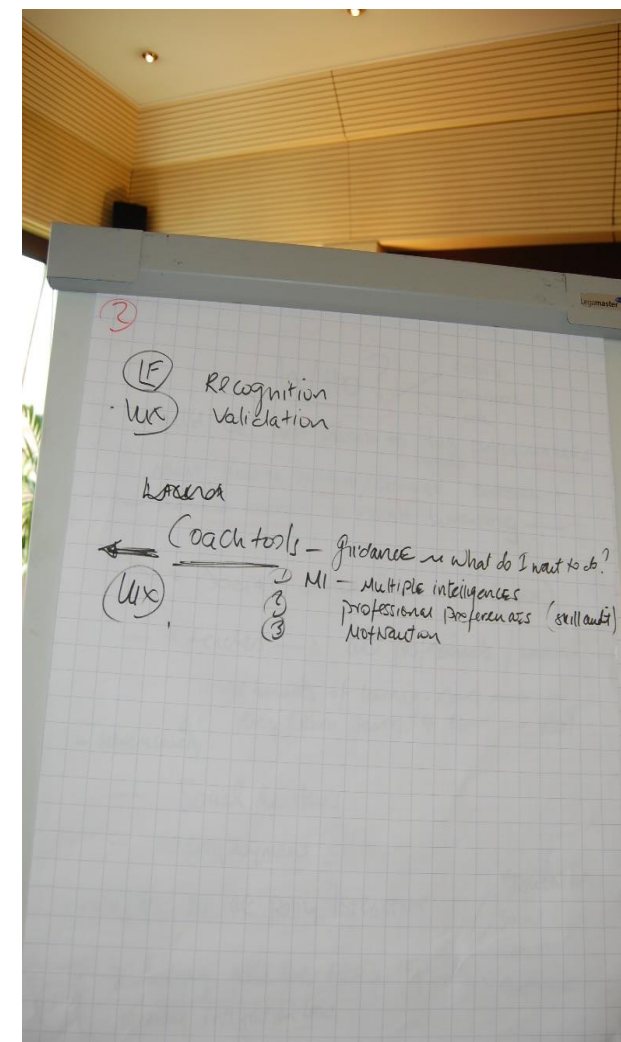
Effective Outreach: Barriers - Right Group (2/5)



Effective Outreach: Barriers - Right Group (3/5)



Effective Outreach: Barriers - Right Group (4/5)



APPENDIX 2: FLIPCHARTS - INTERACTIVE GROUP SESSIONS

Effective Outreach: Barriers - Right Group (5/5)

Who? actors, providers etc.

Would be best placed to tell policy makers about how to improve/change outreach + address barriers to adult learning

- Social value of all jobs (Lux)
- teachers — all professionals / unions
- social benefits of learning: saves money — every euro saved 4 euro — ROI
- active society
- Social workers
- unemployment office
- (LV) no ac policy / structure. education / social / health / employment.
- Bring all the actors together — renewing integration law
- (F) GRETA — awareness of — rigid? — new methods needed.
- (FR) GRETA — awareness of — rigid? — new methods needed.

Effective Outreach: Motivation - Left Group (1/3)

Q1: MAIN BENEFITS that can be used to motivate participation? → to have a higher degree

- social / economic / personal adaptability
- family benefits: motivation for kids - example
- social inclusion
- employment: mobility, job satisfaction
- keep the social benefits! financial support
- introduce new practical / useful skills + competences for life
- social participation
- personal: social (see others) bonding
- mental health benefits
- ego satisfaction
- self-esteem
- bring structure to daily life
- new friends / keep you moving!!!
- social network
- recognition of the skills (e.g. people with intellectual disabilities)
- Certification → for nationality (Finland)
- open courses (Finland) at university level

Effective Outreach: Motivation - Left Group (2/3)

Q2: Biggest inhibitors to adult learning?

- lack of documents (Sweden)
- lack of self-awareness → language
- lack of self-esteem → religion (cultural barriers) → people
- Bureaucracy
- corruption
- age
- Gender → lack of flexibility from the system
- lack of self-efficacy
- time management: child care, parents' time, self care ...
- educ. background
- cost of the course
- low financial reward
- credibility of the training
- lack of self-confidence
- guidance / support of information
- lack of recognition of "learning" → lack of knowledge about the benefits
- lack of means of motivation
- transportation
- flexibility
- previous bad experience
- not accessible for disabled people
- lack of psychological support
- employers support (lack of)
- family / friends
- well-being.

APPENDIX 2: FLIPCHARTS - INTERACTIVE GROUP SESSIONS

Effective Outreach: Motivation - Left Group (3/3)

Q3: Methods/Tools/APPROACHES to motivate?

- prof. staff *open mind training*
 - help to clarify their own vision
- Own motivation (f.e. through assessment)
- action research
- interactive pedagogy methods
- creative learning
 - flexible tailor made
- peer to peer active involvement
- blended learning (f.e. online/offline)
- Gamification
 - Gamify
 - animation
- Story Telling
- exchange programs
- study visits
- field trips
- job shadowing
- partnerships
- practical training
- recognition of the learning:
 - Open badges
 - certificate
 - prior learning track records of (good) results
 - active methodologies

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Effective Outreach: Motivation - Right Group (1/4)

ADULT LEARNERS' MOTIVATION

Q1 In your region/country/institution what are the main benefits that can be used to motivate participation in Ad. Learn?

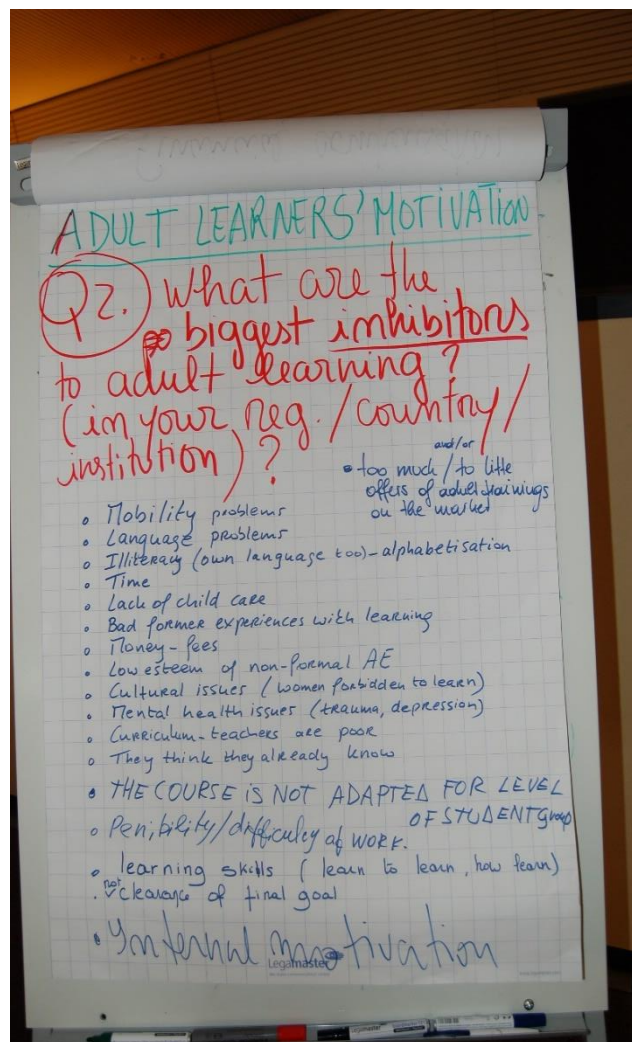
- getting a job/securing the job
- opportunity to improve life situation
- obtaining critical skills to realize life goals
- boosting self-confidence
- social interaction/inclusion
- extending the network
- citizenship
- financial benefits
- fun
- coffee & cake
- obtain a certificate
- a 'fast' opportunity to learn and to join a community (e.g. for disabled people)
- a better guidance

Effective Outreach: Motivation - Right Group (2/4)

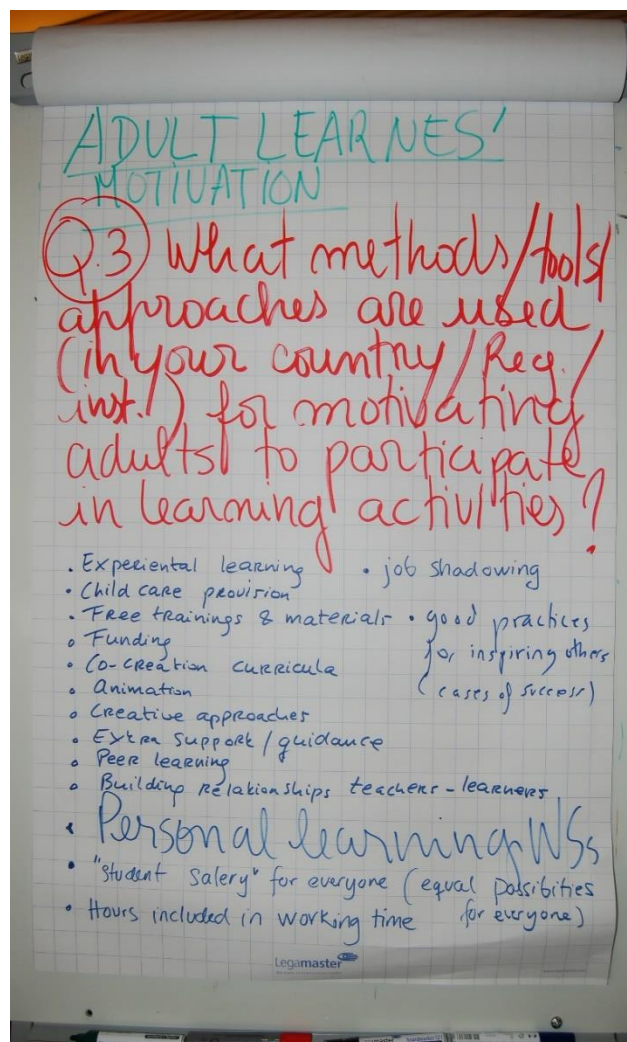
Financial compensation (for training)

APPENDIX 2: FLIPCHARTS - INTERACTIVE GROUP SESSIONS

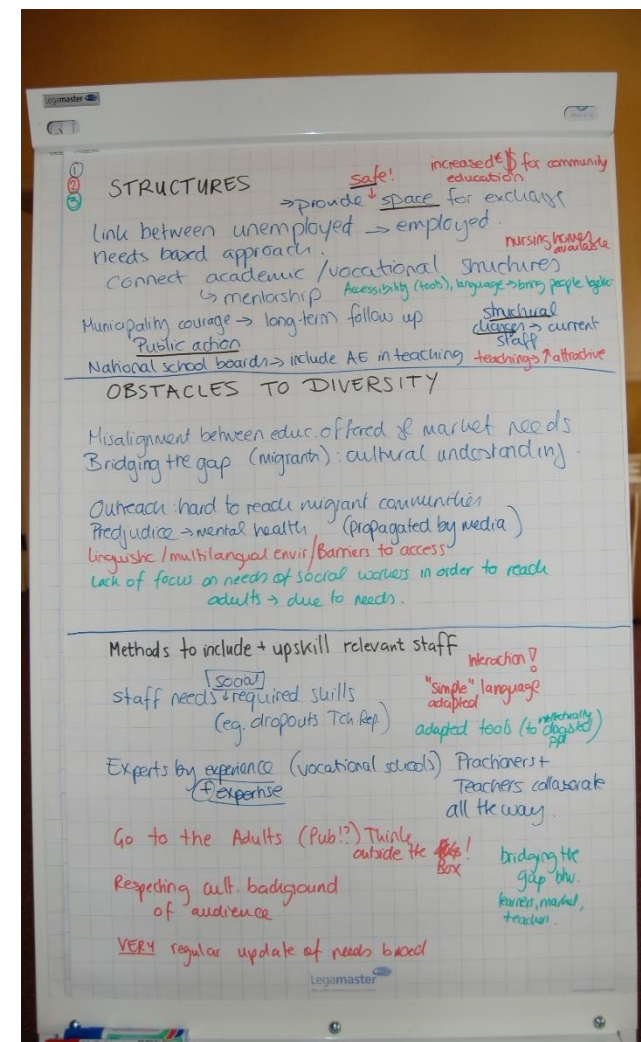
Effective Outreach: Motivation - Right Group (3/4)



Effective Outreach: Motivation - Right Group (4/4)



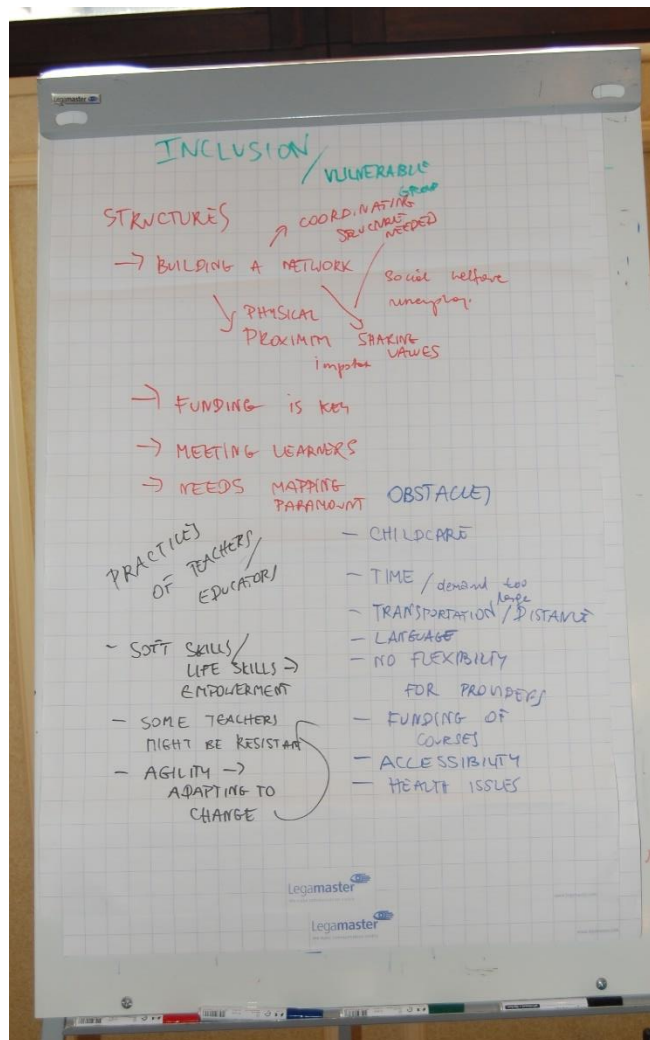
Effective Outreach: Inclusion - Left Group (1/1)



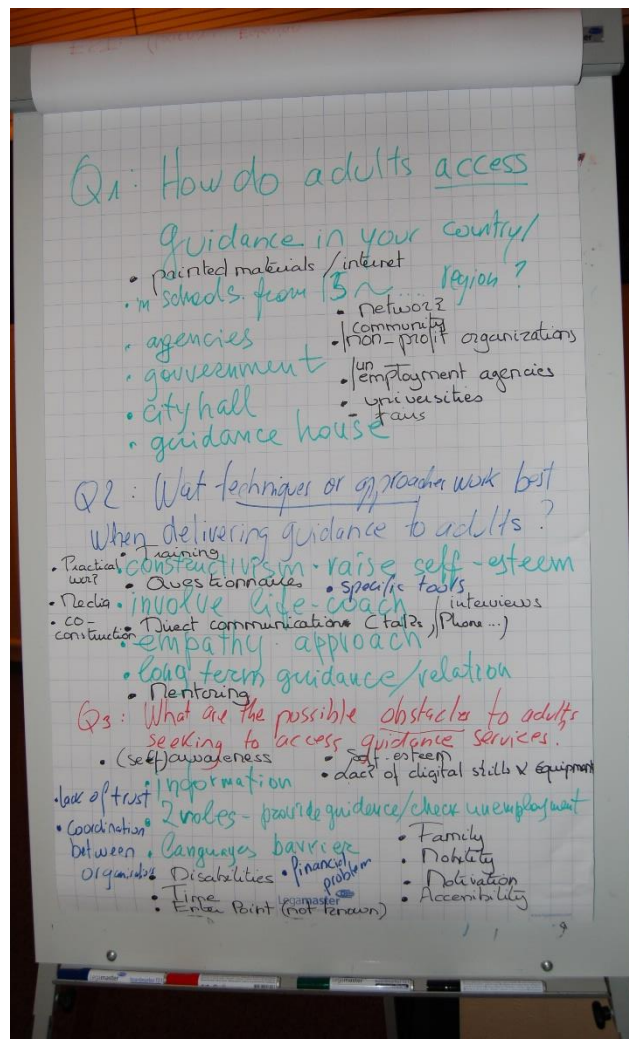
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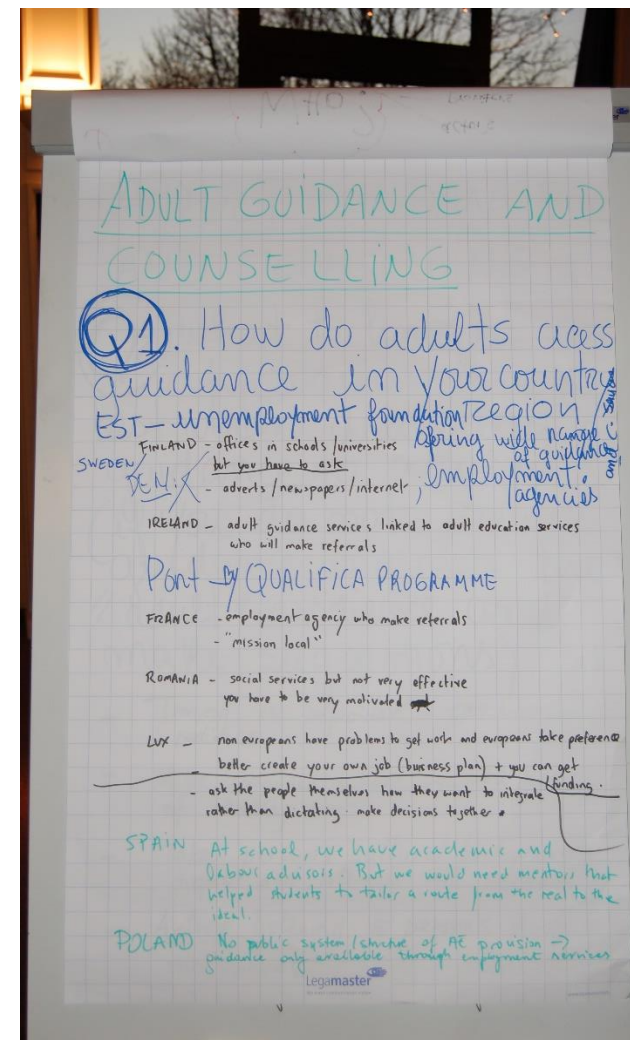
Effective Outreach: Inclusion - Right Group (1/1)



Adult Guidance Models - Left Group (1/1)

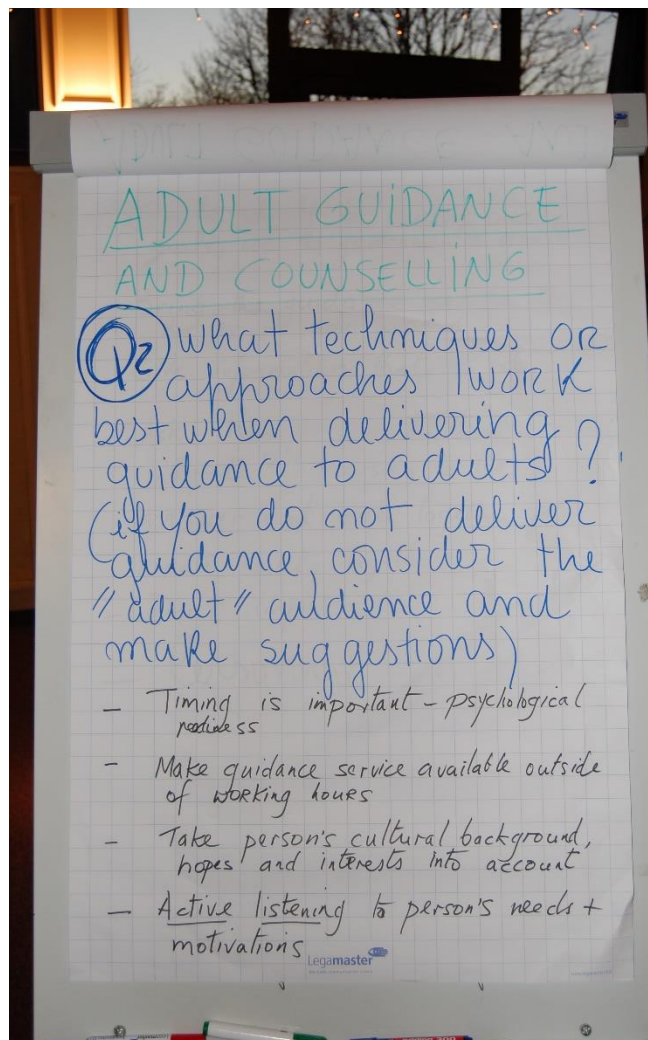


Adult Guidance Models - Right Group (1/5)

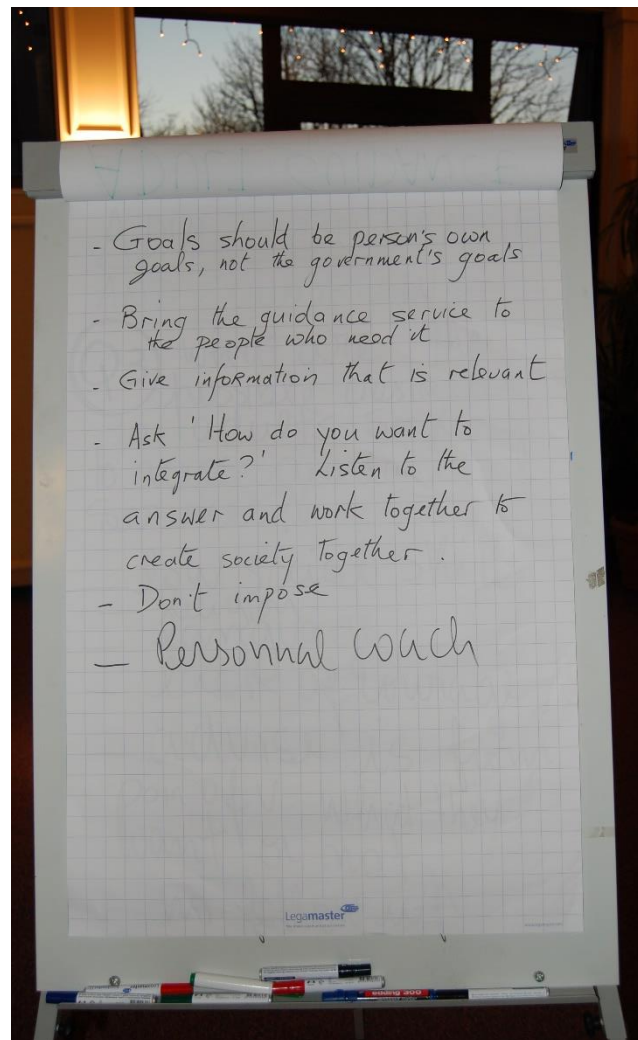


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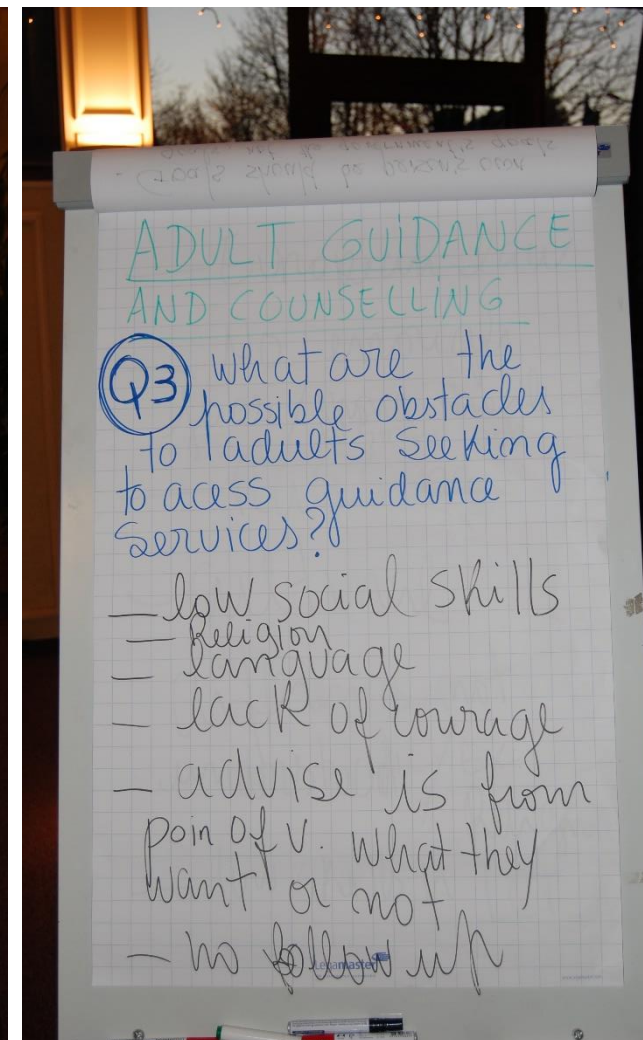
Adult Guidance Models - Right Group (2/5)



Adult Guidance Models - Right Group (3/5)

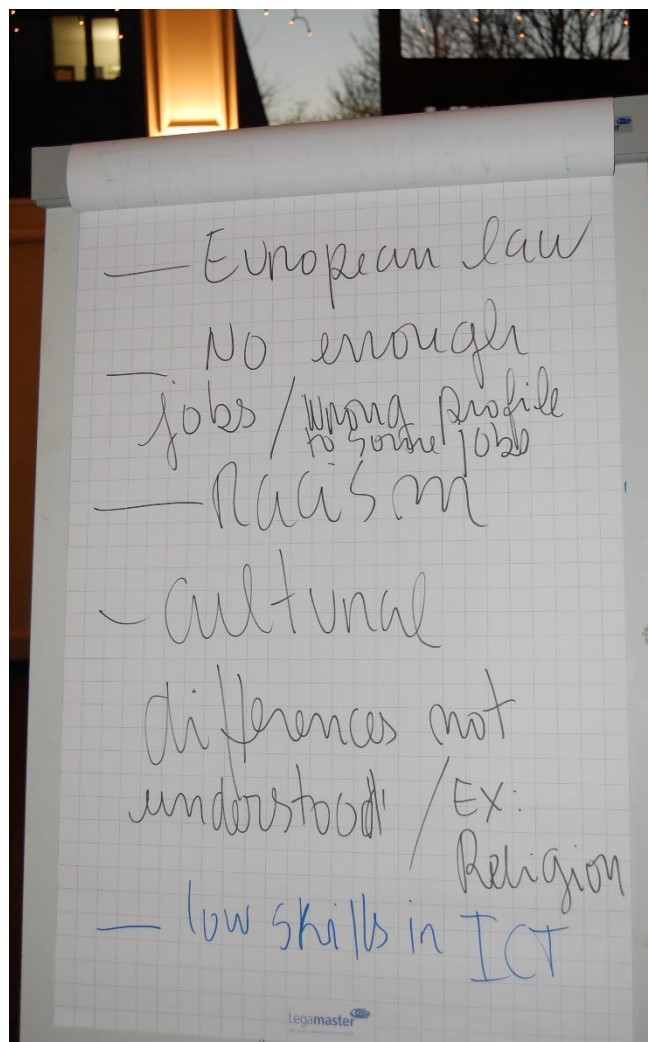


Adult Guidance Models - Right Group (4/5)

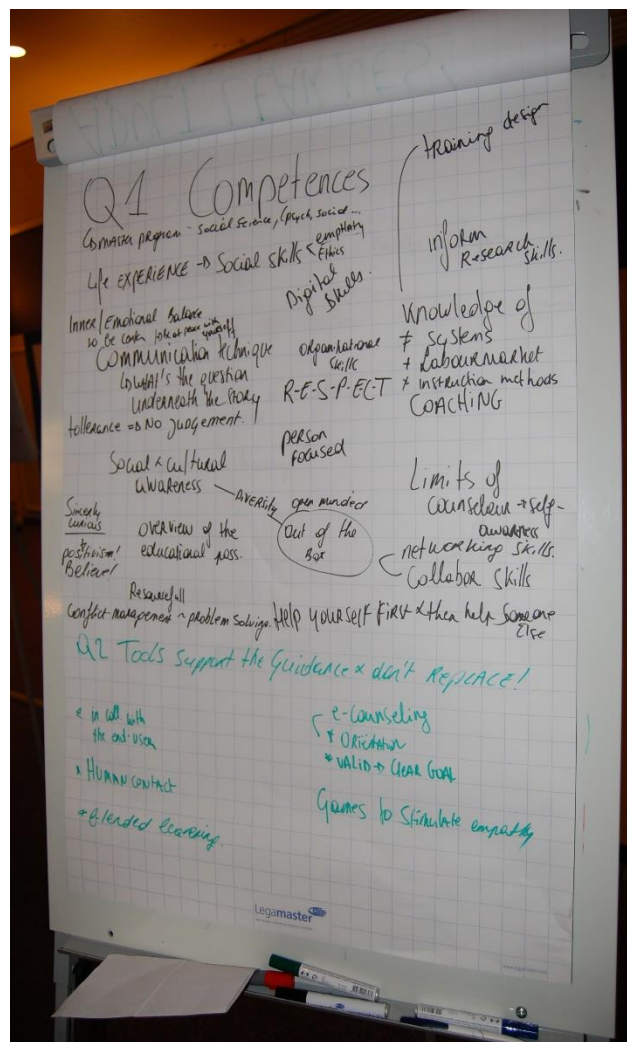


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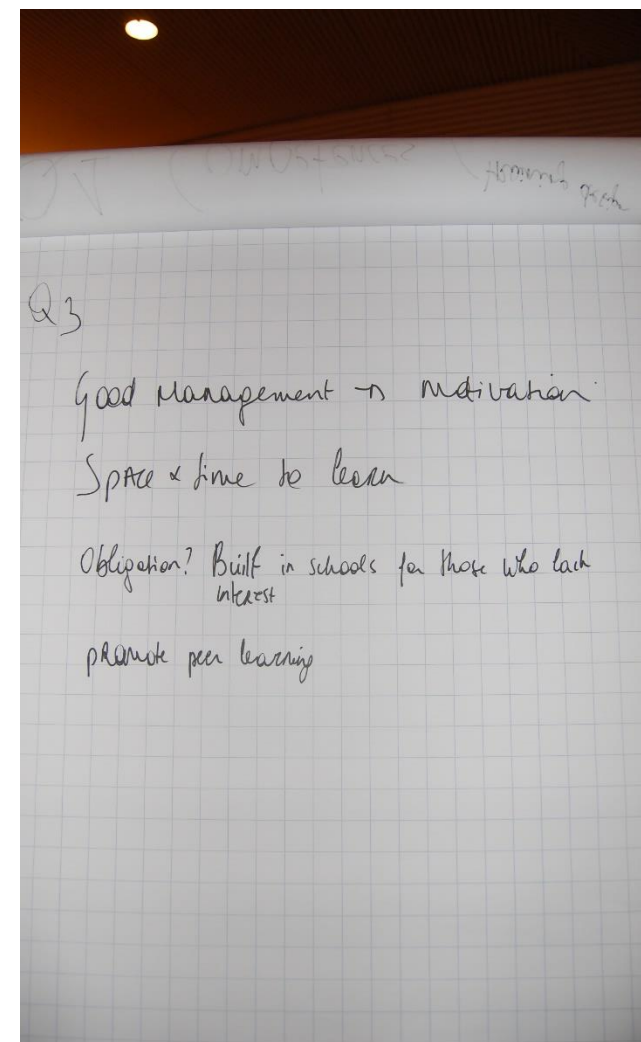
Adult Guidance Models - Right Group (5/5)



Professionalising Adult Guidance - Left Group (1/2)



Professionalising Adult Guidance - Left Group (2/2)



APPENDIX 2: FLIPCHARTS - INTERACTIVE GROUP SESSIONS

Professionalising Adult Guidance - Right Group (1/3)

Q1 PROFESSIONALISING AGC

- respect full people
- good listening
- good communication skills
- deep knowledge of the system
- support measure
- EPAL
- the needs of the labor market
- the changes of the labor market
- Empathy advocate
- Able to network + cooperate
- knowledge of target group
- know + accept your limits
- believe in the potential of human beings
- be a lifelong learner
- self reflection
- EPAL

Q1

Legamaster

Professionalising Adult Guidance - Right Group (2/3)

Q2 → the role of digital tools and resources

- study pass platform (Finland)
- Lifelong learning platform (Lux.)
- PLO, offers platform.
- A way to get more information about professions / data base
- A self assessment tool to test.
- A way to get the latest skills forecasting tools
- open badges

digital tools as support
not replace humans

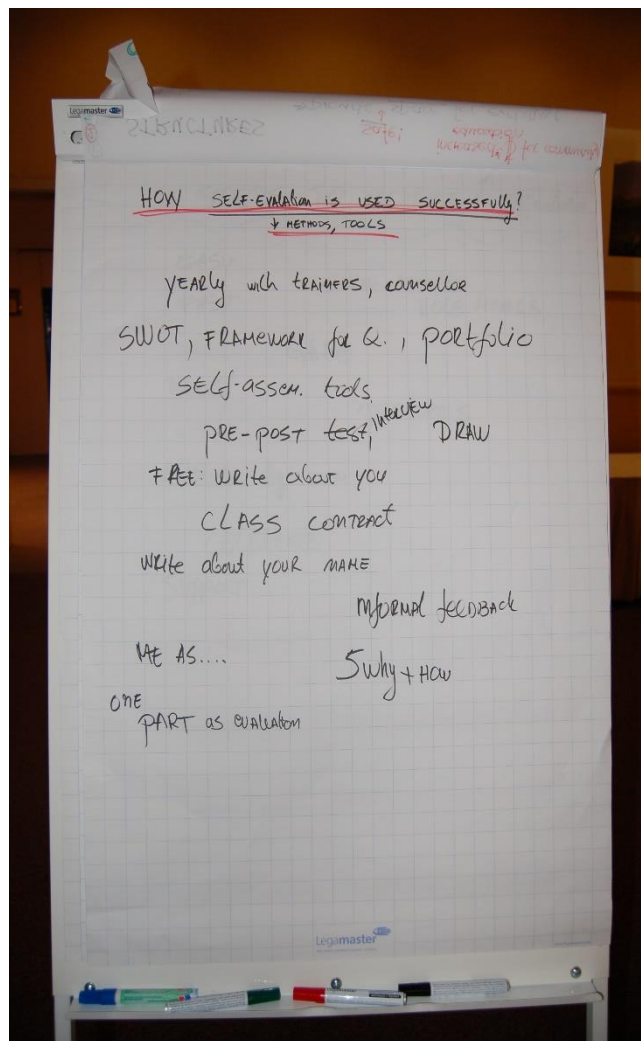
Professionalising Adult Guidance - Right Group (3/3)

Q3 empower adults

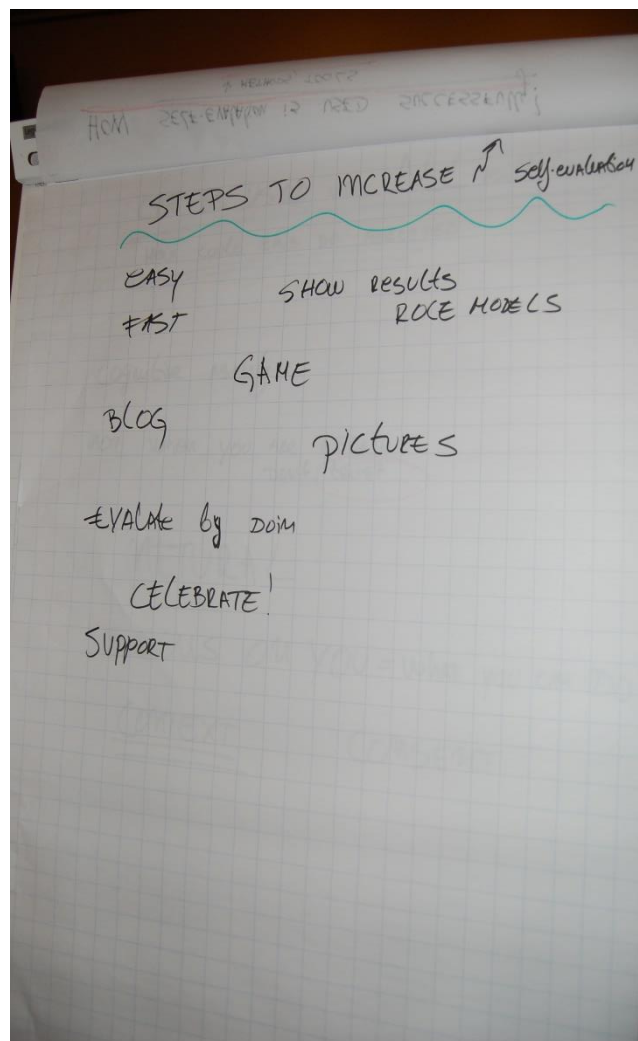
- Role model & good examples
- "Coach posture"
- Recognition of prior learning achievement
- Evaluation on demand
- Widen the perspectives - "Open the mind"
- Recognize the own strength / experiences
- to boost the confidence / self esteem
- focus on results
- online portfolio / badges
- ownership of the own project
- responsibility client

APPENDIX 2: FLIPCHARTS - INTERACTIVE GROUP SESSIONS

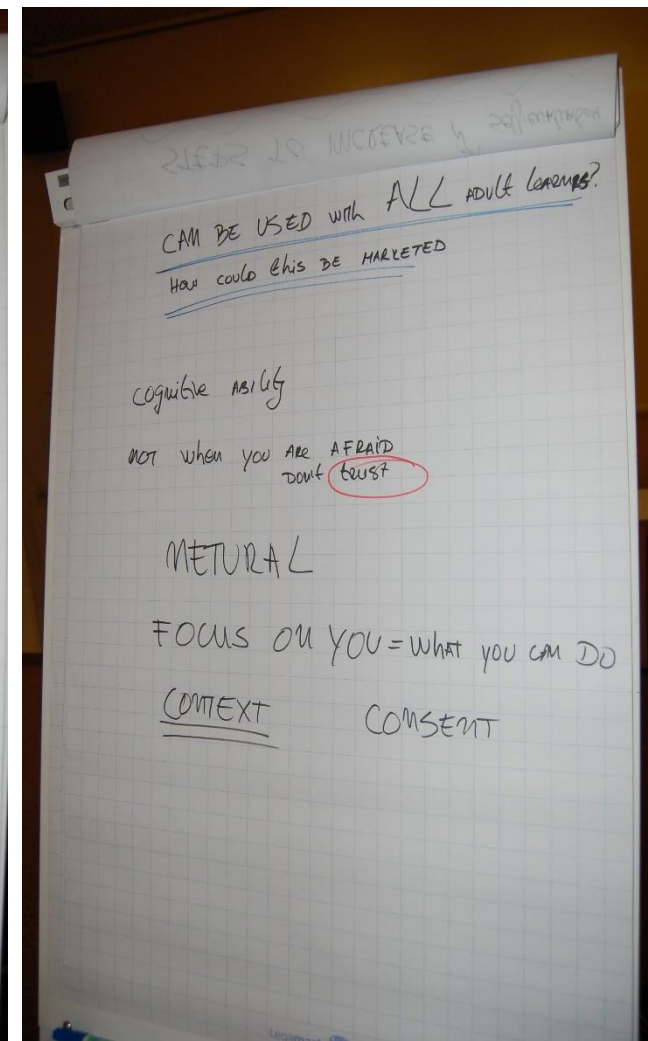
Self-Evaluation in Adult Guidance - Left Group (1/3)



Self-Evaluation in Adult Guidance - Left Group (2/3)



Self-Evaluation in Adult Guidance - Left Group (3/3)



Self-Evaluation in Adult Guidance - Right Group (1/3)

Self-Evaluation in Adult Guidance - Right Group (2/3)

Self-Evaluation in Adult Guidance - Right Group (3/3)

Self-evaluation is not used in every country
prevails in nordic and anglo-saxon countries
new to be used in Spain:

critically speaking: → the self-reflection really isn't what it should be.

JAL: self-evaluation journal → should be in discussion with a counsellor

SWF: there is a follow-up after the self-evaluation.

GETA: website (Blog) a way of self-evaluating.

EST: self-evaluation has been used for \pm 10 years

- courses; curricula; before taking exams
- nominativ

LAT : self-evaluation after each school year for the teacher

FR: (Not in their culture)
in counselling self evaluation is used / follow up survey

LUX: idem

AO: done but no follow-up (= formality)

PAT: u n u Legamaster

What steps could you take to increase the culture of self-evaluation in your country?

We need to understand WHY to do the self-evaluation?

↳ What's the added-value?

⇒ risky → consequences?

self-evaluation \Rightarrow anonymous

⇒ "cultural thing"

use the self-evaluation in a discussion with a counsellor

Is self-evaluation a process that can be used with all adult learners?
How could this be marketed?

⇒ teach a course on what self-evaluation really is.

Self-evaluation the emphasis has to be put on the process not on the result (ie: success vs. failure)

→ It's difficult to turn the mindset around.

to do this you need to
talk with somebody else

↳ people learn from their mistakes = process

It's not the mistake itself → it is how you deal with the
mistake and what you learn