



A collage of 14 circular images arranged in a spiral pattern, connected by a dotted line. The images depict a diverse group of people in various settings: a man and woman looking at a laptop, a man holding a baby, a man with a backpack, a woman smiling, a woman holding a baby, a man in a wheelchair, a woman holding a folder, a man holding a folder, a man and woman looking at a laptop, a man holding a baby, a man with a backpack, a woman smiling, a woman holding a folder, a man holding a folder, and a man and woman looking at a laptop. The collage is surrounded by large colored circles (green, blue, red, purple) and a dotted line.

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CONTENTS

I - INTRODUCTION

1. What has REALM achieved?	5
2. The provision of adult education at regional level	7
3. Adult Education Challenges in Europe and the EU 2020 strategy	9

II - FLAGSHIP INITIATIVES AND PROJECT FINDINGS:

A. A Brief Guide to the Flagship Initiatives	15
B. European Year 2012:	16
i. About the European Year	16
ii. Case Studies: Hampshire and North Denmark	18
C. Platform against Poverty:	20
i. About the flagship	20
ii. Case Study: Hampshire	22
D. Youth on the Move:	23
i. About the flagship	23
ii. Case Studies: Assembly of European Regions and Junior Achievement	24
Young Enterprise Europe	
E. New Skills and Jobs:	25
i. About the flagship	25
ii. Case Studies: East Sweden and Olomouc Region	27
F. Innovation Union:	28
i. About the flagship	28
ii. Case Studies: Assembly of European Regions, Baden-Württemberg and Olomouc Region	30
G. Digital Agenda for Europe:	31
i. About the flagship	31
ii. Case Studies: Hampshire, eSkills Association and Wallonia	34
H. Resource Efficient Europe:	37
i. About the flagship	37
ii. Case Studies: Lakatamia and Local Governments for Sustainability	39
I. Industrial Policy for a Globalisation Era:	41
i. About the flagship	41
ii. Case Study: Wallonia	42

III - CONCLUSIONS

REALM: the way ahead and recommendations for adult learning policymakers	43
at European and regional level	

IV - BIBLIOGRAPHY AND RECOMMENDED LITERATURE

ANNEX I – REALM events press releases	51
ANNEX II – The REALM case studies	61

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e-version of this book upon request to:

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I - INTRODUCTION

1. What has REALM achieved?

Councillor Roy Perry, Executive Member for Children's Services, Hampshire County Council, UK



When we launched the Grundtvig Accompanying Measures project known as REALM – its full title is a bit long: “Regional Adult Learning Multipliers and the Europe 2020 Flagship Initiatives” – we thought we had a clear idea of what we would find during the one year project. With a modest budget of c. €169k, REALM set itself the demanding goal of inspecting from an adult learning perspective all seven of the Europe 2020 Flagship Initiatives and the European Year 2012 for good measure over a series of four seminars during 2012. As is often the case, by the time winter had turned to autumn and we had reached the end of the project, REALM had covered much more ground than we realised was possible and that all of the flagships really do have a relationship with the often overlooked world of adult learning. We learned new things along the way, like the European Commission does not have a definition for the word “skills” and that it regards education only through the prism of its contribution to the job market. We also felt it nec-

essary to write down our own definition of adult learning as this is different from one part of Europe to another and that governance across the EU results in different approaches to delivering adult learning.

REALM is essentially about the multipliers, the local and regional adult learning agencies responsible for the provision of adult learning either directly or through institutions. Through its series of seminars, the project highlighted the real disconnect that exists between the European and local/regional levels. The real challenge comes in how EU policy can gain greater exposure for its work, be better championed by those who could advocate its benefits and at the same time be better incorporated into the daily work into which it fits. It is clear that so many people simply do not know about the relevance of the EU dimension and this message is not getting through. Lack of awareness about, for example, work placement schemes supported by the European Commission's

Lifelong Learning Programme that build strong non-cognitive skills and make an individual that bit more employable upon their return to their home country; the European Qualifications Framework that makes the comparability of what has been accredited in one Member State intelligible to someone in another, a real aid to public authorities, business intermediaries or employers. We also learned about pan-European programmes such as AER's Eurodyssée programme that arranges international placements where the host pays the trainee's costs and Junior Achievement Young Enterprise's scheme for schools called Entrepreneurship Without Borders which has obvious parallels to the adult learning context

In conclusion, we commend the European Commission for its proposals to increase the budget for adult learning by 80% in the next financial perspective 2014-20.

I would assess REALM's achievements as being threefold:

- 1) A developing network of regions interested in incorporating the work at European level of the Europe 2020 Strategy's flagship initiatives into their work at local/

regional level through the case studies that have been presented during the seminars. A body of evidence has been compiled on the REALM website which is at your disposal. For more information, please visit www.realm-project.eu

- 2) A process of engaging policymakers at European and local/regional level in a dialogue about their respective worlds and the links that bind them together in the adult learning sector through relevant policies that benefit citizens across the EU.
- 3) A mutual exchange of ideas and examples of things that have worked well in specific settings at local/regional levels and which can be recycled into others. A regional support group for policymakers and practitioners who are building contacts among their peers in other parts of Europe that will continue long after the project has finished.

All of this has been made to happen through REALM. We hope you find this document interesting and wish you informative reading about our REALM!

Cllr Roy Perry
Lead Member Children's Services
Hampshire County Council
(Former MEP Hampshire & Isle of Wight)

I - INTRODUCTION

2. The provision of adult education at regional level – the case of Hampshire

The UK Government's Business, Innovation and Skills Department (BIS) outlines the range of funding aims and objectives it intends to secure in the post-19 adult learning sector through its reform plan [New Challenges New Chances December 2011](#). The Skills Funding Agency is a partner organisation of BIS and it exists to fund and promote adult further education and skills training in England. The Skills Funding Agency funds Hampshire County Council to deliver community learning and adult skills programmes.

Hampshire Learning is the adult and community learning service, based within the Children's Services Department of Hampshire County Council. It promotes and delivers a wide range of area-based learning opportunities which support learning, skills and personal development for adults to meet the needs of employers, communities and individuals. Hampshire Learning is committed to achieving goals established by both

Hampshire County Council and by central government, via BIS.

Hampshire Learning secures quality learning provision and currently works in partnerships with 42 learning providers across the county to develop and deliver adult learning provision in various locations. These include schools, libraries and museums, children's centres, community venues, arts centres and through voluntary and community organisations.

Hampshire Learning aims to assist learners to make more informed choices, providing options which allow them to develop the skills they need to function in society; progress into vocational learning and employment; and contribute more effectively in work and within the community. The broad range of innovative learning opportunities is targeted to support the attainment and life chances of adults who are disadvantaged, whilst continuing to address the needs of the wider community,

including older people and those learning for personal development, and providing opportunities to improve health, wellbeing and social inclusion.

Within the overarching principles of universal access to adult and community learning provision, our aim is to concentrate the majority of our funding on those who need help most, such as those who did not have positive experiences at school, those who exhibit skills or learning difficulties, and those who would not be able to afford the cost of a course. However, there are a number of factors which require consideration such as area demographics, rurality, and distribution of learning providers and learners.

Hampshire Learning secures quality learning provision and forges partnerships with learning providers across the county to develop and deliver adult learning provision in various locations. These include schools, libraries and museums, children's centres, community venues, arts centres and through voluntary and community organisations.

Hampshire Learning's priorities are to:

- ensure the development of meaningful partnership activities that enable joint working, avoid duplication and share best practice
- provide both a universal and targeted offer and to support learning where needs are greatest
- forge enhanced integration with other policy areas that cover community engagement, employment, skills enhancement, digital inclusion, health and wellbeing
- provide greater alignment with existing Hampshire County Council and particularly Children's Services Department provision, within schools, Children's Centre and to support the Troubled Families programme and as reflected within the Open for Business Plan
- improve essential skills for learners to progress to further learning, paid/unpaid work and involvement in the community
- improve recruitment of learners from particular equality groups eg those with learning difficulties and disabilities; males; minority ethnic groups; unemployed 19-25 year olds
- support the development of a Community Learning Trust in Hampshire
- enable parents and children to learn together and for parents to develop confidence to support their children's learning
- maintain a broad and innovative range of learning opportunities for personal fulfilment and improved health and wellbeing, including courses leading to qualifications and accredited outcomes
- support community development by ensuring that voluntary and community groups and community organisations can support informal learning activities and create progression routes for people who want to move to more formal learning, and by enabling organisations within the voluntary and community sector to build capacity to reach people who are furthest away from learning and employment.

I - INTRODUCTION

3. Adult Education Challenges in Europe and the EU 2020 strategy

Adult learning is a vital component of EU education policies as it is essential to competitiveness and employability social inclusion, active citizenship and personal development across Europe. The challenge is to provide opportunities for all, especially the most disadvantaged groups who need learning most.

1. ADULT LEARNING - CHALLENGES

The economic crisis, the need for new skills and the demographic changes facing Europe have highlighted the key role of adult learning in lifelong learning strategies and as part of the policies for competitiveness and employability, social inclusion, active citizenship.

However, the potential of adult learning has not been yet fully exploited: participation in lifelong learning varies greatly and is unsatisfactory in many EU countries, and well below the EU target for average participation in lifelong learning (15% by 2020 for adults aged 25-64). In 2011, average participation was 8.9%.

The participation rates vary significantly between EU countries: from 1.2% - 32.3% (2011). The overall trend is negative. In 2011, only six EU countries had reached or exceeded the target participation rate. Participation also decreases substantially in the case of low-skilled and older adults.

2. EUROPEAN AGENDA ON ADULT LEARNING AND RECENT POLICY DEVELOPMENTS

On 20 December 2011, the Official Journal (OJC 372/1) published the Council resolution setting out a renewed European Agenda for Adult Learning.

The Agenda defines the focus for European cooperation in adult learning policies for 2012-20. It identifies **five priorities for adult learning in Europe for 2012-14**:

1. Making lifelong learning and mobility a reality
2. Improving the quality and efficiency of education and training
3. Promoting equity, social cohesion and active citizenship through adult learning
4. Enhancing the creativity and innovation of adults and their learning environments
5. Improving the knowledge base on adult learning and monitoring the adult learning sector

The renewed European Agenda builds on the 2006 Communication on Adult Learning, and the subsequent **Action Plan on Adult Learning 2008-10**. It builds on the Strategic Framework for European Cooperation in Education and Training, **ET2020** from an adult learning perspective and should be seen in the context of the **Europe 2020 strategy** and its targets of reducing early school leavers and increasing tertiary education graduates.

3. EU CONTRIBUTION TO THE 5 PRIORITIES

The EU's contribution to these priority areas, together with EU and non-EU countries participating in the Lifelong Learning Programme and major adult education actors in Europe, is:

Awareness-raising

Raising awareness of the benefits of a high quality, easily accessible and equitable adult learning system is key to increasing participation. The EU has recently published (2012) a Guide to Strategies for improving participation in and awareness of adult learning aimed at policy-makers in Europe. The Lifelong Learning and the Grundtvig programme for adult learning also contributes to the visibility of the adult learning system.

Basic skills and the work on “one step up”

Adult learning offers a second chance to improve the level of basic skills such as numeracy, literacy and ICT. EU initiatives include:

- a High-Level Expert Group on Literacy (2011)
- Peer Learning Activities on Basic Skills for Adults (2010) and Adult Literacy (2008)
- Basic Skills Provision for Adults: Policy and practice guidelines (2010), the results of a study on Enabling the low skilled to take their qualifications “one step up” (2010), building on a Peer Learning Activity on One Step Up (2009)
- a Recommendation on key competences for lifelong learning (2006) setting out eight key competences for personal fulfillment, social inclusion and employability
- Numerous projects supported through the Grundtvig programme

- Cooperation with the self-financing European Basic Skills Network.

Financing adult learning

The EU has set up a Thematic Working Group on “Financing Adult Learning” and commissioned a study on the same topic. The group’s work builds on the conclusions of the Workshop on financing adult learning in times of crisis (Brussels 18-19 October 2010).

Higher education: access to adults

By 2020 an estimated 16 million more jobs will require high-level qualifications. Europe 2020 aims to increase the level of 30–34 year-olds having completed tertiary education to 40% by 2020. EU initiatives include:

- a 2012-13 study on Opening higher education to adults. The study builds on previous research on the role of higher education institutions as providers of continuous professional learning and adult education (2011) as well as a workshop on higher education and adult learning (2010).

Monitoring the adult learning sector

Collecting information on the adult learning sector and assessing the impact of learning provided is a challenging task, but vital to enable evidence-based policymaking. EU initiatives include:

- supporting the participation of some EU countries in the Programme for the International Assessment of Adult Competences, PIAAC, undertaken by the

OECD. The results of PIAAC should be published in 2013

- an update on adult participation in life-long learning as part of the annual report on benchmarks and indicators.
- studies:
 - > The impact of ongoing reforms in education and training on the adult learning sector (2010)
 - > European Terminology in Adult Learning for a common language and common understanding and monitoring of the sector (2010).
 - > a Peer Learning Activity on Adult Monitoring (2009).

Quality

The quality assurance of adult learning is still very much at an early stage. EU initiatives include:

- setting up a Thematic Working Group as a first step towards creating a European level quality assurance system for adult learning.
- focusing on developing the quality of adult learning staff, as reflected in studies on the Key competences for adult learning professionals (2010) and the Adult learning professions (2008)
- The Quality Assurance in Lifelong Learning, QALLL network, highlighting good practice in quality assurance in European vocational education & training / adult learning projects.

Reaching out to specific target groups

Migrants, ethnic minorities, including the Roma, seniors and people with disabilities may suffer from lower levels of education and therefore be at higher risk of social exclusion. EU initiatives include:

- Funding for projects aimed at these disadvantaged groups under the Grundtvig programme
- Learning Later in Life - conference (21 – 22 September 2011)
- Study: Learning for Active Ageing and Intergenerational Learning
- Conference on Active Ageing and Intergenerational Learning (2012)
- Brochure: How to Promote Active Ageing in Europe
- Special Eurobarometer survey on Active Ageing (2012)
- A statistical portrait of the European Union 2012 including demography, health-care, pensions, volunteering and adult learning.

Work on prison education includes European Conference on Prison Education (2010), a Review and commentary of existing literature, analysis and evaluation (2011) and a Survey on prison education and training in Europe.

Validation of non-formal and informal learning

Recognition is growing of the need to take account of the full range of an individual's knowledge, skills and competences – not just those acquired in formal education institutions. Validation of non-formal and

informal learning is a cross-cutting issue in all education sectors. EU initiatives include:

- a European inventory on validation of non-formal and informal learning to be updated on a regular basis
- Recommendation on validation (2012)
- Peer Learning Activity on validation of informal learning (2009).

4. ADULT EDUCATION SUPPORT UNDER THE 2014-2020 FINANCIAL FRAMEWORK

In May 2012, the European Council agreed a partial general approach on the proposal for a regulation establishing the “Erasmus for All” programme for the period 2014-2020, for which the Commission proposes a significant increase in funding compared with the current budget. The agreement however excludes any provisions with budgetary implications, pending further developments on the negotiations currently under way on the 2014-2020 Multiannual Financial Framework.

Rather than being organised primarily along sectoral lines (schools, higher education, adult education, youth projects, etc.), the new programme will focus on three types of key action: learning mobility, cooperation for innovation and good practices, and support for policy reform.

Emphasis will also be placed on activities which have a systemic impact and provide clear EU added value, while efforts will be made to streamline management of the programme and administrative procedures.

The programme will also support the EU's endeavours to overcome one of the most difficult economic periods in its history, notably by aligning itself very closely with the Europe 2020 strategy for growth and jobs, in which education and training play an essential part.

Further information from the European Commission website:

http://ec.europa.eu/dgs/education_culture/index_en.htm



II - FLAGSHIP INITIATIVES AND PROJECT FINDINGS

Flagship Initiatives and Project Findings

A A BRIEF GUIDE TO THE FLAGSHIP INITIATIVES

○○○ HOW WILL THE EU BOOST SMART GROWTH?

1. Digital Agenda for Europe

- * **2015:** broadband access for all European households and firms.
- * **2020:** access for all to much higher Internet speeds (30 Mbps or above)
- * **2020:** 50% or more of European households > 100 Mbps Internet connections.

2. Innovation Union

- * refocusing on R&D and innovation policy
- * strengthening every linkage in the innovation chain and boosting the levels of investment

3. Youth on the Move

- * encouraging students to take advantage of the EU grants to study and train abroad
- * assuring higher employability

- * enhancing the attractiveness of Europe's higher education

○○○ HOW WILL THE EU BOOST SUSTAINABLE GROWTH?

1. Resource efficiency

- * reducing CO₂ emissions
- * promoting greater energy security
- * reducing the resource intensity

2. Industrial Policy for the Globalisation Era

- * supporting entrepreneurship – making European business fitter and more competitive
- * enhancing international value chain – from the access to raw materials to the after-sales service.

○○○ HOW WILL THE EU BOOST INCLUSIVE GROWTH?

1. Agenda for New Skills and Jobs

- * for individuals – helping people

acquire new skills, adapt to a changing labour market and make successful career shifts

- * collectively – modernising labour markets to raise employment levels, reducing unemployment, raising labour productivity and ensuring the sustainability of our social models

2. European Platform against Poverty

- * ensuring economic, social and territorial cohesion as well as fundamental rights of people experiencing poverty and social exclusion.

B THE EUROPEAN YEAR 2012: ACTIVE AGEING AND SOLIDARITY BETWEEN GENERATIONS

INTRODUCTION TO THE EUROPEAN YEAR 2012:

2012 is the European Year of Active Ageing and Solidarity between Generations. Active ageing can give the baby-boom generation and tomorrow's older adults the opportunity to:

- Stay in the work force and share their experience
- Live as healthy and fulfilling lives as possible
- Keep playing an active role in society

○○○ INITIATIVES:

- **Value Ageing** - a 48 months' project funded

by the EC under the FP7. This initiative will contribute towards educating a new generation of researchers in the field of Information and Communication Technologies (ICT) for ageing (www.valueageing.eu).

— **ELSA** – an EU funded project which addresses the learning needs of professional caregivers working in residential and home care services and of relatives caring for frail older people living at home or in residential care (www.elsacare.eu).

— **Living well with dementia** - European Foundations Initiative on Dementia (EFID) is a new initiative of the Network of European Foundations (NEF) on dementia. Several foundations across Europe have agreed to join forces to fight stigmatisation and work towards changing the societal perception of dementia, through an awareness-raising campaign and the support of local projects ([Living Well with Dementia](http://LivingWellwithDementia)).

— **Global Network of Age-Friendly Cities** - the World Health Organization has developed a guide for developing age-friendly cities. The initiative has been in progress since 2006 when an initial 33 cities from 22 countries joined the scheme. An age-friendly city is an inclusive and accessible urban environment that promotes active ageing (Global Network of Age Friendly Cities).

— **Picturing the Intergenerational Dialogue within Europe** - Under the patronage of the European Network for Education and Training different European organisations

have organised a pan-European photo competition “Picturing the intergenerational dialogue” ([Intergenerational Dialogue](#)).

■ **Pilot European Innovation Partnership on Active and Healthy Ageing**

The pilot European Innovation Partnership on Active and Healthy Ageing will pursue a triple win for Europe: (i) enabling EU citizens to lead healthy, active and independent lives while ageing; (ii) improving the sustainability and efficiency of social and health care systems; (iii) boosting and improving the competitiveness of the markets for innovative products and services, responding to the ageing challenge at both EU and global level.

■ **2012 Social Inclusion Regional Group**

- a transnational coalition of regional and local actors who want to respond proactively to the opportunities provided by the European Year in order to provide a structure for analysis and exchanges of best practice focused on the local and regional governance levels (www.vlewa.eu/sirg).

■ **ESF Age Network** - to make the use of European Social Funds and other investments in employment programmes and projects more effective, meeting the challenges of demographic ageing in the labour markets.

○○○EVENTS:

■ 10/01/2012 - **Getting older while getting more from life**, Rep. of the State of Hessen to the EU 19, Av. de l'Yser 1040 Brussels

([Getting Older While Getting More From Life](#)).

■ 16/01/2012 - **Living well with dementia**, Salle Flagey Place Sainte Croix 1050 Brussels ([Living well with dementia](#)).

■ 18-19/01/2012 - **European Year 2012 Opening Conference**: “Stay active - what does it take?”, Bella Center, Center Boulevard 5, 2300 Copenhagen (DK).

■ 14/02/2012 - **Forum of the Committee of the Regions**, CoR Jacques Delors Building, Belliardstraat 101, 1040 Brussels ([Forum of the CoR](#)).

■ 24-25/02/2012 - **Conference “Towards active ageing at home (age@HOME)”**, University Institute of European Studies (IUEE), Barcelona ([Towards Active Ageing at Home](#)).

■ 28/02/2012 - **Regional and local initiatives promoting healthy and active ageing**, CoR Jacques Delors Building, Belliardstraat 101, 1040 Brussels.

■ 26-29/06/2012 - **2012 World Conference on Active Healthy Ageing and Technology**, Eindhoven University of Technology Campus, Eindhoven, Netherlands (<http://www.futuresiteconferences.nl/index.php/isg-isarc/ISGISARC2012/>).

■ 09-11/07/2012 - **Generations Ageing Together**, Keele Hall, Keele University, Staffordshire, England (<http://www.emil-network.eu/>).

— 13-17/08/2012 - **Celebrating diversity: The 8th World Congress on Active Ageing**, Scottish Exhibition and Conference Centre Exhibition Way Glasgow G3 8YW, United Kingdom (www.wcaa2012.com).

REALM CASE STUDIES – LINKING THE EUROPEAN YEAR TO REGIONAL PRACTICES IN THE FIELD OF ADULT EDUCATION

Computer learning centres project (countywide) – Hampshire (United Kingdom)

This case study focuses on older learners. The Computer Learning Centre project is delivered through partnership working with a voluntary and community organisation - Age Concern Hampshire. Age Concern Hampshire is an independent charity established over 25 years ago to provide support and services to older people in Hampshire. It is primarily an agent for change through awareness raising and campaigning, empowerment and support. The organisation has 181 paid employees and 452 people who regularly engage as volunteers. As an Age Positive Champion, and leading by example, Age Concern Hampshire's oldest paid employee is 82 years of age and its youngest 20; its oldest volunteer is 95 years of age and its youngest 22, and its oldest day centre member is 105 years of age.

The Computer Learning Centres project evolved at a time when Age Concern Hampshire recognised, through its work

with its client group, that older people were becoming disadvantaged through their lack of skills and confidence to take on the challenges of new technology. Many older people did not have access to computers or a desire to attend ICT classes at local colleges and ICT was often seen as "something for their children or grandchildren". By not engaging in this arena, older people were not able to access information or services that could enhance their lives eg. online shopping, consumer advice, email and digital photography. Age Concern Hampshire also had a legacy of recruiting and using volunteers, particularly older people, to support services within their organisation and it was from this approach that the idea of offering volunteer led ICT drop sessions to older people in the community was born. Over the last 11 years the Computer Learning Centres project has proved to be a very successful project providing drop in, one-to-one introductions to Information and Communications Technology for over 4,000 people aged over 50.

In 2010/2011 4892 hours of learning was delivered to over 600 older learners. Adult learner numbers rose by 3.5% in 2010 proving demand for this type of provision is still very much in demand, and in 2011/12 the project continues to develop and expand.

Age Concern Hampshire facilitates eleven computer learning centres across the County. Most sessions take place in community venues e.g. libraries, arts centres, community centres, and occasionally in day centre facilities. All venues provide a

relaxed learning environment with some offering one session a week and others offering multiple sessions and three new centres are scheduled to open later this year. Each centre provides an opportunity for local communities to enhance the computer skills of older people and at the same time also encourages older people to be independent and avoid social exclusion.

The curriculum provides for learners who have never switched on a computer before and includes basic skills such as an introduction to word processing, spreadsheets, databases, email and the internet. Following an initial assessment, learners work at their own pace with a volunteer tutor who takes them through the appropriate aspects of the curriculum. Once learners have mastered the basics of operating the computer, additional sessions are tailored to meet the individual's needs. Gaining digital skills enables older learners to access information about health and well-being; finance; consumer advice and much more. Learners have shown interest in digital photography, Skype, online shopping and social networking – often to keep in contact with children and grandchildren. Learners express their appreciation of the session and feedback includes comments such as: “I’m learning new skills and gaining confidence”, “It keeps me mentally active”.

Hampshire Learning funds this project through the government's Skills Funding Agency Adult Safeguarding Learning (ASL) allocation, reviewing the allocation on an annual basis through a formal fund-

ing application process. This in turn leads to a signed funding agreement with Age Concern Hampshire.

The More Life project – North Denmark (Denmark)

The amount of ageing people worldwide is supposed to increase over the next 15 years from about 600 million of people to 2.5 billion. In Europe the ageing population is a result of two developments; the growing number of people of 65 years and more and the decreasing number of children age 0-14 years (1). The fact that people live longer is a clear trend. It is also a fact that many old people are going to live very long with multiple diseases, frailty and weakness (2). According to the change in age structure there will be fewer persons in the future and fewer hands to take care of old people in hospitals, home-care, nursing homes etc. But the need for care, support and solidarity between care givers and care takers - and between generations - will still exist.

On the other hand, several research programs in western societies show problems among healthcare staff and healthcare students who take care of the very weak, old persons. Negative and idiosyncratic attitudes towards old persons' mental health and coping capacities for physiological based comorbidities exist. Caregiving for old, weak and maybe demented persons, especially in nursing homes seems unattractive for a future career. Furthermore this means difficulties to attract young healthcare and social professionals.

The facts mentioned identify a need for education programmes which move staff members and students towards a more positive and empirically based approach towards elderly. This calls for experience and communication between healthcare professionals and old people which can make eldercare meaningful and satisfying.

The More Life project addresses these challenges as well as the *EU flagship initiatives about Active Ageing and Solidarity between Generations*.

The MORE LIFE project took place from August 2007 to June 2010 as a cooperation project between:

- University College of Northern Denmark UCN; Occupational Therapy and Nursing Study (BA level) and two schools in region Mid Jutland (basic level)
- 24 regional nursing homes and day care operations
- VEGA, a sub-institution of the Danish Gerontology Association.

ade. The European Platform against poverty and social exclusion is managed by the EC through its Employment, Social Affairs & Inclusion DG.

○○○RELEVANCE:

- More than 80 million people (1 in 6) in the EU are at risk of poverty, including 20 million children and 8% of the working population.
- The most vulnerable have been the hardest hit by the current financial crisis.
- In one of the richest regions in the world, this state of affairs is unacceptable.
- The EU is proposing action to achieve a specific target agreed this year for the first time ever: to lift 20 million people out of poverty and social exclusion by 2020.

○○○WHAT IS IT ABOUT?

The Platform aims at creating a joint commitment among the Member States, EU institutions and the key stakeholders to fight poverty and social exclusion.

○○○METHODS:

Although combating poverty and social exclusion is mainly the responsibility of national governments, the EU can play a coordinating role by:

- > identifying best practices and promoting mutual learning
- > setting up EU-wide rules
- > making funding available

C EUROPEAN PLATFORM AGAINST POVERTY AND SOCIAL EXCLUSION

■ ABOUT THE FLAGSHIP INITIATIVE

The European Commission (EC) has placed the fight against poverty at the heart of its economic, employment and social agenda, the Europe 2020 Strategy. The common target is to lift at least 20 million people out of poverty and social exclusion in the next dec-

○○○ KEY ACTIONS:

- Improved access to work, social security, essential services (healthcare, housing, etc.) and education.
- Better use of EU funds to support social inclusion and combat discrimination.
- Social innovation to find smart solutions in post-crisis Europe, especially in terms of more effective and efficient social support.
- New partnerships between the public and the private sector.

○○○ FUNDS:

1/ Every year, 5 million unemployed and some 1 million from vulnerable groups benefit from direct support from the **European Social Fund (ESF)**,

2/ Working alongside the ESF, the **PROGRESS Programme** is designed to ensure that EU social policy remains on course to face key policy challenges. It works to help Member States deliver on their commitments to create more and better jobs, to fight poverty and exclusion, to guarantee equal opportunities and to implement EU social laws.

○○○ PLANNED CHANGES:

- Action will be taken to improve access to the labour market, social protection, essential services (e.g. healthcare, housing) and education.
- EU funds will be better used to support social inclusion and combat discrimination.
- Fresh impetus will be given to social innovations, and social policy reforms will be tested and assessed to improve their effectiveness.

- New partnerships between the public and the private sector will be supported and the potential of the social economy will be harnessed.
- EU countries will better coordinate their policies.
- An annual convention will allow all stakeholders to take stock of progress towards achieving the target.

○○○ BENEFICIARIES AND PROCEDURES:

- People currently living in poverty – in particular those most at risk: women, migrants, Roma and ethnic minorities, people with a disability – should see their living conditions improved.
- All Europeans would benefit from living in more cohesive societies, where economic growth is smart, sustainable and inclusive.

○○○ WHY DOES ACTION HAVE TO BE TAKEN BY THE EU?

- The Platform against poverty and social exclusion is a key element in the EU's 2020 strategy.
- Although combating poverty is primarily the responsibility of national governments, the EU can play a coordinating role, as all member countries are facing similar challenges.
- The EU can help to develop and spread more effective and innovative methods and instruments.

- The Platform will support voluntary policy coordination and mutual learning, as well as providing EU-wide rules and funding.

REALM CASE STUDY – LINKING THE FLAGSHIP TO REGIONAL PRACTICES IN THE FIELD OF ADULT EDUCATION

Out There Project – Hampshire (United Kingdom)

The Rowner/“Out There” Project commenced in September 2010 following the closure of a much used venue in one of the most disadvantaged areas within the Hampshire town of Gosport. The local St Vincent’s College had also successfully delivered adult learning classes under the auspices of the Rowner Project for a number of years. A subsequent partnership between Hampshire Learning and St Vincent’s College focussed upon identifying new premises and maintaining adult learning provision for local residents.

The newly entitled “Out There” Project was launched in December 2010 from a new base at the local Nimrod Community Centre. The initiative was also supported with Big Lottery capital funding prior to the official launch of the “Out There” project. Two rooms were refurbished as respective ICT learning and discrete learning suites and new lighting was installed. A lively programme of classes has taken shape which were designed to engage first time adult learners and other participants from within the local community many of whom experi-

ence low income, poor skills and barriers to learning.

The project addresses the EU flagship initiatives the Platform against Poverty and the Agenda for New Skills and Jobs. By supporting progression into further education and into employment the project aims to lift learners out of poverty and to find a route into sustainable employment. The project promotes activities that provide skills enhancement, qualification, employability and community engagement and therefore meets the objectives of EU flagship initiatives.

There has been strong recognition that the programme of courses was meeting local needs by delivering a curriculum which ranged from computer and work skills to keep fit, hobbies and personal development courses. By providing a “universal” offer, the Project Manager was aware that the centre would attract those who may not initially recognise the need for learning and skills development and whom, in time, could benefit by progressing to more formal learning, acquiring new skills and preparing for the workplace. Progression to qualification courses was recognised as one of the key benefits of developing first stage informal learning opportunities: previously non-engaged learners were able to “test the water” and find out what adult learning can offer within a local community setting and what it could provide for the future.

D YOUTH ON THE MOVE

■ ABOUT THE FLAGSHIP INITIATIVE

○○○ RELEVANCE:

- Around 5.5 million young people are unemployed in the EU, which means that 1 in 5 people under 25 who are willing to work cannot find a job
- The unemployment rate among young people is over 20% – double the rate for all age groups combined and nearly 3 times the rate for the over-25s
- 7.5 million people aged 15 to 24 are currently neither in a job nor in education or training

○○○ WHAT IS IT ABOUT?

“Youth on the Move” will help countries tackle problems relating to education, training and employment by offering concrete support and helping them learn from each other about which policies work and which do not.

Concretely, “Youth on the Move” is a comprehensive package of policy initiatives on **education** and **employment** for young people in Europe.

Youth on the Move aims

- 1/ to improve young people's **education and employability**
- 2/ to reduce high youth unemployment
- 3/ to **increase the youth employment rate**

○○○ WHO CAN BENEFIT FROM THE INITIATIVE?

All young people, whether they are in education, training, work or looking for a job.

○○○ WHICH METHODS ARE TAKEN AT EU-LEVEL?

- Coordinating policy to identify and stimulate action at EU and national level;
- Specific actions designed for young people – such as the preparatory action “Your first EURES job” for labour market mobility within the EU, and increased support for young entrepreneurs via the European progress microfinance facility.

○○○ WHAT ARE THE KEY ACTIONS?

* There are 4 action lines:

- 1/ Modern education and training systems: actions to improve schools, VET, recognition of formal and non-formal learning
- 2/ Higher education: specific actions to make higher education more attractive/effective
- 3/ Learning and employment mobility: actions to promote training + work abroad as a way to gain skills/experiences
- 4/ Youth employment Framework: active labour market policies and reform of labour market rules

* European Social Fund (ESF):

- **increased use of ESF** by national governments to tap into the €30 billion not yet allocated to projects for 2007-13
- €1.3 million in ESF technical assistance to set up **apprenticeship schemes** – EU countries have been asked to contribute to

a 10% funding increase. The goal? 370,000 new apprenticeship placements by the end of 2013

- €3 million in ESF technical assistance for young business starters and social entrepreneurs

* Other EU level actions:

- **Youth guarantees** – €4 million to help EU countries get young people into employment, further education or (re)training within 4 months of leaving school
- European quality framework on trainee-ships
- **Your First Eures Job** – preparatory action to help 5,000 young people find a job in another EU country (2012-13)
- Erasmus & Leonardo da Vinci – 130,000 company placements in 2012 in other EU countries for university-level and vocational students
- Erasmus for Entrepreneurs – 600 placements for young entrepreneurs in small businesses in other EU countries
- European Voluntary Service – 10,000 volunteering opportunities across all EU countries

REALM CASE STUDIES –
LINKING THE FLAGSHIP
TO REGIONAL PRACTICES IN
THE FIELD OF ADULT EDUCATION

AER Eurodissey programme – Assembly of European Regions

The EU's Youth on the Move flagship initiative promotes "moving to achieve – a degree,

new job, training, or your own business." Every year the European Union supports more than 400,000 young people to work, train and study abroad. The Eurodissey programme of the Assembly of European Regions is a perfect example of providing possibilities for young people to "move" and to go abroad to learn new skills, get training and eventually find a job.

Eurodissey is an exchange programme for young people, launched in 1985 by Edgar Faure, at that time President of the Franche-Comté Regional Council and the Assembly of European Regions (AER). The programme is organized under the aegis of the AER and is one of its most representative actions. EURODISSEY is governed by two guiding principles: autonomy and the regions' capacity for innovation. As an interregional programme, it aims to foster a European consciousness, to promote a "Europe of Regions" and to encourage regional companies to offer work placements to young trainees.

EURODISSEY gives young people aged between 18 and 30 years the opportunity to acquire professional European experience in the course of a three to seven-month work placement and to improve their foreign language skills.

Enterprise without Borders – Junior Achievement – Young Enterprise

JA-YE Europe's purpose is to inspire and prepare young people to succeed in a global economy. The mission of JA-YE is to

use hands-on experiences to help young people understand the economics of life. In partnership with business and educators, JA-YE brings the real world to students and opens their minds to their potential. JA-YE enterprise and economic education programmes are designed for young people ages 6-25 and are implemented through a partnership between local businesses and schools.

Enterprise without Borders is a high school and/or college programme that gives students an international entrepreneurial experience. The programme is designed to give students running mini-companies the opportunity to create cross-border international partnerships as part of their JA-YE experience. Through a dedicated website (www.ewb.ja-ye.org), teachers and schools can register to participate and students can upload their company profile, share ideas, sell each others' products in each others' markets and they can potentially reduce costs by sourcing certain services or product components from other countries.

The students learn the basics of international business, set up and operate a company, work with students from other nations and come to appreciate the diversity and benefits of other cultures. During their 8 to 12 weeks of trading, students work together with a volunteer business adviser.

E NEW SKILLS AND JOBS

■ ABOUT THE FLAGSHIP INITIATIVE

○○○RELEVANCE:

- **23 million people** are currently unemployed across the EU – 10% of the active population
- For our economy to **grow and remain competitive**, we need more jobs
- From 2012 onwards our working age population will start to shrink. To ensure the **sustainability of our welfare systems**, more people need to work

○○○WHAT IS IT ABOUT?

The main goal is to achieve by 2020 an employment rate for women and men of 75 % for the 20-64 years age group. It aims to give fresh momentum to labour market reforms to help people gain the right skills for future jobs, to create new jobs and overhaul EU employment legislation. The flagship also contributes to achieve the EU's targets to get the early school-leaving rate below 10% and more young people in higher education or equivalent vocational education (at least 40%), as well as to have at least 20 million fewer people in or at risk of poverty and social exclusion by 2020.

○○○WHAT ARE THE KEY ACTIONS?

- Stepping up reforms to improve **flexibility and security** in the labour market (**"flexicurity"**)

- Equipping people with the **right skills** for the jobs of today and tomorrow
- Improving the **quality of jobs** and ensuring better **working conditions**
- Improving the conditions for **job creation**
- Setting up in **2012 – EU skills panorama**

○○○ NEW SKILLS FOR NEW JOBS INITIATIVE

The “New Skills for New Jobs” initiative launched in 2008^{1/} set out the Commission’s agenda for better skills upgrading, anticipating and matching. The initiative is ongoing and will be continued in the future. Despite the similarities in names, the flagship New Skills and Jobs is much wider and includes flexicurity, job quality and working conditions and job creation. Skills development forms one of the four main areas of the flagship.

New Skills for New Jobs proposes a series of actions to match skills with vacancies, to organise skills assessments on a permanent basis, to pool the efforts of Member States and other international organisations, and to develop better information on future needs.

Across Europe, technological change, globalisation, the shift to a low-carbon economy, ageing populations and the evolution of social structures all mean that both labour markets – and the skills people need – change ever faster. Therefore we must make

sure we anticipate future needs and respond by enabling people to develop the right skills.

The European Commission is proposing to improve the monitoring of short-term trends and to develop tools for better matching of skills and job vacancies on the European labour market. The Commission will also develop better information on needs in the EU in the medium and long-term, with regularly updated projections of future labour market trends and analysis of skills needs by sector. It will improve the EU’s understanding of global challenges related to skills and jobs through cooperation with third countries and international organisations. Moreover, the Commission will help Member States, regions and all actors involved in the upgrading and matching of skills by mobilising existing Community policies and funds, especially the European Social Fund.

With this proposal the Commission responds to a request by the European Council to provide an assessment of skills needs up to 2020. One of the preliminary findings is that Europe will need to create new jobs in the service sector: by the year 2020, almost three quarters of jobs in the EU-27 will be in services. Furthermore, there will be many jobs created in high-skilled occupations, but also some job creation in “elementary jobs”. More and more jobs will require high and medium education levels from the working population. Across sectors, transversal and

^{1/} Communication from the Commission “New Skills for New Jobs – Anticipating and matching labour market and skills needs” Brussels 16.12.2008

generic skills will be increasingly valued on the labour market: problem-solving and analytical skills, self-management and communication skills, the ability to work in a team, linguistic skills and digital competences.

REALM CASE STUDIES – LINKING THE FLAGSHIP TO REGIONAL PRACTICES IN THE FIELD OF ADULT EDUCATION

Regional Competence Forum - East Sweden (Sweden)

Since 2008, East Sweden Regional Council has been running the Regional Competence Forum. The initiative aims to improve the means by which the supply and content of educational programs matches the demand for a skilled labour force. The Regional Competence Forum clarifies competence demands from a variety of industries and supplies substantial material for decisions regarding new educational programs in the East Sweden region. It provides decision-makers with substantial material for decisions regarding new educational programs in the East Sweden region.

Through better anticipation of future skills needs and the development of better matching between skills and labour market needs, the delivery of adult learning in East Sweden is enhanced.

Centre for Lifelong Education of the Faculty of Education of Palacký University, Olomouc Region (Czech Republic)

The Centre for Lifelong Education (CLE) of the Faculty of Education of Palacký University in Olomouc is an educational institution accredited by the Ministry of Education, Youth and Sports in the Czech Republic, and provides further education to educational as well as non-educational staff from all types of schools, school and educational facilities, public sector and other potential clients and institutions interested in the CLE's programme offering. The CLE delivers various educational programmes providing requalification and professional courses, as well as adult education programmes. The scope of courses and programmes offered by the CLE reflects the continuing education needs and requirements of existing teachers and teaching practice in the region of Central Moravia. Approximately 1,500 participants study on CLE's courses and degree programs each year.

Our current focus on the development of digital skills which has been mainly given by current needs of the Olomouc region has led to the creation of the **Department of ICT education of CLE** which provides systematic accredited lifelong learning courses aimed to the use of ICT in education since year 2007. In 2010 an ESF-project from the Operational program Education for competitiveness **ICT Courses in Education for Teachers** has been started.

Courses primarily focused on teaching practical skills for working with ICT in the classroom were prepared. In years 2010-2012 9 courses for teachers in Olomouc Region and Moravian-Silesian Region were developed: ICT in teaching English at first degree; ICT in teaching English language – basic Course; ICT in teaching English – advanced Course; ICT in teaching Czech language at first degree; ICT for teaching media literacy; ICT resources for contemporary Czech literature; ICT resources for world literature for children and youth; Modern presentations with an interactive whiteboard and the course Risky virtual communication techniques related to ICT (which has been provided by **Centre for the prevention of risky virtual communication**). Each course was realized by blended learning format (20 hours in the form of 4-5 afternoon meetings and online teaching of 20 hours home online study in the Learning Management System UNIFOR or in the multi-user virtual environment Second Life). Full training was delivered in computer labs at the Faculty of Education. To date, over 220 participants have already completed courses.

F INNOVATION UNION

■ ABOUT THE FLAGSHIP INITIATIVE

○○○ INNOVATION UNION, TURNING IDEAS INTO JOBS, GREEN GROWTH AND SOCIAL PROGRESS

With an ageing population and strong competitive pressures from globalisation,

Europe's future economic growth and jobs will increasingly have to come from innovation in products, services and business models. This is why innovation has been placed at the heart of the **Europe 2020 strategy** for growth and jobs. With over thirty action points, the Innovation Union aims to improve conditions and access to finance for research and innovation in Europe, to ensure that innovative ideas can be turned into products and services that create growth and jobs.

○○○ WHY DO WE NEED AN INNOVATION UNION?

We need to do much better at turning our research into new and better services and products if we are to remain competitive on the global marketplace and improve the quality of life in Europe.

We are facing a situation of “**innovation emergency**”. Europe is spending 0.8% of GDP less than the US and 1.5% less than Japan every year on Research & Development (R&D). Thousands of our best researchers and innovators have moved to countries where conditions are more favourable. Although the EU market is the largest in the world, it remains fragmented and not innovation-friendly enough. Other countries like China and South Korea are catching up fast.

The Innovation Union is a crucial **investment for our future**. For example, achieving our target of investing 3% of EU GDP on R&D by 2020 could create 3.7 million jobs and increase annual GDP by €795 billion by 2025.

○○○ KEY INITIATIVES

The Innovation Union contains **over thirty action points** including ground-breaking proposals like the European Innovation Partnerships. For example, the **pilot Partnership on active and healthy ageing** aims to add an average of two years of healthy life for everyone in Europe

The Innovation Union also advocates the strategic use of **public procurement budgets** to finance innovation, a comprehensive **Innovation Scoreboard** based on 25 indicators and a **European knowledge market for patents and licensing**.

It includes measures to **reinforce successful existing initiatives** like the **Risk Sharing Finance Facility**, which has so far levered 15 times the combined Commission and European Investment Bank contribution of over a billion euro.

Below the reader can find the whole list of field of actions:

- Promoting excellence in education and skills development
- Delivering the European Research Area
- Focusing EU funding instruments on Innovation Union priorities
- Promoting the European Institute of Innovation and Technology (EIT) as a model of innovation governance in Europe
- Enhancing access to finance for innovative companies
- Creating a single innovation market
- Promoting openness and capitalising on Europe's creative potential

- Spreading the benefits of innovation across the Union
- Increasing social benefits
- Pooling forces to achieve breakthroughs: European Innovation Partnerships
- Leveraging our policies externally
- Reforming research and innovation systems
- Measuring Progress

ABOUT PROMOTING EXCELLENCE IN EDUCATION AND SKILLS DEVELOPMENT

1/ By the end of 2011, Member States should have strategies in place to **train enough researchers to meet their national R&D targets** and to **promote attractive employment conditions** in public research institutions. Gender and dual career considerations should be fully taken into account in these strategies.

2/ In 2011 the Commission will, on the basis of the current preparatory work, support **an independent multi-dimensional international ranking system to benchmark university performance**. This will allow the best performing European universities to be identified. In 2011 further steps will be proposed in a Communication on the reform and modernisation of higher education.

The Commission will also support business-academia collaborations through the creation of **"Knowledge Alliances"** between education and business to develop **new cur-**

ricula addressing innovation skills gaps (see also commitment 3 on e-skills). They will help universities to modernise towards inter-disciplinarity, entrepreneurship and stronger business partnerships.

3/ In 2011, the Commission will propose an integrated framework for the development and promotion of **e-skills for innovation and competitiveness**, based on partnerships with stakeholders. This will be based on supply and demand, pan-European guidelines for new curricula, quality labels for industry-based training and awareness-raising activities.

REALM CASE STUDIES – LINKING THE FLAGSHIP TO REGIONAL PRACTICES IN THE FIELD OF ADULT EDUCATION

AER Innovation Award – Assembly of European Regions

Innovation is considered a key concept in current public policy making, be it local, regional or European level. The Assembly of European Regions (AER) is aware of this development and promoting innovation in regional policy making throughout Europe. In 2006, AER has launched the AER Regional innovation award scheme. The prize aims at honoring European Regional Authorities' actions, which have stimulated, fostered and implemented innovation in their territory. It aims at promoting best practices as well as to demonstrate how regions can contribute

to regional economic welfare. After 5 consecutive years, AER has received close to 60 applications. 13 quality projects have been rewarded by the jury.

Mobile Guidance project: Innovation in Regional adult education – Baden-Württemberg (Germany)

With about 140 patent applications per 100,000 citizens, southwest Germany is among the world leaders in innovation. Yet, Baden-Württemberg is eager to apply the concept of innovation not only to industry, business and technology, but also to the social and educational areas. It has launched an initiative through which regional adult education providers are asked to present their innovative projects. One of them is the "Mobile Guidance" – project which was launched in Tübingen, a small University town in Baden-Württemberg. The novel idea and approach of this project is to "Create relationships through relationships". Facilitators use their contacts and communication skills to establish new "learning-relationships" with people of lower education backgrounds. These include: outreach counselling, a MoBil-Learning store, target specific offer of courses, financial aid, good-practice documentation and publication.

Human Resources Are Crucial for Innovation Processes – Olomouc Region (Czech Republic)

The region is in full agreement with the Europe 2020 strategy and its objectives:

strengthening innovation and knowledge; supporting the green economy and achieving high levels of employment. In cooperation with its partners, the Olomouc Region (OR) has thus drafted its Regional Innovation Strategy (RIS) in late 2011. According to the RIS Action Plan No. 1, there are three priority areas of action, which may be further divided into individual instruments and measures:

- A/** Human resources for the management and implementation of innovation processes
- B/** Regional system of support for the transfer of technology
- C/** Services and support for innovations in companies

The priority area A reflects the significance of human resources in terms of quality as an initial prerequisite for the development of knowledge and innovative enterprise; thereby responding to a long-term outflow of talent from the region. The priority area B is focused primarily on improving the conditions and processes affecting the utilization of results of public research for innovative enterprise and activities. The priority area C subsequently aims at supporting innovative activities of companies in the territory of the OR, mainly through specialized services and related infrastructure.

To aid the implementation of the RIS Action Plan of the Olomouc Region, OK4Inovace—an interest association of legal entities—was founded. Since its inception, OK4Inovace and its partners have introduced two instruments in the priority area A:

- New interdisciplinary study programs at local universities
- Specialized grants for students

Since both instruments have started in 2012, it is too soon to predict their impact on adult learning in the Olomouc Region. OK4Inovace and its partners nevertheless hope for an improvement in the outreach of adult learning thanks to this initiative, thus supporting the region and its inhabitants.

G DIGITAL AGENDA FOR EUROPE

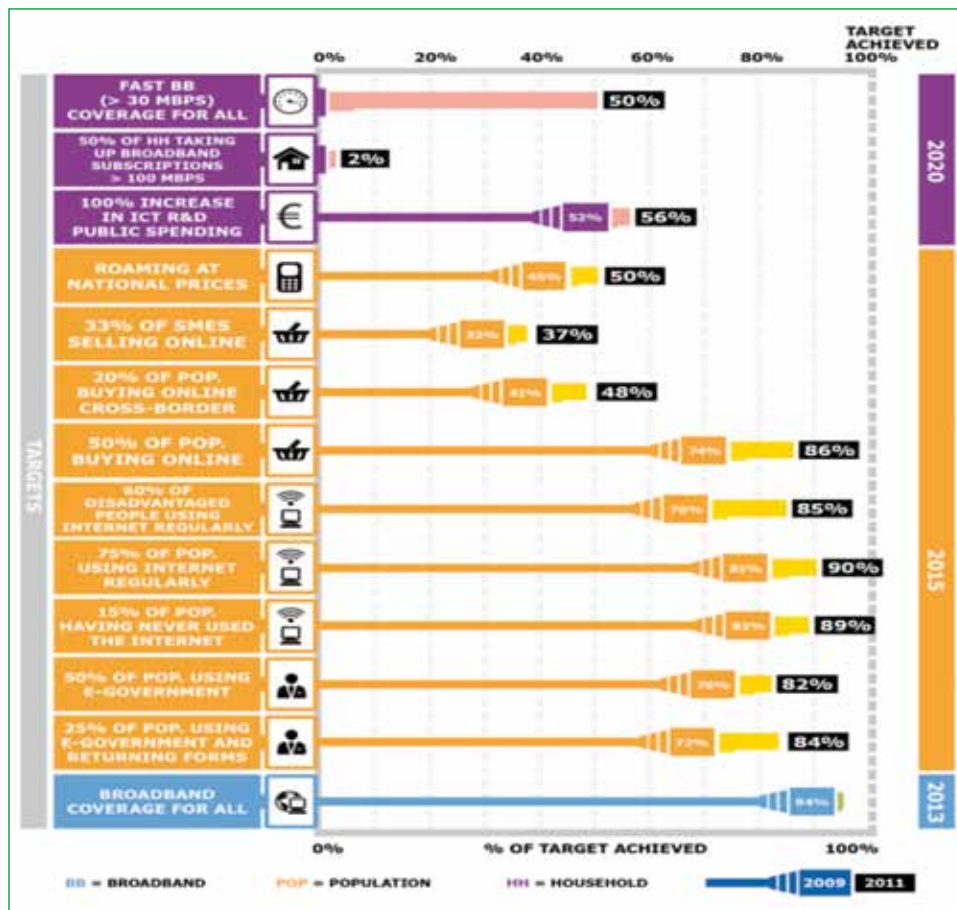
ABOUT THE FLAGSHIP INITIATIVE

○○○ A DIGITAL AGENDA FOR EUROPE

means creating sustainable economic and social benefits from a digital single market based on fast, secure internet and interoperable applications.

○○○ HOW DIGITAL ARE WE?

Below the digital agenda targets in brief:



○○○ PLANNED ACTIONS

The Digital Agenda planned actions are gathered among 7 pillars (they all have an international dimension), which are:

1. Digital Single Market
2. Interoperability and standards
3. Trust and security
4. Very fast Internet
5. Research and Innovation
6. Enhancing e-skills
7. ICT for social challenges

○○○ “ENHANCING E-SKILLS” PILLAR

Over 50% of Europeans use the internet daily – but 30% have never used it at all! Moreover, disabled persons face particular difficulties in benefiting fully from new electronic content and services. As ever more daily tasks are carried out online, all our people need enhanced digital skills to participate fully in society. The Digital Agenda tackles this unacceptable digital divide.

A. List of actions within this pillar:

Action 57: Make digital literacy and competences a priority for the ESF

Action 58: Develop tools to recognise and identify competences of ICT practitioners and users

Action 59: Make digital literacy and skills a priority of the “New skills for new jobs” Flagship

Action 60: Promote higher participation of young women and women returners in ICT

Action 61: Develop an online consumer education tool on new media technologies

Action 62: Propose EU-wide indicators of digital competences and media literacy

Action 63: Systematically evaluate accessibility in all revisions of legislation

Action 64: Make sure that public sector websites are fully accessible by 2015

Action 65: Memorandum of Understanding on Digital Access for persons with disabilities

Action 66: Member States to promote long-term e-skills and digital literacy policies

Action 67: Member states to implement provisions on disability in Telecoms Framework and AVMS

Action 68: Member States to mainstream eLearning in national policies

B. The Enhancing e-Skills pillar scoreboard - Enhancing digital literacy, skills and inclusion

Digital competences and literacy have been included as priorities in the new proposal for the European Social Fund, and a legal proposal to ensure accessibility of public websites is also scheduled. Meanwhile, Internet usage increases across all social groups.

Whereas 67% of EU citizens now go online every week, and 56% do so every day, in 2011 a quarter of the EU's population had still never used Internet. One year on, this has improved by 3 percentage points. Hence, the largest remaining challenge is bringing the rest of EU citizens online. Encouragingly, 3 out of 4 households in the EU have access to the internet at home.

The main barriers to going online are lack of interest, lack of skills and equipment and access costs. Non-users largely comprise the old and the less well-educated in all Member States, as well as large proportions of the general population in less connected countries (such as Bulgaria, Greece, Italy, Portugal and Romania). Women generally have lower operational ICT skills levels than men, while young people under 24 are generally very digitally competent. In summary, age, gender and education gaps are the key challenges that need to be addressed

on the road towards enhanced digital literacy in Europe.

As more daily tasks are carried out online, people will require enhanced digital skills to fully participate in society and to increase their employability. Interestingly, only 53% of the labour force feel confident that their digital skills are sufficient if they were to look for a job or change job within a year. The Digital Agenda aims to tackle this digital divide, for example by prioritising digital literacy and competence under the European Social Fund. Funding from the European Social Fund can be a powerful tool to enhance digital skills and literacy across the EU in a targeted way. The employment package of April 2012 also addresses the issue of ICT skills, proposing in particular a multi-stakeholder partnership to reinforce training efforts.

REALM CASE STUDIES – LINKING THE FLAGSHIP TO REGIONAL PRACTICES IN THE FIELD OF ADULT EDUCATION

IT4VIPs: IT classes for blind and partially sighted people – Hampshire (United Kingdom)

In 2011 almost a million people in Hampshire went online every day. But as many as 100,000 are also estimated to be digitally excluded in the county. There are different reasons why people may not be regular users of digital services. They may be disadvantaged by a lack of skills or confidence, or

find going online is difficult because of location or affordability. Many of those who are currently digitally excluded are those who could benefit most:

- Older people can often be supported in their own homes for longer if they have access to home shopping and can communicate with family, friends and support services online
- Web access can open up education and employment opportunities for low-income families and those seeking work
- Rural isolation can be reduced by access to online services

The focus of this case study is an IT4VIPs project that has been running for a number of years but which very much aligns with the first principle of the above strategy. It is one of many activities being delivered across Hampshire relating to the digital agenda.

The programme was originally co-ordinated by a local community school until recently when the co-ordination of the programme was taken on by a voluntary and community organisation. Approximately 240 learners have attended courses delivered both at the community school and Library venues across Hampshire. These courses have been designed to meet the needs of learners who are blind or partially-sighted and incorporate a range of techniques and specialist equipment to encourage learners to access IT facilities with confidence.

Background: In Hampshire libraries the People's Network of free public access computers has magnification and screen reader software pre-loaded. Before the project started it became apparent that:

- computers were used by very few visually impaired people;
- initially only one computer at each library was equipped with the necessary hardware and software,
- there was no training available; and
- staff members received only one short initial session on how to use the Supernova program.

Before the learning activity could begin the library service upgraded their software agreement to a global licence, allowing us to offer the high quality / high cost program Supernova on every single terminal in the network.

Some examples of the impact this project has had on service users are as follows:

The library service was asked by an employment agency for disabled people to assist a woman with learning difficulties who is also totally blind. The IT4VIPs tutor helped her to learn word processing, how to set up e-mail and how to use the internet. The aim was to boost her confidence enough to take on voluntary work as an audio typist with the organisation Open Sight, a charitable organisation in Hampshire working with people who have, or who are at risk of developing sight loss.

Learner comments "I joined the course to learn how to use a computer with JAWS (screen reader software) as this will enable me to access a wide variety of information via the world wide web."

"My carer encouraged me to join the course as I was at home most of the time. I have really enjoyed being here and now feel more confident about using the computer to contact my friends."

Also at New Milton, a partially sighted lady, has been taught how to use the internet and now regularly checks the film trailers at her local cinema to help her select films. At Winchester Discovery Centre, a visually impaired lady sent an e-mail and a photo to her nephew in France to mark her 96th birthday.

eSkills Association

In the European Commission's EU 2020 strategy, e-Skills are recognised as pivotal to European social and economic development and growth over the next decade. Therefore much has to be done to promote the importance of e-skills on European level. The European e-Skills Association(EeSA) was founded in June 2007 with the support of then Vice-President of the European Commission Guenther Verheugen, and has evolved from a consortium known as the e-Skills ILB to a broad stakeholder organisation that is committed to e-Skills in Europe, and to working with other major stakeholders in the drive towards growth, innovation and

promoting skills in Europe. Its vision is to foster 21st century e-skills and digital literacy in Europe for a competitive and inclusive society where creativity and imagination have no barriers.

The main mission of EeSA is to ensure that Europe has the right resources and human capital to progress by promoting eSkills for all, as a key component of life-long learning and personal evolution is as well as to promote the recognition of ICT as key competencies that impact on all strata of technology-driven society and economy.

The Wallanges e-language-learning platform – Wallonia (Belgium)

The Wallanges project is an initiative of the Walloon government which aims to encourage language learning among Walloon citizens.

Wallanges is an e-language-learning platform accessible free on the internet to anyone aged 18 or over and resident in Wallonia. It is also available to under-eighteens residing in Wallonia provided that they are either emancipated minors or are in combined education and work experience.

Users can connect to the Wallanges platform from a personal computer after obtaining an access code and a secure password. Alternatively, they can connect to the platform from a public access space, for example a training centre, a public multimedia centre or a library. This public access space must be located in Wallonia and authorised

to allow such access by virtue of having signed a membership charter setting out its mission to provide guidance and technical learning support to the students.

Wallanges, is thus an e-learning self-training system which can be used by individuals and which provides online teaching aids. The learner who uses Wallanges from a public access space can also benefit from the guidance of a tutor who has been trained to be able to give learners help and support.

The platform offers programmes in 4 languages: French, Dutch, German and English.

Each programme has five levels of progression, from beginners to advanced, suiting the needs of each user. The levels correspond to the first five of the six levels of the Common European Framework of Reference for languages, namely A1 ("Breakthrough") to C1 ("Effective Operational Proficiency"). There are no linguistic prerequisites apart from a minimal understanding of the instructions in French or another language.

When the learner logs on for the first time, a European level test establishes the learner's level. The results of this test allow the automatic generation of a personal learning path for the student. The learner's progress and results are shown on the homepage each time she or he logs on. At the end of the learning path a certificate of participation is issued.

The learning format offered by Wallangues provides practice in listening comprehension, reading, speaking and writing. The topics covered relate to daily life and to professional life. The emphasis is on real-life scenarios. Vocabulary and grammar are acquired in a contextualised manner, and are then applied in practical exercises. The system also provides a forum in which users can share their experience.

Language learning forms a part of the priority action plan set up by the Walloon government in the context of the "Plan Marshall 2.Vert". The Wallangues project reinforces and further diversifies the language-learning opportunities provided in Wallonia. Many jobs require knowledge of a foreign language; this free e-language-learning course thus helps to increase integration into the employment market. In addition, Wallangues represents a useful aid for the social integration of non-French-speaking people of foreign origin.

Since Wallangues was made available on-line on 8 November 2011, it has been extremely successful. On 16 October 2012, it had 172,000 current users. Of the languages offered, English is the most popular, followed by Dutch.

Wallangues is a unique example of free e-language-learning. From a methodological point of view, the system focuses on self-training via real-life scenarios.

This tool can remove one of the obstacles to employment, that is, the lack of knowledge of foreign languages. Thus it helps to improve the employability of job-seekers and also helps to improve the socio-professional integration of people of foreign origin.

Equally, Wallangues promotes interregional, cross-border and international mobility of workers. It thus responds to the need to decompartmentalise regional and national markets.

H RESOURCE EFFICIENT EUROPE

■ ABOUT THE FLAGSHIP INITIATIVE

>> Background information²

○○○ RELEVANCE:

- Natural resources – such as clean air and water, arable land and fish stocks – are fundamental to the quality of life, but are limited and must be protected.
- Using resources more efficiently has economic benefits: creating jobs and helping Europe's economy grow. Doing more with less will create major economic opportunities for companies and workers, improve productivity, reduce costs and enhance competitiveness.

^{2/} http://ec.europa.eu/resource-efficient-europe/index_en.htm

○○○ WHAT IS IT ABOUT?

The flagship initiative for a resource-efficient Europe provides a long-term framework for actions in many policy areas, supporting policy agendas for climate change, energy, transport, industry, raw materials, agriculture, fisheries, biodiversity and regional development.

○○○ AIMS:

1/ the initiative seeks **to involve** and unite governments, stakeholders and the public in support of a long-term European vision for **efficient use of resources**.

2/ it furthermore seeks **to improve policy making** – on climate change, energy, transport, raw materials, agriculture and fisheries, and biodiversity that take into account the need for efficiency and that include tools to monitor progress.

○○○ WHAT ARE THE KEY ACTIONS?

In order to contribute to a shift in mentality and move towards a resource efficient economy the European Commission has made proposals in various kinds of sectors and policy areas:

Energy:

- * Energy 2020: A strategy for competitive, sustainable and secure energy
- * Energy infrastructure priorities for 2020 and beyond – A Blueprint for an integrated European energy network
- * Energy infrastructure package
- * Energy Roadmap 2050

- * Security of energy supply and international cooperation
- * European Energy Efficiency Plan 2020

Climate change:

- * Revision of the legislation on monitoring and reporting of greenhouse gas emissions
- * Low-carbon economy 2050 roadmap
- * Tackling the challenges in commodity markets and on raw materials

Transport:

- * Publication of the White Paper on the future of transport
- * Trans-European Networks for Transport (TEN-T) revision
- * Strategic Transport Technology Plan

Biodiversity:

- * 2020 EU biodiversity policy and strategy

Taxation:

- * Revision of the Energy Taxation Directive

Agriculture:

- * Common Agricultural Policy Reform

Fisheries:

- * Common Fisheries Policy Reform

Water:

- * Review of priority substances mentioned in the Water Framework Directive

Economy:

- * Action Plan towards a sustainable bio-based economy by 2020
- * Strategy for the sustainable competitiveness of the EU construction sector

○○○ EXAMPLES:

Examples of resource efficiency measures taken by Member States

UK National Industrial Symbiosis Programme (NISP)

NISP is a national programme applied at regional level across the UK, offering net-working opportunities and advice on sustainable resource management solutions for businesses. The programme brokers ongoing resource exchanges (typically of process by-products) between companies. NISP facilitation costs are covered by the Government (ca. 6 million euro per year). Currently over 13400 companies of all sizes are members of the programme.

The German Effizienz-Agentur NRW (EFA) – PIUS-Check

The EFA consultancy assists manufacturing SMEs in implementing organisational and technical improvements with the aim of improving their resource efficiency. The PIUS-Check audit analyses the relevant material flows and current levels of production technology and makes recommendations for potential improvements.

It has been particularly successful in introducing cleaner production methods in the metal and food processing industries.

The City of Vienna's cross-departmental procurement programme "ÖkoKauf Wien" (Eco-buy Vienna)

This shows how public procurement can be a powerful tool for environmental protection and resource efficiency while saving money. The programme develops the tools for green procurement, covering for instance paper; electrical and electronic appliances; construction; vehicles; and food. Intensive public relations work makes the results available to the interested parties, such as public procurers, commercial enterprises and citizens. The estimated results are savings for the City of Vienna of at least 17 million euro and 30000 t of CO₂ emissions each year, whilst change to public buildings save 1.5 million euro thanks to reduced water demand per year.

REALM CASE STUDIES – LINKING THE FLAGSHIP TO REGIONAL PRACTICES IN THE FIELD OF ADULT EDUCATION

Educating the public on energy saving in the framework of the Covenant of Mayors - Lakatamia Municipality (Cyprus)

The municipality of Lakatamia has developed and carried out several initiatives which aim to improve knowledge and understanding of environmental issues and promote energy saving. The information actions are addressed to the general public but also to those people who are in contact with adult learners and other students (train the trainer).

As examples, it is important to mention the following ones:

- A big promotion and awareness raising campaign was organised on the occasion of the Europe Day 9 May Seminar.
- An Ecology Festival comprising the participation of many school pupils took place and was very successfully evaluated.
- The municipality has an accurate website with a lot of e-learning material on e.g. heating & cooling systems, solar thermal, biomass www.elih-med.eu (Energy efficiency in low-income housing in the Mediterranean MED Programme).
- Leaflets on good practices for tenants & professionals have also been produced and widely distributed e.g. isolation of windows, acoustic insulation of floors, and elimination of thermal bridges.

ICLEI – Local Governments for Sustainability

ICLEI - Local Governments for Sustainability is the world's leading association of cities and local governments dedicated to sustainable development. ICLEI is a powerful movement of 12 mega-cities, 100 super-cities and urban regions, 450 large cities as well as 450 small and medium-sized cities and towns in 84 countries.

ICLEI promotes local action for global sustainability and supports cities to become sustainable, resilient, resource-efficient, biodiverse, low-carbon; to build a smart infrastructure; and to develop an inclusive,

green urban economy. The ultimate aim is to achieve healthy and happy communities.

The organisation is actively engaged in the European Sustainable Cities & Towns Campaign, which is associated with the globally recognised Aalborg Charter and Commitments, and supports the Covenant of Mayors Initiative.

The ICLEI European Secretariat is situated in and generously supported by ICLEI's member city Freiburg, Germany, since 1992. A large majority of European activities are funded by European, national or local governments.

How do we work with local authorities?

- Online European LG capacity building programme (in English) and 12 Country versions
- Easy guidance for start-up municipalities: why important, role of LG, tips and hints, tools and links (1st generation)
- Advice and ideas for more advanced LGs that already have an Action Plan (2nd generation)
- Study tours (Malmö, Padova, Koprivnica, Freiburg)
- Thematic workshops and webinars, e.g. on sustainable procurement
- Country activities in national languages: National conferences, workshops, "webinars", SEAP development / improvement support
- Tools: Online decision-making support tool - LEAP Wizard, online Toolbox

I INDUSTRIAL POLICY

■ ABOUT THE FLAGSHIP INITIATIVE

Industrial Policy for a Globalisation Era

○○○ RELEVANCE:

- The way the financial crisis spread so rapidly from country to country shows us that **the concept of national sectors and industries is obsolete** in a globalised world. Coordinated European policy responses are needed.
- The fall-out from the global financial-market crisis has, furthermore, put **European industry under enormous pressure**. In some sectors, output has temporarily fallen by more than 20%.
- Europe's economy represents 500 million people, 200 million jobs and 20 million companies. However, **inefficiencies in European and national policy making** have made it difficult for industry, innovators, workers and consumers to really fully exploit the benefits such an economy could generate. This is a luxury Europe can no longer afford in a world of tighter international competition.

○○○ WHAT IS IT ABOUT?

This flagship initiative sets out a strategy that aims to boost growth and jobs by **maintaining and supporting a strong, diversified and competitive industrial base** in Europe

offering well-paid jobs while becoming more resource efficient.

○○○ WHAT ARE THE KEY ACTIONS?

The flagship initiative highlights ten key actions for European industrial competitiveness:

- 1/** "Competitiveness proofing" i.e. analysis of the impact on competitiveness of all policy proposals;
- 2/** "Fitness checks" of existing legislation aiming at reduction of the cumulative effects of legislation so as to cut the costs for businesses in Europe;
- 3/** Making it easier for SMEs to access credit and help their internationalisation;
- 4/** A strategy to strengthen European standardisation;
- 5/** More efficient European transport, energy and communication infrastructure and services to support European industry;
- 6/** A new strategy on raw materials creating the right framework conditions for sustainable supply and management of domestic primary raw materials;
- 7/** Addressing sector-specific innovation performance with specific actions, in such areas as advanced manufacturing technologies, construction, bio-fuels and road and rail transport, particularly in view of improving resource efficiency;

8/ Actions to improve framework conditions and support innovation in energy-intensive industries;

9/ A space industrial policy creating a solid industrial base and covering the whole supply chain;

10/ Reporting on Europe's and Member State's competitiveness, industrial policies and performances on an annual basis.

*REALM CASE STUDY –
LINKING THE FLAGSHIP
TO REGIONAL PRACTICES IN
THE FIELD OF ADULT EDUCATION*

Skills Centres – Wallonia (Belgium)

The Skills centres (“Centres des compétences”) were set up as a result of the collaboration between social partners and the vocational training public service in the region. They soon were open to other partners like research centres, university, cluster, etc. They are supported by the European Structural Funds (ESF and ERDEF).

At present there are 24 Skill centres in Wallonia. There are 4 key conditions to get the skill centre label:

- Link with Regional Economic Development
- Partnership
- Diversification of activities
- Accessibility to various groups using different methods

Their target public is mainly composed of job seekers, apprentices, workers, young people who left school or who work in specific sectors, teachers and students, people at risk of exclusion.

The centres provide training, organise seminars, and give support and advice in some specific areas of intervention relevant for the economy of the region and which comprise, among others, automotive trades, glass manufacturing industry, management, commerce & sales, logistics, transportation and vehicle maintenance, water professions, automobile industry, etc



III - CONCLUSIONS

REALM: the way ahead & recommendations for adult learning policymakers at European & regional level

Andy Gibbs, Education Consultant

OUTCOMES AND RECOMMENDATIONS

Overall the REALM project met its aims and objectives. A REALM website was established, regions were invited to contribute good-practice case studies to the website and these were used to design and deliver a programme of four events from which materials were developed about the Flagships for dissemination across Europe. Additionally a network of regional practitioners was established by the end of the project. On completion of the project a snapshot of the extent to which all the Europe 2020 Flagship Initiatives relate to the world of adult learning across EU regions was provided.

Whilst the project could be judged a success as it met its aims, the question of impact remains unanswered. There is no doubt, based on evaluative comments that the project had an impact on participants with regard to new relationships and contacts, information and the generation of ideas. Beyond the life of the project and outside the

circle of participants, the impact is unknown, although a body of relevant materials has been developed.

The project provided sufficient insight into the flagship initiatives amongst a core group of interested and motivated people to enable actions beyond the life of this project to be considered. Whilst there are many positive aspects to be drawn from the project, REALM can be characterised by some less positive features which are; a constant juggling, changing and revisiting of the seminar timetable, lack of time during the seminar to address the issues in the range and depth envisaged, a lesser number of participants than originally envisaged. Reflection on both the positive and negative features gives rise to the following comments and recommendations.

By the end of the project it was abundantly clear that adult education in the regions has a role to play with regard to the flagship initiatives. What was less clear was how pri-

orities and responsibilities are decided at regional level. The variety of approaches both in organisation and understanding of adult learning in the regions highlighted a complexity which hindered the identification of common goals or priorities. This led to lack of clarity between who the information was directed towards and who, within regional adult education, could make decisions. Linkages between European information sources and regional adult education practitioners and decision makers could be clarified to enhance coherence between information and policy.

The various participants involved in the process ranged from employees in the Commission, tasked within Directorates with pushing forward either all or components of the Flagship initiatives, through regional office staff located in Brussels, regional politicians, managers and policymakers through to practitioners. These differing individuals approached the issues from a variety of perspectives and a real disconnect between participants was evident. This was characterised by a number of (predominantly) European Commission based presenters who declared that it was good to meet “real” people and that they were often accused of, or were, living in a policy bubble. Despite this acknowledged good opportunity for exchange of perspectives, it was generally only information that was exchanged rather than an effort at creating linkages between the various participants. The complexities of managing anything other than information in an initial project of this nature should not be underestimated

and indeed the accompanying measures strand of Grundtvig seeks to enhance flows of information.

It is often assumed that bringing together a group of people with a common interest, allowing them to meet regularly are sufficient conditions for a network. It should be emphasised that networks are more likely to achieve their goals if they are developed in a considered, deliberate manner rather than left to chance. For this reason the project organisers initially chose to focus on networking and finding ways to make goals explicit and to work in a collaborative way.

Whilst many participants have a clear notion of their networking responsibilities, some may not. For this reason networking needs common understanding and shared agreed goals, to ensure that both the individual and the group derive maximum benefit. The project highlighted that the target group for the flagship project initiatives, in terms of adult education is unclear and that differing messages for different audiences need to be developed.

The European Commission provided a number of excellent speakers to address the flagship initiatives however this was not the case for all initiatives. In many instances it was difficult and on occasions impossible to find a relevant speaker to address the seminar. Given that this impact was a critical component of the project, the time spent on it was disproportionate and the effort spent on this could have been more fruitfully spent on dealing with recruitment of participants

or case study identification. This is disappointing because the European Commission is a partner and funder of the project and yet appeared to be unable to provide relevant support and input, raising the question of how does it support the projects it funds?

THE WAY AHEAD

The project participants discovered some shared ground and built relationships and a willingness to take forward some practical actions to take REALM and Flagship initiatives forward by submitting a further bid from partners.

The participants have identified a number of actions which can, through Adult Education, support the flagship initiatives. A project is proposed which “Builds on the lessons learned through the REALM project to help organisations practically apply measures that will support the Flagship initia-

tives” This would involve a number of work streams and objectives such as developing skills, knowledge and confidence around bid writing and project engagement that will incorporate the issues addressed in this project which are:

- i) Recognition of formal and informal learning using qualifications frameworks and work based learning approaches
- ii) Utilising new technologies and teaching approaches to support the move from teaching to learning and the use of learning outcomes
- iii) Building stakeholder involvement and participation to improve engagement and quality of provision

The outcomes of the project would be further bids from partners thereby emphasising the multiplier effect of the REALM project.

—
Andy Gibbs, October 2012



IV - BIBLIOGRAPHY

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NEW SKILLS FOR NEW JOBS

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CONTENTS ANNEX I – II

ANNEX I: Press Releases	53
• REALM first event on European Year for Active Ageing 2012 and European Platform against poverty	53
• REALM Second Seminar debates the Europe 2020 Strategy Flagships “Youth on the Move” and “New Skills and Jobs”	55
• REALM Third Seminar debates the Europe 2020 Strategy Flagships “Innovation Union” and “Digital Agenda for Europe”	56
• The REALM Project’s Final Seminar participants hail the project a success! Fourth and final Seminar debates the Europe 2020 Strategy Flagships “Resource Efficient Europe” and “An Industrial Policy for the Globalisation Era”	58
ANNEX II: REALM Case Studies	61
A. European Year 2012	61
• Computer learning centres project (countywide) – Hampshire (United Kingdom)	61
• “More life project” – North Denmark (Denmark)	65
B. European Platform against Poverty and Social Exclusion	68
• “Out there project” – Hampshire (United Kingdom)	68
C. Youth on the Move	71
• AER Eurodissey programme – Assembly of European Regions	71
• “Enterprise without borders” – Junior Achievement Young Enterprise	73
D. New Skills and Jobs	74
• Regional Competence Forum – East Sweden (Sweden)	74
• Centre for Lifelong Education of the Faculty of Education of Palacký University – Olomouc Region (Czech Republic)	75

E. Innovation Union	78
• Mobile Guidance project: Innovation in Regional adult learning education – Baden Württemberg (Germany)	78
• AER Innovation award – Assembly of European Regions	79
• Human Resources are crucial for innovation processes – OK4Inovace – Olomouc Region (Czech Republic)	81
F. Digital Agenda for Europe	83
• IT4VIPs: IT classes for blind and partially sighted people – Hampshire (United Kingdom)	83
• European eSkills Association – European eSkills Association	88
• Wallangues – Wallonia (Belgium).....	88
G. Resource Efficient Europe	91
• Elih-Med Project (Mediterranean wide) Energy Efficiency of Low Income Housing in the Mediterranean – Lakatamia Municipality (Cyprus)	91
• Energy and resource efficiency – adult learning for Local Governments..... and their partners – Local Governments for Sustainability Association	93
H. Industrial Policy for a Globalised Era	94
• FOREM Formation – Skills Centres “An innovative concept in the field of training” – Wallonia (Belgium)	94



Annex I – PRESS RELEASES

15 March 2012

REALM First Seminar delivered on the European Year for Active Ageing 2012 and the European Platform against Poverty

The Hampshire Adult and Community Learning led Grundtvig Accompanying Measures Project entitled, Regional Adult Learning Multipliers and the Europe 2020 Flagship Initiatives (REALM) held its first seminar in Brussels on the 28th February 2012. The REALM seminar inspected the European Platform against poverty and the European Year 2012 of Active Ageing and Intergenerational Solidarity through a series of presentations and case studies from the European Commission and regions across the EU. The regions that took part in the first seminar included:

Hampshire, UK; North & Central Denmark; East & West Sweden; Galway County, Ireland; EQUAL, Ireland; Olomouc, Czech Republic; Timis County, Romania; Walloon Region, Belgium.

Specifically, REALM's first one day seminar covered the following ground:

Mr Detlef Gerhardt from **the European Commission** profiled the European Year of Active Ageing and Solidarity between

the Generations 2012 which includes a series of events across the EU to draw attention to this increasingly important area. Mr Gerhardt highlighted the fact that the social aspect is often the biggest issue for older people. <http://europa.eu/ey2012/>

Mrs Sue Muldowney from **Hampshire Adult and Community Learning, UK**, provided a regional case study from their work on the Computer Learning Centres Project delivered in conjunction with Age Concern. The Computer Learning Centres project evolved at a time when Age Concern Hampshire recognised, through its work with its client group, that older people were becoming disadvantaged through their lack of skills and confidence to take on the challenges of new technology. Positive outcomes from the project include learners remaining independent, engaging in more social interaction, avoiding isolation, and improving health and wellbeing.

Mrs Karin Naldahl from **University College Nordjylland, North Denmark**, presented the More Life project about support for a nursing home using the breakthrough method that enables the translation and cross-ferti-

lisation of ideas from one setting to another. Life quality for the elderly who participated in the project increased with *more activity and more life*. The project also enhanced staff members' ability to express values in caregiving for elderly and provided skills, job motivation and satisfaction for caregivers.

Mrs Eithne NicDhonnchadha from **Galway County Vocational Education Committee, Ireland**, provided two examples: *Galway Bay Hooker – Model Boat Making Course* This programme mixes younger men, previously employed in the now moribund Construction Sector and older men, typically early school leavers who have spent years in the fishing industry and in small-time – part time farming. Outcomes are boat building crafts; social opportunities and engaging in competitive and exhibitionist activities at the various Regattas. *Marine and Countryside Guide Special Purpose Award* This programme aims to develop and train qualified guides for the thousands of tourists who annually visit the Connemara Region. Outcomes are the creation part-time employment acquisition of those skills and specialist knowledge required by a qualified guide focusing on marine and coastal guiding as well as hill-walking.

Mrs Anne Degrand-Guillaud from **the European Commission** presented the EC flagship on the Platform against Poverty in which she reported that 1 in 6 Europeans is at risk of poverty but that this ratio becomes worse when those in low work density and severe material deprivation are included. She highlighted the fact that education is an important but nonetheless only one tool with which to tackle poverty. The EC has identified 5 areas for action: Delivering action across the policy spectrum; Making EU funds deliver on the social inclusion and social cohesion objectives; Developing an evidence-based approach to social innovation and reforms; Promoting a

partnership approach and the social economy; Stepping up policy coordination between the Member States. <http://ec.europa.eu/social/main.jsp?catId=961&langId=en>

Mrs Tracy Baker from **Hampshire Adult and Community Learning, UK** profiled the “*Out There Project*” in Gosport, South Hampshire, which supports learning in deprived communities, employability and improving incomes, and promotes community and civic participation. The case study reported that learners feel more confident in familiar surroundings and prefer to learn in a group where they feel safe and secure; confidence building is key before you can move them onto accredited programmes; learners do not always want qualifications – informal learning can still have a huge impact on the learner's quality of life. <http://www3.hants.gov.uk/hampshire-learning>

Mr Eddie Higgins and **Mrs Nuala Keher** from **EQUAL Ireland** provided a run through of their organisational goals as the case study. Included in this were literacy numeracy support; Active Retirement; Programmes on Education Skills and Health; Silver Surfers; Social Media and General IT Skills for our elder citizens; Language - Assistance with English for Gaelic speakers

Employment & Education: www.LiveCV-Plus.ie Finding Your Voice Making It Heard Getting an Employment Edge; Learning to Learn; Essential Skills Certificate (*Workplace Community & Education*); BA Business Enterprise & Community Development; VEC Dedicated Programmes Travellers' Community in Ireland. www.equalireland.ie

Mrs Romanita Jumanca from **Timis County, Romania** profiled a project targeted at inclusion of Roma women called *Barrabarripen*.

The project aims to equip Roma women with qualifications to enter the labour market and provide social support to enhance their social inclusion. Mrs Jumanca also present the GETIR project which trains European Managers of Intelligent and Responsible Territories.

When completed, the project will provide a snapshot of the extent to which all the Europe 2020 Flagship Initiatives relate to the world of adult learning across EU regions through four seminars held during 2012 and make some recommendations to the European Commission from the perspective of regional adult learning *fonctionnaires*.

Further details are available on the dedicated REALM website: www.realm-project.eu or contact:

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16 May 2012

REALM Second Seminar debates the Europe 2020 Strategy Flagships “Youth on the Move” and “New Skills and Jobs”

The Hampshire Adult and Community Learning led Grundtvig Accompanying Measures Project entitled Regional Adult Learning Multipliers and the Europe 2020 Flagship Initiatives (REALM) held its second seminar in Brussels on the 10th May 2012. The REALM seminar inspected the Youth on the Move and New Skills and Jobs flagships through a series of presentations and case studies from the European Commission and regions across the EU. The regions that took part in the seminar included: Hampshire, UK; North Denmark; East & West Sweden; EQUAL, Ireland; Olomouc, Czech Republic; Timis County, Romania; Walloon Region, Belgium;

Baden Wuerttemberg, Germany; Trento, Italy; Ile-de-France, France.

Specifically, REALM’s second one day seminar covered the following ground:

Ms Martina Ni-Cheallaigh from **DG Education and Culture of the European Commission**

introduced the Youth on the Move flagship with initiatives like the Mobility Scoreboard, planned guidance on the rights of students, the European Skills Passport, the pan European EURES employment initiative, the European Qualifications Framework etc. All of which are meant to make the process of mobility across the EU easier for its citizens and particularly its young people.

Claudia Meschede from the **Assembly of European Regions’** presented its Eurodyssée mobility programme which has been operational since 1985. In the region of 600 young people annually undertake internships in another AER member region as part of this highly successful mobility programme. Costs are born by the receiving rather than the sending organisation.

Kristina Velkovska from **Junior Achievement Young Enterprise (JA-YE)** reported on the Enterprise without Borders programme that has been hailed as a great success by the European Commission’s DG Enterprise and Industry. This programme has been taken up in many countries and has parallels to other educational settings such as adult learning.

Marie Lecerf from the **European Commission’s DG Education and Culture** addressed the issue of ‘Skills challenge in Europe’ and reported that the EC has no agreed term for skills as it means so many different things across the EU. The agenda for new skills and jobs promote better anticipation

of skills needs, develop better matching between skills and labour market needs and bridge the gap between the world of education and work. At the end of 2012 a new Communication on 'Rethinking skills' or 'The contribution of education to growth' (title to still be decided) will be published. It aims at steering the modernisation of Europe's education and training systems in order to increase the quantity, quality and relevance of skills supply for a better economy and society.

Michaela Vráželová from **Olomouc Region** presented how the region is coping with teaching new skills (mainly digital skills) to education and non education professionals. The skills needs have been mainly determined at regional level and quite a few regional institutions are involved. *The Centre for Lifelong Education of the Faculty of Education of Palacký University in Olomouc and its department of ICT education* play a major role when it comes to deliver targeted courses for adult learners.

Lejla Gros from **East Sweden** Region profiled the Regional Skills Forum developed in East Sweden and which has proved to be highly successful at identifying skills gaps and labour market shortages. The region has to cope with an unemployment rate of 8.3% and the lack of skilled workers that the enterprises established in the area demand. The Regional Skills Forum and the Regional Supply Forum model provide the platform for all the actors involved to discuss the labour market needs and anticipate the education programmes that are best suited for the regional economic growth.



Speakers at the afternoon REALM seminar on Youth on the Move (from left to right) Lejla Gros, East Sweden; Michaela Vráželová, Olomouc; Marie Lecerf, European Commission; Noelia Cantero, Brussels Education Services

When completed, the project will provide a snapshot of the extent to which all the Europe 2020 Flagship Initiatives relate to the world of adult learning across EU regions through four seminars held during 2012 and make some recommendations to the European Commission from the perspective of regional adult learning *fonctionnaires*.

Further details are available on the dedicated REALM website: www.realm-project.eu or contact: Southern England Local Partners, 35 Avenue de Tervueren, B-1040 Brussels. Tel: +32 2 504 0735 - Email: selp@selp.org.uk

9 July 2012

REALM Third Seminar debates the Europe 2020 Strategy Flagships "Innovation Union" and "Digital Agenda for Europe"

The Hampshire Adult and Community Learning led Grundtvig Accompanying Measures Project entitled Regional Adult Learning Multipliers and the Europe 2020 Flagship Initiatives (REALM) held its third seminar in Brussels on the 4th July 2012. The REALM seminar inspected the Innovation Union and Digital Agenda for Europe flagships through a series of presentations and case studies from the European Commission and regions across the EU. The

regions that took part in the seminar included: Hampshire, UK; Baden Wuerttemberg, Germany ; EQUAL, Ireland; Olomouc, Czech Republic; East Sweden; Municipalities of Cyprus; Walloon Region, Belgium; Trento, Italy; Lower Silesia, Poland and Canton Sarajevo, Bosnia Hercegovina.

Opening the seminar, **Cllr Keith Mans, Cabinet Member for Communities and International Relations at Hampshire County Council**, cast a brief look back at what has been achieved so far:

- A developing network of regions interested in drawing in the work at European level of the Europe 2020 Strategy's flagship initiatives into their work at local/regional level through the case studies that have been presented in the previous seminars and which will continue today. A body of evidence is being compiled on the REALM website which will be made available to the EC at the end of the project which will confirm or dispel the notion that the flagships are in touch with the adult learning sector in Europe's regions.
- A process of engaging policymakers at European and local/regional level in a dialogue about their respective worlds and the links that bind them together in the adult learning sector through connected and relevant policies that benefit citizens across the EU
- A mutual exchange of ideas and examples of things that have worked well in specific settings and which can be recycled into others. A regional support group for policymakers and practitioners who are building contacts among their peers in other parts of Europe that will continue long after the project has finished. All of this has been made to happen through REALM.

Charlotte Andersdotter from DG Research & Innovation of the European Commission

introduced the flagship **Innovation Union** and emphasised that innovation does not just mean technological innovation but also social, service, design innovation Ms Andersdotter talked about an "innovation system" that brings in all of education, research, infrastructure, conditions etc. The EC has developed 34 commitments under the innovation union flagship which break down into broad areas such as strengthening the knowledge base, bringing ideas to market, ensuring territorial and social cohesion, partnerships etc. Ms Andersdotter pointed out that the new EC research programme for 2014-20, Horizon 2020, will embrace the FP7, the Competitiveness & Innovation Framework Programme and the European Institute of Technology.

Rolf Ackermann from Baden-Wuerttemberg Land, Germany,

provided a regional case study on Innovation Union in which he profiled his region's mobile learning solution that makes adult learning more accessible. Education vouchers are provided as an enticement to draw people into the concept of adult learning. The emphasis is on accessibility – to make learning as easy as possible through learning hotspots and ICT.

Estelle Delange from the Assembly of European Regions (AER)

reported on AER's successful Innovation Award as an initiative that highlights successful regional approaches in the field of innovation. 3 projects that were granted the award due to their innovative processes in place or results were presented: the Demola project in Tampere (2010) which aimed at boosting agile innovation culture and encourage entrepreneurship in the region by bringing students to the companies; the Innovative Actions Brabant (2008) which aimed at bringing the

region closer to finding smart solutions for the older population and the SUF resource centre in Uppsala (2010) which aim at reducing the exclusion of families with members with cognitive difficulties.

Andy Gibbs, Education Consultant, introduced the second session on **Digital Agenda for Europe**. This means creating sustainable economic and social benefits from a digital single market on fast, secure internet and interoperable applications. The Digital Agenda for Europe actions are gathered around 7 pillars, one of which is enhancing eSkills (50% of Europeans use Internet daily but 30% don't use it at all!).

Sue Muldowney from Hampshire Adult & Community Learning, reported on the successful project IT4VIPs (Information Technologies for visually impaired people) which aims to deliver courses specifically designed to meet the needs of learners who are blind or partially-sighted and incorporate a range of techniques and specialist equipment to encourage learners to access IT facilities with confidence. The experience and a book written by visually impaired adult learners who followed the courses were showed.

Andrea Parola from the eSkills Association reported on the eSkills EU policy context: 5 out of the 7 flagship initiatives deal directly or indirectly with the need to provide the EU citizens with the necessary digital skills. The labour market offer doesn't necessarily get filled as there are jobs available for which the citizens don't have the right skills. The problem of the skills shortage needs to be addressed at EU level. The eSkills Association tries to ensure that Europe has the right resources and human capital to progress by promoting eSkills for all, as a key component of lifelong learning.

A sustainability networking event was held after the seminar.

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17 October 2012

The REALM Project's Final Seminar participants hail the project a success!

Fourth and final Seminar debates the Europe 2020 Strategy Flagships "Resource Efficient Europe" and "An Industrial Policy for the Globalisation Era"

The Hampshire Adult and Community Learning led Grundtvig Accompanying Measures Project entitled Regional Adult Learning Multipliers and the Europe 2020 Flagship Initiatives (REALM) held its fourth and final seminar in Brussels on the 10th October 2012 during the 10th edition of the leading regional policy event, Open Days, hosted by the European Commission and Committee of the Regions. The REALM seminar has inspected the flagships through a series of presentations and case studies from the European Commission and regions across the EU over four seminars held in Brussels during 2012. Cllr Roy Perry congratulated the project on the collation of a series of quite detailed case studies which serve to underline the relevance of the adult

learning sector to EU policymakers while at the same time demonstrating the relevance of the EU dimension in their work back in the regions of the EU.

The regions that have taken part in the project's four seminars included: Hampshire, UK; Olomouc, Czech Republic; Wallonia, Belgium; EQUAL Ireland and Galway County; Lakatamia and Municipalities of Cyprus; Walloon Region, Belgium; Trento, Italy, Timis County, Romania; ICLEI, Freiburg, Germany; Baden-Wuerttemberg, Germany; West and East Sweden; North and Central Denmark; Ile-de-France; Canton Sarajevo, Bosnia & Herzegovina.



Members of the REALM team at the final seminar in Brussels, 10th October

During seminar no. 4, the following presentations were received:

Ms Maryke van Staden from ICLEI, Local Governments for Sustainability reported on its covenant capaCITY programme which offers an Easy Learning Programme and train the trainers initiative that is targeting cities and local authorities to sign up to the Covenant of Mayors. The ICT based project is in pilot phased and will be rolled out soon.

Ms Lie Heymans from DG Environment of the **European Commission** also mentioned an Online Resource Efficiency Platform and the EC's Roadmap to a Resource Efficient Europe highlighting, in essence, how we need to do more with less with a timeline

for actions for now, 2020 and 2050. One of the initiatives mentioned is a Green Single Market which is being proposed for early 2013

Ms Natasa Koudouna from **Lakatamia** Municipality in Cyprus reported on how Europe Day on May 9th is used to draw attention to EU initiatives such as Resource Efficiency in Cyprus. The Covenant of Mayors is also a key policy focus for Lakatamia Municipality and an e-learning platform has also been set up to drive home the messages of its Sustainable Energy Action Plan. Key initiatives include photovoltaics on public buildings, more efficient street lighting using LED lamps and co-financing energy renovation in low income housing.

Mr Risto Raivio from DG Education & Culture of the **European Commission** talked about the importance of upgrading skills for industry and then posed the question how much is enough? He highlighted a number of challenges facing the education sector with regard to industry such as strengthening employability skills and developing 'soft' skills in a climate of lifelong learning. He also talked about the need to connect systems and develop labour market intelligence to support industry.

In the afternoon session, there was time for some reflection on what REALM had achieved. **Cllr Roy Perry** from **Hampshire County Council**, referring to REALM's heavy agenda over the past year, cautioned project managers not to be too ambitious in their project design. He also urged the European Commission to support the dissemination of project's like REALM to ensure they gain appropriate exposure for their hard work. Education Consultant **Andy Gibbs** summarized REALM's findings and recommendations and REALM Project Manager **John Fitzgibbon** outlined some next step scenarios

for the network, all of which will be presented in the final report out soon!

When completed, the project will provide a snapshot of the extent to which all the Europe 2020 Flagship Initiatives relate to the world of adult learning across EU regions through four seminars held during 2012 and make some recommendations to the European Commission from the perspective of regional adult learning *fonctionnaires*.

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Annex II – REALM CASE STUDIES

A. European Year 2012 Active Ageing and Solidarity between Generations

REGION	Hampshire, Southern England
FLAGSHIP INITIATIVE	European Year 2012 of Active Ageing & Solidarity between Generations
Adult Education Centre & or Project	Hampshire Learning in partnership with Age Concern Hampshire Computer Learning Centres Project (Countywide)
Address	Hampshire Learning, Children's Services, Hampshire County Council, The Castle, Winchester, Hampshire SO23 8UG Age Concern Hampshire, 1 St Cross Road, Winchester Hampshire SO23 9JA
Website address	www.hants.gov.uk/hampshire-learning www.hants.gov.uk/ageconcern
Contact person	Sue Muldowney – Hampshire Learning Yvette Christian – Age Concern Hampshire
Further information	This project is delivered across a range of centres in Basingstoke, Bordon, Cowplain, Fareham, Havant, Lyndhurst, Netley Abbey, Petersfield, Winchester.

1. Why have you selected this example?

Hampshire County Council's adult and community learning service, Hampshire Learning, aims to enrich lives through an exciting mix

of learning opportunities which develop skills and promote well-being by keeping people active, stimulated and involved. Hampshire Learning works in partnership with a wide range of learning providers across Hampshire

including other council departments/services, schools, libraries, children's centres and voluntary and community organisations.

During the 2010/11 academic year, through its partners, Hampshire Learning delivered over 3000 courses to over 16,000 learners at 300+ locations across the County. Of these learners over 41.5% were 50 years and over attending courses across the spectrum of subjects offered. 126 of these courses were specifically planned for older learners: these were attended by 1214 learners of 60 years and over, which equates to 3.75% of the adult learning provision in that year. Types of courses attended ranged from Keep-fit for the Young at Heart to Information and Communications Technology (ICT) for Older Learners.

This case study focuses on older learners. The Computer Learning Centre project is delivered through partnership working with a voluntary and community organization:

Age Concern Hampshire. Age Concern Hampshire is an independent charity established over 25 years ago to provide support and services to older people in Hampshire. It is primarily an agent for change through awareness raising and campaigning, empowerment and support. The organisation has 181 paid employees and 452 people who regularly engage as volunteers. As an Age Positive Champion, and leading by example, Age Concern Hampshire's oldest paid employee is 82 years of age and its youngest 20; its oldest volunteer is 95 years of age and its youngest 22, and its oldest day centre member is 105 years of age.

The Computer Learning Centres project evolved at a time when Age Concern Hampshire recognised, through its work with its client group, that older people were becoming disadvantaged through their lack of skills and confidence to take on the challenges of new technology. Many older people did not have access

to computers or a desire to attend ICT classes at local colleges and ICT was often seen as "something for their children or grandchildren". By not engaging in this arena, older people were not able to access information or services that could enhance their lives eg online shopping, consumer advice, email and digital photography. Age Concern Hampshire also had a legacy of recruiting and using volunteers, particularly older people, to support services within their organisation and it was from this approach that the idea of offering volunteer led ICT drop sessions to older people in the community was born. Over the last 11 years the Computer Learning Centres project has proved to be a very successful project providing drop in, one-to-one introductions to Information and Communications Technology for the 4413 people aged over 50.

In 2010/2011 4892 hours of learning was delivered to over 600 older learners. Adult learner numbers rose by 3.5% in 2010 proving demand for this type of provision is still very much in demand, and in 2011/12 the project continues to develop and expand.

Age Concern Hampshire facilitates eleven computer learning centres across the County. Most sessions take place in community venues e.g. libraries, arts centres, community centres, and occasionally in day centre facilities. All venues provide a relaxed learning environment with some offering one session a week and others offering multiple sessions and three new centres are scheduled to open later this year. Each centre provides an opportunity for local communities to enhance the computer skills of older people and at the same time also encourages older people to be independent and avoid social exclusion.

A paid co-ordinator is responsible for co-ordination of the whole project, which is staffed almost entirely by volunteers most of whom have some expertise in ICT. Each session is

staffed by a volunteer co-ordinator, a volunteer receptionist and a team of volunteer tutors/coaches who work with learners on a one-to-one basis.

Age Concern Hampshire affirms that volunteering can be a powerful tool to help people change their lives for the better. People can develop a sense of self-worth, optimism and ambition; acquire totally new skills or diversify skills which employers see as extremely valuable; meet new people and engage more in local society leading to a sense of reward and achievement. Age Concern Hampshire recognises the key role of the volunteers in their Computer Learning Centre provision. Their provision would not run as effectively without their volunteers. The organisation always strives to ensure their volunteers feel valued and so offer training and support in all areas and encourage a good team atmosphere amongst the volunteers. In 2010 Computer Centre Age Concern Hampshire volunteers provided 14,471 hours of tuition & support. Volunteers' feedback is welcomed and comments have included: "Having retired several years ago, it provides social contact and a challenge which I need", "My self-confidence has improved" and "I welcome the opportunity to pass on my skills and knowledge to others".

The curriculum provides for learners who have never switched on a computer before and includes basic skills such as an introduction to word processing, spreadsheets, databases, email and the internet. Following an initial assessment, learners work at their own pace with a volunteer tutor who takes them through the appropriate aspects of the curriculum. Once learners have mastered the basics of operating the computer, additional sessions are tailored to meet the individual's needs. Gaining digital skills enables older learners to access information about health and well-being; finance; consumer advice and much

more. Learners have shown interest in digital photography, Skype, online shopping and social networking – often to keep in contact with children and grandchildren. Learners express their appreciation of the session and feedback includes comments such as: "I'm learning new skills and gaining confidence", "It keeps me mentally active".

Hampshire Learning funds this project through the government's Skills Funding Agency Adult Safeguarding Learning (ASL) allocation, reviewing the allocation on an annual basis through a formal funding application process. This in turn leads to a signed funding agreement with Age Concern Hampshire. ASL funding is used to support "leisure learning which is offered for personal or skills development, cultural enrichment, intellectual or creative stimulation and for enjoyment. This learning seeks to meet local interests and the needs of the community. Leisure programmes are targeted at adults in Hampshire with particular focus on older people; people in rural communities; adults who have benefitted least from the education system; those who are in most financial need or may be "disadvantaged for a variety of reasons. The Computer Project addresses these key areas.

Hampshire Learning is represented on the County Council's Joint Older People's Well-Being Steering Group. This group facilitates closer working between voluntary and community organisations and the relevant public and statutory organisations in Hampshire. The County Council's Older People's Well-Being Team has published the "Ageing Well in Hampshire Older People's Well-Being Strategy 2011-2014 which established priorities identified by older people through a wide-ranging consultation exercise. An Action Plan has been developed to address the 16 priorities identified. "Help to use Computers was ranked at 12 out of the 16 priorities.

Two areas of the action plan which Hampshire Learning will endeavour to support are

- to establish a computer skills network to promote and increase community based ICT classes for older people
- to extend the range and co-ordination of intergenerational projects across the County.

2. How much does this flagship initiative impact upon adult learning in your region – i) very much; ii) from time to time; iii) not very much. Please explain.

The initiative impacts upon adult learning from time to time due to its effect as a strong example of partnership working. The project is an example of collaboration / good working relationship between local authority departments and a voluntary and community organisation, by providing many hours of tuition and support to older learners across the County. The Computer Learning Centre Project addresses aspects of flagship initiatives: Platform against Poverty; European Year 2012 of Active Ageing & Solidarity between Generations; and the Digital Agenda for Europe. Positive outcomes from the project include learners remaining independent, engaging in more social interaction, avoiding isolation, and improving health and wellbeing.

3. What bearing do the flagship's targets have on adult learning provision in your region?

The project is a good example of how Hampshire Learning and its partners can achieve a set of varying objectives through adult and community learning. The Computer Learning Centres Project addresses a range of needs identified in the flagship targets, as well as demonstrating that it increase learners' basic knowledge of information communication technology. Achievement of the flagship targets will actively contribute to the overall adult and community programme within Hampshire. The flagship

targets will assist in supporting and encouraging older learners by:

- Preventing social exclusion: older learners will continue to play an active role in society using newly acquired ICT skills to contribute to local projects or groups
- Having access to information: older learners will be able to access information about services and/or support which can offer choice
- Promoting independence: older learners will be supported to maintain levels of independence and lead fulfilling lives for as long as possible
- Promoting active ageing: through volunteering, older people will continue to play an active role in society through sharing their experiences and remaining in the workforce

4. How can your experience better inform EU policy makers about adult learning through this initiative?

Hampshire Learning is committed to offering provision that reflects local need and demand. Our experience can better inform EU policy makers about adult learning through understanding the importance of some of the features of the project. These include:

- Adopting a bottom-up approach by taking into account the views of older people and learners and developing an approach that meets their needs
- Providing opportunities to focus learning on areas of individual interest e.g. communicating with grandchildren; taking and storing photographs; advice on buying a new computer and how to use it; using mobile phone/iPad
- Evolving over time through listening to feedback from learners and being willing to change and adapt the approaches to learning
- Engaging older people and previous learners as volunteers in support activities eg centre receptionists; learning support assistants

- Recognising that volunteers gain from their experience as well as learners, in particular the role that volunteering can play in active ageing as well as supporting unemployed people of all ages to get back to work

5. How can the flagship initiative enhance the delivery of adult learning in your region?

The flagship initiative can enhance the delivery of adult learning in our region by continuing to promote the successful and positive features of this project eg responding to learner need, partnership collaboration between County Council departments and external agencies, good management and strategic working in areas of need e.g. rural areas, sheltered accommodation. The Computer Learning Centres Project has developed through the vision and commitment of a local charity with the support of Hampshire Learning, which was prepared to

support an initiative that did not fit the more traditional adult learning class model. As a result it supports the needs of older learners throughout the county.

Next steps:

The project is expanding to deliver more learning opportunities in sheltered accommodation complexes and other new venues and, with support from the County Council's Rural Strategy Team, ensuring that there is provision in Hampshire's rural areas.

The Project has also recognised how the model can support unemployed people of all ages and now offers ICT training to unemployed people under 55 years of age as well as recognising that providing volunteering opportunities will provide motivation and an opportunity to maintain skills and develop new areas of expertise for people seeking employment.

REGION	North Denmark
FLAGSHIP INITIATIVE	Active Ageing and Solidarity between the Generations Year 2012
Adult Education Centre & or Project	More Life Project (More life in everyday life for weak old people)
Address	University College of Northern Denmark, Nursing School, Aalborg and Hjoerring, Denmark
Website address	www.ucnorth.dk
Contact person	Karin Naldahl, senior lecturer, MHH, RN
Further information	Skolevangen 45, DK 9800 Hjørring krn@ucn.dk Mob. +45 72 69 12 38

1. Why have you selected this example?

The amount of ageing people worldwide is supposed to increase over the next 15 years from about 600 million of people to 2.5 billion.

In Europe the ageing population is a result of two developments; the growing number of people of 65 years and more and the decreasing number of children age 0-14 years (1). The fact that people live longer is a clear trend.

It is also a fact that many old people are going to live very long with multiple diseases, frailty and weakness [2]. According to the change in age structure there will be fewer persons in the future and fewer hands to take care of old people in hospitals, homecare, nursing homes etc. But the need for care, support and solidarity between care givers and care takers - and between generations - will still exist.

On the other hand, several research programs in western societies show problems among healthcare staff and healthcare students who take care of the very weak, old persons. Negative and idiosyncratic attitudes towards old persons' mental health and coping capacities for physiological based comorbidities exist. Caregiving for old, weak and maybe demented persons, especially in nursing homes seems unattractive for a future career [3.4]. Furthermore this means difficulties to attract young healthcare and social professionals [5].

The facts mentioned a need for education programmes which move staff members and students towards a more positive and empirically based approach towards elderly. This calls for experience and communication between healthcare professionals and old people which can make eldercare meaningful and satisfying.

The More Life project addresses these challenges as well as the EU flagship initiatives about Active Ageing and Solidarity between Generations.

The MORE LIFE project took place from August 2007 to June 2010 as a cooperation project between

- University College of Northern Denmark UCN; Occupational Therapy and Nursing Study (BA level) and two schools in region Mid Jutland (basic level)
- 24 regional nursing homes and day care operations
- VEGA, a sub-institution of the Danish Gerontology Association.

The project focused on four areas of daily life; Mealtimes, Out-door Life, Evening- and Night Life and Conversations. The project applied the so called Breakthrough Method. Briefly explained the idea of the Breakthrough Method is **A/** to gain knowledge of best practice in a specific healthcare area, for example a nursing home

B/ to bring this knowledge into a new nursing home

C/ to apply knowledge from Nursing Home A at a specific field which Nursing Home B wants to develop. Knowledge from Nursing Home A will never just be transferred to Nursing Home B but it will be translated into new knowledge.

Life quality for the elderly who participated in the project increased with more activity and more life. The project also enhanced staff members' ability to express values in caregiving for elderly and provided skills, job motivation and satisfaction for caregivers.

In line with the results, More Life project addresses EU flagship initiatives; platform The European Year of Active Ageing and Solidarity between Generations 2012, plus EU visions about Life Long Learning.

2. How much does this flagship initiative impact upon adult learning in your region – i) very much; ii) from time to time; iii) not very much. Please explain.

The initiatives impact in different ways and degrees upon adult learning in regions North and Mid Jutland.

In more than half of the involved nursing homes the philosophy of More Life project is integrated in institution values and caregiving. Staff members also spread knowledge from the project into new institutions. This transfer is a key point in The Breakthrough Method.

For VEGA it is also a key point to transfer knowledge developed in practice into the field of theory which here means to healthcare education institutions (basic, bachelor or diploma level). In this way education institutions also become part of knowledge spreading. In other words; the project outcome turns into a continuous learning spiral. The spiral effect happens from time to time due to curriculum or initiatives in the participating education institutions.

3. What bearing do the flagship's targets have on adult learning provision in your region?

Region North Jutland and University College of Northern Denmark participated in two of the four More Life sub-projects; Out-door life and Evening- and Night Life. The sub-projects utilised skills and expertise of partner organisations. The projects met local demands for learning and ensured positive outcomes. The project can help to inform wider development of adult learning for healthcare professionals across and outside the region (knowledge sharing) especially about how to enhance staff members' qualifications.

Furthermore, the More Life project bridges the gap between practice and theory and it addresses;

- > ethical demands in caregiving for old people in general
- > basic skills for students and employees (trained and unskilled) in caregiving for old people
- > demands in bachelor education to participate in developing and researching programs

Finally, the More Life project has possibilities to;

- > promote community and civic participation (the Out-door Life subproject)
- > promote usable knowledge in the field of voluntary work

4. How can your experience better inform EU policy makers about adult learning through this initiative?

The More Life project is an example of cross professional and cross institutional collaboration for enhancing life quality for care dependent elderly.

The project and the Breakthrough Method is an effective, easy and cheap method to apply - a brilliant alternative to enhance caregivers' competences and good practise in times of economic crisis.

Within a specific focus of adult learning the project outcome is also a good example of Lifelong Learning, it corresponds to Grundtvig's philosophy as well as evident knowledge about adult learning motivation; adults learn what it is meaningful for them to learn (6).

Furthermore the More Life project and its method bring new theory and a new pedagogic method into gerontological healthcare education.

The More Life project represents the value of partnership working, and its method and its results in eldercare institutions can be used by EU partners. To EU policy makers it highlights the value implications of successful active ageing and adult learning.

5. How can the flagship initiative enhance the delivery of adult learning in your region?

The project enhanced caregivers' positive attitudes towards the elderly and their abilities to look for old persons' resources and values related to everyday life. These results are important according to the attitude problems mentioned in the beginning of this paper.

The More Life approach is one that University College of Northern Denmark, VEGA and the participating eldercare institutions are proud to pass on to other areas in- and outside the

region. The project can promote partnership collaboration, institutional engagement, good practise and a professional identity for staff members.

The project's Know How is used in different ways in our region. For example;

- > In eldercare institutions; to build up education programs for staff members (more life and rehabilitation, more life / cooking and mealtimes, etc.)

- > In healthcare education institutions; to build up new projects in our UCN Communication Knowledge Centre, to develop healthcare curriculum (basic, BA and/or diploma level). University College Northern Denmark also finds possibilities to mix knowledge from the More Life project within the (hopefully) coming ELLAN project 2012 – 2015

B. European Platform Against Poverty

REGION	Hampshire, Southern England
FLAGSHIP INITIATIVE	European Platform Against Poverty; New Skills & Jobs
Adult Education Centre & or Project	Out There Project
Address	Nimrod Centre, Gosport, Hampshire
Contact person	Gillian Fifield

1. Why have you selected this example?

Hampshire County Council's adult and community learning service, Hampshire Learning, works in partnership with adult learning providers across Hampshire to deliver a wide variety of learning opportunities to meet local learning needs. Hampshire Learning accesses national Skills Funding Agency funding, which primarily includes the Adult Safeguarded Learning (ASL) budget and which supports over 3,000 adult learning courses within Hampshire.

Hampshire Learning aims to deliver a curriculum that is responsive to local communities; to work in partnership with local organisations, including the voluntary sector; to prioritise learning opportunities in areas of most disadvantage; to meet national and local policy requirements;

provide a clear focus to address the needs of learners, employers and communities.

An example of this approach towards broad-based delivery is the Rowner/'Out There' project in Gosport, South Hampshire.

The Rowner/Out There Project commenced in September 2010 following the closure of a much used venue in one of the most disadvantaged areas within the Hampshire town of Gosport. The local St Vincent's College had also successfully delivered adult learning classes under the auspices of the Rowner Project for a number of years. A subsequent partnership between Hampshire Learning and St Vincent's College focussed upon identifying new premises and maintaining adult learning provision for local residents.

The newly entitled 'Out There' Project was launched in December 2010 from a new base at the local Nimrod Community Centre. The initiative was also supported with Big Lottery capital funding prior to the official launch of the 'Out There' project. Two rooms were refurbished as respective ICT learning and discrete learning suites and new lighting was installed.. A lively programme of classes has taken shape which were designed to engage first time adult learners and other participants from within the local community many of whom experience low income, poor skills and barriers to learning.

The project addresses EU flagship initiatives; platform against poverty and agenda for new skills and jobs. By supporting progression into further education and into employment the project aims to lift learners out of poverty and to find a route into sustainable employment. The project promotes activities that provide skills enhancement, qualification, employability and community engagement and therefore meets the objectives of EU flagship initiatives.

Hampshire Learning made ASL funding available through a formal Funding Agreement with St Vincent's for the delivery of learning opportunities to over 600 learners. This funding is used to support adults who have benefited least from the education system or who may be disadvantaged in some way and provides opportunities for learners to build confidence and plan their progression into more formal learning, to gain skills and qualifications and seek employment. In addition to course funding, Learner Support funding was provided to cover childcare expenses. Many learners would not have been able to participate in the programme without such support.

There has been strong recognition that the programme of courses was meeting local needs by delivering a curriculum which ranged from computer and work skills to keep fit, hobbies

and personal development courses. By providing a 'universal' offer, the Project Manager was aware that the centre would attract those who may not initially recognise the need for learning and skills development whom, in time, could benefit by progressing to more formal learning, acquiring new skills and preparing for the workplace. Progression to qualification courses was recognised as one of the key benefits of developing first stage informal learning opportunities: previously non-engaged learners were able to 'test the water' and find out what adult learning is can offer within a local community setting and what it could provide for the future.

The Out There programme of learning has also extended its provision from the Nimrod Centre in Gosport to other venues such as Childrens Centres and community centres, and thereby contributing to a much wider engagement and curriculum offer. The project works in collaboration with other providers thereby avoiding duplication of services and making cost-effective plans to support learning through collaboration and joint initiatives.

The learning provision is strategically important as it will form a key part of the Gosport/ Hampshire offer for adult learners in employability and skills development: the work recognises that working with local communities and identifying residents' needs and views on educational opportunities is an important element of engaging individuals and equipping them to meet the needs of employers in a changing employment market. Hampshire Learning has recognised the benefits of local partnership working over several years and this project has shown how effective the sharing of resources and expertise can be. The approach is one that Hampshire Learning is keen to explore in other areas of the county and recognises the benefits of engaging with local learners through their communities, building on existing local provi-

sion and maximising the local offer through partnership working and achieving economies of scale.

2. How much does this flagship initiative impact upon adult learning in your region – i) very much; ii) from time to time; iii) not very much. Please explain.

The Project is an exemplar of collaboration and adult learning in Hampshire and can be utilised as an approach to be adopted across other parts of the South East region. Involving a range of committed partners, the Out There project addresses flagship initiatives including the respective European platform against poverty and new skills and jobs.

The initiative impacts upon adult learning from time to time due to its effect as a strong example of best practice and of partnership working. The Out There project has engaged a wide range of partners within South Hampshire and included the continuation of learning provision together with the commencement of new skills and employability activities.

The Project has utilised the skills and expertise of partner organisations to meet local demands for learning and ensured positive outcomes. It will help to inform the wider development of adult learning across the region and demonstrate the value of retaining good existing activities alongside the commencement of new strategically focussed learning.

3. What bearing do the flagship's targets have on adult learning provision in your region?

Hampshire Learning is committed to supporting the broad learning needs of local individuals and those seeking to improve their skills or employment prospects. The Out There project is a good example of how Hampshire Learning and its partners can achieve a set of varying ob-

jectives through the auspices of adult learning. Achievement of the flagship targets will actively contribute to the overall adult and community programme within Hampshire and in the South East region. The flagship targets will assist in;

- Developing skills and qualification
- Supporting learning in deprived communities
- Supporting employability and raising incomes
- Promoting community and civic participation
- Helping to achieve overall regional learning targets

The Project involved a consultative and listening exercise that has resulted in the accomplishment of learning targets. It has contributed to the delivery of adult learning

In Gosport and towards the growth of innovation and added value activities within the region.

4. How can your experience better inform EU policy makers about adult learning through this initiative?

The Out There Project represents the value of partnership working, inter agency collaboration and community-based provision. It highlights to EU policy makers the added value implications of effective joint working and devolved decision making at the local community level.

Hampshire Learning is committed to offering provision that reflects local need and demand within relatively disadvantaged communities and that is cost effective. Out There assists Hampshire Learning and Hampshire County Council to meet these objectives and is an example that can be utilised by EU partners.

The Project also indicates how successful adult learning activities and outcomes involving over 600 learners can be secured through cost effective and planning approaches to

delivery. Partnership collaboration and joint working to retain existing provision and to strategically provide new activities has been secured via the project.

The value of effective partnership working, robust planning and in engaging the local community are activities undertaken by the Out There project can inform EU policy makers of the merits of this approach.

5. How can the flagship initiative enhance the delivery of adult learning in your region?

The initiative can enhance the delivery of adult learning in the region through its ability to pro-

mote a number of positive attributes such as community engagement, partnership collaboration, good management and strategic working within disadvantaged areas.

The Out There project was developed following the commitment of local organisations, with the support of Hampshire Learning, preparing to support a broad offer of local adult learning. As a result it will not only support the broad needs of learners within Gosport but it will also contribute towards regional learning targets and goals and act as an example of best practice.

C. Youth on the move

REGION	Assembly of European Regions
FLAGSHIP INITIATIVE	Youth on the Move
Adult Education Centre & or Project	AER's Eurodyssee programme
Address	Secretariat of the Eurodyssee programme: André Craveiro +351-296 30 80 00 andre.lm.craveiro@azores.gov.pt AER Secretariat: Doris Materne +33-3 88 22 74 43 d.materne@aer.eu
Website address	www.eurodyssee.eu
Contact person	Doris Materne – AER Secretariat
Further information	www.eurodyssee.eu

The EU's Youth on the Move flagship initiatives promotes "moving to achieve" – a degree, new job, training, your own business. Every year the European Union supports more than 400,000 young people to work, train and study abroad. AER's Eurodyssee programme serves as a perfect case study to show how young people are on the move and how to go abroad to learn new skills, get training and eventually find a job.

Eurodyssee is an exchange programme for young people, launched in 1985 by Edgar Faure, at that time President of the Franche-Comté Regional Council and the Assembly of European Regions (AER). The programme is organized under the aegis of the AER and is one of its most representative actions. EURODYSSÉE is governed by two guiding principles : autonomy and the Regions' capacity for innovation. As an interregional programme, it aims to foster a

European consciousness, to promote a “Europe of Regions” and to encourage regional companies to offer work placements to young trainees.

EURODYSSÉE gives young people aged between 18 and 30 years the opportunity to acquire professional European experience in the course of a three to seven-month work placement and to improve their foreign language skills.

Young people

They can get:

- a 3 to 7-month work training experience in another European Region
- all branches of industry
- all levels of professional qualification (both skilled and unskilled)
- a maintenance allowance to cover living costs
- a free one-month intensive language course
- cultural activities and field trips (organized by most regions)

Regions

- offer young Europeans the chance to carry out a traineeship
- can help and foster the young people's transition into the labour market
- provide opportunities for young people to widen their cultural and professional horizon
- engage regional partners and SME's in the development of their own territory
- successfully address youth unemployment and management of human resources
- make young people ambassadors of their Region
- improve interregional cooperation

Companies

- Benefit from qualified young people
- Open to innovative ideas and projects
- Enhance contacts with foreign companies and foster interregional networking
- Being recognised as a company with training capacity

How does it work?

- The region is a member of the AER
- The region votes a budget
- Host and send from 2 to X trainees per year
- Decide whether you will finance or not trainees' travel costs
- The region designates an officer to implement Eurodyssee in the region
- Assistance by the Eurodyssee General Secretariat
- The region attends the annual Eurodyssee Forum

How to take part in the programme?

- check if your region is member of Eurodyssee and/or AER
- create your Eurodyssee profile
- check traineeship offers

Youth policies are at the heart of AER's members. Facilitating European mobility of young people, enabling them to find a job, to learn new languages, and get concrete work experiences abroad are the key characteristics of the AER exchange programme which are in line with the Youth on the Move initiative. Adult learning providers need to be more and more aware of these initiatives so that they can inform young people who are out of education and who are not involved in any exchange activities.

European initiatives are beneficial, but need to be brought to the right target group. Young people in need of adult education are normally less inclined to set out for European exchange programmes. Regions have an opportunity to change this and to support initiatives which promote the gaining of new skills in the region, but also abroad.

REGION	Junior achievement young enterprise
FLAGSHIP INITIATIVE	Youth on the move
Adult Education Centre & or Project	Enterprise without borders
Address	JA-YE Europe Tel: +32.2.735.97.20 - kristina@ja-ye.org
Website address	http://www.ja-ye.org
Contact person	Kristina Velkovska Dias - Project Manager

What is it?

- Enterprise without Borders (EwB) is designed to give Company Programme students the opportunity to create cross-border international partnerships as part of their JA-YE experience.
- Through a website, teachers and schools can register for participation and students can upload their company profiles and enter an entrepreneurial 'dating game'.

What partnerships do we set up?

- Joint-venture company
- Export-Import
- Coordinated product/service development – Outsourcing
- Exchange visits with entrepreneurial content

Why do we need EwB?

- Develop and understand economic principles of international trade
- Understand how different rules and regulations affect your company
- Develop good, active teaching methods for the students
- Develop skills such as communication, analysing and decision making
- Develop an understanding for other cultures and intercultural competencies

How do we work and what do we offer?

- **IT platform – website www.ewb.ja-ye.org**
EwB companies profiles and catalogues On-line EwB partnership registration
- **EwB MOBILE- mobile application - NEW!!**
EwB Brief
- electronic newsletter (every month)
- **JA-YE Connect – <http://connect.ja-ye.org/group/ewb>** A networking tool for JA-YE teachers and staff with
- a special group for EwB teachers and coordinators
- **EwBTeachersCafé** -connectingteachersatintl. events
- **Training and Student Materials – on-line**
- Student and Teacher Text Books Website Administration Guide EwB Joint-Venture Guide, etc., etc.
- **Survey of participants in 2010 and 2011**

Project outcomes after 3 years:

- **32** countries
- **30 000** students
- **2 790** teachers
- **943** business volunteers, advisors and mentors
- **1 799** mini-companies **856** joint-ventures

D. New Skills and Jobs

REGION	East Sweden Region
FLAGSHIP INITIATIVE	New Skills and jobs
Adult Education Centre & or Project	Regional Competence Forum
Address	East Sweden Region Snickaregatan 40, Box 1236, SE-581 12 Linköping, Sweden
Website address	www.ostsam.se
Contact person	Lejla Gros
Further information	Malin Thunborg

1. Why have you selected this example?

Since 2008, East Sweden Regional Council has been running Regional Competence Forum. The initiative aims to improve the means by which the supply and content of educational programs matches the demand for a skilled labour force.

2. How much does this flagship initiative impact upon adult learning in your region – i) very much; ii) from time to time; iii) not very much. Please explain.

The Regional competence forum clarifies competence demands from a variety of industries and supply substantial material for decisions regarding new educational programs in the East Sweden region.

3. What bearing do the flagship's targets have on adult learning provision in your region?

It gives us substantial material for decisions, regarding new educational programs in the East Sweden region.

4. How can your experience better inform EU policy makers about adult learning through this initiative?

5. How can the flagship initiative enhance the delivery of adult learning in your region?

Better anticipation of future skills needs.

Develop better matching between skills and labour market needs.



REGION	Olomouc
FLAGSHIP INITIATIVE	New Skills and Jobs
Adult Education Centre & or Project	Centre for Lifelong Education
Address	Faculty of Education, Palacký University Žižkovo nám. 5, 771 40, Olomouc, Czech Republic
Website address	www.ccv.upol.cz
Contact person	PhDr. Hana Marešová, Ph.D., vice-dean for study affairs and lifelong education
Further information	Department of ICT Education of Centre for Lifelong Education, website: www.odborict.upol.cz

1. Why have you selected this example?

One of the core future priorities of the EU is to better anticipate the skills needed in the future job market. With the European labour market radically changing it is clear that new skills will be needed for the jobs of tomorrow. We realize that one of the most important and well anticipating future trends is the skill for work with information and communication technology (ICT) because nowadays it is used in nearly every areas of job market. That's why we agree with the initiative of European Commission in the frame of flagship initiative Digital Agenda – to prioritize digital literacy and skills in the "New skills for jobs" flagship (1). The training of digital skills can help people in getting new employment opportunities. It means that also education institutions need to reform their traditional education and training system to properly prepare people for the jobs of tomorrow. When using technology tools as a part of learning process, teachers and students can develop their ICT skills and competencies, which is a strong foundation for skills being used in their next careers. Teachers already understand that integration of ICT within the educational process is necessary but for many of them ICT are still a new addition to their teaching practice because they are in the early stages of us-

ing ICT in classrooms and for many of them ICT are still something new and strange. They belong to the generation of "digital immigrants" (2) – people who didn't grow up with ICT. On the contrary, today's young generation belong to the generation of "digital natives" which means children who grew up from childhood under the influence of ICT and have no serious problem with the work and movement in virtual space. That's why we can see today a world of difference between young and old generations in the ability to work with ICT, as described also the results of some researches (3). Therefore we address the challenges of the EU flagship initiatives to prioritize digital literacy and skills in the "New skills for jobs" flagship and try to bridge the "digital gap" between the current generation of teachers and students in current schools who want to be taught by using of new technologies. We focus on the development of digital skills the teachers, who then can appropriately use the acquired skills in elementary and secondary schools for teaching of the next generation of students to prepare them better for their future jobs.

Our *Centre for Lifelong Education of the Faculty of Education of Palacký University in Olomouc* (CLE, <http://ccv.upol.cz>) is an educational institution accredited by the Ministry

of Education, Youth and Sports in the Czech Republic, and provides further education to educational as well as non-educational staff from all types of schools, school and educational facilities, public sector and other potential clients and institutions interested in the CLE's programme offering. Through the CLE various educational programmes providing re-qualification and professional courses, as well as adult education programmes. The scope of courses and programmes offered by the CLE reflects the continuing education needs and requirements of existing teachers and teaching practice in the region of Central Moravia. In our courses and degree programs study about 1500 participants a year.

Our current focus on **the development of digital skills** which has been mainly given by current needs of the Olomouc region has led to the creation of the Department of ICT education of CLE (<http://odborict.upol.cz>), which provides systematic accredited lifelong learning courses aimed to the use of ICT in education since year 2007. In year 2010, we started an ESF-project from **Operational program Education for competitiveness No. CZ.1.07/1.3.00/14.0011: ICT Courses in Education for Teachers** (<http://kurzyict.upol.cz>, investigator of project: H. Maresova). There were prepared courses primarily focused on teaching practical skills for working with ICT in the classroom. In years 2010-2012 there were prepared 9 courses for teachers in Olomouc Region and Moravian-Silesian Region: ICT in teaching English at first degree; ICT in teaching English language – basic Course; ICT in teaching English – advanced Course; ICT in teaching Czech language at first degree; ICT for teaching media literacy; ICT resources for contemporary Czech literature; ICT resources for world literature for children and youth; Modern presentations with an interactive whiteboard and the course Risky virtual communication techniques related to ICT (which has been provided by Centre for

the prevention of risky virtual communication (PRVOK, <http://www.prvok.upol.cz/>). Each course was realized by blended learning form (20 hours in the form of 4-5 afternoon meetings and online teaching of 20 hours home online study in the Learning Management System UNIFOR or in the multiuser virtual environment Second Life). Full training was realized in computer labs at Faculty of Education. Over 220 participants already completed the courses up to this day.

2. How much does this flagship initiative impact upon adult learning in your region – i) very much; ii) from time to time; iii) not very much. Please explain.

The initiative impacts upon adult learning in our region from time to time. Our project of ICT Courses in Education for Teachers addresses first of all the flagship initiatives the New skills and Jobs and the Digital Agenda for Europe. By providing our courses we try to face the shortages as defined by European Commission (DG Education and Culture [4]):

- teachers lack pedagogical strategies and experiences to effectively use ICT,
- professional development of teachers lacks the pedagogical, innovation and practical dimension,
- assessment of digital literacy is not widespread,
- major lack of systematic impact in practices,
- innovations not enough supported by changes in pedagogy,
- discrepancy between children's under-use of ICT at school and frequent and sophisticated use at home.

3. What bearing do the flagship's targets have on adult learning provision in your region?

In our courses, we try to increase the digital skills of our participants, the participants also

work with the different types of e-learning systems (Learning Management System UNIFOR, multiuser virtual environment Second Life), which meets the objectives of flagship Digital agenda linked to Europe 2020 & ET2020, as defined by European Commission (DG Education and Culture):

- increasing digital competence/ e-literacy,
- ICT enhancing innovation of E&T,
- support to Member States to mainstream ICT use in educational policies and practices,
- mainstream eLearning in national policies for the modernisation of education and training, including in curricula, assessment of learning outcomes and the professional development of teachers and trainers [4].

Achievement of the flagship targets will contribute to the plan focuses on helping our participants, including the unemployed teachers, with the training of digital skills so they will improve their chances of finding jobs in education sector or in the areas of public sector that are expected to grow in the coming years.

4. How can your experience better inform EU policy makers about adult learning through this initiative?

Our project could be a good example in the three main areas (in the frame of flagship initiatives New Skills and Jobs and Digital agenda for Europe):

1/ Focusing on improving digital skills of teachers

By ICT training of teachers we can ensure that digitally competent teachers will be able to educate a new generation of students with adequate teaching methods for the digital age. Therefore these students will have a higher chance to find job at the future labour market.

2/ Focusing on the prevention of risky virtual communication

By focusing on the prevention of risk behaviours associated with the use ICT (such as cyber bullying, cyber grooming, cyber stalking, hoax and spam, sexting, methods of social engineering, the issue of sharing personal information through social networks) we try to increase awareness of hazardous communication issues which are related to virtual communication (which is still not sufficiently emphasized as a needed part of basic ICT skills).

3/ Focusing on the use of new e-learning methods in adult learning

By using the new ways of e-learning (Learning Management System Unifor, multiuser virtual environment Second Life) in adult learning we address the target of flagship initiative Digital agenda linked to Europe 2020 & ET2020 (mainstream eLearning in national policies for the modernisation of education and training, including in curricula, assessment of learning outcomes and the professional development of teachers and trainers). As defined by European Commission, the benefits of eLearning are enormous: it enables people to acquire skills anywhere, anytime; it empowers teachers to adopt new practices, to tailor interventions on the basis of personal learning needs and to individualise assessment. It also caters for self-regulated and informal learning, accommodates different learning styles, innovative collaborative learning practices, and supports more efficient workforce training, at a global scale, improving delivery, reducing training costs and time-to-competencies [5]. Based on our research investigation, we can share our results with the use of new e-learning systems in adult learning.

5. How can the flagship initiative enhance the delivery of adult learning in your region?

The project ICT Courses in Education for Teachers was implemented due to increasing needs of digital skills of teachers so that they will be able to use the ICT skills in the classroom or will be better skilled to find a new job in both of education or public sectors. Since the courses were carried out free of charge, we noticed an increased interest of participants in these courses, which was also followed by the interest to attend some of the other courses in project. At the same time, some of the participants expressed their interest in additional

courses and study programmes in CLE, so we were able to immediately respond to their actual educational needs. Within the project, we also expanded the activity of CLE to the Moravian-Silesian region. The project has established a cooperation of partners the project, Centre PRVOK and Sigismund High School of engineering in Lutín. This cooperation will be followed by other projects focused on increasing the level of digital skills of adult learners in the Olomouc region.

E. Innovation Union

REGION	Baden-Württemberg
FLAGSHIP INITIATIVE	Innovation Union
Adult Education Centre & or Project	Reference project: MoBil- Mobile Guidance in Tübingen – part of the alliance of life-long learning Baden-Württemberg
Address	rolf.ackermann@km.kv.bwl.de Tel.: 0032 – 2 – 7417766 Mobile: 0049 -171 - 9985726
Contact person	Rolf Ackermann

The novel idea and approach of this project is to “Create relationships through relationships”. Facilitators use their contacts and communicational skills to establish with people from lower education backgrounds new “Learning-relationships”.

MoBil-Buildingstones include:

- 1 Outreach counseling
- 2 MoBil-Learning store
- 3 Target specific offer of courses
- 4 Financial aid
- 5 Good-Practice-documentation and -publication

STARTING POINT of the project:

Previous experiences in working with educationally disadvantaged people

- Negative learning experiences and fear of barriers
- Improved knowledge of services provided
- Incompatibility« between education providers and educationally disadvantaged people
- Financial barriers
- Fear of self-disclosure /self-revelation
- Strong focus on formal qualifications
- Low confidence in own learning skills

Objectives and longterm goal: Increased participation in training of educationally disadvantaged people

- Providing a face to further education
- Raising curiosity and facilitating access to learning settings
- Decrease distance between institutions and target groups

BUILDINGSTONE 1 - Looking for educational guidance:

- Local communities, clubs/associations, institutions and counseling centres
- Individual one to one communication (spoken-not written) / explaining instead of informing
- Creating relationships in order to facilitate innovative ways of learning

BUILDINGSTONE 2 - “MoBil-Learning-shops” – Learning on the move

Hotspots for “mobile” work with clear opening hours

- Easily accessible counseling and learning places
- Visible training course offers in public
- Research possibilities: Programmes of training providers from Tübingen and computers with internet access

BUILDINGSTONE 3 - Target group tailored training offers

Small offer of training courses (re-) entry into education and training

- Testing of target specific forms of learning asnd identification of possible training places
- Open form needs-analysis through which educationally disadvantaged people are supported to express their desires
- Languages, general education, IT and internet and cultural offers

BUILDINGSTONE 4 - financial support “Small education vouchers” as door opener

- Promoting participation in training offers outside MoBil and team training
- Additional information on available funding opportunities
- Objective: Raising awareness that costs for education and training represent sa worthy investment in the future

BUILDINGSTONE 5 - Good-practices:

- MoBil as a role model
- Project diary with case histories and examples as a basis for the guidelines
- Guidelines as a collection of methodologies

REGION	Assembly of European Regions
FLAGSHIP INITIATIVE	Innovation Union
Adult Education Centre & or Project	AER Innovation Award Scheme
Address	6 Rue Oberlin - F-67000 Strasbourg
Website address	www.aer.eu
Contact person	Estelle DELANGLE Policy Coordinator Tel.: +33 3 68 46 00 82 E-mail: e.delangle[at]aer.eu

Innovation is considered to be a key concept for advancing Europe and for exiting from the current economic crisis. Yet, innovation is not automatically linked to the crisis, innovation, the need to renew our thinking and our strategies and approaches needs to have a constant place in our approach. The Assembly of European Regions is aware about the need of having innovation deeply entrenched into regional policy making. In order to promote this approach throughout the whole content of Europe and to show case what regions already do in terms of innovation, AER has launched the AER Regional innovation award scheme in 2006. The prize aims at honouring European Regional Authorities' actions, which have stimulated, fostered and implemented innovation in their territory. It aims at promoting best practices as well as to demonstrate how regions can contribute to regional economic welfare. After 5 consecutive years, AER has received close to 60 applications. 13 quality projects have been rewarded by our jury.

Even though the original focus of innovation was on economic field, innovation is much broader and applicable to many areas. The award aims at finding out whether regional actions stimulate innovation. It focuses on sharing practices and lobby the European decision makers about the findings through the different projects. Members benefit from this award scheme as it shows that they are being a

part of a wide community of European regions, that they have access to know-how of European policy analysis with a regional perspective.

Regions are aware about the importance of innovation and the applications and case studies we receive make clear that innovation as a concept is widely applied in different policy areas, yet, the link to education and innovation in the area of adult education is not too obvious.

However, innovation is necessary in the way people teach, in the way the curriculum is established in the way the pedagogy is used for training in particular adults which have been out of a formal learning context for quite some time. Therefore social innovation needs to be promoted even more so that regions can share what they do in order to apply new innovative schemes in the area of social inclusion and education.

Part of the Innovation Union is the promotion of innovation in the public administration. The so-called European Prize for Innovation in Public Administration will be awarded to the nine most innovative initiatives run by public authorities from across Europe that are bringing improvements to citizens' lives, helping firms and stimulating research and education. This seems an equally important approach, as it is public authorities which design the policies for their citizens.



REGION	Olomouc
FLAGSHIP INITIATIVE	Innovation Union
Adult Education Centre & or Project	OK4Inovace
Address	Jeremenkova 40b - 779 00 Olomouc Czech Republic
Contact person	Veronika Vankova vankova@ok4inovace.cz - 00420 602 583 248

Olomouc Region: Human Resources Are Crucial for Innovation Processes

One of the key ideas of the Innovation Union is that Europe's future economic growth and jobs will increasingly have to come from innovation in products, services and business models. In the Olomouc Region, one of the 14 regions in the Czech Republic, this fact is well known. Therefore, a number of activities has been launched to respond to the trend accordingly.

Olomouc Region (hereinafter referred to also as OR) with Olomouc as its regional center, is located in the northern part of Central Moravia and consists of five districts. With a population of over 641,000, the Region creates a favourable entrepreneurial environment based on strong industrial tradition, broad range of industries, as well as high-quality, yet cost-effective labour. All of these prerequisites constitute a positive background for the development of all kinds of entrepreneurial activities.

The region has a mostly industrial character, headed by production of machinery and electric appliances, whose significance is constantly growing. The position of food industry is also significant due to the traditionally high share of agricultural production in the region; while textile and clothing industries continue to maintain their long-term presence.

One of the key objectives of the Olomouc-based regional government is the area of regional de-

velopment and support for business. Such investments in development do not only balance the economic and social differences between the individual parts of the region, but also help in improving the overall results of the region in the framework of country-wide comparison of economic indicators.

The Olomouc Region strives to ensure compliance with all the principles of the Small Business Act for Europe and the "Think Small First" principle at the regional level. The success of European economy and the Europe 2020 strategy depends on whether SMEs will be able to fully utilize their potential. Therefore, it is essential to support the businesses in their growth, whereby new jobs are created. A socio-economic analysis of the OR demonstrated that SMEs in particular demonstrate a higher degree of cautiousness, combined with lower willingness to accept risks and lesser ambitions, as compared to innovative regional economies. One of the consequences is decreased interest in the extent of own innovations, which affects the motivation of companies to cooperate with local innovation leaders, including academic institutions.

The region is in full concord with the Europe 2020 strategy and its objectives: strengthening innovations and knowledge; supporting green economy and achieving high level of employment. In cooperation with its partners, the OR has thus drafted the Regional Innovation Strategy (RIS) in late 2011. According to the RIS Ac-

tion Plan No. 1, there are three priority areas of action, which may be further divided into individual instruments and measures:

A/ Human resources for the management and implementation of innovation processes

B/ Regional system of support for the transfer of technology

C/ Services and support for innovations in companies

The priority area A reflects the significance of human resources in terms of quality as an initial prerequisite for the development of knowledge and innovative enterprise; thereby responding to a long-term outflow of talent from the region. The priority area B is focused primarily on improving the conditions and processes affecting the utilization of results of public research for innovative enterprise and activities. The priority area C subsequently aims at supporting innovative activities of companies in the territory of the OR, mainly through specialized services and related infrastructure.

RIS Action Plan of the Olomouc Region defines a number of instruments in each priority area. The priority area A is further divided into several goals:

A.1 - Increase the number of highly talented young people coming back after graduating from universities

A.1.1 - Financial instruments of support

A.1.2 - Acquiring required skills and knowledge

A.1.3 - Meetings aimed at sharing of information, coordination of cooperation, disseminating best practices etc.

A.2 - Increase the number of highly talented young people coming in to live in the region

A.2.1 - Assistance services for top managers and researchers

A.3 - Greater enhancement of entrepreneurial spirit, creativity and personal motivation in the society

A.3.1 - Development of managerial and other practical competencies of university students

To aid in the implementation of the RIS Action Plan of the Olomouc Region, OK4Inovace—an interest association of legal entities—was founded. Since its inception, OK4Inovace and its partners have introduced two instruments in the priority area A:

- New interdisciplinary study programs at local universities
- Specialized grants for students

The region is home to the second-oldest university in the Czech Republic, the Palacký University of Olomouc, along with two private colleges: the Moravian College Olomouc and College of Logistics. The options of tertiary education are further supplemented by a number of affiliates of other universities and higher vocational schools, located in the region. New interdisciplinary study programs, as supported by OK4Inovace, should therefore become a part of a lifelong education plan for citizens in order to improve the competitiveness of local SMEs. Specialized training courses are being prepared with the goal of enhancing the qualification of human resources employed by SMEs in the Olomouc region. This instrument

should also create a platform for improved mutual communication among the SMEs.

Based on the RIS, the OR has introduced a new specialized scholarship in 2012. The main objective of these grants is to facilitate the process of obtaining higher education abroad in fields important for the economic development of the region, hence bringing the newly-acquired international know-how into the region. The scholarship is intended for Bachelor's and Master's degree program graduates, planning to study abroad in masters' and doctoral degree programs. The selected major must qualify as a benefit for innovation processes of the region, focusing on technical, biomedical, scientific, technological or applied economic education. Financial participation current or

prospective future employers serves as a key concept in the program, enticing businesses to identify and appreciate the tangible benefits brought by international education.

OK4Inovace was founded as an interest entity in November 2011 with a goal of implementing the RIS. Its basic objective is to secure the execution and follow-up support of innovation processes in the Olomouc Region. The association currently has 10 members, including the Olomouc Region, the statutory cities of Olomouc, Přerov and Prostějov; Palacký University, Moravian College, College of Logistics, the Olomouc Region Chamber of Commerce, Chamber of Agriculture and the Foundation Institute for Regional Cooperation.

F. Digital Agenda for Europe

REGION	Hampshire
FLAGSHIP INITIATIVE	Digital Agenda for Europe European Year 2012 of Active Ageing
Adult Education Centre & or Project	IT4VIPs: IT classes for blind and partially sighted people A countywide project supported by Hampshire Learning in partnership with the library service, a voluntary and community organisation and local community schools
Address	Hampshire Learning, Children's Services, Hampshire County Council, The Castle, Winchester, Hampshire - SO23 8UG
Website address	www.hants.gov.uk/hampshire-learning
Contact person	Sue Muldowney
Further information	This project has been delivered across a range of libraries and schools in Basingstoke, Eastleigh, Romsey, Alton, Fareham, New Milton, and Winchester

1. Why have you selected this example?

Hampshire County Council and its partners have recently devised and agreed upon a digital strategy for Hampshire aptly titled Digital Hampshire. It was recognised that despite widespread use of new technologies there is still much to do to ensure that the take up of digital services is widespread and offers greatest benefit. Many people remain digitally excluded and this has a negative impact on the economy and pace of public service modernisation. There are many reasons for this, including poor broadband and mobile services in many rural areas. Unlike many digital inclusion strategies, Digital Hampshire establishes the links between digital inclusion, Hampshire's economy and modern public services. By linking together ambition and actions in these areas, we can make faster progress in overcoming the barriers to (and maximising the benefits from) a digital infrastructure in Hampshire. Public, private and voluntary sectors need to collaborate and share common goals.

With this in mind five key principles have been adopted, these are

1/ Helping everyone join in – by designing accessible digital services and improving broadband access to ensure that as many people as possible can take advantage of those services

2/ Supporting business growth - Working together to maximise the opportunities of digital services in Hampshire for businesses large and small, and so encouraging inward investment and lower carbon footprint

3/ Customer in control - Ensuring in the way information and services are made available that the customer is always in control, maximising transparency and self-service where possible

4/ Digital by default - Accelerating the move to a 'digital only' delivery where possible, reflecting the needs of different groups and allowing for choice while balancing efficiency with service quality

5/ Public services together - Ensuring the public services work together to share insight, technology and services, making services more efficient for the taxpayer and more joined up for the service user

In 2011 almost a million people in Hampshire went online every day. But as many as 100,000 are also estimated to be digitally excluded in the county. There are different reasons why people may not be regular users of digital services. They may be disadvantaged by a lack of skills or confidence, or find going online is difficult because of location or affordability. Many of those who are currently digitally excluded are those who could benefit most:

- Older people can often be supported in their own homes for longer if they have access to home shopping and can communicate with family, friends and support services online
- Web access can open up education and employment opportunities for low-income families and those seeking work
- Rural isolation can be reduced by access to online services

The focus of this case study is an IT4VIPs project that has been running for a number of years but which very much aligns with the first principle of the above strategy, and is one of many activities being delivered across Hampshire which enables the digital strategy.

Hampshire County Council's adult and community learning service, Hampshire Learning, aims to enrich lives through an exciting mix of learning opportunities which develop skills and promote well-being by keeping people active, stimulated and involved. Hampshire

Learning works in partnership with a wide range of learning providers across Hampshire including other council departments/services, schools, libraries, children's centres and voluntary and community organisations.

Hampshire Learning funds this project through the government's Skills Funding Agency Adult Safeguarding Learning (ASL) allocation, reviewing the allocation on an annual basis through a formal funding application process. This in turn leads to a signed funding agreement with the providing organisation. ASL funding is used to support 'leisure learning' which is offered for personal or skills development, cultural enrichment, intellectual or creative stimulation and for enjoyment. This learning seeks to meet local interests and the needs of the community. Leisure programmes are targeted at adults in Hampshire with particular focus on older people; people in rural communities; adults who have benefitted least from the education system; those who are in most financial need or may be 'disadvantaged' for a variety of reasons. The IT4VIPs Project some of these key areas.

The programme was originally co-ordinated by a local community school until recently when the co-ordination of the programme was taken on by a voluntary and community organisation. Approximately 240 learners have attended courses delivered both at the Community School and Library venues across Hampshire. These courses have been designed to meet the needs of learners who are blind or partially-sighted and incorporate a range of techniques and specialist equipment to encourage learners to access IT facilities with confidence. Background: In our libraries the People's Network of free public access computers has magnification and screen reader software pre-loaded. Before the project started it became apparent that:

- computers were used by very few visually impaired people;
- initially only one Computer at each library was equipped with the necessary hardware and software,
- there was no training available; and
- staff members received only one short initial session on how to use the Supernova program.

Before the learning activity could begin the library service upgraded their software agreement to a global licence, allowing us to offer the high quality / high cost program Supernova on every single terminal in the network.

The next step was to develop a learning programme and recruit a tutor. A retired school teacher, himself visually impaired and a user of the Supernova program, was employed to develop and deliver a course tailored to the needs of individual VIPs. Alongside this work, he produced a training course for library staff to enable them to give basic support.

Initially learning support was provided by library staff and volunteers who were trained by the tutor to help individual learners as requested.

These staff acted as learning support assistants working with learners on a 1:1 basis. As the project continues it is hoped that more staff and volunteers will be trained to assist learners when they attend structured classes and/or the library as a general service user.

Through this scheme we hope to ensure that people with visual and print disabilities are supported so that they can access Library facilities as well as their own home computers. This will allow them to keep in touch with family and friends via e-mail, shop on line to save money especially when it comes to energy bills, food shopping etc, and to benefit from digital library and information services such as e-book and e-audio book downloading.

The Project concurs with government and Hampshire County Council's policies in relation to areas such as the engagement of LLDD learners, the promotion of digital inclusion and the development of volunteering.

Some examples of the impact this project has had on services users are as follows:

The library service was asked by an employment agency for disabled people to assist a woman with learning difficulties who is also totally blind. The IT4VIPs tutor helped her to learn word processing, how to set up e-mail and how to use the internet. The aim was to boost her confidence enough to take on voluntary work as an audio typist with the organisation Open Sight, a charitable organisation in Hampshire working with people who have, or who are at risk of developing sight loss.

Learner comments "I joined the course to learn how to use a computer with JAWS (screen reader software) as this will enable me to access a wide variety of information via the world wide web."

"My carer encouraged me to join the course as I was at home most of the time. I have really enjoyed being here and now feel more confident about using the computer to contact my friends."

Also at New Milton a partially sighted lady has been taught how to use the internet and now regularly checks the film trailers at her local cinema to help her select films.

At Winchester Discovery Centre, a visually impaired lady sent an e-mail and a photo to her nephew in France to mark her 96th birthday.

2. How much does this flagship initiative impact upon adult learning in your region – i) very much; ii) from time to time; iii) not very much. Please explain.

The initiative impacts upon adult learning from time to time due to its effect as a strong example of partnership working. The project is an example of collaboration / good working relationship between local authority departments and other partners, by working together to provide specialist provision to support the needs of visually impaired learners across the County. The IT4VIPs Project addresses aspects of flagship initiatives: Digital Agenda for Europe; and the European Year 2012 of Active Ageing & Solidarity between Generations. Positive outcomes from the project include learners remaining independent, engaging in more social interaction, avoiding isolation, and improving health and wellbeing.

3. What bearing do the flagship's targets have on adult learning provision in your region?

The project is a good example of how Hampshire Learning and its partners can achieve a set of varying objectives through adult and community learning. The IT4VIP Project addresses a range of needs identified in the flagship targets, as well as demonstrating that it increases learners' basic knowledge of information communication technology.

Achievement of the flagship targets will actively contribute to the overall adult and community programme within Hampshire. The flagship targets will help to bridge the digital divide by supporting and encouraging visually impaired, blind and older adult learners:

- Preventing social exclusion: visually impaired, blind and older learners will continue to play an active role in society using newly acquired ICT skills to contribute to local projects or groups
- Having access to information: visually impaired, blind and older learners will be able to access information about services and/or support which can offer choice

- Promoting independence: visually impaired, blind and older learners will be supported to maintain levels of independence and lead fulfilling lives for as long as possible.

4. How can your experience better inform EU policy makers about adult learning through this initiative?

Hampshire Learning is committed to offering provision that reflects local need and demand. Our experience can better inform EU policy makers about adult learning through understanding the importance of some of the features of the project. These include:

- By taking into account the views of both visually impaired and blind learners, and developing an approach that meets their needs
- Providing opportunities to focus learning on areas of individual need and interest eg communicating with grandchildren; advice on buying a new computer and how to use it; advice on appropriate software
- Evolving over time through listening to feedback from learners and being willing to change and adapt the approaches to learning
- Engaging staff, volunteers as learning support assistants, and previous learners as advocates
- Recognising that volunteers gain from their experience as well as learners, in particular the role that volunteering can play in active ageing as well as supporting unemployed people of all ages to get back to work

5. How can the flagship initiative enhance the delivery of adult learning in your region?

The flagship initiative can enhance the delivery of adult learning in our region by continuing to

promote the successful and positive features of this project eg responding to learner need, partnership collaboration between County Council departments and external agencies, good management and strategic working in areas of need eg by expanding to offer this provision in all library settings across the county.

The IT4VIP Project has developed through the vision and commitment of a voluntary and community organisation and the Library Service with the support of Hampshire Learning, the adult and community learning service, through support for an initiative that did not fit the more traditional adult learning class model. As a result it supports the needs of visually impaired and blind learners throughout the county.

Next steps:

The partnership with Hampshire County Council departments ie Hampshire Learning and the Library Service, and a third sector organisation continues to support this worthwhile project.

As well as supporting service users to access digital media, another key aspect of the project involves recruiting more volunteers, this is an area that needs to grow to enable the project to expand beyond the existing venues. Volunteers will be trained to assist individuals to access and use both equipment and software that supports learners with visual impairment and is appropriate for individual needs. This includes both the software which is freely available from the internet and also commercial software.

It is hoped that ICT training for people with visual impairment across Hampshire can be delivered throughout the Library network.

REGION	European e-Skills Association
FLAGSHIP INITIATIVE	European e-Skills Association
Contact person	Andrea Parola

Vision

Foster 21st century e-skills and digital literacy in Europe for a competitive and inclusive society where creativity and imagination have no barriers.

eSkills for all, as a key component of life-long learning and personal evolution. Promote the recognition of ICT as key competencies that impact on all strata of technology-driven society and economy.

Mission

Ensure that Europe has the right resources and human capital to progress by promoting

In the European Commission's EU 2020 strategy, e-Skills are recognised as pivotal to European social and economic development and growth over the next decade

(See table p 37)

REGION	Wallonia
FLAGSHIP INITIATIVE	Digital Agenda & New Skills for Jobs
Adult Education Centre & or Project	WALLANGUES
Address	Service Public de Wallonie Place de la Wallonie, 1 Bâtiment II - B 5100 Jambes
Further information	http://www.wallangues.be

The Wallangues project is an initiative of the Walloon government which aims to encourage language-learning among Walloon citizens.

Wallangues is an e-language-learning platform accessible free on the internet to anyone aged 18 or over and resident in Wallonia. It is also available to under-eighteens residing in Wallonia provided that they are either emancipated minors or are in combined education and work experience.

Users can connect to the Wallangues platform from a personal computer after obtaining an access code and a secure password. Alternatively, they can connect to the platform from a public access space, for example a training

centre, a public multimedia centre or a library. This public access space must be located in Wallonia and authorised to allow such access by virtue of having signed a membership charter setting out its mission to provide guidance and technical learning support to the students. Wallangues, then, is an e-learning self-training system which can be used by individuals and which provides online teaching aids. The learner who uses Wallangues from a public access space can also benefit from the guidance of a tutor who has been trained to be able to give learners help and support.

The platform offers programmes in 4 languages: French, Dutch, German and English. Each programme has five levels of progres-

e-Skills in the Europe 2020 flagships

Digital Agenda for Europe	Innovation Union	New Skills and Jobs	Youth on the Move	Industrial Policy
<p>The Commission will</p> <p>Support national and European awareness raising activities based on the experience gained from the first European e-Skills Week</p> <p>Propose digital literacy and competences as a priority for the European Social Fund regulation (2014-2020)</p> <p>By 2012, develop tools to identify and recognise the competences of ICT practitioners and users, linked to the EQF and to the EUROFACS and develop a European Framework for ICT Professionalism</p> <p>Make digital literacy and skills a priority of the 'New skills for new jobs', including the launch of a multi-stakeholder sectoral council for ICT skills and employment to address demand and supply</p> <p>Promote a higher participation of young women and women returners in the ICT workforce</p> <p>Propose by 2013 EU-wide indicators of digital competences and media literacy</p> <p>Member States should</p> <p>Implement by 2011 long-term e-skills and digital literacy policies and promote relevant initiatives for SMEs and disadvantaged groups</p> <p>Mainstream e-learning in national policies for the modernisation of education and training, including in curricula, assessment of learning outcomes and the professional development of teachers and trainers</p>	<p>The Commission will</p> <p>In 2011, support an independent multi-dimensional international training system to benchmark university performance</p> <p>The Commission will support business-academia collaborations through the creation of "Knowledge Alliances" between education and business to develop new curricula addressing innovation skills gaps (set commitment on e-skills). They will help universities to modernise towards enterprising, entrepreneurship and stronger business partnerships</p> <p>In 2011, the Commission will propose an integrated framework for the development and promotion of e-skills for innovation and competitiveness, based on partnerships with stakeholders. This will be based on supply and demand, European guidelines for new curricula, quality labels for industry-based training and awareness-raising activities</p>	<p>The Commission will</p> <p>As of 2012, produce an EU skills Panorama to improve transparency for jobseekers, workers, companies and/or public institutions. It will be available online and contain updated forecasting of skills supply and labour market needs up to 2020</p> <p>The Commission, in cooperation with Member States, will also:</p> <p>In 2011, propose a Council Recommendation on the identification, recording and validation of competences gained outside of formal education and training, including in particular a European Skills Passport to help individuals record and present the skills acquired throughout their life</p> <p>By 2012, propose an EU-wide approach and instruments to support Member States in the integration of ICT competences and digital literacy (e-skills) into core lifelong learning policies</p>	<p>The Commission will</p> <p>In 2011, propose a European Skills Passport, based on existing elements of European, to record in a transparent and comparable way the competences acquired by people throughout their lives in a variety of learning settings, including e-skills and informal and non-formal learning. This should facilitate mobility by easing the recognition of skills across countries</p>	<p>The Commission will</p> <p>Promote initiatives bringing together higher education and businesses to improve Europe's largely skilled workforce, such as an e-skills initiative focused on advanced ICT users in industry, and the Universities-Business Knowledge Alliances between universities and businesses</p>

sion, from beginners to advanced, suiting the needs of each user. The levels correspond to the first five of the six levels of the Common European Framework of Reference for languages, namely A1 ('Breakthrough') to C1 ('Effective Operational Proficiency'). There are no linguistic prerequisites apart from a minimal understanding of the instructions in French or another language.

When the learner logs on for the first time, a European level test establishes the learner's level. The results of this test allow the automatic generation of a personal learning path for the student. The learner's progress and results are shown on the homepage each time she or he logs on. At the end of the learning path a certificate of participation is issued.

The learning format offered by Wallangues provides practice in listening comprehension, reading, speaking and writing. The topics covered relate to daily life and to professional life. The emphasis is on real-life scenarios. Vocabulary and grammar are acquired in a contextualised manner, and are then applied in practical exercises. The system also provides a forum in which users can share their experience.

Language learning forms a part of the priority action plan set up by the Walloon government in the context of the "Plan Marshall

2.Vert". The Wallangues project reinforces and further diversifies the language-learning opportunities provided in Wallonia. Many jobs require knowledge of a foreign language; this free e-language-learning course thus helps to increase integration into the employment market. In addition, Wallangues represents a useful aid for the social integration of non-French-speaking people of foreign origin.

Since Wallangues was made available on-line on 8 November 2011, it has been extremely successful. On 16 October 2012, it had 172,000 current users. Of the languages offered, English is the most popular, followed by Dutch.

Wallangues is a unique example of free e-language-learning. From a methodological point of view, the system focuses on self-training via real-life scenarios.

This tool can remove one of the obstacles to employment, that is, the lack of knowledge of foreign languages. Thus it helps to improve the employability of job-seekers and also helps to improve the socio-professional integration of people of foreign origin.

Equally, Wallangues promotes interregional, cross-border and international mobility of workers. It thus responds to the need to decompartmentalise regional and national markets.

G. Resource efficient Europe

REGION	Cyprus, Lakatamia
FLAGSHIP INITIATIVE	Resource Efficient Europe
Adult Education Centre & or Project	Lakatamia Municipality in partnership with Cyprus Energy Agency * Elih-Med Project (Mediterranean wide) Energy Efficiency of Low Income Housing in the Mediterranean
Address	Lakatamia Municipality 1st April Str, no. 11 - 2310 Lakatamia
Website address	www.lakatamia.org.cy
Contact person	Natasa Xenophontos Koudouna
Further information	This project is delivered across a range of countries: Italy, France, Greece, Spain, Belgium, Cyprus and Malta

1. Why have you selected this example?

The Covenant of Mayors is a key policy focus for Lakatamia Municipality since 2011. The Elih-Med project is one of our first concrete actions reaching out to achieve the aims of our Sustainable Energy Action Plan. The project has allowed Lakatamia (a final beneficiary) to co-finance the energy renovation of 3 low income houses in our locality. The measurement of consumption and savings before and after the investment will allow us to use results to drive home messages and best practice examples in information events such as Europe Day as well as set up a Family Learning course on sustainability for our Open School (Ανοιχτό Σχολείο).

2. How much does this flagship initiative impact upon adult learning in your region – i) very much; ii) from time to time; iii) not very much. Please explain.

Europe Day 9 May 2012 has been used to draw attention to EU initiatives such as Resource ef-

iciency in Cyprus Lakatamia. Speakers were invited from the State Energy Services and informed the public on grants and incentives for the households such as insulation shell housing units, solar heating systems, biomass and photovoltaics. Also invited was a careers councillor who came to talk about professions of the future, including technical professions and employment in the upcoming oil and gas industry.

Next year we are planning a talk on composting by the Environment Commissioner as green waste and cleanliness are big issues on the agenda. We are also hoping to be able to announce results on electricity savings by the use of photovoltaic panels on roofs of public and private buildings as well as a reduction in the use of fuel for heating up the municipal swimming pool in the winter months by using insulation covers and other sustainable technologies.

Finally, as from September 2013 when we have gained enough experience through our concrete investments, we are hoping to introduce

a Family Learning Course on Sustainability in our Open School.

3. What bearing do the flagship's targets have on adult learning provision in your region?

The project Elih-Med is a good starting point in implementing the objectives set by the Covenant of Mayors through information events and concrete investment actions that will later lead to developing the syllabus for a family learning course.

Achievement of the flagship targets will actively contribute to the Open School Community Programme in Lakatamia which currently only focuses on conventional courses such as language classes, yoga, computers and zumba.

The flagship targets will assist adult learners in:

- protecting natural resources: older learners will play an active role in society and set an example by using recycled materials, by composting and stopping to pollute air and water, thus by promoting a better quality of life.
- using resources more efficiently: older learners will use the sun to light up their homes, use insulation covers to warm the water of their swimming pools and generally do more with less thereby supporting companies, new technologies, employment and the general economy.

4. How can your experience better inform EU policy makers about adult learning through this initiative?

The experience of the Elih-Med project in Lakatamia can better inform policy makers about:

- informing in turn the public through sustainability examples
- learning about the benefits of sustainability

actions through helping low-income families heat their homes and keep their appliances running by electricity production and use.

- introducing e-learning through sustainability courses and further attracting use of ICT by older learners.
- introducing family courses that can bring together grandparents and grandchildren to learn about sustainability together.

5. How can the flagship initiative enhance the delivery of adult learning in your region?

The flagship initiative can enhance the delivery of adult learning in our region by continuing to promote e-learning through sustainability courses. The actual courses can be found on www.elih-med.eu under information and awareness, e-learning and their use has only just begun. Some examples are:

- Advanced energy for heating and cooling systems: the contents of this course concern energy efficiency and problems related to the buildings; economical aspects: investment, maintenance, efficiency; environmental impact; applications & best practices; design principles for each of the technology mentioned in the objectives; integration of energy efficiency in the design; natural cooling and heating; summer and winter conditioning; green lighting; energetic buildings re-qualification.
- Advanced technologies for building retrofit: by using exemplary retrofit of public buildings (colleges, cultural centres, nursery homes, student houses, churches etc) this course describes: general data before retrofit, energy saving concepts, overview of design process and predicted energy savings.
- Biomass energy: this course provides basic information and criteria to evaluate the feasibility of a biomass plant, provides economical and technical evaluation of different plants, describes the phases for the devel-

opment of the biomass plants concerning the most relevant and economical technologies, provides knowledge for the analysis of biomass installation, maintenance and control systems.

- Geothermal energy for greenhouses: the course deals with the use of the geothermal energy in agriculture for heating the greenhouses, making so possible the out-of-season production of vegetables.

The Elih-Med project was made possible through the co-financing of the EU Med Programme as well as the co-financing of Municipalities such as the Municipality of Lakatamia.

Next steps:

With the signature of the Covenant of Mayors, we are committed in Lakatamia to achieve sustainability goals set in our Sustainable Energy Action Plan. As explained in our answer to question 2, we are planning to further enrich our next information actions to the public with Sustainability Learning as we are able to learn more ourselves from our investment projects. We also plan to introduce a Family Learning Course on sustainability to be hosted by our Open School if all goes well.

FLAGSHIP INITIATIVE	Resource efficient Europe
Adult Education Centre & or Project	Energy and resource efficiency – adult learning for Local Governments and their partners
Address	ICLEI European Secretariat Leopoldring 3 79098 Freiburg – Germany
Website address	www.iclei.org
Contact person	Maryke van Staden, Climate Campaign Coordinator, ICLEI Europe

What does ICLEI do?

- **ICLEI – Local Governments for Sustainability (ICLEI)**
- **International network that advances local sustainability.** Established in 1990 in New York by cities, for cities.
- **Members: 1,220+** cities, towns, counties and their associations from 70 countries – representing **±600 million people**.
- **ICLEI Europe is a regional office** based in Freiburg, dealing with 40+ countries in wider Europe, supported by ICLEI Brussels office.
- Working procedure: conduct **advocacy** (global / European / national level), run **cam-**

paigns (e.g. climate campaign), coordinates and partners in **projects**, offer services.

- **Covenant of Mayors Supporter:**
- ICLEI Europe is a unique European network, linked to ICLEI
- addresses standards, develops protocols and tools,
- offers advice to municipalities and their partners

What are urban energy challenges?

- Limited natural resources
- Growth in energy demand
- Rising cost of energy

- Climate change
- Energy security
- Maintaining good quality of life
- Financial crisis

How do we work with local authorities?

- Online European LG capacity building programme (in English) and 12 Country versions
- Easy guidance for start-up municipalities: why important, role of LG, tips and hints, tools and links (1st generation)
- Advice and ideas for more advanced LGs that already have an Action Plan (2nd generation)
- Study tours (Malmö, Padova, Koprivnica, Freiburg)
- Thematic workshops and webinars, e.g. on sustainable procurement
- Country activities in national languages: National conferences, workshops, webinars, SEAP development / improvement support
- Tools: Online decision-making support tool - LEAP Wizard, online Toolbox, ...

H. Industrial Policy for a Globalised Era

REGION	Wallonia
FLAGSHIP INITIATIVE	Industrial Policy and New Skills for Jobs
Adult Education Centre & or Project	FOREM Formation - Skills Centres 'An innovative concept in the field of training'
Address	FOREM - www.centresdecompetence.be
Website address	www.centresdecompetence.be
Contact person	Sophie Mengoni

24 Skill centres in Wallonia: What are they?

- Initiated from the association between social partners and the vocational training public service
- Open to the other partners
- [research center, university, cluster ...]
- One element of Regional Policy
- Supported by European Structural Funds (ESF, ERDEF)
- Labellisation of skill centre -
- 4 key points:
 - > Link with Regional Economic Development
 - > Partnership
 - > Diversification of activities

> Accessibility to various publics with different methods

What kind of activities do they provide?

- Vocational training
- Watch process
- Information, public-awareness
- Contribution to insertion of job seekers
- Research and development (e-learning)
- Auditing, assistance in training
- Support to economic development
- Quality approach
- Skills management: skills validation and screening

Target public:

- Job seekers, apprentices
- Managers, executives, workers...
- Young people who have just left school or in training in sectors involved...
- Teachers and students in their final years
- Public at risk

Methods:

- Seminars, conferences, various visits...
- Setting up of a resource centre
- library, videos, the Internet...
- Classical training, job-linked training, accompanied self-tuition...

Areas of intervention:

- Automotive trades
- Glass manufacturing industry
- Industrial maintenance
- Graphics industry
- Management, commerce & sales
- Logistics, transportation and vehicle maintenance
- Information and communication technologies
- Water professions
- Automobile industry
- etc



Brussels Education Services



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