

Study Summarising Project Impacts

Back to learning

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1. Introduction

The two-year long project entitled 'BACK to LEARNING – Developing Key Competence of Adults for High Quality Learning Opportunities' aimed at improving the basic skills of adults was implemented by the Government Office of Békés County in an 8-member international partnership, in cooperation with German, Irish, Estonian, Maltese, Spanish and Hungarian organisations engaged in adult basic competence development.

In the project, through learning from each other, partner organisations have improved the methods they apply in the organisation of trainings for adult basic competence development necessary for learning and employment, in teaching material development and their methods of sensitisation and preparation of practitioners engaged in improving the situations of low-skilled adults.

Several of the methods found during the project have been tried by the partner organisations, and the experience of integrating best practices into the institutional setting is presented in this summary.

2. Results and Impacts of Testing Best Practices by the Partner Organisations

2.1. Estonia

2.1.1. Approach of an adult learning- teaching design

During the project time each partner had to pilot some best practice seen during the meetings. Our partner in Tallinn Old Town Adults Secondary School tested the use of videos as an efficient learning tool to improve basic skills. Seeing the videos put into practice in our partner organisations in Malta and Ireland, we also decided to use the making of videos to improve students' IT skills as well as their knowledge of their home town. The history and civics teacher of Tallinn Old Town Adults Secondary School asked his students of the 12th grade to compose videos of famous historical buildings situated in the Old Town of Tallinn.

This idea of making videos of important landmarks was also inspired by all our project partners who gave us interesting and enriching tours of their hometowns.

Results of testing the best practice:

What extent the integration of the best practice contributed to the more effective operation of tasks at the organisation: 5 (0 – no impact at all; 5 – to a great extent)

The best practice:

- contributes for the target group to become more effectively involved in programmes supporting the improvement of basic skills.
- contributes for more people having the appropriate basic skills to acquire vocational qualifications demanded on the labour market thus will improve their individual employability.
- contributes to renew the methodology of trainings for the improvement of basic skills of adults and increase of effectiveness.
- contributes for more adults to get engaged in training programmes improving basic skills.
- contributes to the more effective preparation of professionals involved in basic competence development.
- contributes to the more effective work of training consultants, counsellors.

The impact of best practice tested:

In addition to improving the necessary IT skills, the instructors and students acquired additional knowledge about the history of their hometown in the process of seeing all these videos in the classroom afterwards.

At an organisational level, this new method was well received and there are plans for empowering this method to other subjects and teachers as well.

What extent you are able/intend to **sustain** the best practice at the organisation: 5 (0 – not able at all, 5 - completely)

Is it necessary to develop the best practice? - Yes, it is.

How and with what elements it is necessary or worth developing this best practice?

This topic has already been discussed with school's authorities and staff, and plans are in store to apply that method of video making in various subjects not just history (Russian, English, Science etc.).

2.2. Germany

2.2.1. Newsletter (Ballymun Adult Read and Write Scheme, Ireland)

Publishing a newsletter created by learners is a good way to show appreciation them and make them aware of their learning progress. A printed product distributed through different channels fills them with pride and is a great incentive to continue on the path they have chosen. At the same time, such a newsletter makes it possible to address a broad audience. It informs about the work in basic education and raises awareness for this important social issue.

Following the example of the newsletter of the Ballymun Adult Read and Write Scheme (BARWS) Dublin, Ireland, the Basic Education Center in Potsdam took up the approach of jointly creating a product and developed it further. As a newsletter within the Basic Education network already exists, the colleagues decided for a thematic approach – learners should write texts about the quarter they live.

In the context of a photo competition organised by the Stadtkontor Potsdam on the topic of "House/Human/Nature", many photographs were taken portraying the Schlaatz district of Potsdam, where the basic education project GRUBISO is also located. 10 learners from the learning cafés wrote their own texts to accompany these photographs. The resulting exhibition was presented to the public on the market square of the district and then displayed in the rooms of the local community centre. The learners were proud of their works and succeeded in sensitising many people to the field of basic education. The exhibition is timeless and can be used as a travelling exhibition in different places in the future.

The next project planned is the creation of a recipe book for spring 2021.



Results of testing the best practice:

What extent the integration of the best practice contributed to the more effective operation of tasks at the organisation: 5 (0 – no impact at all; 5 – to a great extent)

The best practice:

- contributes for the target group to become more effectively involved in programmes supporting the improvement of basic skills.
- contributes to renew the methodology of trainings for the improvement of basic skills of adults and increase of effectiveness.
- contributes for more adults to get engaged in training programmes improving basic skills.
- contributes to increase client contentment.
- contributes to the sensitisation of society in recognising and supporting difficulties caused by the lack of basic competences.

The impact of best practice tested:

It is not possible to measure the concrete impact of this best practice. Only a descriptive evaluation is possible: the exhibition met curiosity and interest. Many people came and stopped and were attracted by the photos. In this way they became aware of the texts, read them with interest and got into conversation with the learners and colleagues who were present. Conversations were held with low-skilled persons who dared to tell about their problems, but also with people who knew about low-skilled people within their surroundings and wanted to pass on the information about the offer of help to them. People who would like to volunteer in this area also sought out the conversation.

What extent you are able/intend to **sustain** the best practice at the organisation: 4 (0 – not able at all, 5 - completely)

Is it necessary to develop the best practice? - No, it isn't

2.3. Hungary

2.3.1. ABC Self-helping group – Sharing success stories

The stories of adults reaching successes due to learning processes were shared with disadvantaged job seekers – based on and according to the method applied in Germany. The best practice was tried out by the staff members of 3 district employment offices of the government office.

The method was 'tested' in 2 forms: on the one hand at an info day organised for a group of job seekers to recruit them for a particular training, and on the first day of launching a training on the other hand. The purpose was to use the person – formerly being a job seeker – as reference, so to say a 'library alive' on the spot, who could present the story of becoming employed in an authentic way. We were looking for persons who had attended one of our trainings and would kindly share their experiences on job seeking, successes, difficulties with the others. It was an important aspect as well that the person would be someone known by the others (it is especially effective in smaller settlements) from their daily lives thus clients would dare to communicate more easily.

The 'testing' and adaptation of the method was used further by providing opportunities for employers to share their good practices with each other. The district employment office located in Orosháza is operating a so called 'HR Club for Employers'. The programme organised for the district area's employers on a quarterly basis is aimed at exchanging experiences on topics, questions related to daily labour force management thus enhancing such type of cooperation. Within the sessions, the 'club members' (the employers) are able to discuss and exchange experiences on emerging questions related to the topic in an informal way and receive answers. The members are invited to the subsequent session via e-mail, there are 10-20 of them per each session. Topics have been the followings recently: employment opportunities for young people under the age of 25, dual training, taking care of junior employees and career planning, creating hostels for workers, requesting and using grant supports, etc.

Results of testing the best practice:

What extent the integration of the best practice contributed to the more effective operation of tasks at the organisation: 4 (0 – no impact at all; 5 – to a great extent)

The best practice:

- contributes for the target group to become more effectively involved in programmes supporting the improvement of basic skills.
- contributes for more people having the appropriate basic skills to acquire vocational qualifications demanded on the labour market thus will improve their individual employability.
- contributes to increase client contentment.
- contributes to the more effective work of training consultants, counsellors.

The impact of best practice tested:

In all cases, the positive impact of the best practice has been justified, the 3 disadvantaged persons applying for the training selected in advance were highly motivated by the success

stories. During the implementation of the training, it was encouraging for them that acquiring a qualification demanded on the labour market can contribute to employment to a great extent. It was also a positive aspect that the participating learner could become acquainted with the duties and requirements of attending a training not only from the authority but an adult also shared experiences who formerly had been in similar situation.

Applying the method highly helped the mentoring and counselling work and contributed to prevent dropping-out. The clients were preparing their CVs, cover letters with the help of the counsellors even during the training and they were keeping up with job vacancies.

Following the training, the 3 persons – formerly job seekers with occasional public work – became employed with the newly acquired qualification, they are currently working as a fork-lift trailer driver, financial assistant and an assistant for special education.

At one session of the 'HR Club for Employers' one of the most prominent and largest employers of the county presented their system of human resources management and role in dual training. At another session, a staff member from the government office presented the call for proposals in the topic of investing into job creation as well as provided the opportunity for a former supported applicant to present his business. It could be experienced that the motivation towards launching an investment could be increased, a common thinking towards business development could be boosted.

What extent you are able/intend to **sustain** the best practice at the organisation: 4 (0 – not able at all, 5 - completely)

Is it necessary to develop the best practice? - Yes, it is.

How and with what elements it is necessary or worth developing this best practice?

The method is useful, however it is to be considered that in a group of large number of attendants people are a bit afraid of talking. It is true that information can be shared with more people but in a smaller group help can be provided in a more direct and targeted way. At info days held for group of people, clients are always to be provided with the opportunity of personal consultation.

As regards the 'HR Club for Employers' we can say that it can be held at external locations (e.g. at the headquarters of the employer), even in combination with a factory visit. In such a way, employers would know each other better and learn several useful things from each other.

2.3.2. The 'Lerncafés' method

The programme provides remedial (catching-up) sessions for low-skilled adults lacking basic skills. The method is described in more details under Chapter II.2.2. of the Brochure of Best Practices.

The national 'piloting' of the method was implemented in two training courses launched for job seekers. We deviated from the original way of applying the method in a sense that we involved an already existing community of learners. We put an emphasis not necessarily on education/teaching but to maintain motivation towards learning and make services of the government office known. The most important element however was used because we carried out the activities in the relevant topic(s) on a voluntary basis, creating a friendly café-like atmosphere.

In Békéscsaba at the venue of the training courses, several 1-hour sessions a week were offered for the learners once the actual lessons finished: in case of the sales assistant (Békéscsaba) and retail sales assistant (Sarkad).

As an initial step, we contacted the group and indicated that we would like to meet them quite a few times in the following weeks to discuss topics of common interest. In connection with that, the learners filled in a 'brainstorming' questionnaire on sharing responses on their fields of interest, labour market aims and other topics demanded by the clients. As a result, we could see that they would like to have more information related to employment following the training and job searching techniques. Therefore learners would be provided with a preparation for job searching in order to enhance their advancement.

During each session, all questions emerging in connection with the course and other individual issues were discussed. The topics were among others: writing a CV and a letter of motivation, employment opportunities following a training, starting the job searching process, continuing education, thinking over the opportunities and risks of working abroad. At one of the sessions, the learners could try the situation of having a job interview and they analysed the experiences together.

To create the atmosphere of a café, some coffee, tea and sweets/snacks were offered for the learners.

Results of testing the best practice:

What extent the integration of the best practice contributed to the more effective operation of tasks at the organisation: 4 (0 – no impact at all; 5 – to a great extent)

The best practice:

- contributes to renew the methodology of trainings for the improvement of basic skills of adults and increase of effectiveness.
- contributes to increase client contentment.
- contributes to the more effective work of training consultants, counsellors.

The impact of best practice tested:

Piloting and 'testing' the method allowed counsellors to try the quality and level of contacting their clients 'outside' the office infrastructure, in an external location. They were about to be prepared with the pre-defined topics based on learner demands, however group sessions did not result in individual service provision.

Counsellors found the entire process an interesting challenge. Its usefulness has been justified because they could indeed help a learner each time in significant questions. At the same time, the 'classical' role of helping was played to a limited extent. Conditions were not really favourable to create a trusted relationship because they were having discussions in an open space surrounded by others.

As a closing step, we made the learners to fill in a questionnaire of contentment as a result of which it can be claimed that the clients were satisfied and considered useful the topics touched upon at the 'Lerncafé'.

The utility and effectiveness of the best practice has also been justified by the fact that they received immediate responses as regards questions, doubts.

All in all, it can be said that the adaptation was successful and beneficial. The offered coffee, water, snacks brought the clients closer to each other and the counsellors, they considered it as a nice gesture and were able to have conversations in a more open and informal environment.

What extent you are able/intend to **sustain** the best practice at the organisation: 3 (0 – not able at all, 5 - completely)

Is it necessary to develop the best practice? - Yes, it is.

How and with what elements it is necessary or worth developing this best practice?

The concrete topic as regards the 'pilot' method of best practice can only partially be further developed. It came as an idea that more topics of discussion should be included in the 'Lerncafé' that are considered equally important by the clients and staff members of the office. A proposal is that the department of employment should organise a common brainstorming session with the aim of planning the topics and the related practical role-plays. Furthermore, the moderate expenses of the 'Lerncafé' sessions should also be provided.

Another proposal is that the best practice method is worth implementing according to the original conception, creating its infrastructural and personal conditions.

2.3.3. Easy language

The essence of the method is to facilitate the reading and writing difficulties of adults, being the target group, in a way that written materials are prepared that are easy to read and comprehend. The best practice is described in details under Chapter III.2.1. of the Brochure of Best Practices.

A practice was 'tested' by Kodolányi János University and GFE Technical Vocational School.

The reason for piloting at the Kodolányi János University was that in the case of a significant number of their students participating in adult education, they do not understand the professional language texts on the website or in the professional descriptions, documentation, and regulations. They have introduced the simplification of these texts and contents.

The 'Easy language' good practice, learnt from our German partners was adapted by the teachers of Hungarian language and literature at the GFE Technical Vocational School. In the training for teachers and office workers and specialists it is possible to learn how to prepare written notices, announcements and guides for low-skilled adults with comprehension problems in a language they can understand. The process of adapting and testing the good practice learned:

- Application of the method of the 'Easy language' learnt at the meeting with the German partner, usage of the German language workbook used in the training
- Informing the teaching staff of the school about the good practice learned
- Building a team of specialists to adapt the good practice
- Preparation of an abbreviated, Hungarian adaptation of the 'Easy language' course
- Testing the 'Easy language' course online with the involvement of the staff of the Békés County Government Office (07.December 2020)
- Evaluation of testing experience

Results of testing the best practice:

What extent the integration of the best practice contributed to the more effective operation of tasks at the organisation: 4 (0 – no impact at all; 5 – to a great extent)

The best practice

- contributes for more people having the appropriate basic skills to acquire vocational qualifications demanded on the labour market thus will improve their individual employability.
- contributes for more adults to get engaged in training programmes improving basic skills.
- contributes to increase client contentment.
- contributes to establishing a civil network to reach the target group.
- contributes to the more effective preparation of professionals involved in basic competence development.
- contributes to the more effective work of training consultants, counsellors.

The impact of best practice tested:

Kodolányi János University:

In the case of our programmes aimed at the development of basic competences - in connection with other D-round pieces of training - we paid special attention to simplified communication corresponding to the competence of the target group. As a result, we were able to upload our groups quickly and efficiently for our 17 pieces of training, and we successfully completed our pieces of training to be completed by the application deadline.

GFE Technical Vocational School:

Following the training, the staff of the Békés County Government Office reviewed the current announcements adapting the new method.

What extent you are able/intend to **sustain** the best practice at the organisation: 4 (0 – not able at all, 5 - completely)

Is it necessary to develop the best practice? - Yes, it is.

How and with what elements it is necessary or worth developing this best practice?

The cooperation between the partners in the development of key competences should be laid down in a cooperation agreement.

2.4. Ireland

2.4.1. Lerncafé

The engagement, motivation and retention of students with low skills is a common concern for us and partners. We chose these issues as worthy of further investigation. We saw outreaching practices identified by the German partner as a good fit:

- Drop in Lerncafé
- Drop in classes
- Networking

Through a community network we collaborated with locally based agencies to outreach the indirect target group for this project, those with low skills base. The group identified and targeted were those on social welfare payments with no one in the household in employment i.e. Jobless Households.

400 individuals were invited to a drop in 'Open Day' with pop up Café in the Adult Education Centre. Information and activity stands were set up by agencies for people to access, explore, ask questions and receive leaflets etc. without any pressure to sign up or commit to anything.

Those who attended, were in this project's indirect target group and showed an interest in engaging were offered an opportunity to attend a programme of learning. The programme designed as a follow up to the Open Day consisted of courses, workshops, presentations and an educational trip.

While the number of participants that actually engaged from the initial numbers targeted was low, the impact on those that did engage was hugely positive. Enactment did not mirror exactly the German experience but it inspired the physical setup and programme plan that was gentle and non-threatening in approach, using topics of interest, helping the participants to explore the Centre, assess the environment, measure their level of comfort with engagement, getting to know tutors and staff along with people providing other services and building trust.

We hope this adapted initiative will be repeated twice yearly with increased success. The German experience did not require registration. In the Irish context we are obliged to register participants as requirement for funding.

Results of testing the best practice:

What extent the integration of the best practice contributed to the more effective operation of tasks at the organisation: 3 (0 – no impact at all; 5 – to a great extent)

The best practice

- contributes for the target group to become more effectively involved in programmes supporting the improvement of basic skills.
- contributes for more people having the appropriate basic skills to acquire vocational qualifications demanded on the labour market thus will improve their individual employability.
- contributes to renew the methodology of trainings for the improvement of basic skills of adults and increase of effectiveness.
- contributes for more adults to get engaged in training programmes improving basic skills.
- contributes to increase client contentment.

- contributes to the sensitisation of society in recognising and supporting difficulties caused by the lack of basic competences.
- contributes to establishing a civil network to reach the target group.
- contributes to the more effective preparation of professionals involved in basic competence development.

The impact of best practice tested:

One DEASP client who participated in the New Horizons programme was a lady, aged mid-forties, who had left school aged 14 years. This lady was in receipt of a social welfare payment and while aware of her need to develop skills to enhance opportunities for return to education or job search, she didn't know how to access specific services.

The New Horizons initiative outreached to her and she was motivated to participate in all elements of the programme attending every session. Following the initial four-week pilot, she continued on to the additional four-week programme developing basic soft-skills such as confidence and social interaction skills.

Towards the end of the programme, she met with the CDETB Adult Education Guidance Officer and having discussed options, she agreed to register with BARWS to further develop general literacy, numeracy and technology skills. The lady continues to engage with this service.

The success of the programme identifies the positive impact of inter-agency community networking at organisational level when supporting local targeted initiatives.

What extent you are able/intend to **sustain** the best practice at the organisation: 3 (0 – not able at all, 5 - completely)

Is it necessary to develop the best practice? - Yes, it is.

How and with what elements it is necessary or worth developing this best practice?

This was an innovative and successful initiative. Although low in numbers attending, first-time participants not only engaged with the initial short programme, but some remained in education and engaged with more mainstream programmes.

In order to continue and sustain this outreaching initiative it would be useful to produce an information leaflet to explain how the programme came about and operates, details of the community organisations involved and affirmation of the success of the approach with the inclusion of statements from participants showing their satisfaction at having engaged with the programme. This promotion leaflet could be used in future outreaching campaigns on a bi-yearly basis, possibly July/August and November/ December before new mainstream programmes begin in September and January.

In further collaboration with our networking partner agencies we would need to look at other cohorts of people in the community that could be targeted, for example: young parents through the home/school/community liaison team or clients of the local Job Centre and Employment and Social Welfare Government Department who are identified as needing support to develop basic skill sets.

2.5. Malta

2.5.1. CDETBA Adult Education Guidance Service for Student Progression

AEGL is a Dept. of Education and Skills funded initiative. It is an Irish national service providing quality Educational Guidance Services for Adults who wish to return to education, or are already involved in Adult Education. There are 40 AEGS based nationally managed through 16 local ETB's, 9 AEGS in the Greater Dublin Area. Their mission statement is 'service which empowers individuals to make informed choices about their educational and personal goals, in a supportive and encouraging environment'.

This best practice has been partially introduced to the Directorate as per description below and will be infiltrated in the future through the ERASMUS+ EU Agenda.

Target Group: Directorate Staff, Adult Educators and Adult Education Co-ordinators

Method: A questionnaire was distributed to obtain the Directorate's staff, education coordinators and adult educators' thoughts on the current system and suggestions on how it can be developed into a similar system as was observed in Ireland. The Directorate's administration staff and project officers were also involved in the development of the questionnaire and distribution. The questionnaire was administered to 20 employees in management and administration, 17 adult education centre coordinators and 180 adult educators for the teaching and support of adult learning classes. So far, there has been a 20% response rate, however, feedback is open till the end of December, therefore this percentage is expected to increase. This is a long-term goal and the questionnaire will serve as a research tool in order to develop this idea further through the EU Agenda project which will focus on Guidance in Adult Learning in Malta.

Results of testing the best practice:

What extent the integration of the best practice contributed to the more effective operation of tasks at the organisation: 3 (0 – no impact at all; 5 – to a great extent)

The best practice

- contributes for the target group to become more effectively involved in programmes supporting the improvement of basic skills.
- contributes for more people having the appropriate basic skills to acquire vocational qualifications demanded on the labour market thus will improve their individual employability.
- contributes for more adults to get engaged in training programmes improving basic skills.
- contributes to increase client contentment.
- contributes to the sensitisation of society in recognising and supporting difficulties caused by the lack of basic competences.

The impact of best practice tested:

A particular example of a learner cannot be described so far as it hasn't reached that level yet. However, through further implementation through the EU Agenda project, as described earlier in this document, learners will make the most equitable choice to progress and develop further in their education, learning and/or profession.

Nonetheless, this best practice left an impact on the direct staff of the Directorate (DRLLE) as they are now more reflective of the current system which is in place and what we strive to achieve. Feedback of a particular adult educator stated that 'I think that currently guidance is offered in a very informal way and those giving guidance and advice might not have full competences to do so'. One of the suggestions by a staff member specified the importance of 'Professional staff members engaged such as educational psychologists, a one stop shop for adult learning while working with different stakeholders and not just the Directorate, use plain English and Maltese for promotion, have available pre-testing if needed done by professionals, if booklets are created to have a sound instructional design'.

What extent you are able/intend to **sustain** the best practice at the organisation: 3 (0 – not able at all, 5 - completely)

Is it necessary to develop the best practice? - Yes, it is.

How and with what elements it is necessary or worth developing this best practice?

This best practice will encourage the use of Adult Educational Guidance and Information Services, supporting the interests and needs of the learners, and also those of the Directorate, warranting a quality professional provision in the lifelong learning sector.

2.6. Spain

2.6.1. All best practices

The University of Valladolid include the good practices in the currícula of the subjectc “Plans, programs and experiences of adult education”. In May, at the end of the course 2019-2020, the student of the Faculty of education and social work where showed the good practices developed during the project Back to learning as a international good practices. The students develop a practical activity in which they analyse the good practices.

Results of testing the best practice:

What extent the integration of the best practice contributed to the more effective operation of tasks at the organisation: 4 (0 – no impact at all; 5 – to a great extent)

The best practice

- contributes to renew the methodology of trainings for the improvement of basic skills of adults and increase of effectiveness.
- contributes to increase client contentment.
- contributes to the sensitisation of society in recognising and supporting difficulties caused by the lack of basic competences.
- contributes to the more effective preparation of professionals involved in basic competence development.
- contributes to the more effective work of training consultants, counsellors.

The impact of best practice tested:

1. Integration of good practices in the currícula of the University of Valladolid

In the University of Valladolid there is a Grade of social and educational work. One of the jobs related this grade is adult education. In this Grade there is a subject called “Plans, programs and experiences of adult education”. In this subject there is a module regarding good practices. In this module the University of Valladolid has included all the good practices shown in the project Back to Learning as an international example of good practices. With this strategy the University of Valladolid tries to show how things are doing in other countries and good practices in the field of adult education. So the students will have a wide and international perspective.

In may 2020, the good practices showed so far were explained and analyzed by the students. They gave positive feedback about this experience.

The Department of Pedagogy confirms this good practice from the project Back to Learning as a part of the currícula.

2. Guidance

In the University of Valladolid we find Observal, which is the Observatory of Validation of non formal and informal learning. Observal is has the Quality level form implement the "bilancio di competenze" (audit of competences). In this field, Observal will integrate in their methodology two of the good practices showed in Back to Learning project: 1) Guidance; 2) Networking.

Currently we develop the methodology of the "bilancio di competenze" and workshops related with youthpass, digital footprint or looking for job in internet. We will include these two practices in order to complement the activities we already do. So, the activities we are planning to develop are:

- Career Guidance Fair in cooperation with secondary and higher education providers, employers, chambers.
- To organize networking activities with companies, adults, adult educational centres and career guidance

What extent you are able/intend to **sustain** the best practice at the organisation: 4 (0 – not able at all, 5 - completely)

Is it necessary to develop the best practice? - Yes, it is.

How and with what elements it is necessary or worth developing this best practice?

The adult educator always has to learn new strategies concerning adult education. In this case new strategies for improve basic and key competences of the adults is very significant because it is really a necessity the improvement of key and basic competences of adutls.

3. Summary

In the course of implementing the project entitled 'BACK to LEARNING – Developing Key Competence of Adults for High Quality Learning Opportunities' a total of 8 best practices or elements of have been tried in practice, and as a result, the participating partners have gained additional professional information and practical experience that can renew their professional work.

In general, it may be concluded that in the opinion of professionals, integrating tested best practices will contribute at least to a moderate or large extent to a more effective performance of the organisation's tasks. However, it should be taken into account that the values show a large variance, certain best practices – according to the testing organisation – help the work to a small extent, but there are ones that will maximise the efficiency of performance.

Overall, best practices – or individual elements of them – can be maintained in the long term, with minor changes, based on feedback from partners. Most of the partners involved in testing best practices experienced positive effects in integrating program elements into their work.

In connection with the analysis of the impact of the project, the partner organisations reported that the application of best practices could help assess the level of key competences more accurately, which means that adults can participate in more tailor-made development programmes, their dropout from training is reduced and their satisfaction is increased.

Innovative methods contribute to building and expanding networks of public and non-governmental organisations to help reach the target group, which will make it more successful to seek out and motivate inactive persons outside the scope of the basic skills development organisations. This allows more adults to join basic skills development training programmes.

Best practices have also been shared that contribute to the methodological renewal of training courses for adult basic competence development, to more effective advisory activities and more effective preparation of practitioners involved in basic competence development. Certain methods may be used to achieve significant results in the recognition and management of difficulties caused by the lack of basic competences through social sensitization.

The methods learnt in the topic ultimately help adults engage in lifelong learning, their access to vocational trainings improves, and a greater number of people with the right basic competences can acquire the professional qualifications sought in the labour market, thus improve the employability of individuals. The best practices learnt in the course of the project are available in a 'Brochure of Best Practices' for those interested.