

The background of the cover is a photograph of a group of young people, likely students, standing outdoors in what appears to be a rainy or recently-rained environment. They are wearing dark, waterproof rain suits and boots. The group consists of several young men and women, some with their arms around each other, smiling at the camera. The setting includes trees with some autumn-colored leaves and a wooden building in the background.

focus europe

October 2010

Spotlighting European developments and projects

eu-CAD

Amplifying Creativity & Innovation in SMEs

Tramp

Transnational Mobility of Older People in Europe

Ten Years of Grundtvig

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Enter Europe's network for sharing project results and products. www.enter-network.eu



Editor in Chief **Petra Kampf**
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C-E.N.T.E.R.
**Your key to successful
 promotion of EU projects**

“C-E.N.T.E.R. - Competence, cooperation and communication in the dissemination and exploitation of EU projects” is a 3-year (2010-2013) project dealing with the task of promoting EU projects and distributing their results. Thereby, different instruments such as the Focus Europe magazine will be developed in order to improve the dissemination activities at European level. Beside the implementation of new tools, the project aims to support project consortia in achieving successful and sustainable EU project marketing. Our next activities will be:

- Development of a dissemination workshop including training material
- Pilot test of the C-E.N.T.E.R. workshop
- Dissemination toolkit
- 3rd thematic dissemination conference in Istanbul, Turkey in March 2011
- 2nd edition of Focus Europe in June 2011

C-E.N.T.E.R. invites you to participate in the project activities and to use the instruments for your dissemination actions. Please visit us at www.c.enter-network.eu for further information and keep updated through www.enter-network.eu.



Focus Europe

A spotlight for ideas and innovation. What and why?

We would like to welcome you to the first edition of Focus Europe, which will open you a door to new ideas and inspirations, projects and activities on the European level.

The magazine puts into the spotlight a selection of the most successful co-operation projects implemented on the European level with support of European funds and European tax money. It will put you on the cutting edge of European developments and ideas. It allows you access to networks and initiatives, presents you with potential co-operation partners and shows you the practical side of European actions.

Above all, Focus Europe presents you with the best selection of project outputs and products ready for use and exploitation in different sectors on a regular basis. It offers you a selection of high quality events and conferences waiting for your interest and participation. We invite you to be a part of the community of readers interested in European activities and actions, we invite you to follow the spotlight to different projects and products which will be presented in a series of magazines – we invite you to be a part of Focus Europe!

The E.N.T.E.R. Board



Learning Mentor Project

Professionalization of further education consultancy: Qualifications for in-company learning mentors through transfer and further development of high quality concepts and instruments for career consultancy within Europe.

Leonardo da Vinci – Transfer of Innovation

Duration Sept. 2009 – Sept. 2011

Outcomes Qualification for learning mentors recognized by EC-VET and transferable to other European countries

Professional and competence profile for Learning Mentors recognized by the EQF and the NQF in 5 member states of the EU

independently applicable learning modules with relevant guidelines and checklists for employees, employee representatives and future learning mentors transferable web tools for individual planning of vocational training.

www.learningmentor.eu

“A promoter for lifelong learning on the shop floor who motivates colleagues to participate in further training is a successful approach”, says Thomas Habenicht from the Industrial Union of Metalworkers in Germany. He launched the project Learning Mentor together with bwf. The idea behind the project is an in-house “Union Learning Representative“, a concept which is widespread in English



speaking countries. Partners from Germany, Ireland, Belgium, Portugal and Latvia assess and review to what extent the function of such an in-house promoter, whose main task would be to encourage the education and training of employees, can be transferred to other countries.

The key objective of the two-year project is to develop a competence profile and a training concept with appropriate supporting materials. Both concept and profile will be adjusted to suit the needs of each participating country.

At the moment, the competence profile for the learning mentor is finalised and the team now works on the training modules which cover learning activities like coaching, target group related communication, learning need identification and identification of learning resources. In March and April 2011 the modules will be tested.

KEYNET

Networks for Key VET Strategies

Funding Leonardo da Vinci Partnership

2009-1-TR1-LEO04-05412_2

Duration 24 months

TR Bahcesehir University Development for Vocational Technical Education Center
GR CLARUS Advisory Services
NL CINOP Advies
DE Frohsinn Bildungszentrum Augsburg

<http://www.keynetvet.com/>

An efficient vocational and technical education system can play an important role in raising quality of work, enhancing productivity and tackling the mismatching problem of unemployment. In order to increase employment rates and competitiveness in the knowledge based economy, education and training systems should be more consistent with employment policies.

Close relationship between vocational education and industry is a basic requirement for innovation and increased competitiveness.

This project aims to analyze and evaluate how national vocational training strategies are determined and how vocational training is adapted to use of new technologies in accordance with needs and developments of labour market.

The partnership will focus on:

- 1) Investigation and exploitation of best practices in VET key strategies
- 2) Preparation of a VET Network to share and discuss the problems and solutions in a user-friendly platform/forum where policy makers, practitioners, Vet teachers and experts will meet
- 3) Dissemination of project's experience via a conference in Istanbul in June 2011



Programme LLP/Grundtvig/Multilateral Project 142100-LLP-1-2008-SK-GRUNDTVIG-GMP

Duration November 2008 – October 2010

Output E-learning course on EU issues

<http://www.e-educated.org>

In addition to the English language version, the course is available in German, English, French, Czech, Slovak, Romanian and Polish.



SupMet

Creation of the Support System Methodology For Work with Social Risk Families.



Funding programme Nordplus Horizontal

Duration 23 months (2009-2011)

Budget EUR 40 000 (project grant 50%)

Outcomes Situation survey about social risk families in partner countries, including information about respective legislation.

Methodological recommendations on inclusion of children from social risk families in the school environment, including information about already existing materials in each partner country to guide teachers, followed by a section of partners' jointly formed recommendations.



Guidelines (what should be done, why and how) as a motivation programme for families to improve mutual comprehension between children and parents/guardians.

A calendar with collection of pictures of families made by children on topic “My Family – the Best!”

Project partners' meetings in partner countries as way of best practice experience exchange. Visits to schools and other relevant institutions are organised and contact lists of relevant stakeholders in each country are composed.

Further information

Estonia Siksali Development Centre
kaidimari@siksali.ee (lead partner)

Lithuania Alytus Putiniai Secondary School,
rimtemar@gmail.com

Finland Oulu Vocational College,
Olli.Kuure@osao.fi

Iceland Persona Optima Iceland ehf.
inga.minelgaite@gmail.com

Latvia Bauska Christian School,
irena.kalnina@inbox.lv



E-Educated

E-Learning on EU - Adult Education for Teachers

The E-EdUcAtED training course on the European Union is an adult education programme specifically designed for secondary school teachers, adult trainers and vocational trainers, with the aim of providing fundamental knowledge of selected EU topics. The programme is delivered by means of online modules, thereby giving teachers and trainers from across the EU the opportunity to follow the course and to share their opinions on the subjects covered.

The E-EdUcAtED course was developed in cooperation of seven leading educational bodies located all over Europe in the

framework of the multilateral Grundtvig/ Lifelong Learning Programme and contains the following modules: Introduction to the European Integration, People & Citizens of the EU, EU Policies, The Future of the EU.

The product was tested by teachers and trainers from all partner countries at the international workshop in Barcelona in October 2009. Based on the feedback received, the training course was adapted to meet the particular needs of the target group. The final version of the training course was presented at the E-EdUcAtED Final Conference in Bratislava, in May 2010.

Information on adult education in Europe

Michael Sommer (InfoNet)

The European network “European InfoNet Adult Education” has completely revamped its homepage. The website received a new design and many new elements should make it more user-friendly and interesting.

However, the principle remains the same: around 25 correspondents from almost every European country regularly

report on developments, new projects and practical models in adult education. There are additionally reports from the European level. In the mean time, those who are interested can look through a database of around 1000 articles. InfoNet also regularly publishes an English-language “InfoLetter” on a specific topic, with references to the most important contributions and others which can be accessed by clicking on the direct link to the homepage. This unique service is based on a network, in which many related umbrella organisations and institutions are represented. The service is published by the Catholic Federal Association for Adult Education (KBE), while Akademie Klausenhof (Germany) sees to the editing and implementation.

www.infonet-ae.eu



KOBETIC

Training SMEs on e-Commerce

Istanbul Chamber of Commerce has become better in the services for SMEs with the help of EU projects.

Istanbul Chamber of Commerce (ICOC), one of the largest and oldest professional organizations in Turkey, continues to conduct many projects in order to improve its service range towards its members formed by SMEs mostly. One of these is the vocational training project namely "Training SMEs on e-Commerce (KOBETIC)" supported by the European Commission.

The activities of KOBETIC – Lifelong Learning Programme LdV Transfer of Innovation Project were started on 1 November 2008 and will be completed on 31 October 2010.

The aim is to improve SME employees of ICOC members' e-skills through theoretical and practical training on e-commerce. In other words, contributing to SMEs to survive in the new economic order and increasing competition conditions is expected.

During the implementation process, 40 SMEs have joined to the trainings. Then, dissemination and evaluation process have been implemented.

The whole project results including the dissemination activities are going to be announced to all institutions and agencies related to e-commerce through the final conference on 18-19 October 2010 in Istanbul. More detailed information about the conference could be reached at www.kobetic.net which is updated regularly.

Funding programme Lifelong Learning Programme Leonardo da Vinci Transfer of Innovation Project

Duration November 2008 - October 2010

Outcome The aim is to improve SME employees of ICOC members' e-skills through theoretical and practical training on e-commerce.

40 member SMEs of the ICOC from the sectors of manufacturing, retail and wholesale have been trained on e-commerce held in the form of two stages during seven weeks in Istanbul. Moreover, the dissemination and evaluation process of educational materials and all the results have been implemented.

The dissemination activities have been organized not only in Turkey, but also in other project partner countries, Belgium and Austria by visiting institutions and agencies related to e-commerce.

Also, project brochures as well as news and articles giving information about the project activities have been published at the magazines and newspapers of the project partners and stakeholders.

The whole project results including the dissemination activities are going to be announced to all institutions and agencies related to e-commerce through the final conference on 18-19 October 2010 in Istanbul.

www.kobetic.net

SMILE

Supporting Multicultural Integration and Learning

The SMILE project aims to provide support to those that work in adult education, in particular with parents of children in early ages (0 to 6 years old), by guiding them in exercising active citizenship to promote the integration of their children.

The target groups are trainers, social workers, professionals working in services for children and families, managers of social enterprises, as well as parents, both immigrant and from local families.

Outcomes Research on the level of integration of foreign children in the services for children in early ages

Handbook for the evaluation of the intercultural competences of those who work in services for early childhood and families.

Training course manual and organisation of a 2 pilot Training Course.

Cultural initiatives for the integration of immigrant families

Production of a DVD documenting the activities realised

Final conference

Partner
INIT Developments (DE)
www.init-developments.eu

www.smilelp.eu

Contact Patrizia Giorio, Co&So Firenze
giorio@formazione.net



142150-2008-LLP-I-GRUNDTVIG-GMP

Funding Education and Culture - Grundtvig Multilateral

Duration November 2008 – October 2010



The LLP KA 2 project *elp DESK – Europass Language Passport Dissemination Tools Network* is seeking to raise awareness and recognition of the Europass Language Passport and to identify means and tools to disseminate the document throughout Europe. For this purpose, a variety of innovative tools and online applications have been developed. For more detailed information on *elp DESK* and to test our products please visit us at <http://www.elp-desk.eu>.

Universities have made adapted their courses to suit adults and continuing education and training

Carlos Rebiero (InfoNet) Portugal

This is a genuinely novel development in Portugal. In addition to adapting the courses they offer to satisfy the requirements of the Bologna accords, Portuguese universities have also opened their doors to professional areas which were until recently regarded as "incompatible" with the university status.

The result was a relative "proletarianisation of universities", i.e. a more practical perspective, more focussed on professional performance, with a professionalising approach gained increased currency and expression in the country's many universities. As in many European countries which built higher education on a strong elitist academic tradition, in Portugal this universe was placed on a more or less inaccessible level, closely linked to social privilege. The massification which occurred following the revolution of 25

April 1974, with the democratisation of education, did not resolve this cultural problem of the university as a field of opportunity reserved to a select few.

The opening up of courses to over-23s, i.e. access to university education for those over the age of 23 dependent on certain requirements, without having to meet the requirements applicable to the linear progression from secondary to higher education, gave rise to a gap in the system, and there are now powerful reasons to expand the range of courses offered with regard to continuing education & training.

A case in point is the training of teaching and training staff for adult education and training courses, which were previously almost entirely restricted to central administration bodies, and now have a strong presence in the prospectuses of a number of universities, in particular in the field of psychology, with such courses being held regularly in various parts of the country, particularly Porto and Lisbon.

This increased flexibility has also had an impact on distance learning (e-learning or b-learning) which has become one of the new platforms providing access to higher education and education/training for adults from various professional sectors, completing the aforementioned diversification as well as that resulting from the establishment of technological specialisation courses, which although not a higher education qualification, take place mainly within the scope of higher education.

This increased flexibility enhances access, and is an expression of openness and democratisation. It is now necessary to examine the results, i.e. the effectiveness of the system, which although comprising more adults, is not necessarily qualifying more people in a significant manner.

DEMOP

Development of European Modular Training Programs for Decorator/Painter and their Adjustment in Lithuanian and European VET Institutions

LLP-LdV-TOI-2008-LT-0012

Project duration 1.10.2008–30.9.2010

Further information
Susanna Haltsonen
Teacher, Surface Treatment Technology
West Coast Education Ltd WinNova
susanna.haltsonen@winnova.fi

WinNova - The Way Forward
www.winnova.fi
www.demop.eu

The DEMOP -project partners is made up from VET institutions of Lithuania, Scotland, Greece, Romania, Germany, Finland and Spain. The partners have used the experience of other project partners and have developed European modular training programs for the profession of a decorator/painter, a corresponding credit system and examples of methodological material, and have adjusted this newly developed curriculum in VET institutions of participant countries.

It is predicted that in the future mobility of workers within The European Union will be even more intense and will soon become a common norm. Construction sector is probably going to face the most active mobility. In order to fulfill the social needs related to labour mobility within European construction sector, VET institutions will have to undergo certain changes introducing new training programmes which will ensure that the acquired qualification would allow the future specialist to successfully function in the labour market.

Each partner has brought their own expertise and experience to the partnership. So this partnership has been one of a rich mixture of different and multiform practices and cultures. For example, because English is not native language for all partners, sometimes there have been difficulties in understanding. Also there has been the possibility of misunderstanding in fulfilling the aims and objectives of the project. Because and due to these factors, this DEMOP project has been an enlightening and educational experience to all its participants.



September 2010

openSE 2nd pilot test
 From 09/2010 to 12/2010
 Time Always available (24/7)
 Organisational body openSE Partnership
 Participation fees Free
 Theme/topic Software Engineering / Free Libre Open source software / Open Education / Collaborative Learning
 Further information www.opense.net or josecarvalho@spi.pt

November

Comenius Contact Seminar & eTwinning Professional Development Workshop
 3-6 November 2010
 Location Vienna, Austria
 Organisational body Austrian National Agency
 Participation fees 570 Euros
 Funders European Commission through National Agencies
 Theme/topic Fit for Europe. Bringing new technologies to the classroom.
 Further information/website www.lebenslanges-lernen.at

3rdsector.eu – National Workshops
 18 November -10 December 2010
 Location Sofia, Bulgaria
 Organisational body Bulgarian Development Agency
 Participation fee Free
 Theme/topic Training for volunteer management
 Further information/website www.3rdsector.eu or info@bg-da.eu

Events Diary

1- 15 November 2010
 Location Athens, Greece
 Organisational body Hellenic Regional Development Center
 Participation fees Free
 Theme/topic Training for volunteer management
 Further information/website www.3rdsector.eu or info@hrdc.gr

December

Volunteering as a means of empowerment and social inclusion – A bridge between the European Years 2010 and 2011
 6-7 December 2010
 Location Brussels, Belgium
 Organisational body CEV – European Volunteer Centre
 Participation fees Free
 Theme/topic The conference will bring together 300 professionals from the volunteering sector as well as decision makers, experts in the field of the fight against poverty and social exclusion, volunteers and people experiencing poverty to showcase the empowering potential of volunteering in the fight against poverty and social exclusion.
 The event will be CEV's contribution to close the European Year of the fight against poverty and social exclusion 2010 and the kick-off for the European Year of Volunteering 2011.
 Further information/website www.cev.be

January 2011

Winter School: Integrating e-Learning and Web2.0 into Language Teaching: ICT tools and Hands-On Training on developing Interactive Language Learning Units and Exercises
 3-8 January 2011
 Location Athens, Greece
 Organisational body Agro-Know Technologies, Athens
 Participation fees Free
 Theme/topic It includes presentations and practical sessions (hands-on labs) on the subjects of e-Learning and Web2.0 for all language teachers and trainers of all levels and sectors. The language used for training and materials provided is English. All interested teachers and trainers will receive guidelines and guidance on how to apply for the course and receive a full EU-grant covering all their participation costs.
 Deadline for applications 15 September 2010
 Further information/website www.laprof.eu

February

Pilot course in Diversity Management
 February and May 2011
 Time Five Saturdays from 9:30 am to 4:30 pm
 Location AidLearn premises, Lisbon
 Organisation The pilot course is coordinated by AidLearn in Portugal. Other pilot courses will be held in the United Kingdom, Poland and Turkey.
 Participation fees Free
 Theme/topic Diversity Management (on training groups), the course has a total of 60h; allows the renewal of CAP (vocational certificate) trainer.
 Further information/website <http://www.learnplus.eu/>

March

C-E.N.T.E.R. 3rd thematic dissemination conference
 March 2011
 Location Istanbul, Turkey
 Organisational body Chamber of Commerce Istanbul
 Participation fees Free
 Theme/topic Dissemination and exploitation aspects and project fair, networking
 Further information/website www.c.enter-network.eu

May

SME-TraiNet Conference
 May 2011
 Location Warsaw, Poland
 Organisational body SME-TraiNet partnership
 Funders (if available) European Commission

Participation fees Free
 Theme/topic Improving the support structures for young SMEs in their critical phase between their third and fifth year of business operation by sharing of good practice among European stakeholders in consulting and training of young enterprises.
 Further information/website: www.smetrai.net

June

13th annual CiCe (Children's identity & Citizenship in Europe) Network Conference
 Date: 9-11 June 2011
 Location Dublin City University, Ireland
 Organisational body CiCe - Erasmus Academic Network
 Participation fees Free
 Theme Europe's Future Citizenship in a changing world
 Further information/website: <http://cice.londonmet.ac.uk>

Gruntvig Training Courses

SET Self-Entrepreneurship Training for Trainers (25h)
 14th-18th March 2011 (9.00 a.m. - 4.00 p.m.) Firenze, IT
 Location Didactic Classrooms, Via Buonvicini 56, Firenze, IT
 Organizational body Tk Formazione Srl
 Website <http://www.set4t.eu>
 Course Reference Number IT-2010-594-002

COMET – Communication for European Training Managers (30h)
 4th – 8th April 2011 (9.00 a.m. – 5.00 p.m.) Firenze, IT
 Location Didactic Classrooms, Via Buonvicini 56, Firenze, IT
 Organizational body Tk Formazione Srl
 Website <http://www.spi.pt/comet/>
 Course Reference Number IT-2010-585-002

KEMP - Keep employment by developing e-skills (32h)
 9th –13th May 2011 (9.00 a.m. – 5.00 p.m.) Firenze, IT
 Location Didactic Classrooms, Via Buonvicini 56, Firenze, IT
 Organizational body Tk Formazione Srl
 Website <http://www2.spi.pt/kemp/>
 Course Reference Number IT-2010-590-001

English@Work (25h)
 13th–17th June 2011 (10.00 a.m. – 4.00 p.m.) Firenze, IT
 Location Didactic Classrooms, Via Buonvicini 56, Firenze, IT
 Organizational body Tk Formazione Srl
 Course Reference Number IT-2010-605-001

Participation fees 720,00 €
 For further information www.tkformazione.it
 Ms. Michela Calabrese m.calabrese@tkformazione.it
 or Ms. Caterina Boschi c.boschi@tkformazione.it
 Grundtvig database (enter reference number)
<http://ec.europa.eu/education/trainingdatabase/search.cfm>

TI-SAETO

Transfer of Innovation from the project Self-Assessment for Education and Training Organisation to new regions

Quality and Education ... probably the most important issues in contemporary Europe. TI-SAETO as European Union supported Project stands for Self-assessment for Educational and Training Organizations. Summer of year 2010 is being devoted for active piloting of Project transfer product GOA /Group Opinion Analyzer/ – software for designing, implementing and analyzing self-assessment activities. Self-assessment allows Educational and other type of organizations to find their strengths, their areas for improvement and is a good option of collecting ideas how to improve the



quality in organization. TI-SAETO Project is to finish in December 2010, before that there will be a final conference organized in partner country Latvia. The conference will take place in Riga, November 25-26 and

Contact Br v bas street 33, Riga, Latvia, LV-1067 or evija.kapteine@eurofortis.lv

Programme LLP 2008 / Leonardo da Vinci/ Transfer of Innovation

its main topic is Total Quality management = 21st century's necessity for the success and growth. GOA Demo version can be downloaded here: <http://www.ibk-group.com/en/download-module.htm>
 Eurofortis Ltd. as a training and consultancy centre in Riga is a partner and developer of the project mentioned above.



eu-CAD

Amplifying Creativity & Innovation in SMEs

People make daily use of many man-made artifacts such as furniture, clocks and jewellery. Adopting Computer Aided Design (CAD) technology is known to result in faster speeds to market, improved communication with production, faster prototyping, generation of photo realistic images to show clients, etc.

For some reason, many SMEs have still not realized how affordable CAD technology has become. Given that there are around 23 million SMEs in Europe and CAD is known to be a technology that supports creativity and innovation, the EU is funding a project called euCAD.

The project will result in a training framework through which adults can acquire knowledge on CAD for industrial application. euCAD consists of a number of activities including the generation of 2D & 3D CAD courseware, application case-studies, SME on-site mentoring and seminars.

Full details of the project and contact details are available at www.camis.pub.ro/eucad.

Project summary

Introduction
From the past people used to do the manual work, now they use computers. Computers are used in many fields like medicine, engineering, architecture, etc. CAD is a computer-aided design technology. It helps to create 2D and 3D models of objects. It is used in many industries like mechanical, electrical, and civil engineering.

The euCAD Project
Within the EU, innovation is now widely understood to be the key to economic growth. It helps to ensure that the EU is able to keep up with the pace of innovation & Creativity. This is because it is a well known fact that innovative products and services together with new products and methods, they provide stimulus to our economy and employment. CAD is a computer-aided design technology. It helps to create 2D and 3D models of objects. It is used in many industries like mechanical, electrical, and civil engineering.

Objectives
To address the overall project goal, the euCAD project will focus on the development of an innovative approach to training through which adults, at their place of work & home, and in particular in the context of an enterprise, can be supported in acquiring knowledge and skills in applying CAD in 2D & 3D Computer Aided Design (CAD) for industrial applications. euCAD will therefore consist of a number of activities through which innovation and creativity will be amplified through the application of CAD skills. These will include the generation of 2D & 3D CAD courseware, CAD application case-studies, CAD on-site mentoring, organization of seminars and a CAD user forum.

euCAD Target audience
CAD can help people who design or produce any of the following products mentioned above: furniture, carpentry, through to boats, machines or shops, just about everything. The euCAD's target audience concerns drawing and design office workers in SMEs related to a range of domains.

The partners involved in this project are:
 University Polytechnic of Bucharest in Romania
 MECB Ltd in Malta
 Inovafor, Lda. in Portugal
 Information Technologies Institute in Lithuania
 Products First, Ltd. in United Kingdom
 Usesoft As in Estonia

10 Years of Grundtvig

The EU Commission has invited the European Adult Education community to a huge conference in Brussels. The occasion was the 10th anniversary of the Grundtvig programme's establishment. "We feel like Cinderella waiting for a prince – the government – to dance with us", said one of the 500 approx. conference participants. For this reason, it was no surprise that the key terms "money", "funding" and "budget" were continually mentioned, combined with a tone of resignation. "On Sundays we make fine speeches and then carry on as normal": so is the usual strategy also in the Member States, as Doris Pack, the Chairwoman of the Committee on Culture and Education in the European Parliament, aptly expressed. Admittedly, a lot has been done, if you consider that the systematic European promotion of adult education only began back in 2000.



European Institute for Adult Education?

The learning partnerships, projects, networks and the newer mobility measures in the frame of the Grundtvig programme have proved their worth. These will certainly be continued, just like the structure of the national agencies. However, what is still missing and is currently not in sight, is an internal European institution for adult education, comparable to CEDEFOP for vocational training. The department in the Commission responsible for adult education has gone out of its way to spark ideas with the "Action Plan" for example. However, to be able to work effectively, adult education needs a European institution. A first start could be for a "network for adult education" to form, uniting representatives

from all European countries and developing common concepts. Such a network already exists with "Eurydice" (www.eurydice.org): this institute publishes studies, glossaries and comparisons on the education systems in Europe with schools as its main focus, and has a network of official positions (mostly ministries) in the background, which sees to the corresponding information.

Webpage: http://ec.europa.eu/education/lifelong-learning-programme/doc86_en.htm

More money for Grundtvig!

Michael Sommer (InfoNet)

In autumn, the European Commission wants to present its concept for the new Lifelong Learning Programme (LLP) which should come into effect from 2014. For the field of adult education, some changes and improvements would be desirable.



If you ask from Finland to Malta what should be changed for adult education in the Lifelong Learning programme, the first thing you will clearly hear is: more money for Grundtvig! With 0.4 per cent in the whole LLP, the subprogramme for adult education receives very little funding. It plays such a subordinate role that it threatens to disappear or is misunderstood as being just for seniors. This lack of funds could lead to no reasonable coverage of personnel costs being available in the multilateral projects section. The projects thus depend, to a large extent, on major personal commitment and enjoyment in European cooperation.

Following the "Youth on the Move" initiative within the "Europe 2020" strategy, the mobility programmes Comenius (pupils) and Erasmus (students) will probably be combined under this title from 2014. This leaves "Leonardo da Vinci" for vocational training and "Grundtvig" for adult education. It will obviously be discussed whether the programmes are to be merged together so as not to further artificially separate these two sectors, which, in reality, intertwine very strongly in situ. However, on the other hand, it is feared that adult education will then completely disappear between water installation and commercial bookkeeping. Further evidence against this consolidation is that, in the meantime, thanks to Grundtvig, a very active, European-thinking community in adult education has been established, which would then lose its place.

North Sea Sustainable Energy Planning

Interreg IVB North Sea Region Programme



The aim of North Sea – SEP project is to develop and promote a model for regional development centred on renewable energy and energy efficiency activities, meeting the needs of local and regional authorities engaging with sustainable energy planning.

The project runs from September 1st 2009 until August 31st 2012 and is partly funded by the European Union and the European Regional Development Fund, the North Sea Region Programme 2007-2013.

Lead Beneficiary is the Jade University of Applied Sciences from Oldenburg/Germany. The partnership consists of 26 partners and sub-partners from six countries in the North Sea Region, among them the Alexanderson Institute and Campus Varberg in Sweden. The partnership will develop and promote:

- Baseline studies and energy analyses of each participating region
- Model for local/regional energy scenarios, strategies and roadmaps
- Innovative forms of local/regional organization, cooperation and private-public partnership
- New business models for local/regional energy industries and markets, and new procedures for supply-chain management
- Sustainable energy evaluation methods, criteria, quality indicators and benchmarks
- A range of practical tools processes for energy planning, including GIS techniques, photogrammetric plotting, and analysis of different insulation techniques

Web-based tools for cost benefit analysis
 A wiki platform and discussion forums to share case studies and best practice.

Programme Interreg IVB North Sea Region Programme

Duration September 2009–August 2012

Outcomes A model for regional development centred on renewable energy and energy efficiency activities

www.northseasep.eu

Investing in your future

EUROPEAN UNION
European Regional Development Fund

NORTH SEA
SUSTAINABLE
ENERGY
PLANNING

A
Alexanderson Institute

Kimet

Methodology for the formalization and transmit of implicit knowledge in the industrial SME.

Lead by the Federación Vizcaína de Empresas del Metal, and coordinated by Fondo Formación Euskadi, the project is financed by the European Commission, in the framework of TOI Leonardo da Vinci Program. It will be developed during 2008-2010 in a coordinated way among Spain, France, Netherlands and Bulgaria.

Project is based on:
 - The working population is getting older.
 - The difficulty of transmission of professional knowledge: the experienced workers possess great amount knowledge;



this makes them often show resistance to transmit it, as they consider their knowledge as a way to ensure their post.
 - The economic globalisation processes make industry in Europe to place itself in the segments of the market with the

highest added value, therefore, innovation and the correct knowledge and experience transmission are extremely important inside these companies.

All this makes it necessary to validate this learning to make the oldest workers leave their defensive position and therefore develop their employability.

All this, by means of the development of a Guide allowing the Metal SMES to have their workers' experience identified and validated and to transmit their knowledge to new workers.

Programme LLP – Leonardo Transfer of Innovation

Duration 2008-2010

Results CD guide to identify and validate workers' experience of Metal SMEs

www.kimetproject.eu

Clarity

Creating new resources to support basic work related training in migrants' own languages

Many migrant workers do not have an understanding of the language of the country they are working in.

When these workers attend their company's basic training courses a very large proportion do not understand what they are being taught. Therefore they may not understand important elements of the health and hygiene rules, safety procedures or standard requirements of their workplace. This creates the potential for risk to themselves, their colleagues, employers and customers.

In many work sectors such as child care, work with the elderly and the preparation and serving of food and drinks, there are legal requirements for officially registered training. This training is ineffective if not understood, and leaves the companies with a workforce who are not working legally.



Members of the UK expert forum discuss issues affecting Polish migrants

Clarity creates new training resources to support basic work-related training to migrants in their own languages. It will train a small number of migrants to become trainers in their own languages, translate existing courses, explore means to deliver this training in more settings and research the possibility of integrating these new resources with the officially registered requirements.

Many projects provide language training to migrants. Clarity does not seek to undermine or replace this valuable work, rather to provide a chance to engage migrants with low second language abilities and promote further training.

The Clarity project builds upon and develops the work of the MUTUAL project, based in Austria, which created new training materials and methods to develop the role of migrants in Childcare. It also uses methods developed in the UK Convex project to promote English language classes for migrant worker.

Programme LLP – Leonardo Transfer of Innovation

Duration October 2009-December 2011

www.clarity-project.eu

Steps in the installation of this training include the formation of expert forums in four partner countries leading to pilot testing of the training created in existing workplace situations. In the UK Point Europa's expert forum includes migrant support officers, potential migrant trainers, police officers who work with migrant organisations, experts in Convex methods and training professionals.

Regular meetings of these forums provide the partner organisations with a wide range of views and experiences from which to base their training programmes. They are ongoing throughout the project to continually assess its effectiveness and relevance.



Tramp

Transnational Mobility of Older People in Europe



TRAMP - Transnational Mobility of Older People in Europe

Working with Older Volunteers in Manual Intergenerational Projects

In the light of recent demographic changes, the EU is currently aiming to foster the potential of older people through active ageing. The TRAMP Project created new opportunities for voluntary transnational involvement for the elderly. Targeting senior citizens with few language skills and/or

inadequate financial resources the project has greatly increased the transnational mobility and facilitated the access to Europe for senior citizens.

Programme ENEA

Duration 2007-2009

Outcomes Final publication, set of methods for European volunteer exchanges involving older people

<http://tramp.aulnrw.de>

Two methodical approaches were selected in order to enable and promote communication between participants with different languages:

- Uniting them in manual work-oriented jobs on the one hand (informal learning through practical work)
- Including children and adolescents in the project work (intergenerational dialogue)

The final publication "TRAMP - Transnational Mobility of Older People in Europe - Working with Older Volunteers in Manual Intergenerational Projects" documents the experiences and results of the project.

A set of methods for European volunteer exchanges involving older people have been presented in order to support organisations in the planning and implementation of future projects.

To download the document: http://tramp.aulnrw.de/fileadmin/docs/TRAMP_Internet_2010-04-19.pdf



COMET

Communication for European Training Managers

The aim of the project is to strengthen the Lifelong Learning Organizations system by helping managers to gain ownership of a set of communication tools to be employed for reaching personal, company and community goals and meet the challenges of their profession and develop a training programme for them.

Target group: European Training Manager and other staff working in the Adult Education field.

A new session of the COMET training course will be organized in 2011: 4th – 8th April by Tk Formazione Srl in Florence (IT).

141970-LLP-1-2008-1-IT-GRUNDTVIG-GMP Lifelong Learning Programme Grundtvig Multilateral Project

Duration October 2008 - September 2010

Outcomes Local seminars, Training needs analysis Training Curriculum, Training Manual

Pilot Course in Italy and Portugal
 Dissemination materials and project website
 Grundtvig-In Service training Courses in Italy and Portugal
 On-going and final management and evaluation reports
 Final Conference in Austria (23rd Sept 2010 in Graz)
<http://www.spi.pt/comet>

Further Information
 Tk Formazione Srl
 Viale Gramsci, 73 - 50121 Firenze
 Tel. +39 055 2466005
 m.calabrese@tkformazione.it
www.tkformazione.it

PIAAC: An international comparison of competencies

Michael Sommer/InfoNet

The aim of the PIAAC, a global study by the OECD, is to assess the level of competencies in various countries and determine people's level of education. The test phase has just begun for the questionnaire, which is similar in design to the well-known PISA study for schoolchildren. The first results are to be available in 2013, providing important data for adult education.

Since its launch in 2008, 27 countries altogether worldwide (a large number of European countries and others including Russia, Chile, Canada, the USA and Japan) have put together teams of researchers to tackle this task. The abbreviation PIAAC stands for "Programme for the International Assessment of Adult Competencies". The OECD (Organization for Economic Co-operation and Development) created the study with the following aims:

- To give policy-makers in each participating country a profile of their country's adult population in terms of their knowledge, abilities and competencies.

- To assess how these competencies relate to the different results, as well as to the social and economic situation.

- To gauge how successful systems of education and training are in achieving these results.

According to the project leader of the German study, Dr Beatrice Rammstedt of GESIS (Leibniz Institute for the Social Sciences), the main difficulty is to gain comparable data in the face of major cultural differences. For this reason, instead of a single questionnaire being used for all countries, each country is developing its own questions based on jointly developed foundations. A manual of about 300 pages has also been developed, setting out how the survey is to be carried out, right down to details such as what computer should be used.

Three competency domains

The questions will cover three basic "competency domains" which, according to the project description, are required for successful participation in society in general, and in the workforce in particular. These are Literacy, Numeracy and Problem Solving in Technology-Rich Environments. While the first two domains test basic competencies, the third is designed to gain information on how the population has adapted to the demands of the twenty-first century. One numeracy question, for example, is: "Question: You buy two packs of coffee for the price of one. Expressed as a percentage, how much have you saved?"

The main study will survey at least 5,000 randomly selected adults aged between 16 and 65 per participating country. A test field study is currently being carried out with 1,500 interviews per country, and the instruments will then be reworked in time for the first survey to start in 2011/2012.

In its simplest form the survey will consist of a 60-minute competency survey followed by a background survey asking about people's education and career. Interviewers will be visiting respondents in their homes and entering the answers on the computer themselves. In Germany, two further studies are planned to complement the main one: one extending the sample to include people up to the age of 80 and one on the relationship between the competencies and labour market access of low-skilled people in Germany.

www.oecd.org/piaac

FREE

Fostering Return to Employment through Entrepreneurship

The Project FREE – Fostering Return to Employment through Entrepreneurship, Innovation and Creativity - is a 2 years project that started in October 2009 and will end in September 2011. Coordinated by SPI (PT), FREE is a partnership with partners from 4 different countries: EDEN (UK), Castlereagh Enterprises (UK), Inveslan XXI (ES), HRDC (GR) and National Training Found (CZ).

The project is founded by the Lifelong Learning Portuguese National Agency, sub-program Leonardo da Vinci – Transfer of Innovation.

FREE aims to provide counsellors, tutors, trainers and other professionals working with unemployed individuals, with a web-based interactive tool designed to improve their hard and soft skills.

The target groups of FREE are: counsellors, tutors, trainers and other professionals working with unemployed people

The beneficiaries of FREE are: unemployed individuals with lower qualifications in age groups <25 and >45

The tool will provide four main instruments: 1) Materials on entrepreneurship, creativity and innovation through which the



Fostering Return to Employment through Entrepreneurship, Innovation and Creativity

development of hard skills for the target groups and beneficiaries will be possible 2) A guidance methodology in relation to entrepreneurship and techniques to help the target groups promote creativity and innovation among the beneficiaries 3) Provision of business tools (such as business plans, etc.) 4) Success cases (case studies) of unemployed people who created their own businesses.

www.spi.pt/free

PRODEV

Project Management for Community Development Workers.



PRODEV is promoted by IFAID Aquitaine (FR) in cooperation with 7 partners from 6 European countries.

The main objective of the project is to transfer and optimise an innovative vocational training module aimed at Community Development Workers (CDWs). The number of this group in Europe has increased within the recent years and project management has become more and more a crucial part of their daily work – however, many CDWs have never been trained in project management.

By proposing training in project management to CDWs, we support the training participants in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development in their professional context.

The main outcome of PRODEV is a training curriculum that fits the needs of the

Programme/Action LdV/TOI

Duration 10/09-09/11

Outcomes Handbook Training course

www.prodev-project.eu

Project N° 2009-1-FR1-LE005-07400

CDWs in their specific work situation. This training concept is transferred and piloted by 7 organisations in 6 countries, Italy, Portugal, Czech Republic, Netherlands, France and Switzerland. The outcomes of these pilots are then evaluated and the curriculum is improved. The outcomes of this project are disseminated amongst local, national and European partners.

SME-Learning

Improving training performance in industrial SME by the use of ICT, a challenge for trainers, SME and training providers

The different studies about industrial SME and training practices showed that the public of SME do not benefit very much from training due to their context of work which indicated that the SMEs need a specific training which can answer to the demand and specific characteristics of this collective.

Several reasons explain this gap: · SMEs are often small structures. The absence of an employee in the company results in a significant loss of productivity related to the relative mass of staff. The time dedicated to the training has to be reduced and integrated to their work.

· Leaders of SMEs or very small enterprise are often poorly educated and are often self-made men. Some do not believe in training and do not consider training and education as a fair value, because they did not pass through a long training path to succeed.

· If questions are being asked personally to the managers of SMEs they often declare themselves as the best trainers for their employees, as they are aware of all aspects of their business. They do not see the benefit of a trainer outside their businesses.

· Very often, an intervention in a SME is often seen as an intrusion. An external trainer or a consultant is sometimes seen as an "inspector" or a problem rather than a source for enriching of the human resources of the company.

All these resistance and the constraints of the business environment must be

taken into account in order to be able to propose innovative adapted training to these companies but what we can do to solve this gap? Could be the elearning a good solution?

In the "SMelarning" project most countries participating in their study are agree that there exists different training models aimed at different work settings. These can range from a strictly limited to a more developed use of ICT technologies, depending on the SME context and whether they are aimed at production workers or at highly qualified high-tech personnel.

The training set-ups analysed are mostly transportable to various different sectors (e.g. industry, construction, telecommunications, media) and in some cases were even designed together with the specific industry itself.

However, as this kind of training is a novelty in some countries, there are still popular prejudices against it.

Furthermore, there are some technical barriers, as some SMEs cannot provide the appropriate technical resources for this type of training to be used and sometimes the computer skills of the workers are too low.

We want to offer the knowledge and the tools to improve the training in the SMEs and we believe that the future has to be the e-learning, it give the opportunity to answer to all the necessities and demands of the industrial sector.

The elearning allows adapting the training to suit the needs of the SME, implementing

Transfer of Innovation – Leonardo da Vinci

Duration August 2006 to October 2008

Outcomes The index of innovative training practices in SMEs is a collection of examples of training set-ups for industrial SME employees. Each training set-up has been studied, evaluated and classified by the partners of the project.

The strategic recommendations concern all actors related with training in SMEs. Its objective is to help understand how information and communication technologies can be used in training, how they improve the performance of the training and at the same time, reduce its cost, how they help developing diversity and individualisation of the training.

The application guide concerns particularly training centres. Its objective is to help trainers and training organisations develop innovative and ICT based services to improve quality, accessibility of training especially for industrial SME, taking into account their own constraints.

www.ffzm.com/www.smelearning.eu
smelearning.romit.info/lang-en.html

suitable contend and resources, preparing the user to the training process and making clear the operational innovation that the SMEs need to adapt to new times and changes.

The training is the future and the e-learning has to be the basic tool for it.

What distinguishes the current technological revolution is not the major role played by knowledge and information, but rather it is their application to the process of creating knowledge... in a loop of retroaction between innovation and its practical uses.



Spotlighting European developments and projects

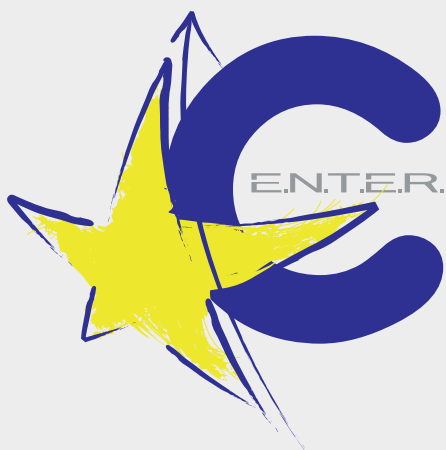
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Please contact petra.kampf@enter-network.eu for submission guidelines and details of available space.

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www.c.enter-network.eu

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