Grundtvig
Learning Partnership 2008–2010

Understanding the Value of Adult Learning

Education and Culture
Lifelong Learning Programme
GRUNDTVIG

Foreword

The Grundtvig Program

The Grundtvig programme focuses on the teaching and study needs of those in adult education and alternative education streams, as well as the institutions and organisations delivering these services.
Supporting lifelong learning and mobility in this way also tackles Europe's ageing population problem.

The Project

The partnership was formed to undertake a project which focused on adult education and the issue of understanding the value of learning as the main topic. The project covered the whole life cycle of studies from introduction to studies to accomplishment of studies and the evaluation of the whole cycle.

The aim was to develop best practices to promote lifelong learning, to help and support adult students to accomplish their studies and thus create adults new career paths and enhance their occupational skills and employability prospects.

As a result of the partnership also web pages were designed and created. The pages can be found in the following address: http://www.project-uval.net.

The project consortium held several seminars and workshops dedicated to the main topics of the project. These gatherings were held in each participating country and some workshops also

involved adult learners.

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The aim of the project

The project aimed to gather and develop best practices to promote lifelong learning in helping and supporting adult students to accomplish their studies.

The project also tried to create adults new career paths and enhance their occupational skills and employability prospects.

What were the main topics of the project?

- to give the potential learners information about different learning possibilities
- to increase the number of new adult learners
- to support the engagement and participation of present adult learners
- to create tailor made learning environments to meet individuals' personal learning styles
- to evaluate the effectiveness of the involvement in the learning process.

Outcomes of the project

Web pages

Finland, Estonia, Spain and UK collaborated in creating the project's web pages. These pages were designed and produced by ICT students from these countries.

Transnational seminars

Several seminars were held in all of the participating countries. The subjects of the seminars were derived from the projects main topics. The decisions made and best practices found in these seminars were composed as this hand book.

Best practices hand book

This hand book of the best practices was executed alongside the web pages. This hand book will hopefully provide teachers and tutors as well as other staff members a tool to better acknowledge the special needs of adult learners.

Student exchange

There were four student exchanges during the project. The aim of these exchanges was to give the students a possibility to practice their language skills in a transnational group in a relaxed atmosphere as well as to help the project by creating the web pages..

UVAL

Project consortium

Cyprus

CIM is an Institution devoted to offering high quality formal and informal education for adult, in-career people who didn't have the opportunity to study immediately after leaving school due to financial and personal problems. As such CIM is rightly characterised as a 'Second chance Institution'. The students come from Cyprus, Africa and Asia and while they have very diverse backgrounds they have a common need: to improve their future prospects of employability and to advance in their career.
http://www.cima.ac.cy/(Contact: Yangos Hadjiyannis, Yangos@cima.ac.cy)

Estonia

Haapsalu Vocational Education Centre is a regional education centre where almost 800 students are studying and over 100 people are working. We provide courses for young and adult learners and for people with special needs and disabilities. The courses we are offering involve cooking, hotel service, tourism, wood work, building, handicraft, computer science and bookkeeping.
http://www.hkhk.edu.ee/ (Contact: Aile Nõupuu, aile@hkhk.edu.ee)

Finland

Omnia Adult Education Centre is a nonprofit regional VET provider with app. 4 000 students and 90 full time teachers. Omnia provides degrees and short term training in the following disciplines: Business Administration, Culture, Natural Sciences, Social and Healthcare, Catering and Domestic Services as well as Techniques. The core areas to develop are the pedagogical development, client relations management and the support to the capacity development of our own personnel.
http://www.omnia.fi/ (Contact: Mika Heino, mika.heino@omnia.fi)

Italy

CTP – District 38 is a public school institution for adult education, providing formative activities and educational projects for the adult citizens of the 10 Communes of its district. Students can attend different types of classes: Basic literacy and numeracy for illiterate people; Low Secondary Education for Adults who left school years ago and school dropouts over 16, and other types of courses as: English, German, Computing, Handicraft Labs, Italian courses for immigrants and foreign people.
http://www.mediacaminiti.net/sitoscuola1/index.htm (Contact: Orsola Cama, hallodear@tiscalli.it)

Poland
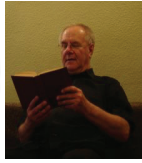
CKU is an adult education centre with 1500 students enrolled and 43 highly-qualified staff members. Adult learners are educated on secondary level leading to the vocational skills as well as those heading to National Certificate. Many of them continue their studies after completing education in our institution. CKU provides vocational adult education in the following disciplines: computer education, cooking, construction. http://www.cku.waw.pl/ (Contact: Stanislaw Skarzynski, stanislav.skarzynski@gmail.com)

Spain

CEPA Nalon provides different types of courses for adults: basic literacy and numeracy, Secondary Education for Adults, classes to prepare students to take access examinations to get into higher vocational education and into University, workshops on foreign languages and computing, Spanish for foreigners; and also a great variety of on-line courses. Our institution also gets funds through projects to organize occupational courses for unemployed people. http://web.educastur.princast.es/cea/ceanalon/ (Contact: Mila Alonso, mily_alonso@hotmail.com)

The United Kingdom

CEED (Charity) Ltd is a regional organisation based in Bristol with over two decades of experiencing in providing a holistic package of support to disadvantaged Black and other Minority Ethnic groups including refugees and asylum seekers. CEED provides on-going training and development in Media Studies; Business Advice; ICT; Management; Positive Action Training; and Information Advice and Guidance (IAG). http://www.ceed.co.uk/ (Contact: Hazel Brittan, hazel.brittan@yahoo.co.uk)

More detailed information about the consortium

Theme/Practice ／ Organisation	Level and sector of education	Raising the awareness (Attracting new students)	Increasing the enrolment
Cyprus Institute of Marketing, Cyprus	Tertiary formal Education, Executive Training. Business	Open Days, Advertising with local/international media, Overseas Agents, website, PR Events	Counselling, Tailor made executive programmes
Haapsalu Kutsehariduskeskus, Estonia	Vocational education and training, Competence based qualifications. Multisectoral	The Centre for giving information, guidance, websites, events, handouts, presentations	Prior learning assessment and recognition
Omnian aikuisopisto, Finland	Vocational adult education and training, Competence based qualifications. Multisectoral	The Centre for giving information, guidance and counselling (Urabaari), websites, events, handouts	Prior learning assessment and recognition
Scuola Secondaria di I° Grado "ROCCO CAMINITI", Italy	Secondary education for adults.	Leaflets, posters, flyers, folders, school website, emails, advertising on media	Teaching Staff meets and talks to each student in order to acquire information about their personal needs, interests, expectations... Each student fills in a personal booklet with personal information. Teaching Staff and students together agree on the Educational Plan
Centrum Ksztalcenia Ustawicznego Nr 5, Poland	General education based on stationary and extramural status. Post-secondary vocational adult education. Multisectoral	Promotional materials – handouts, leaflets, website updates	Recognition of previous learning record and assessment of vocational aims
Centro de Educación de Personas Adultas del Nalón, Spain	- Secondary education for adults. - Non formal education (literacy and numeracy, workshops, occupational courses…).	Website, promotional materials, Success stories told by former students either at school during our Open days or even outside.	Contact with other institutions. Advertising campaigns. Individual registrations. "Welcome tutor"
The Centre for Employment and Enterprise Development, The United Kingdom	- Vocational training and further development - accredited/assessed training qualifications - Positive action training - volunteering placement and job shadowing	CEED works in partnership with a range of beneficiaries and through these partnership help raise awareness of the project and programmes the organisation runs	Recruitment and marketing

Theme/Practice / Organisation	Supporting the engagement and participation **(Ways of helping students accomplish their studies)**	Creating tailor made learning environments **(Different means of organising teaching/learning)**	Evaluation
Cyprus Institute of Marketing, Cyprus		Support with English, small classes, tutorials, intranet, work and study at the same time.	Examinations, assignments are used to assess the overall level of education. Personal interviews are also conducted to make sure that sufficient feedback is received from the students.
Haapsalu Kutsehariduskeskus, Estonia	Out of school-time training, student activities, recognition the prior learning, Practice	Internet based learning environments (Moodle, IVA, teachers personal web pages), new presentation technologies, individual study plans, laboratories for practice	Students are assessed by examining their theoretical knowledge and practical skills. Students are graded by their teacher or supervisor during practice training. At the end of a course students must take local, national or European qualifying examination
Omnian aikuisopisto, Finland	Counselling, tutoring, recognition of the prior learning	Individual study plans, work placements, support in language; e.g. Merkonomi (V.Q. in Business and Administration) with Russian emphasis, virtual learning spaces (wiki, other social media)	Assessment focuses on doing and functioning at work. As a rule, specific skills or competencies shall be assessed directly on the basis of the corresponding function at work. Different and primarily qualitative assessment methods, such as observation, interviews, surveys, previously documented competence tests, as well as self- and group assessment are used.
Scuola Secondaria di I° Grado "ROCCO CAMINITI", Italy	Counselling and tutoring	Individual study plans. Counseling. Tutoring. Individual learning environment.	SAPA test. Systematic observation of learning process and abilities. Tests and projects carried out in group or individually.
Centrum Ksztalcenia Ustawicznego Nr 5, Poland	Individual counselling, recognition of prior industrial qualification tests	Independent learning process support, on-the-job learning schemes, distance learning (weblogs and wikis)	Assessment methods to focus on learners' cognitive status (current knowledge level and specific skills). Basically, they include entry-knowledge assessment and confidence level assessment, observations of personal and professional interests together with academic goals.
Centro de Educación de Personas Adultas del Nalón, Spain	Competence based learning. Flexibility in learning environments. Classrooms in different villages. Informal learning	Accreditation of prior learning and working experience. Modular teaching in Secondary education. Different but related ways of getting Secondary Education certificates. E-learning environments (moodle for distance secondary education and mentor classrooms). Classrooms in different villages.	Individual assessment using different instruments such as observation, tests, projects… Official Secondary Education examination, held twice a year, open to anybody attending or not the school.
The Centre for Employment and Enterprise Development, The United Kingdom	Provide in house assessors. One to one guidance and support by PAT Team. Prior learning support. Additional support provided with partnership with local community library. Counselling support	CEED organises continually innovative ways of creating new tailor made learning for their learners. CEED offers a range of NVQ accredited based courses/training which includes administration, arts, music, computers etc. CEED also runs a range of non accredited courses specifically for those "hard to reach" clients. In addition the organisation undertakes positive action training programmes.	

Understanding the Value of Adult Learning

Transnational activities

Date	Activity	Hosting country
23.–24.9.2008	Kick-off meeting	Poland
10.–13.12.2008	Raising the awareness	Cyprus
28.–31.1.2009	*Web-pages design, **Student***	*Spain*
25.–28.3.2009	***Student** exchange on English and comm.*	*United Kingdom*
29.4.–2.5.2009	Increasing the enrolment	Estonia
6.–9.5.2009	*Web-pages design, **Student***	*Finland*
23.–26.9.2009	Supporting the engagement and participation	Finland
7.–10.10.2009	***Student** exchange on handbook design, web pages update and Eng.*	*Estonia*
3.–6.2.2010	Creating tailor made learning environments	Spain
24.–27.3.2010	Writing down the best practices, evaluation process	United Kingdom
25.–30.5.2010	Close-up meeting	Italy

Kick-off meeting September 2008 – Warsaw, Poland

The Lifelong Education Centre No 5 in Warsaw hosted the kick-off meeting of the international learning partnership project "Understanding the Value of Adult Learning" within the framework of LLP GRUNDTVIG Programme. This event took place from October 22nd to 24th 2008.

During the meeting the partners held presentations of their institutions and introduced the educational systems in their countries.

Methods of communication and information exchange via WebEx and Skype were also discussed during the meetings.

There was also a seminar on ICT technologies and their potential use in the project proceedings.

Dates and venues of working meetings in participating countries as well as budgetary issues were established. Principles of cooperation and task allocation for each project participant were also fixed.

After official meetings and workshops there were some social and cultural activities and visits to places of interest in the capital city of Poland. An important part of a learning partnership is also to

get to know the social and cultural surroundings and aspects of each participating institution.

Less formal get-together events created a favorable atmosphere for making closer and friendly ties between the project participants.

Workshop December 2008 – Nicosia, Cyprus
Raising the awareness – Best Practices

TThe workshop was dedicated to Raising Awareness about the possibilities and opportunities for Adult Learning. The schedule for the two days in Nicosia was well balanced between work and social activities.

Being the first workshop, the partners set the objectives clear guidelines for the forthcoming activities and then started analysing the different aspects of 'Raising Awareness' which followed the model of P's adopted by Marketers.
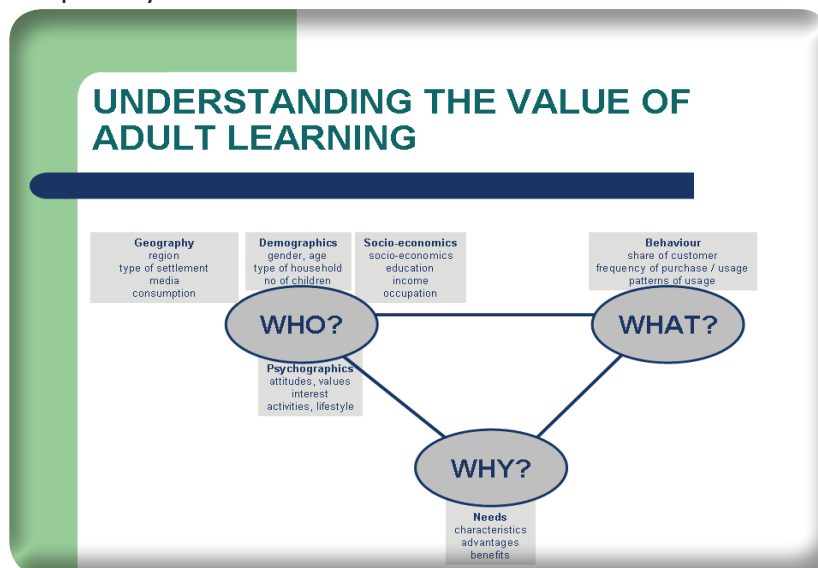
Product

    Understand what people want before designing programs
    Gather information about success/failures and design next programs accordingly.
    As many custom-made, tailor-made programs as possible.
    Competence-Based Programs
    Personalisation of the process for every new intake.

Price

    Price has nothing to do with costs; what determines price is the student's perceived value.
    Make sure that the cost to the student is less than the perceived value received.

Place

    Education as a service means that value is created at the point of consumption i.e.
    Production/consumption are inseparable.
    Make sure that you place your Institution at a place that is accessible to adult students or provide alternative forms of study e.g. distance learning

Promotion

    Use success stories to promote your programs
    Open Days

People

    Bring in people who have already been through the process successfully to consult new intakes.

Use raw models to inspire.

Manage with the twin roles of social and educational consultancy.

Teachers should be involved in the development of the marketing plan and promotional strategy as they are the 'producers'.

Involve previous experience of adults and bring it into the classroom.

Politics

Incentives to employers to accept students for apprenticeship.

What each government and the EU are deciding will affect adult learning so we have to follow their guidelines and find ways to contribute to the formation of government policy. We are the product of our decisions; not the conditions that surround us.

BEST PRACTICES:

- **Use success stories to promote programs**
- **Provide personal guidance**
- **Use distance learning courses to enlarge market**

Student workshop January 2009 – Sotrondio, Spain
Web pages design

One of the main objectives of our learning partnership was to promote in our students their engagement in their learning processes, and this is why we decided to include activities like this in which the learners should become active participants of the project and should make their own decisions and accept their responsibilities. The possibility of meeting learners from other countries in Europe in person and of working together with the same objective also contributes to promoting in our students the European citizenship awareness.

The first meeting of students in charge of designing the web page of our project took place from 28th to 31st January 2009 in Asturias, Spain, hosted by the Spanish institution: CEPA Nalón. The group was formed by an English delegation of two students, a Finnish delegation of two students and one teacher, an Estonian delegation of one student and one teacher and the Spanish student.
The students devoted this first meeting to getting to know one another and distributing the tasks among themselves. They started working on the webpage by designing the definite logo for the project.

In the evenings the students took part in different sociocultural activities which allowed them to get acquainted with the Asturian traditions and way of life.

Our first meeting was held in Sotrondio, Spain, at the end of January 2009.
In Spain we had a chance to meet other students and teachers around this project, for the first time. And we also started to work UVAL webpages.
First we made a simple plan about how the site is going to work and how it´s going to look like. At the same time, we planned how the project will advance in future and who does which part of the webpage-project, before our next meeting in Finland.
As well, we were photographed by the local magazine and invited to reception at the Town Hall of Sotrondio.
We also had a lot of spare-time activities. We visited the Mining Museum, had a traditional Asturian dinner and a playful sightseeing and shopping tour in the city of Oviedo.

Thank you and best regards
Suvi Rupponen
Student – Omnia - Finland

It was the first UVAL student exchange workshop on creating project web page. We were really excited to participate because it was for us the first time to travel by plane and to take part in international activity.
The first impression of Spain was related to the nature which was very different from Estonia – mountains and sunny weather in the middle of January. The town we stayed was very small but very beautiful. It was surprising to see that almost no one spoke English and if then maybe only few words. But it was still fun to communicate with other people in the project and improve our English skills.
In Spain the working habit was different that we have been used to - a little work and then a break, a little work and break again. It was hard to get used to it and so we didn't get too much actual work done in the first time.
Most of the time we talked about the project, about the tasks and what and how shall be done. That might be the reason why we forgot to work ☺ probably it was needed because we had to understand what to do and so most of the time was spent on explaining and making people to understand what must be done by the end of the project.
As a result of the workshop we finished the UVAL logo (AI file) and the web page sketch. One of the biggest problems was connected with the server, username and password which did not match, but we solved it by using HKHK (Haapsalu Vocational Education Centre) server.
In general it can be said that it was very nice experience!
We learned a lot – especially about other cultures and got to know new and interesting people!

Lauri Liibert

"To start with I would say that everything was very positive in general. I think it's a great idea to gather together people from different countries and cultures with a different vision of everyday life from things as simple as working timetables, meal times, to something as important as the language. At the beginning I thought I wouldn't be able to communicate with my partners because of my low level of English, but the good predisposition of all of us to understand each other, even with gestures and body language, made me feel more comfortable and I really enjoyed the experience.

The first day we carried out an activity in which we had to write some words on a post it and the others had to guess what they referred to. This activity helped us to break the ice and feel confident. After that, we moved to the classroom and started working and each one's task was assigned. While the programming team was inserting the page code we started to outline the design of the page.

After lunch we went to visit the Mining Museum. It was very interesting because we had the chance to walk through a simulation of a real coal mine.

In the evening we had an "espicha", where we could taste some of the most typical gastronomy from our region, as well as our cider, there we had the opportunity of seeing the elaboration process of it. We also could listen to a group of "gaiteros" playing traditional music on their bagpipes and before leaving, we played table football.

After such a long day, we went to sleep. Some of us were more tired than the others because one of the differences between Spain and other countries is our timetables and by that time in some countries we would have been sleeping for some hours.

The next morning we went on working on the webpage: the programming team inserting the page code and the designing team working on the logo as we had already finished the outline.
After lunch we visited different monuments such as Santa María del Naranco, one of the most famous palaces in Asturias and then we had a treasure hunt to know about Oviedo in an enjoyable way. By finding the answers to the test, we discovered the most beautiful and emblematic buildings in Oviedo. We were divided in groups and, of course, my team won, actually we cheated a bit but we won't tell anybody.

Then we went to have dinner in a very cool restaurant in Oviedo where we had completely different and more modern dishes than the ones we had had the day before. After dinner we said good bye as it was our last day together. The truth is I felt very sorry as we had become good friends even if we had only spent two days together. We exchanged emails to keep in touch."

Borja
Student from CEPA Nalón

Student workshop March 2009 – Bristol, the United Kingdom
English and communication

The UK had the opportunity to host the Grundtvig Partnership on the theme of English and Communication from the 25th – 28th March 2009. The event was held primary in the CEED buildings and consisted of interactive workshops in English, focus group meetings and multi-media activities. On the first day the group consisting of Polish, Finnish and Spanish delegates was welcomed by Counsellor Shirley Marshall MP for Bristol who thanked the group for coming to Bristol and wishing them all an enjoyable stay. In addition the group had a tour of both buildings, met other organisations/agencies that supported the black and minority ethnic communities and volunteers. In the afternoon the group went on the local History Museum and Arts Gallery.

Day 2 mainly focused on group activities which included ways of developing the website using multi-media and interactive activities. In the afternoon the group discussed ways of developing the website and undertaking sound bits which can be used on the web site. Each country were given the opportunity to do a 3-5 minute talk on their country of origin, why they felt this partnership was beneficial in the contest of understanding the value of adult learning.   In the afternoon the group went by train on a tour of the historical City of Bath

Bristol 25 to 28 March 2009
The experience we had in Bristol was very significant both for the human and professional viewpoint. The people we met have left a mark in our mind and heart. We've had the opportunity to learn from students and teachers from different culture and we could practise the English language. Taking part in the workshop and in the social activities allowed us to increase our knowledge of the European point of view on the adult learning processes. We had formal and informal communicative exchanges and we could enjoy the sightseeing.

Paola Repaci (student)
Andrea Franco (teacher CTP/EDA Villa San Giovanni)

Greetings from the beautiful and sunny city of Bristol in the UK.
We have just had a subsequent meeting of our UVAL project participants. At the premises of CEED – the local organisation dealing with providing education opportunities and assistance to the people who are unable to find their feet in the labour market, to the refugees or to the people of different races – we have had a training in website designing. We were wondering if we could do more to increase the recruitment of students to our school and how we could run a well –targeted promotion campaign of adult learning. Our partners from Britain shared their precious experience with us to show us how they make the best use of the media, on the daily basis, to motivate adult people to participate in an on-going process of education, acquiring new skills and qualifications.
During our stay in Bristol we were invited to take part in a radio broadcast where each participant of the project made a presentation of their country and their school. Most of our free time was to devoted to visiting the city and its environs.

Best regards,
Andrzej Witkowski

Workshop April 2009 – Haapsalu, Estonia
Increasing the enrolment – Best Practices

The Grundtvig workshop in Haapsalu was concentrating on the topic of increasing the enrolment of adult learners as the next step after providing information about adult education and life-long learning possibilities in general.

All the participants were asked to prepare a presentation of their experience and best practices in this field. Sharing this knowledge and having discussions about the theme was the content of the first seminar-day in Haapsalu. Also the future activities of the project were discussed and agreements made concerning next steps.

In order to get an overview of vocational education in Estonia the participants spent the second part of the day in Haapsalu Vocational Education Centre. The students of cooking department had prepared a lunch of traditional Estonian food for the guests and the school premises were visited.

Later on also a city-tour in Haapsalu was organized and the historic background of the town introduced by the guide. Second day was spent in Tallinn where we visited Kadrioru park and presidential palace and had a sightseeing tour in Tallinn old-town.

BEST PRACTICES:

- **Keep contacts with different institutions and organizations on your locale**
- **Organise different promoting events**
- **Adapt the curricula to the students' needs during school years**

Student workshop May 2009 – Espoo, Finland
Web pages design

The workshop was dedicated to continue the work on the web pages started already in Spain in December 2008. Students from Estonia, Finland and Spain took part. The schedule for the two days in Espoo was quite work oriented. The students were busy working on different elements of the pages.

As well as hard work, we also had some social activities. On Thursday we had a walking tour in Helsinki city centre and a typical Finnish dinner in restaurant Manala. On Friday we had a surprise activity in the Finnish nature with open fire cooking and sauna.

Our second meeting, during this project, was held in Finland, in early May 2009. In Finland we had more time to work with our webpage-project and a chance to meet some new students around the project.
As for the project, we already had some text and graphic content for the site. Also the outfit and the functionality of the pages were improved a lot.
And besides working, we had also a quality free-time in Finland. We visited Wee-Gee-Center in Espoo, had a sightseeing in Helsinki and at the end of our last evening, we had a great dinner and opportunity to enjoy ourselves by going in sauna.
I enjoyed the whole project a lot and it was very interesting. I learned important things about different cultures and how important team work is.

Thank you and best regards
Suvi Rupponen
Student – Omnia - Finland

The purpose of this trip was to practice English and create a web page for the UVAL project. One of the first things that drew my attention was the hospitality and complaisance of the Finnish recipients. One major side of this trip for me was that it grew interest in me towards the Finnish culture overall.
The work took place in Omnia Vocational School which was a bit different from Estonian vocational schools by the system and appearance. Omnia School was very big compared to our school but the working environment was very good.
During our stay there the team continued the work that was started during the trip to Spain. As mentioned earlier the purpose was to create a functional web page for the UVAL project. Those who participated in Spain had already made a preliminary design for the webpage and now we had the job of enhancing it and making it bearable to look at.
We got all the text and content from Mika, the project leader. Some of us started working on finding the best possibility to make the webpage and finding a way to make it so that the people who later would be responsible for the maintenance of the page would understand the program and know how to make some later changes if there was need for it. We decided to do it in wordpress because it seemed the best way to finish the webpage in time and make it simple enough to be maintained later.
Basically everybody got an assignment do create a part of the web page or a part of the overall design, for example to create a moving logo out of the previously made logo.
The team also had some problems in getting the server username and password, fortunately we solved this problem fast but we couldn't use MySql server. Our team decided to use WordPress to create functional website for the UVAL project, we studied WordPress and the additional modules for that. The top flash-banner was also prepared.
Throughout the whole trip we had a chance to practice our English speaking skills, something that is on my opinion crucial because it´s a new and different situation when you need to totally rely on your English to communicate. During the trip I also came across different people with different culture and traditions which was a good change, but moreover broadening to my view on things.

Timo Sikka, Lauri Liibert, Karin Aasmaa & Veiko Vainu

"My trip to Finland was great: a small town boy lost in country whose language and culture he didn't know apart from a little information he had found on Internet. Jose Antonio, the teacher who accompanied me, was very helpful. If it hadn't been for him I would have ended up in Somalia.

When we arrived, Mika was waiting for us and he drove us to the hotel. We left our luggage there and Mika took us to a shopping centre where we had dinner, even though it was only seven o'clock, a bit unusual for us but normal for them.

The next morning Mika took us to the school where we were going to work and he showed it to us. What surprised me most was an immense building where the students work with wood and they make all types of things from trunks to houses they sell after they finish them. After our visit at the school, we went to the classroom and started working.

In the evening we went to Helsinki and we visited the most interesting places in the centre of the city. Something which attracted my attention was that there are no police officers in the streets and I was informed that it is because they don't need them as Finland is one of the countries with the lowest crime rates in the EU. There were only some soldiers without any weapons.

The next day we went on working the same way as we had been doing the day before and when we finished, Mika took us to a place where there were several exhibitions at the same time. I attended an exhibition about Barbie…

Mika had prepared a surprise for us for our Farewell dinner. He took us to a hut in the outskirts of Helsinki where a cookery teacher and students of Omnia were waiting for us. The teacher explained that he was going to cook some typical Finnish dishes for us and that it was going to be a practical lesson for the students. I thought it was a great idea. But what surprised me most was when Mika took some towels out of the car and he told us that we could use the sauna if we wanted to and I did, of course. It was the first time I came into a sauna and it was great, although I nearly fainted because of the heat. The trip had been worthwhile even if it was only for that experience. Then we had dinner and I must say everything was delicious.

The worst thing was having to say goodbye as it was our last night together.

To end up with, I must say it has been a wonderful experience because, apart from working on the webpage, I've got to know other cultures, I've been able to practice other languages and I've made some good friends with whom I still keep in touch."

Borja
Student from CEPA Nalón

Workshop September 2009 – Espoo, Finland
Supporting the engagement and participation – Best Practices

The workshop was divided into two sections. The first one concentrated on the supporting of engagement and participation. The topic was handled in each participating institution before the workshop by different means and a presentation was made from the results. These presentations were a base for the work in Espoo. In Espoo the issues were handled in three simultaneous workgroups each focusing on the same topic from a different point of view (student, teacher, institution).

The work of the workgroups was very fruitful. Each of the three groups presented their work as a mind map and a short written description as follows.

The second part of the workshop was a pedagogical seminar held for both the project participants and the entire staff of Omnia Adult Education Centre.

The presenters in this seminar were Ms Katri Aaltonen from HAMK University of Applied Sciences and Ms Mervi Jansson from Omnia. Ms Aaltonen talked about optimal learning environments and Ms Jansson about social media and the adult learner.

The aim of Ms Aaltonen's presentation was to gain insight into participants' "learning environment thinking", and to give them concrete pedagogical tools which can be used to evaluate and improve their own learning environments. The so-called "learning environment thinking" means a planning model where the focus in on the learner and learning processes and no longer on the teacher and teaching. The main focus is shifted from the planning of lessons to the planning of study processes and supporting them.

Ms Jansson's presentation can be found in the following address: http://www.slideshare.net/mervijan/social-media-and-the-adult-learner.

Beside the work related workshops we also had some social activities in Espoo. These activities involved some students and staff of Omnia.

On the first evening the group went to Nuuksio National Park where two students from the Tourism section had prepared some activities. The students also prepared food by the campfire. The traditional Finnish game "Mölkky" was a big success.

BEST PRACTICES:

- **Provide study supporting services: counselling and career guidance....**
- **Create individual study plans**
- **Use student feedback and self-assessment; Give students active role**

Student workshop October 2009 – Haapsalu, Estonia
Web pages and handbook design

Continuing the work started already in December 2008 in Spain and carried on in May 2009 in Finland the students from Estonia, Finland and Poland focused on tuning the web pages and starting the process of the handbook.
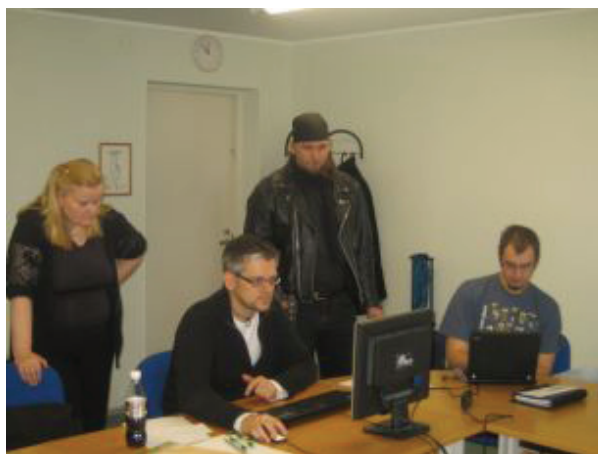
The third part student exchange on webpage design took place in Estonia. The purpose of the Estonian workshop was to continue the unfinished work from Finland - we had the job of finishing the webpage design and finishing the project all together for us. We made some minor changes to the webpage design and added content to it. We put the page up at HKHK (Haapsalu Vocational Education Centre) server where we had GD library and mysql. We also found the modules we needed for webpage like comment area and gallery etc and we got it to work nicely. It can be said that we finally finished the webpage and it was ready for use. We also made documentation about using WP CMS and how to move page data form Estonia to Finnish server. In general it can be said that we learned quite a lot during this project, especially about web-design and web-programming. It was a fun and educational experience for us and we would recommend it to others as well.

Timo Sikka, Lauri Liibert & Veiko Vainu

"Greetings from beautiful and warm Haapsalu in Estonia.
I'm writing to you about our next UVAL meeting. Our delegation and a group of our Finnish colleagues arrived in Estonia to take part in the meeting devoted to creating a website and an UVAL handbook. This workshop was held at Fra Mare Spa hotel in Haapsalu.
On the first day since the early morning until the afternoon we were working on the website project, while the second day was devoted to work out the concept of our handbook.
We had an opportunity to visit the school of our Estonian partners. All I can say is that we were indeed impressed by the teacher-student team working relationship, the way the classes were conducted and the high level of learning.
We appear to be approaching the final stage of our project accomplishment and achievement of our targets. I'm very pleased with it. Maybe I'll be given a chance to take up courses at our partners' premises."

Regards,
Andrzej Witkowski
Student from Centrum Kształcenia Ustawicznego Nr 5

P.S. Estonia is a beautiful country. Wish we could spend our holiday here.

Workshop February 2010 – Langreo, Spain
Creating tailor made learning environments – Best Practices

The workshops and lectures of this meeting were organized according to the two concepts or ideas we associate with the subject "tailor-made learning", and these are: teaching practices that try to meet each student's personal learning needs, learning styles and rhythms, interests, motivations etc. and on the other hand, learning the individual students can manage on their own, which nowadays is more or less a synonym of e-learning.

Julio Cesar García delivered a lecture entitled: Social networks and e-learning in Education, which dealt with e-learning platforms, virtual worlds, digital textbooks, interactive whiteboards, web 2.0 etc. as instruments that help the students learn contents that are tailored to their abilities and interests, and also help teachers to cope with all those different interests and necessities.

Mr. Garcia's presentation is available at the following addresses: http://www.slideshare.net/asturxulio/web-20-3064261
http://issuu.com/xulio/docs/web_2

Ms. Ana Dubra's presentation: Try it on: Identify, Plan, Sell, Create and Reflect focused on the three types of learning styles: auditory, visual and kinaesthetic and on the multiple intelligences: linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal and naturalist. She provided us with some instruments to get information about our students' learning styles and intelligences and some clues about how to use this information to create tailor-made learning environments and improve our teaching practices. Ana

Dubra can be contacted to discuss on this subjects on the following email address: anadubraponente@gmail.com

We also had the opportunity of group discussions about the ways of approaching this subject in our own institutions.

One of the groups was dealing with e-learning offer, tools and procedures. Either used as a support to in-class learning, or as courses that can only be followed on-line, e-learning is an interesting tool that allows the students to choose what they want to learn, when they want to learn it and where they want to learn it. Some institutions have a wider experience as regards e-learning and on line courses; for instance, in Estonia, they have been working with virtual platforms such as Moodle and other on-line methods for three years and in Spain online courses have been provided through Mentor platform since 1994. In Poland, they have been working for two years with a limited experimental Moodle platform that offers students contact and support from the teachers, as well as activities that support their in-class learning, this way students only need to go to school every two weeks. A similar experience is in the process of creation in Asturias: some teachers are elaborating materials to offer students who enrol Secondary education on distance courses the possibility of working on the different subjects on Moodle. In Italy, a very interesting national e-learning project started in September 2009 and will last for three years. It involves 135 schools with different social-environmental characteristics and learning methods and one of the goals of the experiment is to compare

the results of the traditional methods and e-learning methods.

As regards the other dimension of the subject of our meeting, we can conclude that the experiences in our respective schools reflect the current shift of emphasis from teaching to learning in education around Europe. In most of our institutions, the curricula and syllabuses are designed to satisfy the varied necessities of each individual learner, who is provided with an individualised study plan or helped to construct his/her own learning path himself/herself. These individualised learning itineraries also take into account the learners' previous knowledge and experience which is identified by means of the accreditation of prior learning and experiences, a practice carried out in the Finnish, Estonian, Italian and Spanish institutions. In all our institutions, we offer our students different learning methods and environments such as: in-class learning, distance learning and e-learning. In Finland and Estonia an important percentage of the apprenticeship is based on on-the-job learning. In Cyprus, they make a great effort to accommodate all the needs in their cross-cultural classes.

Apart from the lectures and workshops there were also some social and cultural activities and visits to acquaint the participants with other educative experiences and the cultural aspects of our region. We visited the Valnalón Enterprise Centre where they design and carry out educative experiences to develop entrepreneurship at different educative levels. We also visited the "Eduardo Urculo Local Art Gallery• where the Director of the gallery commented on the pictures that best depict the character and history of the area where our school is. After our visit to the art gallery, we all enjoyed an "espicha", a traditional Asturian meal. Representatives of Asturian Adult Education authorities and LLP programmes joined us and Pilar Cortejoso, the person in charge of these programmes and initiatives addressed us some words.

BEST PRACTICES:
- **Use accreditation of prior learning**
- **Adapt learning environments to the student group**
- **Realise that learning can happen everywhere**

Workshop March 2010 – Bristol, the United Kingdom
Evaluation – Assessing the Project

The first two workshops concentrated on evaluation and dissemination of the results of UVAL and were executed in two groups. The discussions in the groups were fruitful and produced also new perspectives to the theme.

On the second day the first workshop was a presentation by Dr Ibrahim Seaga Shaw from the University of the West of England. The topic of his presentation was 'Raising Education Attainment and Facilitating Progression to Higher Education amongst Adults'. The second half of the day's workshop was dedicated to action planning for the upcoming few months before the final meeting in Italy in the end of May.

Following is a summary of the two workshop outcomes, which discussed five key questions around effective evaluation and dissemination of the project.

Q1. What are the best tools to use in evaluating the UVAL Partnership Project?

Q2: What did the UVAL project achieve?

Q3: Can you identify any changes which could have enabled the project to be more successful?

Q4: How can we raise the awareness of the UVAL project to key beneficiaries and diverse audiences?

Q5: How will your organization disseminate the lessons/best practices learnt?

The questions resulted in an in-depth discussion that focused around each heading and how to extract best practice from them. The main 3 key outcomes were;

1.   Building a strong and collaborative partnership with shared knowledge and best practices via students/teachers
2.   Ensuring that the Handbook and Web Pages remain focused and project orientated
3.   Effective evaluation, marketing and dissemination of the UVAL Project
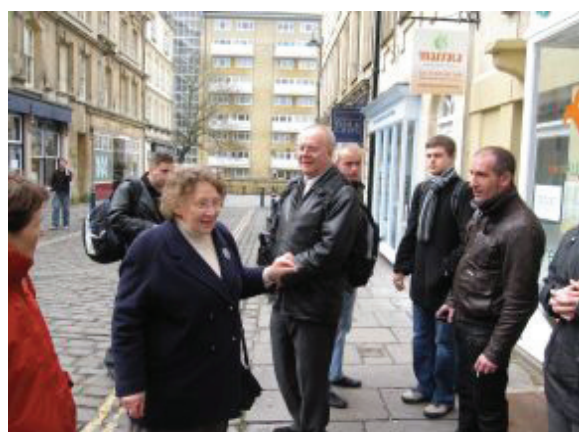
Close up meeting May 2010 – Villa san Giovanni, Italy

The workshop organized in Italy from the 25th to the 30th of May was focused on internal and external evaluation of the project and of the handbook, dissemination plan, revision and final version of the handbook, best practices and final report.

The Coordinator, summarizing the results of the questionnaires gradually filled up on the Moodle platform, pointed out the strengths and weaknesses of the project process. The participants from Italy and Spain showed the questionnaires filled up for internal and external evaluation of the handbook, as it is at the moment, and their results.

Ms Sara Pagliai, from the Italian National Agency, greeted the delegates, described the importance of the dissemination of the project results, agreed with the plans for two years dissemination and introduced a new database for final products (ESTDATABASE: http://www.europeansharedtreasure.eu).

Some changes were decided in order to improve the handbook as shortening the descriptions of the seven partners as well as the workshops and meetings, concentrating on the results and highlighting the best shared practices.

In order to define which best practices each Institution could share, trough a flipchart activity, the following were chosen (see next page).

As the activities in the meeting in Bristol concentrated on evaluating the project and not in evaluation as practiced in schools, we decided not to include it to the best practices.

During the five days the participants spent in Italy, a lot of social activities took place, in order to let them know the reality in which they were as regards its landscapes and its cultural aspects.

Best Practices

The following table indicates the best practices this consortium found regarding the themes the project focused on. The project consortium wishes to emphasise that all these practices should always be seen and regarded as practices of an individual institute functioning in certain cultural environment. All ideas and practices are transferrable but should always be adapted to the surroundings and cultural settings of the institution.

Raising awareness	Increasing enrolment	Supporting the engagement	Creating tailor made learning environments
Use success stories to promote programs	**Keep contacts with different institutions and organizations on your locale**	**Provide study supporting services: counselling and career guidance....**	**Use accreditation of prior learning**
It is useful to bring students from different courses or workshops to tell new and potential students about their own learning experiences in school. They explain why they decided to start studying again, how they managed to reconcile their professional and personal duties with the learning activities and the impact it has on their lives.

It is helpful to promote the success stories of former students and graduates in order to encourage new and potential learners to get involved in studies. This is a good possibility to show examples based on real people's experiences how it is possible to combine working and studying and how to find new career paths thanks to the new occupation learned. Adult learners are considering carefully all the aspects of getting involved into studies before they make the final decision and such examples are really helping and encouraging them to make the necessary changes in their lives and convincing that it is possible to combine school with working and family life. | It is practical to keep constant contacts with institutions such as the Town Councils in one's municipality, Youth Office and the Social Services Office. They should be provided with up to date information they include in their own web pages, which helps the school to reach even more potential students. They also provide the school with students as they inform people about the different learning possibilities and encourage them to come to school. | Every student group should have a named group-mentor/tutor. There should also be psychologist and social pedagogical staff as well as guidance counsellor and a special needs teacher to help the students solve problems that may rise. It also helps the students if the same teacher stays with them for a longer period in the beginning of the studies helping them by answering numerous questions and giving consultancy.

Feedback systems should be used to further develop the education system according to students' needs. | Recognizing and gathering information of prior knowledge, skills and competencies of the learner and comparing them with the requirements of the qualification or curriculum in question and modifying the teaching/learning processes based on this information.

When a student enrols the school, he/she undergoes an accreditation of prior knowledge and working experience. A group of teachers meet and study each case in order to design the individualised study plan for each student. |

Raising awareness	Increasing enrolment	Supporting the engagement	Creating tailor made learning environments
Provide personal guidance	**Organise different promoting events**	**Create individual study plans**	**Adapt learning environments to the student group**
Personal guidance should start with a "Welcome Tutor" who receives potential students and explains them the different learning options and helps them to choose the most suitable ones. Next step could be the accreditation of prior learning and working experience which then should lead to the forming of individual study plan. After starting the studies guidance should continue with regular individual conversations with a tutor or teacher. Interaction with tutor and students can also be partly executed with different ICT tools (e.g. Moodle, wikis, blogs, email).	Open-doors day –activities is a good way to enable personal contact with teaching staff and school-environment before enrolment. During these activities it is also a good idea to organize exhibitions to show visitors pictures of different classrooms and workshops and give them information about the different activities carried out in the school. Workshops or open seminars arranged prior to enrolment are an effective way of spreading the message of adult learning. They should be easy and short providing positive learning experiences and socialisation.	Adaptation of the curriculum: reduction of the contents, integration or expansion of the contents already learnt in their own language (if foreigners), omission of the teaching of one or more than one subject, substitution of some subjects with others (see accreditation of prior learning).	Teaching methodologies and approaches should be flexible in order to meet the different learning styles, rhythms and needs of the students.

Raising awareness	Increasing enrolment	Supporting the engagement	Creating tailor made learning environments
Use distance learning courses to enlarge market	**Adapt the curricula to the students' needs during school years**	**Use student feedback and self-assessment; Give students active role**	**Realise that learning can happen everywhere**
With different distance learning alternatives it is possible to reach potential students also from remote and distant areas. Distance learning allows participation without travelling and is therefore usually an effective option for classroom teaching. If using e-learning methodologies it should however be taken into consideration that perhaps not all the students have adequate access to internet.	A study plan should always be made in collaboration with the student and a tutor/teacher and it should take into consideration all the skills and knowledge the student might have gained previously even through non formal and informal learning. The focus should always be on the student and the curriculum. It is worth accounting the fast changes in the market in relation to the curriculum. This is significant because students that have completed and graduated from school would be more "attractive" to employers. Students are aware of the run of the market therefore their ideas should be taken into consideration during creating the curriculum for the next school year.	Assessment of personal competences (Tools for studying the level of Adult Alphabetization) Different skills are gathered through Literacy Test: comprehension of a text, a table; mastery of lexicon; Numeracy Test: ability of working with numbers, algebra, measurement, geometry and data; Problem Solving Test: analyse problem situations, specify them and formulate solutions.	The skills, knowledge and competencies gained in non formal and informal situations should be considered to be as valuable in learning process as the skills gained through formal education. Different extracurricular activities can be organised: cultural activities like visits to museums and other cultural institutions; social activities such as holidays and festival celebrations; "Day of..." celebrations. With these activities it is possible to try to expose the students to different learning environments, and also to make them aware of importance and benefits of informal learning. Also different extracurricular courses can be arranged. These courses might be focused on either developing some specific skills or competencies or just to enhance the common knowledge on some areas.

Thank You, Goodbye and see You later!