National Lifelong Learning Strategies (NLLS) -Transversal programme

Key Activity 1: Policy Cooperation and Innovation

EFELSE - Evaluation Framework for the Evolution of LLL Strategies in Europe

PROJECT NUMBER: 147760-LLP-2008-GR-KA1NLLS

COMPARATIVE REPORT ON BEST PRACTICE EXAMPLES

Deliverable/Report

D4

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Status, Version No.	Final
Actual submission date:	28/02/2010
Start Date of Project:	01 March 2009
Duration:	12 Months
Dissemination Level:	Public
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Financing:	Project funded by the European Commission, Lifelong Learning Programme (2009 - 2010)

SUMMARY

This document is an overview of good and best practices from the six EFELSE partner countries: Germany, Greece, Poland, Romania, Slovakia and Spain. The information was collected by the partnership and reported in the countries' State-of-Affairs Reports. The respective section from the country reports is inserted below (status April 13, 2010). Further, the Annex of this document includes a structured collection of best practices for Germany, Slovakia and Spain.

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1. Best Practices of Lifelong Learning

This document is an overview of good and best practices from the six EFELSE partner countries: Germany, Greece, Poland, Romania, Slovakia and Spain. The information was collected by the partnership and reported in the countries' State-of-Affairs Reports[1]. The respective section from the country reports is inserted below (status April 13, 2010). Further, the Annex of this document includes a structured collection of best practices for Germany, Slovakia and Spain.

Best Practices Germany

The University of the Bundeswehr München has identified good practices in the field of lifelong learning in Germany. A literature and internet research has been conducted: information from existing good practice reports (e.g. in the context of the German model project Lifelong Learning) has been collected and it has been complemented with descriptions of recent projects and policies (e.g. in the context of the Qualification Initiative). The alphabetical list does not claim completeness; however, it provides examples of lifelong learning activities in different fields, e.g. increasing the participation through target group specific offers and financing structures, creating networks of lifelong learning stakeholders, supporting a learning culture through awareness raising and information activities. The aim of this list is to show that Germany was and is quite active with regard to implementing lifelong learning on many different levels (e.g. regional, federal) and for various target groups. Especially demand for learning, and the accessibility to learning opportunities are supported by target group specific approaches. Further, the networking projects strongly support the aspect of partnership working in Germany. Also, the development of a learning culture is supported by provision of information and also a focus on the importance of learning in the context of work and self-directed learning approaches. Although to a lesser extent, activities aiming at quality assurance have been identified.

AQUA – Qualifying academics for participation in the labour market (AkademikerInnen Qualifzieren sich für den Arbeitsmarkt)

Continuing education courses for academics who receive unemployment benefit, also with a special focus on people with migration background. Target group: unemployed academics; since 1965 (see http://www.obs-ev.de/aqua/).

Education association in the health sector (BiG - Bundesverbund im Gesundheitssektor)

The Bildungsverbund im Gesundheitssektor BiG was established in the context of the BLK model programme "Lifelong Learning" in 2001. Many group partners of different working fields are using the new cooperation structures of "BiG" which support further educational measures in Saxony-Anhalt. Target group: trainers in the health sector; from 2001-2005 (see http://www.die-bonn.de/lll/TagungSchluss/Gesundheit_ST01.htm).

Education cheques (Bildungsschecks)

The Land government of NRW helps employees of small and medium-sized enterprises to take part in continuing vocational education by offering education cheques. Seminar costs up to 500€ are covered (with money from the European Social Funds). Target group: employees of SME; since 2007 (see http://www.bildungsscheck.com).

Development and promotion of innovation continuing education learning arrangements in cultural and continuing education establishment (EFIL - Entwicklung und Förderung innovativer weiterbildender Lernarrangements in Kultur- und Weiterbildungseinrichtungen)

The project that examined the contributions that were made by libraries to promote self-directed learning and how libraries served as places of learning extended well beyond the project's planned duration. Target group: libraries; from 1999-2002 (see http://www.die-bonn.de/efil/).

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[1] In the case of Poland, the information is extracted from the results of interviews conducted with policy makers and training providers in the context of the EFELSE project.

Development, implementation and testing of new teaching and learning arrangements in political education at adult educatio institutions (Entwicklung, Umsetzung und Erprobung neuer Lehr- und Lernarrangements in der politischen Bildung an Erwachsenenbildungs-einrichtungen)

Development of a network of educational institutions in the field of political education, e.g. continuing education institutions, vocational and trade union education institutions, youth education institutions, and media institutes. The aim is to develop the self-responsibility of citizens in learning and political decisions. Target group: young adults, adults; from 2000-2003 (see http://www.blk-lll.de/LLL/laender/th1.htm).

Practical knowledge for initiatives (Erfahrungswissen für Initiativen)

The goal of the project is to establish a new role of older people in society: older people should be encouraged to engage in volunteer charity work. They can become senior trainers and pass their practical knowledge to society. Target group: age group 50+, trainers; from 2002-2006 (see http://www.efi-programm.de/).

Cooperative learning on the internet (Gemeinsam Lernen über das Netz)

The aim of the project is to initiate cooperative self-learning groups on the internet. These groups form a network, include single learners and are intergenerational, although mainly targeted at older adults. Target group: age group 50+; from 2000-2005 (see http://www.gemeinsamlernen.de/).

Infoweb for continuing eduction (Infoweb Weiterbildung)

InfoWeb Weiterbildung (IWWB) is a governmental funded project, which was developed for the whole field of further education. Aim of the project is to unify the access to information of more than 100 regional, supra-regional and specialised further education databases. A new communicative network of for appreciable agents of the field of further education information was build. The portal addresses privately further education interested people and companies. It provides a real-time-meta-search-engine for the whole field of further education. Target group: young adults, adults, age group 50+, companies; since 2002 (see http://www.iwwb.de).

Innopoint (Innopunkt)

The 3rd INNOPOINT idea contest of the Brandenburg Ministry of Work, Social affairs, Health and Women (MASGF) aims at network formation between small and medium-sized enterprises (SME) for anticipatory assessment of qualification demand for accomplishing the strategically and economical objectives. Companies will cooperate with educational providers of the region, research facilities, employee unions' representations and other partners (like employee agencies, chambers of labours, employers' associations, unions etc.). Target group: small and medium sized enterprises (SME); from 2001-2003 (see http://www.innopunkt.de).

Innovative methods for the promotion of lifelong learning by cooperation of university and continuing education institutions (Innovative Methoden zur Förderung des lebenslangen Lernens im Kooperations-verbund Hochschule und Weiterbildung)

The project aims at developing the professional competences of trainers in continuing education by lifelong learning and related organisational development of continuing education institutions. Target group: continuing education institutions, trainers; from 2001-2003 (see http://www.blk-lll.de/LLL/laender/rp2.htm).

Intercultural continuing education in a network of SME (Interkulturelle Weiterbildung im Netzwerk für KMU)

Promotion of learning at the workplace and development of methods for lifelong learning in the field of intercultural qualification, taking into account connections between self-organised learning and formal and non-formal learning in institutions. Focus on general, vocational and political education with the aim of raising the intercultural competences of employees, apprentices, employee representatives, and managers in SME. Development of continuing education institutions towards information and counselling centres, adaptation of existing didactical concepts according to the needs of SMEs, development of a network for the facilitation of intercultural competences in SME. Target group: employees, continuing education institutions; from 2000-2005 (see http://www.blk-lll.de/LLL/laender/nrw1.htm).

Lifelong learning in the research-based cooperation of school-seminar-university (Lebenslanges forschendes Lernen im Kooperationsverbund Schule-Seminar-Universität)

A network of schools, seminars, continuing education institutions and universities was established (cooperation association) which aims at the practical implementation of lifelong research-based learning. It should increase the ability of learners to participate in self-organised and research-based continuing education, and at the same time support systematic quality assurance and evaluation processes. Target group: young adults, adults; from 2000-2005 (see http://www.blk-lll.de/LLL/laender/ns1.htm).

Teaching and learning in the network continuing education (Lehren und Lernen im Netzwerk Weiterbildung)

An open learning network was established by institutions of youth and adult education. It forms the context for the initiation of specific projects for the development of problem-based and self-organised learning cultures. These projects include several education institutions. Target group: young adults, adults; from 2000-2005 (see http://www.blk-lll.de/LLL/laender/mv1.htm).

Passages of lifelong learning in vocational qualification processes of educationally deprived groups (LeiLa - Passagen lebenslangen Lernens in beruflichen Qualifizierungsprozessen von bildungsbenachteiligten Zielgruppen)

The project's aim was to identify and develop instruments for the development of basic learning skills of educationally deprived young adults to acquire qualifications during different phases of their vocational biography. A network of vocational schools, training and continuing education institutions, vocational counselling institutions, enterprises and research institutions is established. Target group: young adults, educationally deprived; from 2000-2004 (see http://www.iaw.uni-bremen.de/leila/).

Learning and living worlds in the area of Oldenburg (Lernen und Lebenswelten im Oldenburger Land)

Core activities of "Lernen und Lebenswelten im Oldenburger Land" are establishing and expanding sustainable forms of cooperation to facilitate lifelong learning of lower-educated people and socially deprived groups. The network further supports the recognition and certification of informal competences within new learning cultures and networking. Measures are for example the development of criteria for acknowledgment of informal learning results, the setup of an education consultation net, the establishment of an education server, get-to-know-tables, learning cafes for the acquisition of media competences, low-threshold education offers and adequate offer designing. Target group: young adults, women, people with migration background, older employees, low-educated people in rural areas; since 2002 (see http://www.lernenfuersleben.de).

Learning cultures and competence development (Lernkultur Kompetenzentwicklung)

BMBF programme, Focus: company-based and company-focused continuing education; basic research and practical development work were combined in many different projects. Target group: young adults, adults; from 2001-2007 (see www.bmbf.de/de/406.php).

Quality Certification in Continuing Education (LQW - Lernerorientierte Qualitätstestierung in der Weiterbildung)

Quality management and certification model: development and national implementation of a quality certificate specially designed for continuing education providers. The model places the learner at the centre of the quality development process. Target group: continuing education institutions, trainers; since 2000 (see http://www.artset-lqw.de/cms/).

Networks to implement self-directed learning in continuing education institutions (NIL - Netzwerke zur Implementierung selbstgesteuerten Lernens in bestehende Träger der Erwachsenen- und Weiterbildung)

The goal of the project was the establishment of a network which supported part-time, full-time and self-employed trainers to implement new, more independent forms of learning in continuing education institutions. Target group: trainers; from 2000-2005 (see http://www.projekte.wb-giessen.de/?Projekt=NIL%252520/%252520QINEB).

Qualification offensive Hesse (Qualifizierungsoffensive Hessen).

Small and medium-sized enterprises (SME) face the task of reacting to technological, organisational and economical changes. Important requirements for a successful accomplishment of these tasks are continuous

and purposeful further education and lifelong learning. The qualification offensive Hesse wants to support SME in Hesse in this respect.

ActionLine 1: "learning regions": Aim is to establish cross-industrial and regionally specifical support- and information structures for SMEs and to offer adequate further education measures.

ActionLine 2: "future themes": Initiation of qualification measures and further education for special future themes, e.g. e-Commerce, e-Learning or qualification management in touristic firms.

ActionLine 3: "new ways": ways to reduce barriers to further education in SMEs should be exemplarily developed and tested, e.g. further education partnerships, e-Learning, knowledge-management, quality managements in further education or Hessian further education database (www.hessen-weiterbildung.de). Target group: SME; from 2000-2006 (see http://www.esf-hessen.de/).

Regional continuing education associations (Regionale Weiterbildungsverbünde)

In Schleswig-Holstein, a comprehensive net of eleven regional continuing education associations with about 360 involved institutes exists. Its goal is the provision of transparent advice and information about further education; Target group: young adults, adults, age group 50+, SME; since 1998 (see http://www.weiterbildungsh.de/ infonetzweiterbildung/doks/weiterbildungskonzept2003.pdf).

Self-learning competences, pedagogical professionalism and development of a new learning culture (Selbstlernfähigkeit, pädagogische Professionalität und Lernkulturwandel)

Self-learning strategies and abilities form the basis for life long learning of adult learners. The project aims at the development of those competences, and the testing and development of appropriate methods and concepts for adult education. Target group: young adults, adults; from 2002-2003 (see http://www.blk-lll.de/LLL/laender/rp1.htm).

Self-learning Center Offenbach (Selbstlernzentrum Offenbach)

The Selbstlernzentrum Offenbach (self-learning centre Offenbach) was developed in the frame of the learning regions network Open Learning Offenbach. Interested learners of all age groups have the chance to use computer-based self-learning programmes for various knowledge areas. Counsellors support the learners in selecting the appropriate self-learning programme and accompany the learners during the work with the programme according to individual learning plans. Learners can choose the timing and speed of learning. Target group: all age groups, people with migration background, unemployed people, employed people; since 2000 (see www.selbstlernzentrum-of.de).

Self-directed, lifelong learning at work (SOLAR - Selbstgesteuertes Lebenslanges lernen in der Arbeitswelt)

The aim of the project is the development, implementation and evaluation of an organisational development approach to promoting self-organised, lifelong learning in enterprises. The core of the concept is the sustainable promotion of self-learning of employees in the framework of personnel policies using innovative methods of self-directed learning. Target group: employees; from 2000-2004 (see http://www-user.uni-bremen.de/~los/projekte/abgeschlossen/solar/start.html).

Networking concept of educational institutions and employment providers for continung education (Vernetzungskonzept von Bildungseinrichtungen und Anstellungsträgern für Weiterbildungsarrangements)

In the context of lifelong learning at universities, the infrastructure (learning environments, and resources for counselling organisation and coordination) and external cooperation networks (of providers of education, training, employment, and vocational associations) is not well structured and assessed. This is essential to enable knowledge transfer and motivation for lifelong learning for institutions and learners. Target group: continuing education institutions, universities; from 2001-2005 (see http://www.blk-lll.de/LLL/laender/st1.htm).

Workbased Learning an der Fachhochschule Aachen (WBL)

Through the WBL concept, adults who previously had no access to higher education were given the chance, through recognition of their formal skills and skills acquired through their work, to obtain an academically recognised qualification. Target group: young adults, adults; since 2005 (see http://www.fh-aachen.de/6666.html).

ZIB centre for information and education (Zentrum für Information und Bildung der Kulturbetriebe Unna)

The Zentrum für Information und Bildung (zib) der Kulturbetriebe Unna (centre for information and education) unites educational institutions and information from a cultural perspective in one building, and it considers itself as a cultural and social place in form of an information market that stimulates learning with all senses. Target group: all age groups; since 2004 (see www.unna.de/zib/index.htm).

Best Practices Greece

The aim of this short report is to present and shortly discuss a few best practice examples of national LLL strategies and provisions for adults in Greece. The criterion for the selection of the cases was their innovativeness in relation to the history and evolution of the LLL system of Greece, their potential impact in widening adult participation to LLL, their prospects in driving wider reforms in the system of LLL and their potential contribution in the promotion of a positive learning culture in the Greek society.

No "best" practice is uncontroversial or without less good or even bad aspects. Therefore, in the text that follows we highlight not only the best part of the best practice examples we chose to present but also the less good ones. The latter may also help us develop a better understanding of the LLL system in Greece and the things that need to change in order to deepen and widen the engagement of adults in LLL in Greece.

1. The public deliberation process on the new national LLL strategy

In February 2010 the Greek Government, through the Minister of Education, opened a public deliberation process with the aim to get the public's views towards a new national LLL strategy[2]. This deliberation process was based on a document produced by the Minister of Education which outlined the views of the Government about the current situation regarding LLL in Greece and introduced the basic tenets of the Government's strategy[3].

This formal deliberation process was an innovative initiative on behalf of the Ministry of Education because it was the first time in the history of public politics in Greece where a Minister of Education invited citizens to contribute to a more-or-less open ended discussion about the future of LLL. At symbolic level this initiative was aimed to send a message to the society that the central government values the opinions of the citizens on issues of LLL and is willing to have a fresh start in building a wider consensus regarding the national LLL strategy.

2. The development of Occupational Profiles driving reforms in IVT and CVT

A main central level policy adopted regarding the modernisation of the KEKs[4] curricula and their accreditation process through the National Accreditation Centre for Continuing Vocational Training (EKEPIS) was that it should be based on the design and adoption of documents, the so called "Occupational Profiles[5]", describing the knowledge, skills and capacities required for the performance of specific occupations. This is a newly introduced innovation aiming to drive a wider reform in Greece, by linking vocational training to the contemporary professional demands of specific occupations. Furthermore, the descriptions of vocational specialty-specific requirements in each "Occupational Profile" can be used to define competence-based occupational standards[6] as reference points for the development of a system of validation and accreditation of learning acquired outside the formal or non formal education system in Greece.

Until recently (June 2009) EKEPIS had certified the following occupational profiles broken down in types of occupations as defined by the international classification ISCO-88:

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2 See http://www.opengov.gr/ypepth/ (in Greek only).
3 Available at: http://www.opengov.gr/ypepth/diavioumathisi/Deliberation_OPENGOV_05-02-2010.pdf (in Greek only).
[4] The main Continuing Vocational Training providers in Greece.
[5] They were established by a Joint Ministerial Decree no. 110998 (Official Government Gazette, vol. 2, issue no. 566, 08/05/2006).
6 Including the code and the name of occupation, level of difficulty of work, competence, and field of work, main tasks, knowledge and skills.

Chart 1: Occupational Profiles certified by EKEPIS by type of occupation

High skilled white collar	Low skilled white collar	High skilled blue collar	Low skilled blue collar
Manager of Agricultural businesses	Wine/Spirits distributor	Tailor	Operator of oil production units
Catering Services Manager	Waiter/tress	Networks technician	Operator of machinery
Manager of Agricultural enterprises	Travelling Salesperson	Production Units Foreman	
Photographer –digital shooting specialist	Travel Packages Organizer	Vehicle body technician	
Quality Control Manager	Retail salesperson	Locksmith	
Wholesale Trade manager	Private Security Personnel	Florist	
Sales Representative	Personal Care Worker	Technician in Production of plastics processing industries	
Warehouse Manager	Office Clerk	Production and Management Technician of Metallurgy and Metal Products	
Marketing Support Manager	Insurance clerk	Telecommunications Technician	
Adult trainer	Hotel receptionist	Car mechanic	
Product Designer	Floor Valet	Baker	
Manager of Tourist Enterprises	Clerk in sales	Electrical Installations Inspector	
Support Supply Chain Manager	Clerk in Financial services	Production and Management Technician in electricity production and distribution enterprises	
Administrator of very small enterprises	Clerk in Consultancy and Information services	Technician in Industrial Installations	
	Canteen Supervisor	Technician in management and control systems for environmental protection	
		Vehicle Electrical Technician	
		Butcher	
		Vehicle A/C specialist	
		Production Technician in Food and Drink enterprises	
		Production technician in Chemical Industries	
		Graphic Arts Technician	
		Aluminum/ steelworker	
		Hairdresser	
		Telecommunications Systems Installer/ Maintainer in homes and small offices	
		Production and Management Technician in Minerals Industries	
		Welding and Metal Cutting technician	
		Product and services distribution Technician	

In June 2009 EKEPIS approved a new project[7] for the development of 145 Occupational Profiles which was undertaken by a consortium comprised of the KEK of the Labour Institute[8] of the General Confederation of

7 See relevant document at http://www.ekepis.gr/main/Default.aspx?id=316&tabid=105 (in Greek).
8 The education & training institution of the General Confederation of Greek Workers, which organises union education and training for its members and for the middle and upper level trade unions' representatives.

Greek Workers (INE/GSEE),[9] the Foundation for Economic & Industrial Research (IOBE), the KEK of the Hellenic Confederation of Professionals Craftsmen and Merchants (KEK/GSEBEE),[10] the Centre of Hellenic Commerce Development[11] of the National Confederation of Hellenic Commerce (ESEE),[12] and the Hellenic Federation of Enterprises (SEV).[13] Overall, the initiative around the design of *Occupational Profiles can be considered as a best practice example of developing partnerships* for the benefit of the system of adult learning in Greece.

3. The establishment of the "Hellenic Quality Assurance Agency for Higher Education" (HQAA)

HQAA[14] was established in 2005 as an independent authority under the auspices of the Ministry of Education with the mission to formulate quality standards, quality control methodologies and criteria, and to promote and coordinate external and internal quality control mechanisms in tertiary education institutions n Greece.

For some decades now, the public discourse on the justification of quality assurance mechanisms in tertiary education was centered on the issue of chronic public under-investments in tertiary education. The main, widely shared, argument of those among the academics who opposed the idea of quality assurance schemes was that the State has first to increase funding to the levels of most other European countries and then demand from Universities and ATEIs to provide evidence of the quality of services offered. Another critical issue in the public discourse was the methodologies that should be followed by a quality assurance scheme. Many academics feared that the establishment of a quality assurance scheme which would reflect the dominant, mainly Anglo-Saxon, tradition (by placing too much emphasis on quantitative indicators of academic excellence, such as the number of academic papers published in refereed journals or the amount of money that a Department attracts from various sources apart from public ones, for research), would result in the devaluing of more theoretically oriented studies and would, in effect, transform universities into a meaningless paper-production industry. Despite such fears the HQAA initiated a deliberation process with tertiary education institution representatives in order to build a wider consensus.

The cooperation of the leaderships of universities and ATEIs with HQAA is still in its early stages[15.] According to the HQAA annual report, during 2008[16] 77 out of 286 University Departments were in an internal evaluation phase (26,9%). The same year 90 out of 213 ATEI Departments were in this phase (42,2%). By the end of 2008, 22 University Departments (7,7%) and 25 ATEI Departments (11,7%) had deliver their internal evaluation report to HQAA. By the end of 2008, the first external evaluations of 5 out of 499 University/ATEI Departments were implemented and made publicly available by HQAA in Greek and in English[17.]

Despite the slow pace with which this practice of internal and external evaluation of tertiary education institutions is developing, the whole process may lead to shifts in the responsiveness of tertiary education to demands for public accountability. The development of internal evaluation processes is also beginning to been perceived much more positively, i.e. more as an instrument to needs assessment and less as an instrument of the central government to exercise power and control over the universities. External evaluation processes are still widely perceived with suspicion by the universities and are highly unlikely to develop in the foreseeable future given the current limited budget of HQAA.

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9 The third (upper) level workers union representing workers in the private sector.

10 The third (upper) level national organization of employers in SMEs and self-employed businessmen.

11 A non-profit training organisation.

12 The third (upper) level employers' national organisation in the sector of commerce.

13 The third (upper) level employers' national organisation in large industries and other enterprises.

[14] See http://www.hqaa.gr (in Greek only).

[15] See Papazoglou, V.J. (2009). Quality Assurance in Greek Higher Education Institutions: Introduction and Challenges. In D. Bozo et al (eds), *Current trends in European Quality Assurance* (pp. 37-41). ENQA Workhop report 8. Helsinki: European Association for Quality Assurance in Higher Education. Available at: http://www.enqa.eu/files/ENQA_wr8_current_trends_final.pdf.

[16] Available by HQAA at: http://www.hqaa.gr/data1/Ekthesi_gia_tin_Poiotita_Anwtatis_Ekpaideysis2008.pdf (in Greek only).

[17] See http://www.hqaa.gr/index.php?option=com_content&view=article&id=77&Itemid=187&lang=en .

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4. The development and expansion of the Greek language learning system for immigrants

During the last 20 year Greece experienced an influx of immigrants as well as of people of Greek origin returning home, mainly from the former USSR states. This situation created huge needs for Greek language learning provision to these people and the development of a system of accreditation of their knowledge of the Greek language.

Up to 1998 the only certificates of attainment in the Greek language which were officially recognised by the Greek state were those issued after exams by the School of Modern Greek of Aristotle University of Thessaloniki and by its counterpart in the School of Arts at the University of Athens. These certificates were necessary for the enrolment of people of foreign origin to tertiary education institutions in Greece.

The "Certificate of Attainment in Greek" which was established in November 1998 (Presidential Decree 363/98) by the Ministry of Education responded to the growing need to widen the system of validation and accreditation of Greek language learning. The next year, the Centre for the Greek Language (CGL)[18,] was assigned the exclusive and overall responsibility for the exams (once a year in several exams centres in Greece and abroad) through which the certificate of attainment in Greek (levels A to D) may be awarded[19.]. The "Certificate of Attainment in Greek" holders can have access to employment in the public domain. In the context of Greece, this constitutes a very good example of recognising and valuing non-formal and informal learning.

In the period 2000-8 two large scale training programmes on Greek language learning were implemented. Characteristically, in its second round the budget for this Measure was around 21 m€[20] The measure was targeting 6.600 unemployed people aged 16 and over, mainly immigrants, Greeks returning home and refugees. In total 265 training programmes, lasting on average 300 hours each, were implemented by KEKs (by the end of 2007). The participants, after their successful completion of a language learning programme offered by a KEK received a certificate of attendance. They were also entitled to sit exams to get a "Certificate of Attainment in Greek-Level B"[21] organised by the CGL.

Up to 2011 IDEKE is planning to implement free of charge programmes "Ulysses" for the education of immigrants in the Greek language, history and culture[22.] The target is in total 16.000 immigrants over 16 years of age living legally in Greece. For the academic year 2009-2010 the target is to operate 320 classes around Greece (out of 1.100 for the whole period up to 2011). Successful attendants receive a "Lifelong Learning Certificate". This programme was designed so as to offer help to immigrants to participate in the exams for the "Certificate of Attainment in Greek, Level A2" which is a prerequisite for documenting their legal status of "long-term residents" in Greece and allows them to get employment in the public sector.

The programme of studies is divided into two levels. Level A is introductory and is delivered in 125 teaching hours. Level B is more advanced and lasts 175 teaching hours.

5. The Adult Education Centres (KEEs)

KEEs were established by the Ministry of Education in 2003 and support the learning of citizens who have completed various levels of education. Today there are 56 KEEs in operation throughout Greece. The case of KEEs can be characterised as a good example as they proved very successful in attracting adult participation in LLL, a not so good example in following a high centralization approach to curriculum development and a bad example in matters of channelling and management of public funds available from the central administration and management level to the level of individual KEEs.

According to data provided by the General Secretariat of LLL, adult participation in KEEs since their establishment expanded greatly. In practice, KEEs proved to be the fastest growing, in terms of numbers of adult participants, adult education institution in Greece.

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18 See http://www.greek-language.gr/greekLang/en/index.html.
19 See http://www.greek-language.gr/greekLang/files/document/certification/OdigosGb10.pdf (in English).
20 See http://www.prosonolotachos.gr/default.asp?pid=7&lang=1&pageID=86&pttl=6&pcatID=1 . See also: http://www.eye-ekt.gr/%28S%28pdchjg55xv2dlo45ysthzi55%29%29/eye/StaticPage.aspx?pagenb=50934.
21 See http://www.greek-language.gr/greekLang/files/document/certification/OdigosGb.pdf .
22 Source IDEKE. See http://www.ideke.edu.gr/uploads/news_812.zip (in Greek only).

Chart 2: Number of adults participated in Adult Education Centres during the period 2003-8 (Source: General Secretariat of LLL[23])
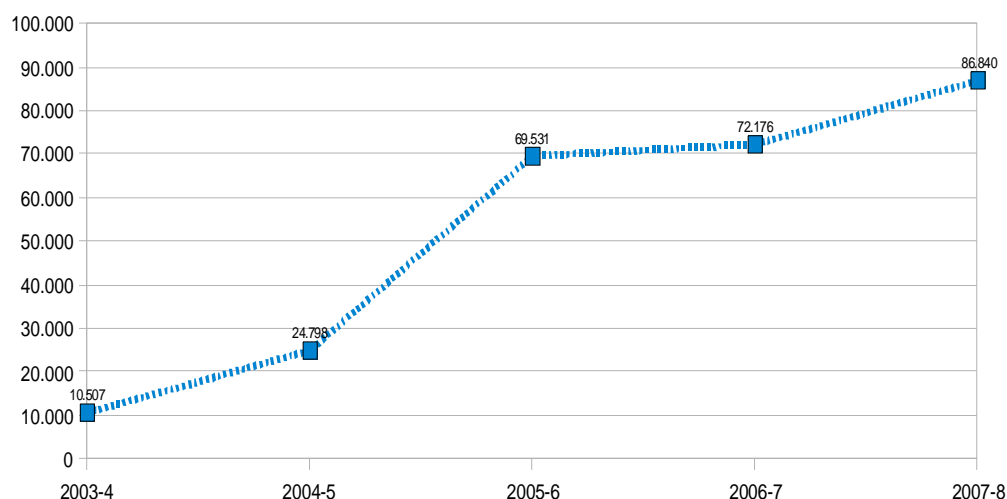
The high expansion rate of KEEs in terms of number of adult participants strongly indicates that *this institution was very successful in fulfilling a gap in the system of adult education provision in Greece.* However, KEEs in order to maintain their momentum have to re-examine some issues.

According to our analysis of the raw data available by the *Institute of Continuing Adult Education* (IDEKE[24]), for the academic year 2008-9 the courses offered by thematic field and instruction hours were the following:

Table 1: KEEs courses offered by thematic field and instruction hours for the academic year 2008-9 (Raw data source: IDEKE)

Field	No. of courses	Average course instruction hours
Foreign language courses	503	50
Basic and Intermediate ICT Skills	454	50
Theatre – Theatrical education	13	50
Art History	11	50
Greek Language I	9	50
Natural Disasters Management	9	75
Finance	7	50
Management and Protection of Environment	6	50
Training for Farmers	5	100
Development of Social Skills in the Work	4	100

23 See General Secretariat of LLL, Ministry of Education (May 2008), The Development and State of the Art of Adult Learning and Education (ALE), National Report, Greece, p. 38. Available at: http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/National_Reports/Europe%20-%20North%20America/Greece_EN.pdf .

24 A public sector body governed by private law. It was established in 1995 (Law no. 2327/1995), and is supervised by the General Secretariat of LLL under the Ministry of Education. IDEKE is managing the public finds for KEEs and is supervising them. See http://kee.ideke.edu.gr (in Greek only).

Environment		
Literature	3	50
Innovativeness, Entrepreneurship, Enterprises	2	50
Social Economy and Social Entrepreneurship	2	125
Other	2	50
Greek History	1	50
Tourism	1	50
Mathematics	1	50
TOTAL:	**`1033**	

Practically, KEEs for the year 2008-9 were heavily biased towards foreign language learning courses (48,6%) and ICT courses (43,9%). These two courses comprised the 92,6% of all KEEs courses offered around Greece. The above findings reflect a highly centralised decision-making process regarding the training programme design, originating mainly from the supervising agency IDEKE.

For the academic year 2009-2010, so far[25,] the planned KEE courses are much less (see Table below).

Table 2: KEEs courses offered by thematic field and instruction hours for the academic year 2008-9 (Raw data source: IDEKE)

Field	No. of courses	Average course instruction hours
Foreign language courses	40	50
Basic and Intermediate ICT Skills	48	50
Greek Language I	1	50
Art History	1	50
TOTAL:	**90**	

This dramatic decline in KEEs courses offered, as shown on the table above, reflects critical funding, administrative and management problems. Delays in the administration and management of the whole project have an impact on the flow of funding[26] as well as the actual amount of money that reaches the individual KEEs. Characteristically, due to such problems until January 2010 the KEEs administration and teaching staff was not paid for services offered during the entire academic year 2008-9.

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[25] Late February 2010.

[26] For the period 2000-8 KEEs were funded by the Operational Programme "Education and Initial Vocational Training" (EPEAEK II). Today KEEs are almost entirely dependent on funds drawn from the National Strategic Reference Framework 2007–2013 (Operational Programme "Education and Lifelong Learning") and managed by IDEKE.

Best Practices Poland

The description of best practices is based on an analyis of the EFELSE interviews conducted in Poland.

(1) INVESTMENT – Adequate resourcing/ Investment: financing and allocation of resources

- There are trade associations of companies forming an umbrella platform, which orders professional trainings for them, thanks to which reduction of costs and organizing a sufficient a group of participants is possible.

- *„Caps" of medium sized companies – this is a very interesting segment – companies unite in cooperation associations – they appoint a "cap". That is a non-holding structure. There are a number of companies and they appoint yet another company to service them by ordering professional trainings for them. And this starts to be a small segment for them. (…) Because these are companies from the same industry, like Polish building depots for example. (…) It's not even about reducing costs; it's about forming a group. It is in fact a reduction of costs, because each of them would have paid 1000 or 2000 PLN per day, per person, if they attended individually, so instead they buy a training and generally pay 3000-4000 or 6000 PLN per training day. This is a gigantic difference, when there are about 15 people attending. All of them gain from it, and they've got the hotel booked as well.*

(2) PARTNERSHIP WORKING – Partnership working across the learning spectrum: collaboration between all stakeholders

- *We have got a pretty nice partnership with the Employment Department, in matters like information flow and other such things. We also cooperate with a few foundations.*

(3) QUALITY CONTROL AND INDICATORS – Striving for excellence/ quality control & indicators: quality assurance measures

Implementation of the ISO 9001:2000 Quality Management System by the company may be considered a good idea, though it is not common practice in the case of companies specializing in trainings.

- *We even had some plans, and we're returning to them, because it was the Warsaw School of Social Sciences and Humanities (SWPS) among others, we would like a sort of cooperation, not only by renting a training room, but something a little different. There are already certain prospects that it may be the school itself that will help us perform an evaluation of something, because it possesses many capable, smart people, who will provide us with help or advice on how to handle what we may not be able to handle ourselves.*

(4) ACCESSIBILITY TO LEARNING OPPORTUNITIES – Accessibility to learning opportunities: anyone, anywhere, anytime

- *Trough Mobile Centers of Vocational Information, we can perform activities of which, for example, Employment Departments are incapable, because we can get to the client. That's why they are called "Mobile".*

In cooperation with a training company, a carrier support program has been established, addressed to women involved in management, based on the "Manager on Heels" portal http://www.managernaobcasach.pl/). This portal was created as a result of cooperation with the women's business community. Its goal is to integrate women of success trough thematic meetings, networking and social initiatives. It is addressed to women, who wish to plan and develop their professional career, which also includes university graduates – managers and

assistants, taking their first steps in the labor market, as well as those, who already possess a certain amount of professional experience and wish to achieve the next rank in their field.

We have launched an initiative, which at first was a little homemade. It is addressed not only to women in managerial positions, but to those we have divided into three target groups. And so we have: beginning managers, assistants/office managers and women of success. Together with a certain training company, we have started up the "Manager on Heels" portal. It will consist of essential advice. We treat this as a business portal; its goal is to integrate this women's business environment, and support young graduates on the job market.

(5) DEMAND FOR LEARNING – Insight into demand for learning: needs of the learner & learning needs of organisations, society and labour market

A precise and in-depth diagnosis of training needs – analysis of trends in the training market, in the education system, research of training needs within the main customer group – employees of regional centers of teacher's in-service training.

An interesting course idea: „Parents' council in school" - Information on establishing and functioning of parents' councils, possible endeavors etc. The course is implemented in the form of educating via an internet platform, open to anyone interested.

- *(...)Anyone, including the parent's themselves, can gain and use knowledge from the „Parent's council in school", on how to form such a council, how to operate etc.*

Awareness of the communication barrier between teachers and students, which is the result of social changes that were quite fast in the recent years, concerning methods of education and IT development. Offering trainings on teacher-student communication:

- *(…) an ability to communicate with youth, and other educational, psychological, and pedagogical skills, as well as various types of intelligence, emotional for example. All of that which helps to find grounds for communicating with the youth (…) University studies do not prepare for contact with students, as they are today – ambitious, clever, seeking, not easily deceived, will not be silenced if they know they are right. And even if they aren't right, they know they have the right to speak. There is still this very old-fashioned habit shared by us teachers, that we expect silence and peace during the lesson, but these are different times.*
Different forms, different methods, different planning, different content, and, finally, teachers must change their attitude towards teaching and their clients in this teaching process. (…) They just need an infliction of communication and education abilities.

Supporting teacher's associations in terms of the functioning of modern non-government organizations – using the project method, searching for sources of financing, writing applications:

- *These are associations which function with help of funds, which they obtain from social and structural funds. Here they learned how to design such projects. (…) Courses like: how to apply to structural funds, how to write applications, how to become a good project manager etc, had drawn unabated interest. (…) Three days, twenty hours (…) We allow four hours of lecture, and sixteen hours of workshop. It all ends with writing applications on a generator.*

Similar to the case of CODN, conducting of trainings and dealing with the scope of teacher-student and teacher-parent communication.

An interesting proposition of training on improvement of management of diversity in a company – communication between generations. The training was ordered by a large catering company:

- *Cultural and communication differences between ages. They figured that they would train not only managers or other managerial persons in this team from a certain area, but also the employees*

themselves, so that they are aware that there is one way to talk to people in their twenties, and another to talk to those in their sixties. (…) I think it was necessary for them, because their company had 350 employees, and the age difference, between those for whom this was their first job, and those who had already been there for some time, was quite high. Apparently some conflict situations must have occurred.

Is planning to launch a special telephone counseling and information service, helpful in the selection of post-graduate studies.

- *„If you don't know what studies to pick, call us" – that's the form we want to use on the website. It will be available in the next academic year. (…) When it comes to deciding, this is going to be not so much a call center, as two people able to provide information on the whole offer. They will have information concerning constructing a carrier path, and what its basic components should be, etc.*

Apart of trainings, they offer a complex service with full diagnostics of training and recruitment needs, composed with a series of methods (workshops, surveys, mystery shopper, observations).

- *We always perform research on the client's needs before the training (..) [using methods of] surveys, in-depth interviews, direct meetings, hidden customer – depending on the type of training and openness of the customer, various methods are taken into consideration.*

(6) LEARNING CULTURE – Creating a learning culture: increasing learning opportunities and motivation

Creation of the „multimedia culture of education" in the teacher community: the Internet platform, Internet courses and trainings (with the possibility of obtaining an online certificate of completion), examples of online conferences, a multimedia library:

- *There is this beautiful portal of the Academy of Education Management with books, articles to read.*

- *Lately, we tested a large videoconference or an online conference with all centers in Poland. My lab, in cooperation with the teaching information center, we organized a conference entitled "Internet in development, development on the Internet". It was about how the personnel of the centers use the Internet for their professional work... We also have a large reading room with computer stations... Well, there is also a large multi[media] library.*

Conducting of trainings (as a subcontractor, cooperation with the Polish Association of the Blind) for a specific group of persons, who are blind, poor-sighted or threatened by loss of vision due to diabetes – preparation of special training materials in the audio format. According to the respondent, it was not easy to order such materials, which indicates that the demand of this kind is observed rather rarely:

- *(...) the materials were recorded using various data carriers. Maintaining this format, DAISY – it is the format for data reading by blind persons, but also by readers. Something like an audiobook.... On the other hand, it was a novelty for us to apply this DAISY system to record these materials. Searching for a recording studio in Warsaw, which would do such things. Because you can record anything anywhere, but not really...*

Within the framework of language courses, an e-learning platform is used as a tool to support the learning process (homework assignments and additional exercises), as well as a remote learning tool, within the framework of which the students are under the constant supervision of lectors, who monitor their progress.

In fact, we have two kinds of e-learning platforms. One supports residency trainings, because what we have been doing since 2004 is blended learning. We provide all of our residency training participants, individual persons, who come to us to learn, with logins to use our e-learning platform. It works like this: they get

specific homework to do via the platform, which corresponds with what they do during their classes. And they are supervised by the same lector, who conducts the residency training.... Why is it good to us such things? If the students have workbooks and they take them home and do their homework, they make errors. And these errors become fixed in their minds... If they do this using the platform, the errors are corrected automatically and they are not fixed – the student memorizes the correct form.... Not only this, the students have access to something called „the student zone". In this "student zone", they can choose from hundreds of exercises for various topics. Whether they work on these exercises or not – it is only up to their good will. The homework is something they have to do – otherwise, the lector calls them and says: listen, honey, I can see that you haven't done this yet and the deadline is coming. So, there is some motivation, which is very important, especially for young students. The other platform is not based on blended learning, it is purely e-learning, in the system of distance learning, but it has this module of supervision of the student. So, the lectors monitor everything, they see whatever is happening and they have specific persons under their care. If they see there's a standstill, nothing done for a week, they just call such person and say: hello dear, what's happened to you? Are you still alive? Where are you? So, they are aware that they cannot just sit down and relax, doing nothing. And the curriculum offered on that platform is very rich, there is voice recognition, it is possible to listen, watch movies, do the exercises. Well, our platform has it all, provided that the lector puts it in the homework. There are the mechanisms and it is only up to the l

Best Practices Romania

See "EFELSE State-of-the-Art Report Romania" and EFELSE website at http://efelse.iacm.forth.gr/

Best Practices Slovakia

Academia Istropolitana, directly managed by the MESR was responsible for the national project to implement the strategy of LLL and LLG. National project is supposed to be financed from EU structural funds. The aim of the national project "National System of Qualifications in the Context of the Further Educational System Supported by Guidance" is to have a positive impact on all target groups - the citizen, employer, public administration and educational institutions. Individuals will receive training whenever the labour market situation requires amendment, expansion or acquisition of new skills, even in an informal system of education based on the recognition of non-formal education.

Employers should define their requirements for the profile of their prospective employees actively entering into the curriculum making process. Public administration will have more flexibility to meet its obligations to the labour market on local and regional level and will help to reduce unemployment. Educational institutions are allowed to respond flexibly to the changing labour market needs, increasing demand for further (lifelong) learning. This project will contribute the increasing participation in LLL, including the involvement of people with special needs and disadvantaged groups, regardless to their socio-economic backgrounds. Since early 2010,it is expected to start work on a full national project due to the fact that in December 2009 the legislative process of the Law on LLL successfully took place and thereby ensured the compatibility of the national project with this Act.

One of the measures at the national level aimed at increasing participation in the adult learning is to establish an information system for LLL and LLG, which will be a powerful tool of free access to citizens and institutions of education and counselling. The Research team provided a systematic division of the lifelong learning during the year 2008, ME SR basic program structure and design of LLL portal, which currently operates in a pilot mode. The timetable expects the duration of the test operation of an information system by 15 January 2010 with full operation starting in April 2010. At the same time in 2009, a contractor connected the existing system with the portal of the UPSVAR centre - Integrated Type Positions (ISTP), with the individual training courses, qualifications and modules to connect the code of employment vacancies for which the individual education programs and modules are provided.

Other example is the adoption of the Proposal for the Information System Project Structure (ISADV), an information system for ensuring the collection, monitoring and continuous updating of all relevant information relating to the supply of accredited educational activities, referral to various user groups, and thus provides more effective system of technical evaluation of projects of educational institutions applying for accreditation. ISADV will implement this system of online accreditation also for introduction of accreditation for continuing education, which is a national educational institution verification capability to carry out educational activities under the conditions laid down by Law on LLL and amending certain laws. Comprehensive information systems on accredited courses will be incorporated in the portal menu, with the applicability to labour position, time and venue.

Association of Towns and Municipalities (ZMOS) in Slovakia in 2006 decided to respond to new challenges in continuing and lifelong learning of employees of local territorial authorities through the project Improving the competitiveness of primary schools within the smallest territorial units as the main premise of promoting the open school system, which was supported by the ESF. The main target groups for the project were not the elected representatives of local self-administration, but the teaching staff of primary schools who belong to a rich variety of structured local staff and local authorities. ZMOS completed projects actively, contributed to the systemic change that provides new conditions for capacity development and training of primary school teaching staff. Pilot project has been implemented in Prešov Region ,in the field of e-learning and traditional learning, where in 480 hours, 95 teachers were trained in three training modules. The project has brought many participants to meet expectations, perhaps much sooner than anticipated, in the form of successful projects which have already been filed in the course of training in 2007 and 2008. Several projects were supported by the challenges of the MESR, supported programs of other institutions, and the ESF, such as language laboratories, Open School, e-learning.

For two years, the project has managed to establish a new element in the structure of education of the Association of Towns and Municipalities, which is the Virtual Academy of ZMOS. Virtual Academy is an electronic learning platform, which was first publicly presented on the 28 May, 2007 in Prešov. The opening

ceremony of the Virtual Academy is "based" on the Web (www.zmos.exs.sk) formed by linking the shortcut key partner bodies involved in the project: the Association of Towns and Villages of Slovakia and the European Cultural Society. Some other examples of good practices:

- Awarding outstanding projects, programmes, activities, individuals in education (Roma Spirit, price for the best use of ICT by teachers ,by the Slovak Telecom)
- Centres of vocational education and training
- Universities of the third age (U3A) in Slovakia
- Tax incentives for lifelong training for some categories of medical staff
- Projects:
- Multicultural Education for European Citizenship
- Prointegra - E-learning course about integration of risk groups of children
- Weblogs for Senior Learners - The Story of My Life
- Regional Development by Distance Learning of SME Managers
- Creating the system of Lifelong Learning and Guidance in the Banská Bystrica Self-Governing Region
- PSA) 'Campus of Vocations' and 'Coordinating Centre of Vocational Education'
- Certification Course for Lecturers of Adult Education (CKL)
- Professional MBA in Automotive Industry

As an example of a good policy is that in the political context, the Member States of the European Union strive through the open method of coordination to make LLL and mobility a reality, to improve the quality and effectiveness of education and training, seek to strengthen creativity and innovation at all levels of education and training in Europe. The Government approved the Strategy for Lifelong Learning and Lifelong Guidance for the years 2007 -2015 with the Act no. 382/2007 from 2007. Its result is the Law 568/2009 Coll. z. on Lifelong Learning and amending certain laws.

Conferences	Institution	Time	Weblink
Quality of Further Education	AIVD	22 April 2010	http://www.aivd.sk/konferencia
Conference Education in municipalities: Education of professional groups, standards of education, new trends in education	Assocation of Education of Municipalities (ZMOS)	23-24 April 2009	http://www.avs-rvc.sk/avs_stare/index.php?co=konf#3
International conference Further Education in SR: Challenges, trends, priorities:	Centre for Further Education of Comenius University in partnership with Section of LLL of MESR	7-8 December 2009	http://www.cdvuk.sk/blade/index.php?c=1461

Figure 1 Conferences on further education and future prospects in Slovakia

Online Information-Accredition System of Further Education (http://isdv.fri.uniza.sk/) which was established according to the Lifelong Learning Act, serves as a quidance tool which supports further development of LLL in Slovakia. The main target groups of the online information portal are LLL providers and participants of E&T.

Information portal Integrated System of Typical Positions (http://www.istp.sk/) which provides key information on professions according to occupational fields. Among information stated are educational level requirements, information on salaries, characteristics of job positions and other related information. A part of this is also a project "Word of Work", both funded by ESF. Output of this project was a multimedia DVD, which is catalogue of typical positions. Website of Integrated System of Typical Positions includes catalogue of over 1900 job position descriptions, analyses of individual potential and career planning. Crucial part for development of the National System of Occupations. ensured the compatibility of the national project with this Act.

Best Practices Spain

The following sections are part from the EFELSE Resource library and contain references to Good practices related to the policies design and implementation in Spain. In total, 35 examples of good practices are provided on policy level a17 on training level. Some of the entries listed below are actually referencing to longer lists of good practices, which are kept updated.

Policy Level Initiatives

Consorci d'Educació de Barcelona (CEB)

Description: The Consortium for Education in Barcelona (CEB) is an association with instrumental character, created by the Government of Catalonia and Barcelona City Council to jointly manage education in the city of Barcelona. Since the introduction the consortium as a coordinating body on regional level has been very successful, the same strategy will be applied in the rest of Spanish autonomous communities.

> *Target groups*: coordination of all E&T in Catalonia
> *Time frame*: Since 2002
> *Level*: Regional (Catalonia)
> *URL*: http://www.edubcn.cat/
> *Reference*: EFELSE interviews
> *Language*: Spanish, Catalan

Instituto Nacional de las Cualificaciones (INCUAL)

Description: The National Institute of Qualifications (INCUAL), under the Ministry of Education is a support body facilitating to achieve the objectives of the National System of Qualifications and Vocational Training. INCUAL competencies are, among others, the development, production and maintenance of the catalogue updated National Vocational Qualifications and the development of support tools for the assessment and accreditation of skills acquired through work experience and no formal way training.

> *Target groups*: educational institutions
> *Time frame*: since 1999
> *Level*: National
> *URL*: http://www.educacion.es/educa/incual/ice_informacionOrientacion.html
> *Reference*: Royal Decree 375/1999 of 5 March
> *Language*: Spanish

Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA)

Description: The National Agency for Quality Assessment and Accreditation (ANECA) is a state foundation that aims to contribute to improving the quality of higher education system through assessment, certification and accreditation of university teachers and institutions.

> *Target groups*: educational institutions
> *Time frame*: since 2002
> *Level*: National
> *URL*: http://www.aneca.es
> *Reference*: Acuerdo de Consejo de Ministros, de 19 de julio de 2002 por el que se crea la ANECA
> *Language*: Spanish

Instituto de Evaluación

Description: The Institute of Evaluation is the organization responsible of the assessment of educational system of the Spanish Ministry of Education and Science. All the functions of the Institute of Evaluation are realized in coordination with educational Administration: elaborating multianual projects of general assessment of educational system; coordinating the participation of Spanish State in international evaluations;

elaborating the National System of Education Indicators that will contribute to the knowledge of educational system and to orientate the decision-making of educational institutions and of all sectors implied in education; collaborating in the realisation of general diagnostic assessments, which permit to obtain representative data, as well from students and centres of the Autonomous Communities as the hole State, in the framework of general assessment of educational system.

Target groups: educational institutions
Time frame: since 2006
Level: National
URL: http://www.institutodeevaluacion.mec.es/acerca_del_instituto_de_evaluacion/
Reference: Artículo 142 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE)
Language: Spanish

Reconocimiento, Evaluación y Acreditación de Cualificaciones

Description: It is a series of actions aimed to recognize, assess and accredit the skills acquired through work experience or through non-formal training.

Target groups: adults, professionals through experience
Time frame: experimental since 2003, in action since 2009
Level: National
URL: http://www.educacion.es/educa/incual/ice_recAcr.html
Language: Spanish

Información y Orientación de INQUAL

Description: Collaboration between training and technological expertise of the 26 families professionals ensures a coordinated view of the world situation and job training. INQUAL provides information and guidance is characterized by these aspects:
- Coordination between the field of training and employment.
- Coordination between professionals of local, regional, national and European.
- Transparency of vocational skills.
- Transparency in the working world.
- Interaction through forums of various trade sectors.
- Networking with the observatories of the Autonomous Communities.
- Information structured and verified.

Target groups: adults
Time frame: since 2002
Level: National
URL: http://www.educacion.es/educa/incual/ice_informacionOrientacion.html
Reference: Ley Orgánica 5/2002, de 19 de junio, TÍTULO III
Language: Spanish

Plan FIP (Formación en Inserción Profesional)

Description: The National Plan for Training and Professional Insertion includes all occupational training activities aimed at the unemployed, to provide skills required by the productive system and Laws, when the same lack of specific training or qualification is insufficient or inadequate .

Target groups: adults
Time frame: yearly, since 2004
Level: National
URL: http://www.mepsyd.es/politica-social/inclusion-social/formacion.html
Reference: REAL DECRETO 1936/2004, de 27 de septiembre, BOE núm. 238
Language: Spanish

Fundación Tripartita para la Formación en el Empleo

Description: The Tripartite Foundation for Employment Training, belonging to the State Public Sector is one of the organs that make up the organizational structure and institutional participation of the subsystem of vocational training for employment. You tripartite and its board is comprised of Public Administration and business organizations and trade unions.

> *Target groups*: active workers and unemployed
> *Time frame*: since 2007
> *Level*: National
> *URL*: http://www.fundaciontripartita.org
> *Reference*: Real Decreto 395/2007 de 23 de marzo
> *Language*: Spanish

Acuerdos Nacionales de Formación Continua

Description: Since 1993, the training and retraining of employed workers has been regulated through the National Continuing Education Agreement signed between business organizations and trade unions, and between them and the government. These agreements have been characterized by the prominence of social partners in the design and implementation of training. They have also enabled the provision of financial resources for businesses and their workers and building a model based on social cooperation and development of sectoral and regional peer institutions.

> *Target groups*: active workers
> *Time frame*: since 1993
> *Level*: National
> *URL*: http://www.fundaciontripartita.org/index.asp?MP=2&MS=5&MN=2&TR=C&IDR=83
> *Reference*: Real Decreto 1046/2003, de 1 de agosto
> *Language*: Spanish

Premios necesidades educativas especiales

Description: Awards for schools who develop actions aimed at students who have special educational needs. The awards call is based on one of the fundamental principles governing the Organic Law on Education from 2006, which is to provide quality education to all students, tailored to their needs, to achieve the maximum development of all their capabilities, applying, at the same time, the principle of attention to diversity and ensuring equality of opportunity.

> *Target groups*: institutions that support students with pecial educational needs
> *Time frame*: 2009
> *Level*: National
> *URL*:http://www.educacion.es/horizontales/ministerio/premios/centros-educativos/premios-necesidades-educativas-especiales.html
> *Reference*: BOE 127 de 26 Mayo 2009, Sec. III. Pág. 43902, http://www.boe.es/boe/dias/2009/05/26/pdfs/BOE-A-2009-8714.pdf
> *Language*: Spanish

Plan Extraordinario de Medidas de Orientación, Formación Profesional e Inserción Laboral

Description: With the fundamental objective of addressing the unemployed issue in the context of the recent crisis, the Government has approved in April 2008 a special plan for guidance, vocational training and job placement. This special plan applies throughout the country, and is managed by the Public Employment Service and the Autonomous Communities with statutory powers assumed in the field of labor, employment and training. The plan provides for the hiring of 1,500 advisers whose role is aimed specifically at strengthening support tasks to the job search. Also specific grants are assigned for the job search process and to facilitate geographical mobility, which will be integrated into the plan along with measures of orientation, training and integration already in place, which are thus reinforced. The geographical mobility aids are aimed

at unemployed to accept a job that requires them to move their household, finantial aids are provided for the transfer, travel, transport, accommodation and childcare.

Target groups: more than 400.000 unemployed
Time frame: 2009
Level: National
URL: http://www.plane.gob.es/plan-extraordinario-de-medidas-de-orientacion-formacinn-profesional-e-insercion-laboral/
Language: Spanish

Reconocimiento de las competencias profesionales adquiridas por experiencia laboral

Description: In order to facilitate workers without official title to benefit from their expertise, Spanish government enabled a system of evaluation and accreditation of knowledge gained through experience or through non-formal training. The skills and may be confirmed by accredited vocational training modules, which allow the worker to earn the title or certificate of Training for studying the modules that you lack. This initiative also increases the flexibility of the vocational training for employment by keeping open calls and alowing adaptation to labour market needs.

Target groups: all adults
Time frame: 2009
Level: National
URL: http://www.boe.es/boe/dias/2009/08/25/pdfs/BOE-A-2009-13781.pdf
Reference: BOE 205 de 25 Agosto 2009, Sec. I. Pág. 72704
Language: Spanish

Catálogo Nacional de Cualificaciones Profesionales (CNCP)

Description: The National Catalog of Professional Qualifications (CNCP) is the instrument of the National System of Qualifications and Vocational Training for ordering qualifications susceptible to recognition and accreditation, as identified in the production system based on the appropriate competencies for professional practice. It includes the most significant professional qualifications of the Spanish production system, organized in professional categories and levels. It is the basis for developing the training offer for diplomas and professional certificates. The CNCP includes the contents of the training associated with each qualification, according to an articulated structure of training modules. The National Qualifications Institute is responsible for defining, developing and updating the CNCP and the corresponding catalog Modular Training.

Target groups: VET
Level: National
URL: http://www.educacion.es/educa/incual/ice_catalogoWeb.html
Language: Spanish

Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional

Description: The Organic Low on Qualifications and Vocational Education and Training

Target groups: VET
Time frame: since 2002
Level: National
URL: http://www.boe.es/boe/dias/2002/06/20/pdfs/A22437-22442.pdf
Reference: BOE número 147 del jueves 20 de junio de 2002
Language: Spanish

Acuerdo de formación profesional para el empleo

Description: Agreement on Vocational Training for Employment

> *Target groups*: VET
> *Time frame*: since 2006
> *Level*: National
> *URL*: http://www.mtas.es/es/empleo/formacion/acuerdo-fp.pdf
> *Language*: Spanish

Plan de Formación e Inserción Profesional

Description: Employment Training and Integration Plan

> *Target groups*: VET
> *Time frame*: Since 2004
> *Level*: National
> *URL*:
> http://www2.inem.es/BDlegislativa/script/documentos.asp?archivo=Legis/PDF/SoloPDF/d16555
> *Reference*: REAL DECRETO 1936/2004, de 27 de septiembre
> *Language*: Spanish

Federación de Asociaciones de Educación de personas Adultas

Description: The Federation of Adult Education (FAEA) is a state-wide non profit organization of social initiative coordinating more than 50 entities independent of each other with a common mission to promote an integrated model, critical, open and inclusive lifelong learning of adults in which each person is his educational process, prioritizing the needs of those at risk of exclusion. FAEA mission is to create view through the analysis of educational and social policies, and dissemination of information and documentation of continuing education for adults in the context of multiculturalism; to innovate by developing research projects, developing educational materials and developing training strategies tailored to the needs of each entity and its professionals and to provide quality services offering advice to organizational change professional oriented associations on issues such as planning, management, project design, evaluation and training.

> *Target groups*: adults, especially those at risk of exclusion
> *Time frame*: since 1984
> *Level*: National
> *URL*: http://www.faea.es/
> *Language*: Spanish

Premios Marta Mata a la calidad de los centros educativos

Description: Prize Marta Mata 'to the quality of schools for 2009. The main objective of the award is to recognize, highlight and make visible the path of those non-university schools who have distinguished themselves by their good practices and by the joint efforts of the educational community in search of better educational activity for achieve quality education for all. It aims to demonstrate and disseminate exemplary global actions, having experienced and innovative new approaches, can guide and inspire other educational communities in their desire to improve their performances.

> *Target groups*: Training centers
> *Time frame*: yearly
> *Level*: central
> *URL*: http://www.educacion.es/horizontales/servicios/centros-educativos/premios/premios-marta-mata.html
> *Reference*: BOE Núm. 117 Jueves 14 de mayo de 2009 Sec. III. Pág. 41227
> *Language*: Spanish

I Premio Nacional de Educación para el Desarrollo

Description: National Awards for Education for Development aimed at those schools to develop activities, educational experiences, educational projects or proposals to raise awareness, raise awareness, develop critical thinking and encourage active participation of students in the pursuit of global citizenship, compassionate committed to the eradication of poverty and its causes and sustainable human development.

> *Target groups*: Training centers
> *Time frame*: yearly
> *Level*: central
> *URL*: http://www.educacion.es/horizontales/servicios/centros-educativos/premios/premio-educacion-desarrollo.html
> *Reference*: BOE Núm. 124 Viernes 22 de mayo de 2009 Sec. III. Pág. 43015
> *Language*: Spanish

Concurso nacional de buenas prácticas para la dinamización e innovación de las bibliotecas escolares

Description: The national contest of good practice and innovation to revitalize the school library includes modality for Special Education and Adult Education. The awards are aimed at Spanish schools supported with public funds that have developed dynamic performances and innovation of its library, to give visibility and recognition for his efforts and his contribution to improving the quality of education.

> *Target groups*: Training centers
> *Time frame*: yearly
> *Level*: central
> *URL*:http://www.educacion.es/horizontales/servicios/centros-educativos/premios/premios-bibliotecas-escolares.html
> *Reference*: BOE Núm. 116 Miércoles 13 de mayo de 2009 Sec. III. Pág. 41077
> *Language*: Spanish

Programas de Cualificación Profesional Inicial (PCPIs)

Description: One of the major innovations introduced by the LOE in the year 2008/09 the offer of Initial Vocational Training Programs (PCPIs) with which about 50,000 students will have the opportunity to return to education. The PCPIs offers to students who at the age of 16 have not completed compulsory secondary education to achieve a Level 1 qualification certifying them for the development of a profession and the possibility of obtaining a secondary school diploma (a new feature within the Spanish educational system).

> *Target groups*: adult people with no secondary education
> *Time frame*: since 2009
> *Level*: central
> *URL*: http://www.educacion.es/horizontales/iniciativas/pcpi.html
> *Language*: Spanish

"hoja de ruta" para impulsar un nuevo modelo de Formación Profesional

Description: A "roadmap" to promote a new model of vocational training aiming to promote lifelong learning throughout life, the transfer of some other professional activities, and recognition of skills acquired through work experience or through non-formal training. Furthermore, as the qualifications for adequately prepare students for the demands of the information society and knowledge, also facilitating and encouraging the international mobility of students and workers. It is provision to establish a Network of National Focal Points (Red de Centros de Referencia Nacional) of the 26 occupational families. The centers, which will be in the Autonomous Communities, will be leading everyone in your area, and promote measures and research programs needed to meet the needs of emerging and innovative sectors. Furthermore, the network of integrated Training Centers will be extended which will allow the centers to maintain high quality standards of education, while they will be in constant contact with the labor market reality. It is also intended to improve

the allocations of both equipment and infrastructure. In 2009 The Government have approved the distribution of 6 million euros between the regions for the dissemination of the new Professional Training.

Target groups: adults
Time frame: since 2009
Level: central
URL: http://www.educacion.es/educacion/que-estudiar/formacion-profesional/hoja-ruta-fp.html
Language: Spanish

Plan Extraordinario de Medidas de Orientación, Formación Profesional e Inserción Laboral

Description: With the fundamental objective of addressing the surge in the volume of unemployed, the Government has approved in April 2008 a special plan for guidance, vocational training and job placement.The plan provides for the hiring of 1,500 advisers whose role is aimed specifically at strengthening support tasks to the job search. Also referred to specific grants for the job search process and to facilitate geographical mobility, which will be integrated into the plan along with measures of orientation, training and integration already in place, which are thus reinforced. The geographical mobility aids are aimed at unemployed to accept a job that requires them to move house and move down aid, travel, transport, accommodation and childcare.

Target groups: unemployed people through the Public Employment Service and the Autonomous Communities
Time frame: since 2008
Level: central
URL: http://www.plane.gob.es/plan-extraordinario-de-medidas-de-orientacion-formacinn-profesional-e-insercion-laboral/
Reference: BOE de 22 de abril de 2008
Language: Spanish

Ayudas para realizar cursos de inglés en el extranjero

Description: Support for English language courses during the summer of 2009, aimed at young people between 16 and 30 years. 25,000 aids of 1,700 euros each have been provided through a compatative call for students who will participate in a course for improving the English language at least three weeks with a minimum of 15 hours per week from 1 June to 30 November of the year 2009, in countries whose official language is English.

Target groups: young people between 16 and 30 years old
Time frame: 2009-2010
Level: state, except for the Basque Country
URL:http://www.educacion.es/horizontales/servicios/becas-ayudas-subvenciones/para-estudiar/idiomas/beca-cursos-ingles-extranjero.html
Reference: BOE Núm. 37 Jueves 12 de febrero de 2009 Sec. III. Pág. 15159
Language: Spanish

FEAPS: manual de buenas prácticas (Educación personas con retraso mental)

Description: FEAPS (Confederación Española de Organizaciones en Favor de las Personas con Discapacidad Intelectual) has developed a manual on good practices in the education of mentally retarded people. The manual is especially directed to the educators/trainers and to the management bodies of educational/training institutions, but is also useful to more general public.

Target groups: organisations, trainers and other people related to the education of mentally retarded people
Time frame: Since 2000
Level: National
URL: http://www.feaps.org/manualesbb_pp/educacion.pdf
Language: Spanish

Guía de buenas prácticas sobre materiales de formación continua: marco de referencia y los estudios empíricos

Description: The Guide to Good Practices for Didactic Materials in Continuous Edication is a comprehensive document presented an extensive study on the subject. It contains separate sections dedicated to the production of printed material, electronit materials and video. The Guide has been developed in the focus of FORCEM (La Fundación para la Formación Continua).

> *Target groups*: Institutions and edicators in Continuous training developing training materials
> *Time frame*: 2003
> *Level*: National
> *URL*: http://www.pymesonline.com/formacion/index.php?action=file&id=765
> *Reference*: Fundación Tripartita para la Formación en el Empleo
> *Language*: Spanish

Cuestionario de Evaluación de la Calidad de las Acciones Formativas

Description: A standardised questionnaire has been developed, aiming to assess the quality of the training activities, taking into account the satisfaction and effectiveness of these actions once executed. The questionnaire is acompanied by a manual which provides guidance on the use and method of completing the questionnaire.

> *Target groups*: mainly VET
> *Time frame*: 2009
> *Level*: National
> *URL*:http://www.fundaciontripartita.org/almacenV/doc/Ayudas_Formacion/Planes_formacion_ocupados/17282_147147200910105.pdf
> http://www.fundaciontripartita.org/almacenV/doc/Ayudas_Formacion/Planes_formacion_ocupados/23155_41241220099112.pdf
> *Reference*: Fundación Tripartita para la Formación en el Empleo
> *Language*: Spanish

ITE - Instituto Superior de Formación y Recursos en Red para el Profesorado

Description: The Institute of Educational Technology (former known ISFTIC - Instituto Superior de Formación y Recursos en Red para el Profesorado) is the unit of the Ministry of Education responsible for the integration of ICTs in non-university educational stages. Holds the rank of Assistant Director General in DG integrated vocational training, which in turn is part of the Secretariat of State for Education and Vocational Training.

> *Target groups*: adults, professors/educators/ educational institutions
> *Time frame*: 2009
> *Level*: National
> *URL*: http://www.ite.educacion.es/
> *Reference*: BOE Núm. 163 Martes 7 de julio de 2009 Sec. I. Pág. 56559
> *Language*: Spanish

INEM Subdirección General de Formación Continua

Description: The General Office of Continuing Education has been established in response to the needs and obligations under the Tripartite Agreement III of Continuing Education. The General Office of Continuing Education is responsible for the assessment and analysis of records of Continuing Education; planning, monitoring and evaluation of Continuing Education, counseling and legal-technical assistance relating to Continuing Education, and the establishment and maintenance of business processes to be developed by the various units of the Public Employment Service on Continuing Education.

> *Target groups*: adults & vet institutions
> *Time frame*: since 2001
> *Level*: National

URL: http://www.inem.es/inem/ciudadano/formacion_continua/sub_general.html
Reference: Real Decreto 377/2001, de 6 de abril, (BOE de 21 de abril)
Language: Spanish

Aula Mentor / Mentor Classroom

Description: Mentor Classroom is an initiative of th e Ministry of Education, Culture and Sports that offers open and distance-learning via the Internet, with more than 70 courses to choose from, all of them within the scope of lifelong learning. They are directed to adults outside of the Education System, and aim at updating their skills in a number of professional fields, with an emphasis on Information and Communications Technology (TIC) and its application within the labour market.

Target groups: adults
Level: National
URL: www.mentor.mecd.es
Reference: INEM (2008) THEME 5: Continuing education and training for adults in Spain, p.8
Language: English

The Alba Project

Description: The Alba Project: Improvement on women's hirability linked to basic (curricular) and vocational training. This project is part of the Leonardo Da Vinci Community Programme for the encouragement of Vocational Training. It aims at improving the hirability of adult women without a degree, and promotes the co-ordination between Basic Education and Vocational Training. This project is promoted by the Women's Institute, in collaboration with the Ministry of Education, Culture and Sports; the National Employment Institute (INEM), and the National Qualification Institute.

Target groups: adult women
Time frame: 1998-2000
Level: National
Reference: INEM (2008) THEME 5: Continuing education and training for adults in Spain, p.8
Language: English

Centro para la Innovación y Desarrollo de la Educación a Distancia, CIDEAD

Description: The Center for Innovation and Development of Distance Education (CIDEAD), integrated in the General Directorate for Lifelong Learning at the Ministry of Education, has the function of coordinating and organizing the elements and processes of distance education and facilitate access to education of adults and pupils who, by personal, social, geographical or other exceptional reason may be unable to continue learning through regular attendance system. Its educational methodology count on open and flexible curriculum adaptations, new modular systems and innovative evaluation models, together with the effort being made in technological innovation.

Target groups: adults and pupils who can not participate in regular education
Level: National
URL: http://cidead.cnice.mec.es/
Reference: EURYDICE (2009) Organisation of the education system in Spain 2008/09
Language: English

CARITAS

Description: CARITAS (a non-profit organisation related with the Catholic Church) is worthy of mention for its presence and tradition in social caring of underprivileged groups. This organisation develops training programs as the managing entity of public programs, as well as other programs of own initiative.

Target groups: underprivileged people
Time frame: since 1947
Level: National
URL: http://www.caritas.es/

Reference: INEM (2008) THEME 10: Financing - investment in human resources in Spain, p.10
Language: Spanish

ONCE

Description:

Target groups: ONCE (National Organisation for the Visually Impaired), which represents a historical reference in Spain regarding social care for visually impaired and handicapped individuals. ONCE is also involved in specific actions in the fields of Education and Vocational Training for these groups. As well as other non-governmental organisations ONCE develops public training programs such as management and personal programs.
Time frame: visually impaired and handicapped individuals
Level: National
URL: http://www.once.es/
Reference: INEM (2008) THEME 10: Financing - investment in human resources in Spain, p.10
Language: Spanish

Training Level Initiatives

Linguamón – Casa de las Lenguas

Description: Catalan conversation circles for adult immigrants

Target groups: adult immigrants
Time frame: Since 2005
Level: Regional - Catalonia
URL: http://www10.gencat.cat/casa_llengues/AppJava/es/index.jsp
Language: 22 different languages

Centres de Formació d'Adults: Manuel Sacristán, cfa Maria Rubies, cfa Clot, Freire, Palau ce Mar (en TIC)

Description: It is a training center for adults whose primary objective the protection of the rights of workers and worker education throughout life. The center provides langiage courses (Spanish, Catalan, English), diplomas in Secondary Education, access to vocational training, Computers (initial and user levels), etc. It also provides guidance and individual training from the initial level of knowledge and in accordance with the objectives to be achieved.

Target groups: adults
Time frame: since more than 15 years
Level: Regional - Catalonia
URL: http://www.conc.es/escolaadults/
Reference: EFELSE Interview: Emili Pérez (responsable de l'educació d'adults) Consorci d'Educació de Barcelona
Language: Catalan, Spanish

Sanjorge Training

Description: Implementation of software to offer a service of distance learning. The company has developed a platform for the delivery of distance learning, not just those who were interested in courses offered by the company but also the platform can be used by companies that want to provide training to its employees and that these can do at home.

Target groups: adult workers and unemployed

Time frame: since 1978
Level: National - Spain
URL: http://www.san-jorge.org
Reference: Centro de Recursos (EQUAL) > Banco de buenas prácticas, http://empresas.gijon.es/index.asp?MP=148&MS=134
Language: Spanish

Hulleras del Norte, S.A.

Description: Implementation of a model of innovative e-learning in a company under industrial. A purely a mining company with a long tradition, explains how the practice conducts an implementation of an innovative model for training in key e-learning a company deeply rooted in industrial and manufacturing. The center's facilities have 15 classrooms and 7 workshops that will be given 80,000 hours / year to 300 students and pupils simultaneously. Equipped with a staff of 30 technicians dedicated entirely to training.

Target groups: professionals in the mining sector
Time frame: The HUNOSA Training Center, is nearly 40 years old
Level: Regional - Asturias
URL: http://www.hunosa.es/es/framework.hps
Reference: Centro de Recursos (EQUAL) > Banco de buenas prácticas, http://empresas.gijon.es/index.asp?MP=148&MS=134
Language: Spanish

Observatori Municipal de la Igualtat: Banco de buenas prácticas, temática Educación y formación

Description: A list of good practices for supporting equite is being identified and continuously updated by the Observatori Municipal de la Igualtat at the Ayuntamiento de Palma. Currently in the E&T area 19 such practices have been identified.

Target groups: potencially disadvantagegroups - women, immigrants, gypsies
Time frame: since 2007
Level: National - Spain
URL: http://www.observatoripalma.org/practicas/resultados.es.html?areasTem=&texto=&tematica=4&tipo_entidad=
Language: Spanish

Innovative Educational Practices of Public Internet Centres

Description: A list of innovative practices could be found in the pic-project web site. "This study consists in a comparative analysis of the variety of best practices in Digital Literacy and Adult Education that were identified in individual Public Internet Centres (PICs) across Europe -practices that are potentially transferable to other European regions or countries - with a view to the local context, the local network and the typology of PICs in which they were developed. The source data for this study is contained in an on-line database which collects all the interviews for PICs that were carried out by PPII's project partners during 2006".

Target groups: adults
Time frame: since 2006
Level: Spain, Italy, Germany, Czech Rep., France
URL: http://pic-project.eu/fileadmin/PICS/documents/SP_Estudio_1.pdf
Reference: Book: SUTURING THE DIGITAL GASH A European transnational project, p. 35-66
Language: English, Spanish, French, Italian, German, Chez

Libro de Buenas Prácticas de e-learning

Description: From the Spanish Association of Distance Learning Schools (ANCED). In this book you will be able to find a faithful image of Distance Learning's present state and the degrees of integration of ICT in the

learning-teaching processes. It shows new tendencies associated with higher education and unofficial training respectively, displaying experiences related to education and technology with a big representation of national and international universities and our Associate Centres.

Target groups: general public
Time frame: 2007
Level: Spain
URL: http://www.buenaspracticas-elearning.com/
Language: Spanish

Citilab - Cornellà

Description: Citilab-Cornellà is an experimental centre for the convergence between the new Internet generation and the new Knowledge Society. Citilab-Cornellà is a workspace dedicated to activating, stimulating and expanding creative and innovative capacity in entrepreneurs' technology, companies, and citizens of the Knowledge Society. Citilab-Cornellà is orientated to the promotion of Social Internet-related projects and pays special attention on the evolution of new places, concepts and methodologies related to the impulse of the Information Society and the new economy of telecentres, living labs and e- learning.

Target groups: all
Time frame: since 2008
Level: Local - Cornellà de Llobregat (BCN)
URL: http://citilab.eu/inici
Language: Spanish, Catalan, English

Cibernarium / Barcelona Activa

Description: Cibernàrium is the space to get started on new technologies, keeping abreast of the latest technological solutions and learn to use Internet tools to enhance your professional profile. Barcelona Activa (Barcelona City Council) provides free and open access to learning possibilitis for everyone with extensive program of free activities for training tailored to your needs. The center also collaborates in projects on European and International levels.

Target groups: people of working age
Time frame: since 2003
Level: Regional - Catalonia
URL: www.cibernarium.cat
Language: Spanish, Catalan

Open Universities (UNED). Aulas Mentor

Description: Aula Mentor is an open, free and Internet-based educational system sponsored by the Ministry of Education, Sport and Social Policy within the Lifelong Learning program. Aula mentor has over 100 online courses with open enrollment and ongoing close attention to the student tutorial. Furthermore, it offers over 350 classrooms in operation. Aula Mentor Program has been selected as one of 14 best practices in the Inventory of the European Union, study conducted by the University of Florence.

Target groups: adults
Level: National - Spain and several countries in Latin America (Costa Rica, Honduras, Nicaragua,Paraguay, Perú, Rep. Dominicana, Panamá)
URL: https://cve.mec.es/mentor/inicio.html
Reference: Spanish Ministry of Education
Language: Spanish

IL3 (Institute for Long Life Learning), University of Barcelona.

Description: The Institute for LifeLong Learning (IL3) is the continued education brand from University of Barcelona. IL3 brings together all disciplines of science and the arts, and divide its offer in eleven thematic areas with a wide range of courses which, in turn, may face , blended or non-face and of varying duration

(from master to seminars and postgraduate). In addition, there is also training for companies. Through IL3-Institute for Lifelong Learning, the University of Barcelona, integrates the experience, methodology and training supply and non-face-face and extending its range towards the formation blended learning or blended learning, with increasing demand mode recent years.

>*Target groups*: all professionals (and hence also business) national and international
>*Level*: Spain and International
>*URL*: http://www.il3.ub.edu/ca/Home.html
>*Language*: Spanish, Catalan

Xarxanet.org

Description: Xarxanet.org is the Associative Network of Volunteer for Catalonia. It is a majour internet portal in Catalan language launched on 10 July 2003. It is a gateway to the world of associations, volunteering, and civic solidarity in all spheres (social, environmental, human rights and cooperation, community, etc.) and place to share information, services, projects, processes, facilitating networking between organizations, individuals, associations, schools, governments, companies, universities. It is open to individuals, organizations and other stakeholders such as companies, universities and the world of education, etc. xarxanet.org is promoted by the Department of Social Welfare and Family Affairs of the Generalitat de Catalunya. Xarxanet.org provides training through variety of means - e-learning, self studies, etc.

>*Target groups*: volunteers
>*Time frame*: since 2003
>*Level*: Regional - Catalonia
>*URL*: http://www.xarxanet.org
>*Language*: Spanish, Catalan

ADAMS

Description: Adams is a private course provider for face-to-face and distance training. It provides student-teaching practice to enables the obtaining of employment and promotes recycling of professionals in the field of public and private sectors. Adams have centers in Madrid, Barcelona, Valencia, Sevilla, Zaragoza, A Coruña, Vigo, Orense, Ferrol and Santiago. The Teaching staff consists of graduates in different subjects, with extensive teaching and professional experience, as many of them are civil servants, academics and practitioners, all in close contact with the world of business and public administration. Adams quality is guaranteed by the AENOR certifies, UNE-EN ISO 9001: 2000, CEG/CEU/0069/06 and CEG/CEU/0070/06 according to the score on its evaluation of our management system using the criteria of the EFQM Excellence model

>*Target groups*: adults
>*Time frame*: since 1957
>*Level*: National - Spain
>*URL*: www.adams.es
>*Language*: Spanish

CEAC

Description: CEAC is the first Center for Private Education in Spain, and an essential reference and a pioneer in the field of Distance Education. CEAC reports high rate of job placement and professional advancement of its students - 70% of the total. The materials and educational content of CEAC courses are developed and supervised by teaching professionals. CEAC collaborates with universities, professional associations and leading companies in its sector, to ensure timeliness and quality of our academic offerings.

>*Target groups*: adults
>*Time frame*: Since the mid 40s
>*Level*: National - Spain
>*URL*: www.ceac.es
>*Language*: Spanish

FOREM Fundación Formación y Empleo Miguel Escalera

Description: Miguel Escalera's Foundation of Training and Employment (FOREM), is a non-lucrative and private foundation, promoted by Comisiones Obreras Trade Union Confederation (CC.OO.) for the promotion, the direction management and the training for the employment in Spain. FOREM's activity among all productive sectors and among all territorial fields, in addition to the use of new communication's and information's Technologies, allow the management of learning for wide student groups, as well as designing personalized training solutions, with the quality commitment and constant innovation.

> *Target groups*: adults in work age
> *Time frame*: since 1989
> *Level*: National - Spain
> *URL*: http://www.forem.es
> *Language*: English, Spanish, French, Portugese, Arab

Oficina de Participació Ciutadana de la Diputació de Barcelona

Description: The Office of Citizens' Participation promotes education regarding the theoretical foundations of citizens' participation policies and research in participatory methodologies and techniques. The various training activities are adapted to suit every theme and/or demand of the target users and aims at practical and permanent educational achievements.

> *Target groups*: adults
> *Level*: Regional - Catalonia
> *URL*: http://www.diba.cat/aic/formacio.asp
> *Language*: Catalan

Aprendre a Vilafranca

Description: This project aims to promote the creation of a culture of lifelong learning in the city of Villafranca. Learning throughout life is a useful tool to resolve situations of personal or professional changes that we live in today's society, either individual or collectively. It provides information, advice and mediation to initiate a learning process; a new opportunity to join the educational system; tools to improve working conditions and aspects of relationship and involvement with its social and cultural environment.

> *Target groups*: above 16 years old
> *Level*: Regional - Catalonia
> *URL*: http://www.ajvilafranca.es/html/treball/aprendre_a_vilafranca.html
> *Reference*: The city council of Vilafranca del Penedès
> *Language*: Spanish, Catalan, German, English, Italian

2. Annex – EFELSE Resource Library

The EFELSE Resource Library includes a structured collection of best practices of the countries Germany, Spain and Slovakia (status April 13, 2010). The information was collected on two levels – the policy level (e.g. innovative and successful policies and programmes implemented in the field of education and training) and the training provider level (e.g. training courses and activities in the field of lifelong learning implemented by training providers).

This Annex can be downloaded as XLS-file and PDF-file from the EFELSE website at http://efelse.iacm.forth.gr.