



WP 3 June 2011-September 2011
Adaptation of the RESTART Learning Package
Partner Leading WP3: INDEX Research and Dialogue

October 2011

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INTRODUCTION

At the heart of the RESTART TOI project is the piloting of the training programme in Cyprus, Italy, Norway and Poland. In preparation for the piloting phase the training programme must be adapted and the training material need to be translated in each of the relevant national languages as this was foreseen in the project proposal itself. The implementation of the adaptation phase takes place during work package 3 and is overseen by the Cypriot partner, INDEX Research and Dialogue. The current document reports on the methodology that was followed by INDEX, in consultation with the coordinator of the current project, during this process.

METHODOLOGY

The starting point of this process was the recognition that the manner in which the programme will be implemented in each national context will be influenced by a range of local considerations. Therefore during this phase of the project it was important for each partner to reflect on a set of variables that could potentially influence the implementation process whilst at the same time identifying any additional unique factors that could influence this process in each national context.

To ease this process INDEX designed a questionnaire with the objective to reflect a set of variables that were identified as the primary influences on the mode through which the training programme would be piloted in the different contexts. The questions were organised in three parts and the questionnaire was forwarded to each partner in order to address specific variables in relation to their local context. The relevant document is attached as an annex at the end of this report.¹

Following the completion of the questionnaire each partner was encouraged to elaborate further on any issues that remained unclear. This process was further advanced during the partners' meeting in Cyprus when INDEX presented the main structure of this report in the form of a power point presentation whilst, at the same time, each partner was invited to present the adaptation process in the relevant context based on the same structure.

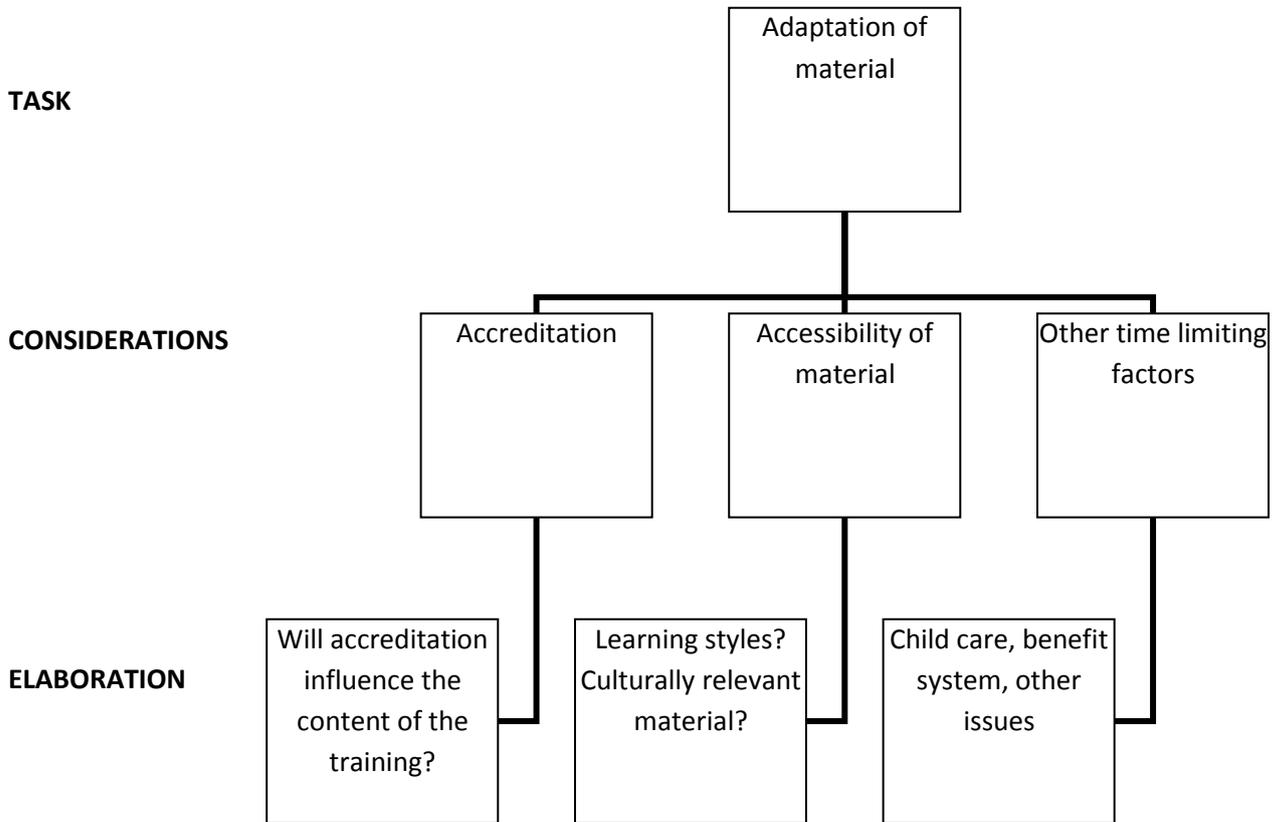
Finally, each partner was encouraged to provide further elaboration before finalising the report.

¹ The original questionnaire was designed to reflect the fact that in adapting a vocational training course in different countries there are two primary dimensions that need to be considered. The process of adaptation related to the:

- I. Training material
- II. The programme schedule which consists of two phases
 - Training phase
 - Placement phase

I. ADAPTATION OF MATERIAL

The following is a representation of the variables that influence the adaptation of material



Accreditation

- Is there an accreditation system?
- If yes, will the training programme be accredited before it is delivered?
- If it will be accredited – are there conditions for accreditation that impact on the adaptation of the material locally?

Accessibility of material

- Is the material appropriate and relevant in each of the contexts it is being delivered?
- Is it consistent with learning styles?

Are there any reasons that may lead to a shorter delivery time? For example:

- Is there child care available only at certain hours?
- Is there a maximum period during the day that benefit recipients have to be available to work or be looking for work?

- Are there synergies between this and other programmes that may necessitate a shorter or longer delivery period?

The first part of the table addressed primarily those variables that directly relate to the accessibility of the training material in different national contexts.

In Summary:

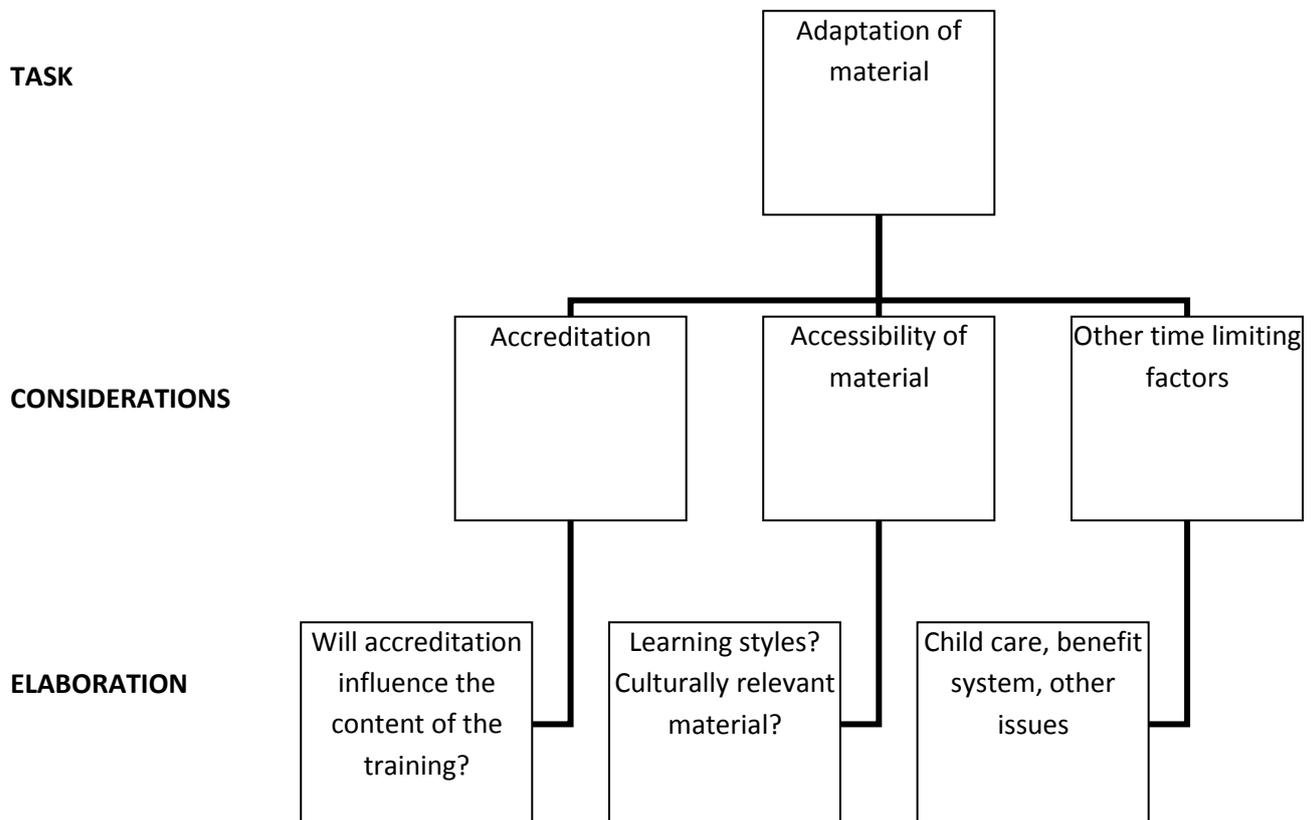
- Why might the number of hours of delivery be different than that foreseen in the original programme delivered by Gingerbread?
- Will you be adapting training material so as to meet local accreditation criteria?
- Will you be adapting the training material in order to make material more accessible to the local context?

Finally, if the material is to be adapted and more particularly if the time for delivery is shorter than the time required to deliver the material on the basis of the Gingerbread schedule the how will this be achieved:

- Will you be accelerating the delivery of existing material, will you be excluding some of the exercises or will you exclude whole days/units?

II. ADAPTATION OF SCHEDULE

The following is a representation of the variables that influence the adaptation of material



Training Schedule

- What should be the length of the day in each country where the programme is piloted?
 - Rhythm of the day in each country (or of the institution delivering)
 - Child care facilities or school hours
 - Will the core phase of the training programme run for 20 continuous days or will it run on certain days of the week?

It may be asked again:

- Are there any social assistance or unemployment benefit regulations or other restrictions which may influence the length of time for which a trainee may be engaged on this programme?
 - Are there any limitations in relation to the length of the training?
 - Or, of the length of time that the trainee will be placed at work?

Any time limiting issues influence both the adaptation of material and of the schedule itself. Hence why some issues may appear duplicated.

Placement Schedule

- Will the placement period last for 9 weeks, longer or shorter?
- Can the period of placement vary? Significantly?
- Is it the case that the programme can only accept trainees who can commit in advance to placement?
- What do we do with potential participants who do not want to commit to the placement period?

We never clarified whether placement may amount to two hours a day or 8 hours a day or whether a participant works once a week or 4 days a week or full time. Therefore the 9 week period mentioned in the programme package may vary from country to country or even from participant to participant.

Another main concern here is how placement may be realised in practice. Main limitations:

- No qualification at the end of the programme
- No pay during placement except if options are identified whereby participants receive some pay

Therefore in some instances, as would be the case in Cyprus (the issue arose at the stakeholder forum too), unless some pay is secured the placement period may prove to be quite difficult to meet.

The second part of the table related to factors that first and foremost influence the schedule of the programme even if as a consequence some of them will impact on the adaptation of the training material too.

In summary, each partner needed to indicate

- What is the timetable for delivering the training?
- When will placement start and how long will it last for?
- How much adaptation to the schedule would be considered appropriate?
- Are there minimum requirements that each partner needs to meet?

Additional relevant issues to take into consideration even if they cannot be answered at this stage of the programme:

- Accreditation – accreditation seems to be an important factor in ensuring that participants have a motivation to participate on the programme.
- In the absence of accreditation and in the absence of compensation for work performed during placement is there very little by way of motivating potential participants on this programme to commit themselves to placement?
- Would the opportunity to develop skills by itself act as an incentive for participation?
- Recruitment – are there variables to consider so as to ensure that participants stay on both for the training and the placement phases? For example, would recruitment through the employment service enhance this possibility and under what conditions?

The third part of the table addressed additional factors that could not be easily categorised under the first or second part.

In so far as none of the partners raised additional issues/variable the questions formulate in the questionnaires exhausted the issues that each of the partners may consider as the primary influences on the adaptation process.

The adaptation process will necessarily be revisited during the piloting phase and the adaptation process may only be partially and provisionally addressed in the pre-pilot period.

COMPARISON

I. ADAPTATION OF MATERIAL

ACCREDITATION RELATED ISSUES

	Is there an accreditation system?	Will the training programme be accredited before training begins?	Are there conditions affecting the content?
CYPRUS	There is accreditation system for vocational training in place.	N/A	N/A
ITALY	No accreditation system for training programmes exists. Instead there is a system of accreditation that relates to training centres rather than the training programmes.	There exists a regional system of competences but to have a training course accredited it must meet specific regional standards of qualification. At present there are no qualifications to which Restart could correspond.	Yes, to organize a training course that can be included in the regional accreditation system there are some standards to follow, otherwise the certificate delivered is not considered as a qualification. You can try to ask for a recognition of it by applying to a call for proposal organized by the region (called Prodotti formativi personalizzati – Personalized training products)
NORWAY	The national accreditation system is an addition being explored.	NAV has a certification system for those attending their vocational/job seeker courses. The training programme will be certified by NAV but this does not represent accreditation according to standardised national qualifications. NOVA and NAV are currently discussing how the programme should be accredited.	No, the content will not be affected by NAV's certification.
POLAND	Yes, there exists an accreditation system for vocational courses. It relates to training centres	The Academy of IT does not consider it necessary to pursue the accreditation option. Universities are in a position to	No.

	and to training programmes (this is a requirement of the public labour market offices)	certify training courses.	
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Cyprus

Cyprus does not have an accreditation system in place. Preparations are being made by the Human Resource Development Agency of the Ministry of Labour to introduce a system whereby trainers become accredited. This will become operable as from 2013.

Italy

In Italy there is a regional accreditation system. There is a law governing accreditation. It is not training programmes that become accredited but instead training centres. RESTART could nevertheless be recognised as a training path though this could not be achieved in the life span of the project.

Norway

NAV, which will deliver the training, is a body with competence to certify training programmes – it delivers regular employment related training programmes. As such it is in a position to certify the programme. This means that it will issue a certificate of attendance and a diploma for the participants. The fact that NAV as a public employment training body will issue these certificates means that these certificates can be recognised as employee experience.

Poland

All universities have the freedom to deliver training courses which they themselves authorize/certify. The Academy of IT could deliver RESTART either :

1. By introducing modules of RESTART into existing academic courses.
2. As a whole package, or selected modules, based on its authorization by the local authority to deliver training programmes.

In relation to the latter, more specifically, The Academic Career Bureau 'BAZA' which operates under the Academy of IT has the following competences:

- Licensed Training Agenda – training for a job, improvement of vocational skills. Development of job hunting skills.
- Licensed Employment Agency – employment agency including arranging student apprenticeships during their study.
- Careers advisor
- Personnel Consultancy

ACCESSIBILITY OF MATERIAL

	Is the material appropriate for the specific context?	Is it consistent with learning styles?
CYPRUS	Yes – Some exercises will require modification to make them context specific and the programme will be altered where necessary.	Yes – but precise adaptation needs based on learning styles will be apparent after recruitment and during the delivery phase.
ITALY	Yes – Limited adaptation in order to make material and information context specific	Yes it is.
NORWAY	Yes – There will be limited changes made to the material. It is necessary to change some of the exercises to adapt it to the needs of the target group for the pilot phase in Norway which is constituted of ethnic minority.	YES, it generally is but as learning styles depend on educational skills and level of skills this will become clearer after the recruitment process.
POLAND	YES – training will be delivered to students.	YES – though once participants are recruited it may become apparent that some of the tools of delivery need to be adapted

Cyprus – the adaptation process may be continuous and cannot be finalised until delivery.

Further, a necessity has been identified to incorporate more local information on entitlements, employment opportunities and other related matters.

It is also planned that the human resource representatives of relevant employers as well as representatives from the employment centre will be invited to share information with the trainees.

Italy – the material will be adapted so as to focus more on existing services and companies in the area where the training will be delivered. It will take account of the fact that there are more opportunities for work placement in the field of service management.

Norway – the material needs to be adapted according to the needs and practices of the target group. The group will be made up of ethnic minorities and it will be important that the material is shaped in a way that makes it more culturally sensitive to these groups. The material will also be adapted to reflect the jobs that the individuals will be placed in as well as to reflect different practices in Norway, for example, the construction of CVs.

Poland – the material will be adapted to take into consideration that the particular cohort to which it will be delivered is made up of students. Therefore there is material such as IT that would not be of relevance. Further, it is expected that the adaptation process will continue during the delivery phase according to the learning needs of the group. In addition the delivery time for some exercises will be speeded up since it is estimated that it will not be necessary to spend as much time as is foreseen in the programme to cover it.

OTHER RELEVANT FACTORS

	Child Care and schooling?	Other issues (benefit system)?	Are there synergies to be established? Are there criteria that need to be met by the training programme in order to establish such synergies?
CYPRUS	Schools finish at lunch time.	Benefit system requires that benefit recipients do not receive more than 17 hours of training per week.	At present the project is exploring the possibility of securing the support of the employment service at least in so far as recruitment is concerned. If this is secured it is anticipated that the only restriction is on the number of hours of training to be delivered per week.
ITALY	Full day schooling is not always available.	A training course that lasts more than 4hrs needs to cover 'meal tickets'.	
NORWAY	No problem faced with child care as child care is a statutory right in Norway.	The participants will be receiving the same benefits as when they are attending other qualification programmes.	Role of NAV seems central given that it delivers training as a labour market measure. Those who will follow the RESTART training will therefore join the training as a labour market measure. There are no criteria affecting the training material
POLAND	There do not seem to exist limitations.	The participants will be drawn from the student population therefore the programme will run on Fridays and/or Saturdays	Synergies with training delivered to students at the Academy through BAZA.

Cyprus

In Cyprus schools close at lunch time. They start at 7:30, earlier than most places in Europe. The training will therefore run from 8:00 until 12:30. This has to be run four times a week so as not to exceed the maximum number of training hours permitted per week.

In Cyprus the project has explored possible collaboration with the Human Resource Development Agency, the Productivity Centre and Social Services.

Italy

For the same reason as in Cyprus but also the fact that training delivery that lasts for more than 4 hours requires the organisers to provide the participants with a lunch ticket. The programme will run until lunch time.

Norway

Daily timetable employed by Gingerbread is consistent with daily routine in Norway. Further, child care arrangements are secured as a result of the status of the participants as lone

parents. In fact the participants will receive extra child care benefit once they join the training programme. In addition, the role of NAV as the delivering agency is central as the training will have the status of a labour market measure.

Poland

In Poland students of the Academy receive training aimed at easing their access to the labour market. They also do a 40 hour apprenticeship at the end of each academic year. Restart has commonalities with this training delivered to students and therefore in Poland delivery will be linked to this programme – duplication of material will be avoided.

90 hours of contact time will also be delivered in a group context and 6 hours for one to one coaching.

IN SUMMARY

	Why might the number of hours of delivery be different than that foreseen in the original programme?	Will you be adapting training material so as to meet local accreditation criteria?
CYPRUS	Mainly because the daily training schedule is between 8:00-12:30	No
ITALY	Mainly because the daily training schedule is between 8:30-12:30	No
NORWAY	No change is foreseen	It is still uncertain whether the accreditation option can be or will be sought. It is currently being explored.
POLAND	Programme will run once or twice a week. It will also link with the university's training programme for students – therefore common modules will not be duplicated.	No
	Will you be adapting the training material in order to make it more relevant to the local context?	Will you be accelerating the delivery of existing material, excluding some of the exercises or whole days/units?
CYPRUS	Yes (introduce a local dimension)	Yes, will be accelerating some material and will skip some exercises as appropriate.
ITALY	Yes (for example , local employment opportunities will be addressed)	Yes.
NORWAY	Yes but there will only be minor changes, more specifically, it will be shaped to fit the needs of the minority groups recruited.	No.
POLAND	Yes. It will be adapted to fit the learning needs and styles of the participants.	If the Academy of IT is delivering units that coincide with RESTART these will be excluded.

COMPARISON

II. THE SCHEDULE

	What is the timetable for delivering the training?	When will placement start and how long will it last for?
CYPRUS	The plan is to start delivery in February and run the training over a period of 4 or 5 weeks (depending on whether 4 or 5 days are delivered per week). From 8:00 until 12:30 each day.	There will be two main approaches to placement – it will depend on the outcome of these
ITALY	Training will start on January, 18th 2012. It will be held on every Wednesday and Friday, 4 hours per day, twice a week = 8 hours per week. The training will finish the 9th of March 2012 after 64 hours of training.	Placement will start on 12 th March 2012, immediately after the training is completed. After one week of placement there will follow a session of feedback and evaluation (8 hours, 2 days, 21st and 22nd of March) and then 3 more weeks of placement. The process will be completed by 14th of April 2012.
NORWAY	Training will begin in January 2012. For the core part of the training during the first four weeks the participants will meet every working day, when the employment practice starts they will meet with the trainer once a week. Participants will also be visited at their working places.	Placement will start in the beginning of February 2012. Arrangements with some working places have already been made.
POLAND	Delivery will begin in October and be completed by February – primarily on Saturdays.	Placement will last for 5 days and will take place after February; possibly in July 2012

PLACEMENT RELATED ISSUES

Cyprus

The cooperation of the Employment Service will be sought in the effort to place individuals in jobs (this may mean that the project in Cyprus will have to do away with the idea of 9 weeks placement – instead this may mean that the participants or some of them will secure a short term or longer term job).

The project will also directly communicate with employers seeking their assistance to place individuals for limited time with their organisation. In this case it is uncertain whether pay could be secured.

Italy

Placement will proceed through Employment Centres.

Norway

NAV will secure the placement positions

Poland

Placement will be secured through BAZA. The 40 hour apprenticeship scheme foreseen for all university students at the end of each academic year will be treated as the placement period of the participants.

ON RECRUITMENT MORE GENERALLY

	Recruitment – are there variables to consider so as to ensure that participants stay on both for the training and the placement phases? For example, would recruitment through the employment service enhance this possibility?
CYPRUS	It is difficult to consider how participants may stay on for the placement period unless it involves some remuneration or represents a unique opportunity for skill building. To enhance the possibility of individuals following the full course of the programme recruitment will ideally proceed through the public Employment Service (being explored at present). Simultaneously the programme plans to recruit through the two main municipalities in Nicosia, through NGOs, through publicity.
ITALY	In Italy recruitment will proceed through the network of organisation that collaborate with CAT and the Employment Centres.
NORWAY	It is not anticipated that recruitment will present any problems in Norway - training will be treated as a labour market measure. Given limited unemployment in the particular area NAV will seek to recruit from minority groups
POLAND	Recruitment will target single parents drawn from the pool of students at the university. Due to the involvement of BAZA there will not be a problem to secure placement.

ANNEX 1

WP 3 June 2011-September 2011 Adaptation of the RESTART Learning Package Partner Leading WP3: INDEX Research and Dialogue

The adaptation of the RESTART training package to suit the needs of the environment within which each partner will pilot the programme is likely to be influenced by a range of local considerations. The table below is intended as a template to assist all partners to map the main factors that need to be considered and will influence choices made in relation to the adaptation process. In column (3) each partner is invited to elaborate on the specific questions listed in column (2). Also feel free to add, in column (4), any specific questions and comments not currently included in the outline provided.

The adaptation process involves two main dimensions which are interwoven –

1. The adaptation of training material. This is influenced by factors such as:
 - a. the accreditation system
 - b. learning styles
 - c. benefits situation, child care facilities, placement related issues

2. The adaptation of the training schedule
 - a. When is the best period to deliver?
 - b. During which hours of the day is it best to deliver?
 - c. How many weeks should it last for?

The table below breaks into three parts: Part 1 relates to factors that may affect the adaptation of materials. Part 2 relates to factors that may affect the adaptation of the training schedule. Part 3 relates to additional factors which may influence either of the two processes.

PART 1 – FACTORS RELATING TO THE ADAPTATION OF THE TRAINING MATERIAL			
Main factors influencing the adaptation process	Specific questions to consider	Your response	Additional specific issues -
Social Benefits	<p>How does the benefit system work in your country – Are there single parent benefits linked to the employment or training status of an individual?</p> <p>Are there benefits that are linked to being available for work or that are withdrawn upon entering work and how might this affect course participation?</p>		
Local Accreditation	What accreditation options are		

Regime	<p>available in your country?'</p> <p>Are they formal/informal?</p> <p>Can they be accessed within the timeframe of the project?</p> <p>Do they link to the ECVET system in any way?</p> <p>What is the cost of accreditation?</p> <p>Does it require staff with specific qualifications to deliver or assess?</p> <p>Are there conditions set by the local accreditation system which influence the duration of the training, its intensity, the content, its output and its outcomes, or, other related issues?</p>		
Culturally specific material	<p>Are there materials which are too culturally specific and appropriate for a UK context but not for your country? If so please specify.</p> <p>For example, addressing the management of personal finances – can it be considered as intrusive?</p>		
Learning styles	<p>Does the material respond to local learning styles effectively?</p> <p>Individuals and groups learn in different ways – are there instructional/training strategies that are known not to work with learners or groups of learners in your country (e.g. role playing, ice breakers, group work/individual work)?</p> <p>If so, please offer a justification and rationalisation for such a conclusion.</p>		

	<p>Further, how could the material be adapted to suit their learning styles and enhance the learning opportunities provided by the training?</p> <p>In addition to learning styles, if you are going to be targeting a particular sub-section of the lone parent population e.g. migrants or young parents consider the attitudes, interests, and prior experience of your potential participants.</p>		
PART 2 - FACTORS RELATING TO THE ADAPTATION OF THE TRAINING SCHEDULE			
Main factors influencing the adaptation process	Specific questions to consider	Your response	Additional specific issues -
Length of day	Is the length of the day (UK 9:30-3:00) appropriate for your country? If not please explain the factors that influence it and propose modifications while bearing in mind that the full course should still be covered		
Child care options	<p>Is child care to be arranged privately by each individual or the project? Or, are there potential partnerships to be established with special child care programmes (either of the state or of the NGO sector)?</p> <p>Are the options in relation to child care support such that childcare can be secured for the hours during which the training will be taking place?</p> <p>What are the options? How much will child care cost to provide?</p>		
Reconciling work and family life	Are there government placement/employment schemes with which the programme seeks to create synergies in your country?		

	Are there complementary trainings which may have an influence over how adaption proceeds? If so, please describe them.		
Recruitment	<p>In light of the group you are targeting and their needs, how would RESTART need to be adapted?</p> <p>Does the recruitment process you foresee have an influence on the adaptation process?</p> <p>Also, who will you work with in the recruitment process (e.g.social services etc)?</p> <p>How will this influence the adaptation process?</p>		
PART 3 – OTHER FACTORS THAT MAY BE INFLUENCING BOTH THE ADAPTATION OF TRAINING MATERIAL AND OF THE SCHEDULE			
Main factors influencing the adaptation process	Specific questions to consider	Your response	Additional specific issues -
Profile of target group amongst single parents	<p>What is the social profile of those who are most likely to participate in, and be retained by, the Programme?</p> <p>Please comment upon literacy levels, educational background, housing situation, or any other points that would be relevant.</p> <p>Do these factors have a direct impact on the adaptation process?</p>		
What have been the main recommendations made by the Stakeholder Forum meeting in your country?	<p>Has there been any advice in relation to partnerships with other complementary programmes, services and initiatives?</p> <p>Has there been any recommendation about the target group/s amongst single parents?</p>		

	<p>Have there been any comments and recommendations in relation to the propensity of lone parents or unemployed individuals more generally in your country to participate in this form of programme?</p> <p>Please give links to any research or policy documents.</p>		
Placement at work	<p>What factors need to be taken account of in securing work placement in the context of this Programme – what to consider in relation to the trainee and what in relation to the employer?</p>		