



Lifelong Learning Programme



Summary

4th BAGru Project Dissemination Conference

Leonardo da Vinci Transfer of Innovation

„Berufs- und Arbeitsnahe Grundbildungskonzepte und –tools für Gruppen mit besonderen Schwierigkeiten auf dem Arbeitsmarkt“ (BAGru)

“Job relevant basic skills concepts and tools for groups facing particular challenges at the labour market” (BAGru)



Date: June 26th to June 28th , 2011

Location: Vienna, Austria

Venue: BEST Institut für berufsbezogene Weiterbildung und Personaltraining respectively Arcotel Wimberger Neubaugürtel 34-36, 1070 Wien

Conference language: English



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Monday, June 27th, 2011 First conference day



- 12.30 P.M. Arrival - lunch buffet – get together
- 02.00 P.M. Welcome - orientation
Rosemarie Klein, bbb Büro für berufliche Bildungsplanung, Dortmund, Germany
Helmut Kronika, BEST – Institut für berufsbezogene Weiterbildung und Personaltraining GmbH, Vienna, Austria
- 02.30 P.M. What is BAGru? General overview: outlines, aims, intentions, procedures
Rosemarie Klein / Dieter Zisenis, bbb Büro für berufliche Bildungsplanung, Dortmund, Germany
- 03.00 P.M. Presentation of the three transfer projects
- Unemployed adult learners are the experts of their own learning process
Ingmarie Rohdin / Tord Hansson, Folkuniversitetet, Kristianstad, Sweden
- How to convince the management in SMEs of a new approach to basic education
Špela Reš / Doroteja Volovec, Papilot Institute for enhancement and development of the quality of life, Ljubljana, Slovenia
- Networking with the public employment and jobs services and regional employers and stakeholders as basis for successful basic education programmes
Gilles Rives / Denis Rouquie, IRFA Sud, Montpellier, France



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04.00 P.M.	Coffee break
04.15 P.M.	Working groups
05.15 P.M.	Project exhibition – stands and chance for direct contact with the project partners
05.30 P.M.	Discussion in plenum – first results – open questions
06.00 P.M.	Daily closing – prospect for the second conference day
07.00 P.M.	Common dinner

Tuesday, June 28th 2011, Second conference day



09.30 A.M.	Good morning, Orientation
09.40 A.M.	Insights into BAGru: challenges – obstacles – solutions – first results of the BAGru evaluation Dr. Ralf St. Clair, University of Glasgow, Scotland, UK
10.00 A.M.	Working groups – implementation models, demands for the future, sustainability
11.00 A.M.	Coffee break
11.15 A.M.	Project and product market place with partners and guests
11.45 A.M.	Conclusion – feedback from critical friends - prospects
12.30 A.M.	Lunch buffet



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List of Participants:

Name	Organisation
Rouquié Denis	IRFA Sud - partner
Guibert Valérie	IRFA Sud - french strategic partner guest
Hansson Tord	FOLK
Rohdin Ingmarie	FOLK
Hovler Jan	FOLK - Tegnérgymnasiet in Växjö strategic
Renehed Bo	FOLK - strategic partner
Klein Rosemarie	bbb - legal and managing director
Zisenis Dieter	bbb - partner / international projects
Reutter Gerhard	bbb - scientific advisory council scientific advisory council
Marx Susanne	Bbb – strategischer Partner
Bothe	Bbb – strategischer Partner
Dr. Drubig Roland	Bbb – strategischer Partner
DI. Dr. Markowitsch Jörg	Senior Partner, 3s Unternehmensberatung GmbH
Neumann Ulf	bsw - strategic partner from bbb
St. Clair Ralf	Uni Glasgow
Howitt Shirley	Uni Glasgow - strategic partner
Uflewski-Watson	Uni Glasgow
Agnieszka Katarzyna	
Gonda Marcin	AHE
Dr. Marcinkowska Beata	AHE - strategic partner, Akademia Humanistyczno-Ekonomiczna w Lodzi
Dr. Nawrat Dorota	AHE - strategic partner, Akademia Humanistyczno-Ekonomiczna w Lodzi
Reš Špela	Papilot
Marolt Maja	Papilot
Zupan Sabina	Papilot
Rozman Stanislava	Papilot - strategic partner (Sava Company)
Hace Milka	Papilot - strategic partner (Sava Company)
Kronika Helmut	BEST
Kronika Karin	BEST
Herman Natascha	BEST - strategic partner (Fachhochschule)
Vaz-König Paloma	BEST - strategic partner (VHS)
Funk Sarah	BEST - strategic partner (Uni Wien)
Schober Eda	BEST



About the project

BAGru is a transfer project based on the outcomes of the project consortium "GiWA – basic skills in labour and economy" of the research programme "Research and Development for Alphabetization and Basic Education" (www.giwa-grundbildung.de).

The GiWA project was directed at insufficiently qualified persons who wanted to acquire essential basic competences such as reading, writing and numeracy, as well as develop abilities in a range of communication and information strategies.

BAGru is part of the Lifelong Learning Programme and was funded by the European Commission to improve the employment opportunities for groups facing particular challenges at the labour market. The duration of the project is from October 2009 to September 2011. The partner countries are Austria, UK, STheyden, Slovenia, Poland and France.

Background

Employment opportunities of insufficiently qualified persons have sunk significantly during the past years. Concerning early school leavers the situation has worsened Europe-wide. Both within vocational education for socially unprivileged and slow learning adolescents and in connection with post-qualification of insufficiently qualified persons there is the necessity of developing, designing and realising workplace related designed and realized settings of basic education.

Aim

The aim of the project has been to develop and realise concepts that comprehend basic education as a social praxis and consider the life realities and working environment in the companies. The designed concepts and settings of learning are characterised especially by consequent orientation towards the learners, their work and their life environment as relevant principles. They aim towards the integration of groups with particular difficulties in the labour market while being trained or employed.

Target groups

As has been demonstrated through the EU initiative "New Skills for new Jobs", there is a distinct lack of developments which focus on furthering the literacy capabilities of socially unprivileged and slow learning adults. BAGru concentrates on three transfer activities. They include the potential end users (diverse groups with special difficulties in the labour market), the divers contexts of education (vocational education, pre-vocational qualification measures, programs for disadvantaged, operational continuing education) and instructors, teachers, trainers and advisors as multipliers.



Products

The project results are published in two languages (German/English). The following products are available:

- Manual "Adult Literacy in the Context of Labour and Community"
for multipliers and educational managers in communities, enterprises, labour market administration and educational institutions
- Manual "Good Practice - Job relevant basic skills concepts and tools for groups facing particular challenges at the labour market"
for teachers, trainers and counsellors
- Toolbox with the Manual "Good Practice - Job relevant basic skills concepts and tools for groups facing particular challenges at the labour market": Case Studies – Instruments – Procedures

For further information please visit the project the website: www.bagru.eu

Three transfer projects:

- The Swedish project partner, Folkuniversitet, used GiWA results for the further development of a certain "loyal" approach that recognised and valued the individual life style of long term unemployed and the participants as the actual 'experts' of their own lives.
- The Slovenian project partner, Papilot, took in view the role of employers and the management and developed special methods of needs analysis for internal education arrangements especially for low qualified occupations.
- The French project partner, IRFA *Sud*, followed the approach of the development of access paths to management, other organisations and trainees through networking with welfare institutions and regional actors in various branches. IRFA *Sud* targeted transfer especially on occupations in elderly care in the Perpignon region.

Outcomes and principles

The work (place) related basic education avoids stigma and attributes from society but uses appreciating, respectfully and conversational methods. Basic education, however, doesn't follow a care paradigm especially for disadvantaged. It is first and foremost education with and for the adult learners.

Basic education doesn't focus on deficiencies, but on existing development, hidden skills and competences.



Basic education is not a completed curriculum or a completed list of individual skills and qualifications. Strategies and contents from basic education are put into context and developed in the process.

Basic education has to be developed within the context of a specific milieu or person and goals or “cost benefit analysis” of the adult learner. The reflection of the learner’s biographies, social reality and the individual learning and development goals and motives is a pre-condition for successful basic education.

Basic education also accounts for a wide area of interests such as business, work place, institutions of education, public places in the local community and other situations in everyday life.

Work related basic education develops versatile settings and accounts for a versatile repertoire of methods and instruments that are always learner oriented. Apart from the design of the learning situation in groups the individual and group related process guidance and counselling is important.

So networks with social partners, employers, unions, the work administration, public authorities, education and training providers, social services and all interested regional stakeholder are very important for work related basic education.





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Presentation of the three transfer projects in detail

The Swedish experience of responding to the needs of the unemployed

Tord Hansson

Even though Sweden still represents an example of a highly developed welfare state it has not escaped the changes in the conception of unemployment that has affected the entire Western World.

One of the most common perspectives holds that a poor educational background is often one of the major reasons behind unemployment state in Sweden.

Folkuniversitetet in Kristianstad is an educational institution that follows the Swedish tradition of serving marginalised people. Established in 1942, it has a long tradition of working with the Public Employment Services (PES) on developing and implementing regeneration programmes addressed to long-term unemployed, migrants, elderly unemployed, and other socially disadvantaged groups.

Furthermore, Folkuniversitetet is one of the pioneers in a novel approach to work with unemployed people that views participants as "experts" on their own work situation, needs and abilities. The method implies a shift away from a negative perception of the unemployment state, which is often considered as a form of personal failure, towards a positive encounter with the participants being placed at the centre of training activities.

In order to implement this alternative approach, vocational training commences with a procedure of identifying the basic skills of jobseekers. This includes a process of "mapping" of formal and non-formal abilities by using various methods, such as: questionnaires, interviews, presentations, portfolios, observations, individual coaching, and a daily diary management.

The main challenges in this line of work are to "keep in touch with reality", to be able to find ways to a change in attitudes with individuals who have accepted unemployment as a way of life, and adapted to "lesser" circumstances in terms of private economy, social life and being more dependent instead of independent.

In the fall of 2009 it was decided that the Folkuniversitetet would become one of the three European transfer partners in a knowledge transfer program called BAGru, which aimed at an international transfer of good practice and novel training methods tested in Germany through the GiWA project.

Folkuniversitetet decided to adopt two methods from the program to enhance and improve training quality. These methods were the "talent marketing" and "my personal life curve".

They developed the programme JOB (Job and development guarantee), initiated by the Public Employment Service, to work with two groups of unemployed. However, they considered important that they could not deal with those people as groups but only as individuals to prepare them for the labour market. Both methods proved useful in terms of bringing clarity to participants' working objectives and needs.



The main aim was to prepare the participants for a re-entry into the labour market. Beside ordinary features like how to apply for a job, how to prepare for an interview etc. they worked a lot with raising motivation, self-esteem and self-confidence. This was mainly done on an individual basis, in coaching sessions on an individual schedule depending on the participants needs. It was important to gain the participant's trust to make them feel confident enough to be able to express their barriers, their problems and their true needs in terms of being able to take steps and action towards their real goals. The creation of a positive atmosphere allowed a frank and open discussion about problems experienced and the ideas adopted to address these problems.

The applied methods were quite diverse. They started with a mapping of the participants to gain sufficient background information. In this process they identified their skills, both formal and non-formal. Then they used different sets of tools, ranging from traditional and often mandatory activities to more process oriented tools, like the Life Curve, SWOT-analysis, Case Method and GROW as they are or in combination depending on the process.

From the mapping interviews an action plan was established and a programme was made for each individual which depended on the situation and the needs of the participant.

It was considered important to create a positive feeling and to motivate them for discussions and participation.

Further, a working and interview schedule was created, both in groups and individually, together with the participants as part of the process. These formed a basis for what was to be done more concretely and what was the participants' opinion about what the problems were.

From there they started the individual work, based on a questionnaire on participants' interests, work situation, skills and abilities, which was made for the participants to fill in semi-narrative questions.

As the answers from the questionnaires were brief and insufficient, the decision was made to replace them with in-depth interviews to obtain the desired data. During the



pilot phase the in-depth interviews were spread over a period of 5 weeks to allow time for the participants' necessary reflection and to keep them motivated. All the participation at this stage was voluntary.

The participants were divided into two groups. The first consisting of people unemployed for between 18 and 24 months and the second made up of participants unemployed between 4 and 7 years. Each group included 7 to 8 individuals with equal representation of males and females.

The participants of the first group were quite positive in their attitude, participated with more or less enthusiasm and were generally willing to discuss their life circumstances. Concerns over their economic situation were identified as the major factor, though the lack of employment income affected not only their material position, but also negatively influenced participants' social life. Additionally, many participants commented on a gradual decrease in their levels of self-esteem and personal confidence. Through the course of trainings and discussions it was agreed, however, that setting up a clear path to achieve employment goals helps to stay focused and motivated. Also, staying socially involved was identified as critical in surviving the unemployment stage.

This positive attitude was far more unusual found when interacting with participants of the second group. Due to an extended period of unemployment they mostly withdrew from social activities, as they felt a degree of humiliation regarding their life circumstances. Consequently, their attitude was mostly negative. Apart from low-self esteem, they experienced mental health problems such as depression. Many were ashamed and humiliated and felt viewed as lazy, employment avoiding and benefit system abusers. Surprisingly, when considering strategies aimed at improving their situation, they identified social networking and social involvement as the way to securing an employment.

The implementation of the BAGru transfer program identified series of gaps, especially in the area of the development and implementation of training programs aimed at the long-term unemployed and other disadvantaged groups of Swedish society.

The key obstacles identified included a negative perception of the unemployment period and the unemployed as well as the perception of others that long term unemployment was being willingly and unquestionably accepted as a way of life.

Additionally, it was observed that a greater sensitivity and courtesy is required on a part of trainers, as many of participants are over-sensitive and over-reactive to a slightest form of criticism. Such a state of mind is a direct result of months of low-self esteem.

Also, the time availability of trainers was raised as a concern, and it was suggested that there should be open hours for ad hoc consultations and advice. The language used during the training sessions was also identified as problematic and therefore should be adjusted to participants' specific levels of comprehension.

There was a further suggestion for an online employment portal. Such a website should include examples of well written cover letters and statements summarising work history, including advice on job-seeking techniques, employment offers, training announcements as well as incorporating chatrooms allowing the participants to exchange their work-seeking experiences and to socialise with people challenged by similar life circumstances.



Nevertheless, the benefits observed at the end of the transfer process were just overwhelming. These included attitudes' changing towards the unemployment situation from perceiving "unemployment as a way of life" towards to an active attitude on development and possibilities for the individual. Additionally, it was observed that at the end of the process participants obtained skills allowing them for clear goal identification, job searching and applying and successful professional networking.

Through the project transfer the identification of tools that turned the overall philosophy of individual instruction into a concrete classroom process was possible. By personalising the process with new methods applied in an existing program and doing so by involving the participants in the process, Folkuniversitetet has gained the necessary trust from the participants to achieve desired results. The outcomes may not be directly measurable in numbers or figures, but show up extremely strongly in the participants' self-confidence, self-esteem, motivation and interaction with our organisation.

Adult Literacy in the Context of Labour and Community in Slovenia

Špela Reš

Broad changes in Slovenia over the last twenty years have demanded substantial changes in upbringing and education, which are the pillars of the existence and development of society. The need for comparability of educational standards with other education systems and the accreditation of education have hastened changes in the education system. Part of these changes was an increased interest in lifelong learning. The frequency of participation in adult education changed as well. It was growing irrepressibly and is now present in the workplace, at home and in the local community; it has become the real basic need of every individual. So it was and is important that basic skills learning was considered as lifelong learning.

Basic education in Slovenia is commonly accepted as writing, reading or mathematics and usually refers to children's basic education in primary and secondary school. However, this is no longer sustainable and there is increasing recognition that basic skills should be developed in conjunction with work occupations and work activities. Developing basic skills in the workplace represents a concrete example of lifelong learning and an opportunity for personal and social development of the employee the employer.

Papilot institute was established in 1995 in response to the changing situation in Slovenia due to independence. Some of the more challenging effects included over-night unemployment, changing life-styles and new value systems. Papilot does not view education and learning as objectives in themselves. They are means for personal, family and community development, for active citizenship building and for improving the lives of people. Thus, they must be explicitly framed within and oriented toward social transformation and human development.

Basic learning needs derive from and relate to basic needs of individuals, groups and societies. Both basic needs and learning needs change with the passing of time. So the



specific content and modalities of satisfaction of basic learning needs must be decided for each specific purpose, context and moment in time.

The role of Papilot is to put these principles into action in the changing environment of South East Europe. So it participated in the BAGru project, as it seemed to offer a way to enlarge the range of strategies available to its work. The areas where they implemented some ideas and on which the transfer was focussed were contacting employers and conducting needs analyses of the employees, employers and organization itself. Concrete methods for "Snapshots" of needs were transferred through the BAGru program based in the German GiWA project. They translated them from the AlphaKU subproject of GiWA and then adapted them to their needs.



The first steps in working with employers are immensely important for showing professionalism and gaining trust. The main idea underlying the transferred processes was to get in an adequate and positive contact with the target employer or organization and to snapshot their needs before the implementation of various programmes and courses.

VDC Novo Mesto is a centre to serve adult people with special needs, most related to developmental disabilities. It is a public social welfare institute, which has been independent since 2000. Today, it offers users a program of institutional care and program management, including care and employment under special conditions and activities to raise participant's quality of life. The users are also involved in different sports, music workshops, library activities or agricultural schools.

Every day of the year, except public holidays, participants are offered eight hours of programming involving day care, guidance and job placement. A range of staff with high levels of expertise in the areas of social work, defectology, psychology, social and special



pedagogy works with them. Beside the highly educated experts, a large number of lower skilled staff also is employed.

In the context of the BAGru transfer project the Papilot Institute transferred and developed tools relevant to three aspects of work with VDC: approaches to employers and enterprises, need analyses methods and the development of soft skills programs.

The first information that Papilot received about VDC was that the staff, irrespective of their education and previous experience, found the participant group hard to work with at times. Even though all the staff had at least a foundation of basic skills, there were many day to day issues that were hard for them to handle. Papilot Institute decided that the best starting point would be to offer a special need analysis for the expert workers in VDC in order to understand the work demands and special needs of target group. On the basis of this information, it was possible to design a special tailor made program for developing the skills of experts in coping with stress and aggressive users.

In the first phase, Papilot transferred methods of approaching employers from GiWA. They used the "targeted interview with manager" and related techniques to detect the needs, interests, goals and challenges within VDC. Later on, the use of a specially designed survey about work stress and coping with aggressive users or related topics was common. On the base of the results, they prepared workshop programmes for developing the basic skills of experts in ways to relate to participants, with emphasis on working with difficult and aggressive users. These were organised in small groups with 14 participants, and delivered at VDC.

The feedback from VDC experts as well as from VDC management was very good, so Papilot extended the cooperation. Following on from the initial workshops they developed workshops covering similar topics, but designed for VDC staff with less formal education.

In general, the results of the transfer have been extremely positive, both for VDC and for Papilot. Based on this success, the Papilot institute intends now to target further organizations working with disabled people for the implementation of these new approaches and methods for basic skills development.

Given the context of Slovenian adult education, Papilot believes in the opportunity to widen the basic skills concept from literacy, mathematic and reading to basic social skills which are indispensable for improving the job opportunities of less educated and less skilled.

Adult Literacy in the Context of Labor and Community in France

Denis Rouquié

France is one of the European Union countries which was struck very badly by the financial crisis what led to a substantial increase of unemployed workers. The worst situation was and is among youth below 25 years of age, especially among women, and



the unemployment levels for unqualified individuals are two and a half time higher than for those with a tertiary education qualification.

Employers point out to an increasing divide between the skills presented by individuals and the demands of the labour market. Vocational training courses, therefore, become a preferred solution for addressing gaps in the participants' working style and education combined with a particular attention to specific needs presented by employers.

IRFA *Sud* is an employment training institution that specialises in establishing links between jobseekers and various public and private sectors organisations. It is located in two regions: Languedoc-Roussillon and Midi Pyrenees, both recently struck by galloping unemployment rates. Apart from training for unemployed adults as well as socially underprivileged, disabled and employed adults with low basic skills they specialise in providing training courses addressed to employed individuals wishing to obtain new qualifications.

In the fall of 2009 IRFA *Sud* was approached to become a transfer partner in the international knowledge transfer program, BAGru whose ideas came from a research program, GiWA, in Germany. Inspired by the results of GiWA, IRFA *Sud* implemented two training methods derived from the KOMBUSE project in Düsseldorf, namely "helpful mentoring" and "transversal competencies," in a local care sector.



The "helpful mentoring" technique relies on an individual, non-judgmental approach to analysis of participants' training progress. After each apprenticeship period participants are asked to attend a group meeting where each of them has an opportunity to express their opinions on training received and work-related problems encountered.

The tool was proven exceptionally successful in stabilizing the trainee-trainer power struggle, as it provided the participants with control over the learning process.



Normally, the whole group listened carefully to the explanation of each trainee, gave advice and tried to solve individual problems. In effect, they were enthusiastic with the possibility to express personal questions.

The other method utilized by IRFA *Sud* during the BAGru transfer project involves the identification and the assessment of the “transversal competencies” of low qualified young adults (16-25 years of age). It works with an a two-fold appraisal of participants’ skills and competences, which takes place at the training centre and during the apprenticeship period at the company. In a final interview the competences are highlighted and suggestions for a further career path in a care sector are made.

It was hoped that through such defined cooperation and the close contact with tutors and managers, the trainees would gain the new skills necessary to analyse different life circumstances and work related difficulties, as well as to turn the feedback received from trainers into the social capital leading to suitable employment.

It was established that IRFA *Sud* would focus on transfer activities related to the care sector because there was and still is a great need for development in this sector.

According to the French educational system, there are various levels of care sector (related) qualifications an individual can acquire. Most of the roles performed in the care sector consist of providing an active support to people needing caregivers, which includes help and assistance with ordinary duties. This, of course, requires special skills, but the key to professional success in this sector lies in abilities such as empathy and compassion. It was observed, however, that participants often lacked these basic social skills such as the ability to listen, discretion, respect and distance keeping, what negatively affects their work performance.

It was decided that the BAGru transfer project would be implemented in a region of Perpignan with the participants being recruited from a two courses on home care run by IRFA *Sud* in Céret and Prades.

The training course commenced at the IRFA *Sud*’s facilities and aimed at creating detailed knowledge about the participants’ skills and abilities relevant to the duties they were about to perform, using tools already proven in the former GIWA project. The most common issues identified at this stage were problems with clear communication in the native language, insufficient numerical, literacy and IT skills, lack of “learning-to-learn” competences, inadequate knowledge of professional conduct and poor team working abilities.

First IRFA *Sud* tried to allocate the participants to the most suitable apprenticeship available. In the following step participants entered an employment situation accompanied by trainers ready to offer their guidance and support based on the “helpful mentoring” approach.

The close contact to the working sector gave them keys and paths to develop basic skills assessment and transversal competences. But also the trainers and tutors were trained to increase their understanding of key skills and competencies and to facilitate the accompaniment during the working period.



A particular emphasis was given to the teaching of essential personal abilities and work ethics as well as to the adaptability to different work-related situations, rather than following the standardised teaching curriculum aiming towards with exams performance. As a result participants became sensitised to needs of the people receiving care as well as to the importance of their work commitment and ethical behaviour.

With managerial feedback obtained by trainers at the workplace, it was possible to implement the individually tailored changes required by a given employer. Consequently, the participants became exceptionally well prepared for the challenges of their future employment, while the IRFA *Sud*'s business partners were offered the benefits of working with apprentices.

The methods and tools provided by the BAGru transfer project were applied in a dual way, combining self and external assessments with a mixture of formal and informal appraisals, conducted both at a training centre and at a workplace. The methods utilised differ substantially from traditional forms of formal assessments applied by IRFA *Sud* in the past because of the active networking with the professionals during the training program and the informal contact with them, such as study visit, newsletters, events, common assessments or validation. This brought exceptionally positive results during the identification process of participants' skills, abilities and competences.

The assessment strategy was created on individual basis, involving a construction of individual charts for each and every participant, recording their specific skills and competences obtained as well as tasks undertaken by learners and marked by trainers. Additionally, the project resulted in a construction of new strategies aiming at a confidence improvement and self-esteem building. The interests of the learners have been matched with their existing qualifications and competences in order to identify vocational training goals and job opportunities.

IRFA *Sud* believes in the possibility of disseminating these methods effectively over other departments and will inform professionals from the care sector field about the new approaches.

The aims of these new methods are close to IRFA *Sud*'s main objectives, which are to deliver specific integrated concepts for basic education and links with actors in workplaces. So they are interested in developing them for future applications.

Principle outcomes and future steps of BAGru

The quintessence of the BAGru project is that it is possible to incorporate the social background of the learners in educational programmes. In many cases this was new for teachers, trainers, counsellors, coaches, course designers and project managers, but throughout reflexions and discussions they got more conscious about this issue and how to apply it in daily work with the learners.

New programmes and course or counselling measures were created because the designers were aware of the specific target group needs. So basic skill education got more efficient and positive.



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Throughout several workshops the participants arrived at the conclusion that learner-oriented approaches and biographical work in adult education is just as important as the respect and trust towards learners and clients.

Another important outcome of the BAGru transfer projects is the finding that enterprises and their managers should be more involved in educational plans for their employees, especially in terms of their interest and responsibility. So teachers, trainers, coaches and consultants not only needed to learn to integrate the learner's social background, but also to upgrade their competences and development skills in relation to the networking with stakeholders. Respective materials and tools could be developed in a new project.

Further, it is important not to forget about national contexts. Current crises and other factors lead to new challenges, i.e. the unemployment of young graduates who are confronted with a lack of perspective. Findings solutions for these issues could be exploited in joint efforts after the end of the BAGru project.

In future, partners should carry on taking part actively of the outcomes' dissemination and sharing their results with partner organisations in each participating country. This should also be assured with the final update of the BAGru website and the production of the three products' final versions (the manual 'Adult Literacy in the Context of Labour and Community', the manual 'Good Practice - Job relevant basic skills concepts and tools for groups facing particular challenges at the labour market' and the toolbox with case studies, instruments and procedures.